Cuyuna Range Elementary School Crosby-Ironton School District
Student & Family Handbook

School Year 2026-2027
Superintendent of Schools - Mr. Rick Aulie
Principal- Ms. Amy Herfindahl
Secretaries - Ms. Grunwald, Ms. Taylor
School Hours: 8:00 a.m. – 2:55 p.m.
Office Hours: 7:30 a.m. – 4:00 p.m.
CRES: 545-8803 CRES Fax: 545-8858

To Report a Student Absence:

CRES Attendance Line: 545-8800 Option #3

Please report all absences to this number before 9:00 a.m.

District Office 545-8800 ext.1

www.ci.k12.mn.us

C-I Transportation (School Bus Company): 546-6156

Vision: Career and College Readiness for All Students

Mission: Learning Through Relationships

In addition to the information contained in this handbook, CRES follows the policies adopted by the Crosby-Ironton School Board. This handbook is, by no means, an entire collection of those policies. If you would like information not contained in this handbook, please refer to school board policies.

Welcome to Cuyuna Range Elementary School!

Dear Ranger Families, Students, and the Crosby-Ironton Community,

Welcome to an exCIting new school year at Cuyuna Range Elementary School! I'm thrilled to be joining the Crosby-Ironton community and am looking forward to meeting you all. My hope is for each of our students to not only grow academically, but socially and emotionally as well. Our Rangers will work to be incredible contributors to our Crosby-Ironton larger community, and find joy in working with one another towards common goals.

At CRES, we work collaboratively to challenge and encourage our learners to take risks with the incredible guidance of our teaching staff. This handbook is designed to serve as a roadmap for our daily school operations so that our journey runs smoothly and safely.

Educating our children is a shared responsibility and a deeply rewarding privilege. The Crosby-Ironton Public School District has been long-committed to this relationship with parents, guardians and community stakeholders. CRES staff is dedicated to fostering two-way communication that is timely and compassionate.

We are fully committed to helping every student succeed. Our unwavering goal is to ensure CRES remains a safe, welcoming space with high expectations for all. Every student can thrive when they feel supported and affirmed-this is, and will continue to be, at the fore-front of our work each day.

Thank you for choosing to join us on our exCIting adventure! We are honored and humbled to partner with you on your child's educational journey.

Warmly,

OVERVIEW OF OUR ELEMENTARY SCHOOL

Cuyuna Range Elementary School houses 450 students in grades PK-6. Each classroom contains a cross section of students representing various achievement levels. The primary grades are self-contained for most of their subjects. Students in the intermediate grades have a different instructor for some subject areas and a homeroom teacher to whom they report every day. Instruction is structured to meet the needs of each individual learner. Specialists teach technology & innovation, vocal music, instrumental music, and physical education. Support services are available for students identified as having a need in areas such as speech, health, physical movement, academics, behavior, daily living skills and/or counseling.

ACADEMICS

Homework: Much of the learning for which students are responsible takes place within the activities of the structured school day. Teachers do allow work time as a normal activity within the various subjects

taught each day. This allows the instructor to monitor each student's understanding prior to work being taken home. Students are held accountable for completing all assigned work. In order to determine if a student is ready to move on to the next grade level at the end of the school year, teachers need to see consistent evidence that the student has met grade-level standards. If work is not completed, this evidence will not exist, and the student may be retained to repeat the grade level the following school year.

Grouping and Inclusive Environments: The general objective sought through school classification (grouping) is to place each child in an educational setting which affords an optimum, well-rounded opportunity for learning without hampering physical, social development or emotional adjustments. State and federal laws state that students with disabilities are to be assigned the least restrictive environment and are to be educated in an inclusive environment with other students whenever feasible. Regular education teachers assume responsibility for making adjustments and providing materials suitable for such students. Special Education teachers have the responsibility of assisting regular education teachers in making these provisions.

Incompletes & Make-Up Work: Work missed because of absence must be made up within two (2) days from the date of the student's return to school. Any work not completed within this period shall result in "no credit" for the missed assignment. However, the building principal or the classroom teacher may extend the time allowed for completion of make-up work in the case of an extended illness or other extenuating circumstances.

Because there are certain ideas and concepts presented in classroom learning situations that students miss out on when absent, no one can fully benefit from simply completing make-up work. As school attendance improves, usually academic achievement rises. It is the student's responsibility to obtain missed assignments due to absences. It is the student's responsibility to see that missed assignments are returned to the teacher when due. If an absence is "excused" then all work may be made up for full credit with the help of the instructor. If the absence is determined to be "unexcused" work may be made up for full credit without the aid of the instructor. When a student is absent, parents/guardians may request make-up work from their child's teacher while the child is absent. We are pleased that parents are concerned and that they make this request. Teachers need time to organize assignments, so advance notice should be given. It is difficult to request and obtain school work during the teaching day.

Homebound: If it should become necessary for a child to be absent from school several weeks, per a written order, because of serious illness either at home or in the hospital, or for other reasons, arrangements may be made to provide homebound instruction. These services are available if a student is prevented from attending school for 15 consecutive school days; or predicted to be absent from school for 15 consecutive school days according to the placing authority, such as a medical doctor, psychologist, psychiatrist, judge, or other court-appointed authority.

Lessons will follow the plans of the child's regular classroom teacher. Up to five (5) hours of instruction may be provided each week. It is the responsibility of the parent/guardian to call the school and ask that such provision be made, and to provide a written order from a medical doctor, psychologist, psychiatrist, judge, or other court-appointed authority.

Curriculum*:* Teachers use the Minnesota Academic Standards to guide decisions on what to teach. CRES has adopted core curriculum resources in many content areas for teachers to use, and teachers can also supplement these core resources as the needs arise with their class. Parents may contact their child's classroom teacher with questions about curriculum, and can request to see curriculum materials, provided they offer the teacher ample advanced notice.

COMMUNICATION

CRES information is communicated to parents and the community through the district website: www.ci.k12.mn.us , local media, newsletters, phone calls and more.

CUSTODIAL/NON-CUSTODIAL PARENTS

It is the responsibility of a custodial parent to provide court documentation to the principal relative to the rights or non-rights of the non-custodial parent. We will operate on the premise that both parents have legal custody and joint decision making authority unless we are furnished documentation to the contrary.

PHYSICAL EDUCATION

Elementary students are required to participate in the physical education program. If your child is unable to participate in physical education due to an illness or injury, a written statement from the doctor should be filed with the school nurse. If, for any other reason, your child needs to be excused from physical education, a written statement from the parent/guardian to the teacher is required. Students are required to have tennis shoes for their physical education classes. If a student does not have proper tennis shoes they will be required to change into a pair provided. Please send shoes to school with your child every day, or have them keep an extra pair in their cubby or locker.

PLAYGROUND RULES

The following rules have been developed to ensure a safe and enjoyable recess for students on the playground. Violation of these rules may result in modified playground privileges.

1. Respect others
2. Respect yourself
3. Respect property
4. Respect learning

- Students will go outside for recess unless there is dangerous weather or a wind chill of 0 degrees or below. Students are expected to be properly dressed for all weather conditions. If a student needs to go back into school to get cold weather gear, they will be allowed to and expected to come directly back outside.
- Students are not permitted to bring toys, games, sporting equipment or gadgets to school for recess. The school will provide all necessary recess equipment.
- Students should talk to their teacher or the principal to request additional playground equipment

PUPIL PLACEMENT

Student assignment to classrooms is the responsibility of the principal. Placements will be made with the following factors in mind: size of classes within the grade level; balance of sexes and races; ability and achievement of the students; and social considerations.

RANGER YOUTH SPORTS

Ranger Youth Sports is a 501(3)c non-profit that offers a variety of athletic options for the youth in the Crosby-Ironton community. This program provides students with the opportunity to engage in many types of activities year round. Please visit their website at https://www.rangeryouthsports.com/ for more information and current offerings.

REPORTING AND FAMILY ENGAGEMENT

Student Evaluation Reports (Report Cards)

Students receive four report cards during the school year. The first three will be emailed or mailed during the week following the end of each quarter. The final will be emailed or mailed during the week after school gets out and a final copy is placed in the child's cumulative folder.

Parent Teacher Conferences
At CRES, we have one 1 on 1 conference between parents/guardians and teachers. Either party is encouraged to request and hold a conference at any other time during the school year. ***Parent-Teacher conferences are scheduled for November 2nd & 5th, and March 1st & 4th this year.***

SCHOOL CLOSINGS ~ EMERGENCY OR EARLY DISMISSAL

Parents are responsible for having a pre-arranged place for their children to go in case of emergency or early dismissal. (Example: bad weather, power failure, scheduled faculty workshops, etc.) These announcements are made on radio stations WJJY, WCCO, KVBR, KLIZ, KKIN or KTCF; also School Reach phone messages, on the school website, or on Facebook.

STUDENT ARRIVAL & DEPARTURE

Arrival
Buses are scheduled to arrive at the Cuyuna Range Elementary School between 8:00and 8:05 am. **Students who are dropped off <u>should not</u> arrive before 8:00 am, as there will be no supervision available until that time.** Students report directly to their classroom when they arrive between 8:00 and 8:25. Students who arrive after the 8:30 bell will report to the office and receive a pass to give to their teacher. Students who arrive in their classroom after 8:30 will be marked tardy.

Departure
Teachers walk their students to the bus areas at 3:00 pm, staying outside to oversee loading until the busses have left. Students who walk/ride bike home should use the sidewalk to walk to the CRES Express pick-up area and wait there until released by school staff. **Parents picking up students at the end of the day must sign out their student(s). Students will not be allowed to leave until they are signed out (except for CRES Express students. See below.). This is for the safety of all of our children.**

CRES Express
Parents who would rather pick their child up curbside in front of the school can sign their child/children up for the CRES Express. Sign-up sheets can be found on the credenza in the CRES lobby. No child will be allowed to be picked up curbside without a CRES Express pass. The CRES Express option will not be available the first few days of school to allow time for office personnel to distribute Express passes and create master lists. School staff **do not** verify who is picking students up in the CRES Express lane. **Only** choose this option if you are confident your child will only leave with the correct adult. CRES Express students must be picked up at the curb in front of the school. Students will not be permitted to walk across the parking lot unless accompanied by the adult who is picking them up. CRES Express is a privilege that can be revoked at any time if the rules or expectations are not being followed or met.

STUDENT RECORDS

Student records are classified as public, private, or confidential. State and federal laws protect student records from unauthorized inspection or use and provide parents/guardians and eligible students with certain rights. For the purposes of student records, an "eligible" student is one who is 18 or older or who is enrolled in an institution of post-secondary education. A complete copy of the school district's "Protection and Privacy of Pupil Records" policy may be obtained at the district office.

Permanent records are kept on each child enrolled. This information accumulates from PK-12, after which it is filed in the administrative office at the High School. These records include: Identification Data,

Grades, Standardized Test Scores, Activity Involvement, IEP, Health Information and other pertinent educational data. Parents/guardians may see the contents of these records by making an appointment with the principal. Copies may be made of the contents, but the original must remain in the office. The family may ask for items to be inserted into the record if they pertain to school. A request may be made by the parents or legal guardian to remove information from a child's file. If the request is not granted, an appeal may be filed with the next highest school official and ultimately to the School Board. Records are private and are only allowed to be viewed by parents/guardians or the involved school personnel. Only "directory information" will be made available to the public. This information pertains to children in activities, sports, winners of awards, honors, plays, choirs and band.

Updating Information: Parents/guardians should report to the CRES office of any changes in: address, telephone number, emergency contact person, bus arrangements, business telephone number or special directions for the handling of their children. This becomes especially important when school has a weather related early closing.

STUDENT SERVICES

Specialists

Instructors with specialized training in physical education, classroom music, technology & innovation, and instrumental music are provided to work with children. Media will also be a special that students attend on a 4-day rotating basis.

Title I & WIN Time

Title I is a federally funded Reading and Math program. At CRES, we use a WIN time (What I Need) model, where students in grades K-4 who need additional help in reading will receive 30 minutes of assistance from our Title 1 staff on a daily basis. Each student's WIN group assignment will be determined through the use of assessment data. As data continues to be collected during the year, students' WIN groupings may change. Students who don't require Title 1 support during WIN time will be grouped and focus on grade-level and/or above grade-level work. The intent of WIN Time is to meet students at their current level and provide individualized instruction tailored to their needs. There will also be an additional 30 minutes of Title 1 math help daily for students in grades 1-3 who show a need for this assistance.

Title 1 School/Home Compact: The Title I Partnership Pledge addresses the importance of school and home working together for the benefit of students of CRES. The Compact will be reviewed, goals will be developed, and the compact will be signed during fall parent-teacher conferences.

Title 1 and Family Engagement: Family engagement is a crucial part of our Title 1 program. As a partner in the education of your child, you should feel free to reach out to your child's teacher whenever you have questions, ideas, concerns, etc. Your child's teacher will provide you with their email address and school phone number. If you do not have this information, please call the main office.

Volunteering in your child's classroom is another great way to remain an engaged partner in your child's education. Please contact your child's teacher and our Volunteer Coordinator to learn more about volunteering opportunities. Our Volunteer Coordinator can be reached at 218-545-8782.

Title 1 Plans, Literacy Plan and Other Academic Information: The Family Engagement Policy, Family Engagement Plan, Title 1 School-wide Plan, Literacy Plan, and CRES Minnesota Report Card can be found on the Elementary Academics page on the district's website at www.ci.k12.mn.us.

Special Education: Special Education provides appropriately licensed teachers or consultants, to meet the needs of children with disabilities, which includes learning disabilities, developmental and cognitive disabilities, speech therapy, physical disabilities, early childhood, sighted or hearing impairments, emotional and behavioral disabilities. A few children with disabilities may be transported to another school in or out of the District, if the nature of a disability requires a more specialized program. At least two documented interventions must take place prior to a special education referral. When a problem persists, an initial meeting is held. This meeting consists of the Multi-Tiered Systems of Support (MTSS) Team, the Child Study Team (CST), or both. At that time, concerns will be summarized by the referring teacher(s) and a decision will be made to implement further modifications in the classroom and/or consider assessment. If the decision is to assess for a potential disability, parents will be notified and must grant permission. Upon completion of testing, appropriate school personnel will share the test results with the student's parents/guardians. If it is determined that special education is appropriate, goals of the program will be written into an Individual Education Plan (IEP) with the parents/guardians' assistance. Recommendations will also be made for any changes in classroom procedures.

The Rights of Children and Their Parents within the Special Education Program The Congress of the United States and the Minnesota State Legislature passed laws which make important guarantees to children and their parents/guardians. These guarantees include an education tailored to the child's special education needs and parental rights to be partners with the school in determining what programming the child needs and how/where the program should be provided. The following are the due process procedures to which parents/guardians are entitled:

Assessment Determination – Decisions will be made regarding the use of testing instruments in assessing the ability and educational needs of the student.

Assessment – The assessment is a team effort to identify the reasons for a child's difficulties in school so that steps can be taken to remedy them. Parents/guardians are entitled to see and review all records relating to the assessment.

Individual Education Plan – If the student appears to need special help after the assessment has been completed, parents/guardians will be asked to be a member of the team that will create an individual education plan (IEP) for their children. At parental/guardian request, the team may also include other persons of their own choosing to be part of the meeting conversations. Parents cannot request an IEP for their child. The assessment process must be followed and completed, and the results of those assessments must show a need for an IEP before an IEP can be written for a child.

Outside Assessment – If parents/guardians are not satisfied with the school's assessment, they may arrange for another assessment to be conducted by someone of their choosing, at their own expense or at the school's expense, if, after a due process hearing, the School District cannot show that their assessment is appropriate.

Periodic Review – Parents/guardians are entitled to yearly reviews of their child's progress in the program they and the school team have agreed upon. Additional information or team meetings may be requested at any time, by telephone or by visiting the school. These meetings need to be scheduled in advance to avoid scheduling conflicts.

Conciliation Conferences and Informal Due Process Hearing

Parents/guardians may object to any part of the process, from the assessment to the decision to provide, or not to provide, special services of one kind or another for their child. If there are objections, a conciliation conference will be arranged at a time and place convenient for them. At the conference, every effort will be made to resolve whatever problems or misunderstandings exist. Additional conferences can be

scheduled as necessary. If parents/guardians continue to be dissatisfied, an informal due process hearing can be arranged by the School Board, at the parent/guardian's request. If the parents/guardians do not agree with the hearing decision, an appeal can be made to the Commissioner of the Minnesota Department Education.

Early Childhood Screening

Screening is a quick, no-cost check to identify possible health or developmental concerns in young children between the ages of 3 and 5. Screening does not provide medical diagnoses. Screening in early childhood supports children's learning and promotes health and development. The Early Childhood Screening program includes vision and hearing, height and weight, immunization review, review of health care coverage, risk factors which may impact learning, large and small muscles, thinking, language and speaking skills as well as parent report of social emotional development, and a parent summary meeting. Early Childhood Screening (ECS) by a school district or evidence of a comparable screening by a non-school provider is required for entrance in Minnesota's public schools.

Early Childhood Classes

Our Little Rangers Family Center offers classes for 3-4 year olds (Little Miners) and 4-5 year olds (Little Rangers). Little Miners are a half day program, two days a week, while Little Rangers are a full day program. Early Childhood classes follow a sliding scale to make it affordable for families. As a reminder, Early Childhood students must be independent in toileting routines prior to entering the program unless they are receiving special education services and this accommodation is listed in his/her IEP.

Early Childhood Family Education (ECFE)

Early Childhood Family Education is a program for all families with children between the ages of birth and kindergarten enrollment. The philosophy of this program is that families provide children's first and most important learning environments and parents are children's first and most significant teachers. The goal of ECFE is to support parents and help strengthen and develop parenting skills. Classes and special family programs are offered throughout the school year.

Early Childhood Special Education (ECSE)

Early Childhood Special Education (ECSE) provides early intervention services to any child with special needs starting at birth. This includes children who, because of prematurity or other complications or children who may be experiencing difficulties with language, cognitive, motor, adaptive, or social emotional development. Parents work together with a team of professionals to plan the services the child needs. Anyone can refer children ages birth-5, including a parent, family member, friend or professional who works with the family. There are two ways to refer a child:

1. Online at www.helpmegrowmn.org
2. Phone 1-866-693-GROW (4769)

Crosby-Ironton school district will contact the family to plan a screening or an evaluation. The screening and evaluation process will help to determine if the child is eligible for Infant and Toddler Intervention or Preschool Special Education services. Services are free to children who meet eligibility requirements.

Community Education

C-I Community Ed offers a variety of programming for Early Childhood and Youth Enrichment throughout the year. For more information and to see current offerings, please visit their page on the school website or contact their office by email: communityed@ci.k12.mn.us or phone: (218) 545-8822.

TESTING

Students will be tested periodically for academic achievement or cognitive ability using state mandated, norm referenced and teacher created tests. Annual academic screening is a component of Minnesota's ReadAct. FastBridge earlyReading and earlyMath screeners are administered three times during the year to students in Kindergarten and 1st grade. FastBridge aReading and aMath are administered to students in grades 2-6. Additionally, any student in grades 4-6 will also take Capti's ReadBasix screener to determine specific needs as required by the Minnesota Department of Education. Minnesota Comprehensive Assessments are mandatory state tests given to students in grades 3-6 on an annual basis (see last two pages of this Student/Family Handbook). Students are tested in an environment appropriate to their learning needs. New students will be tested, as needed, and documents will be scored.

Testing Results Will Be Utilized For These Purposes:

- To provide parents with a statement and explanation of their student's achievement levels
- To help staff determine the level of each student's ability for academic work
- To evaluate the achievement level of each student in relation to his or her own ability
- To compare student grade level and District achievement levels in the basic academic subjects to a normative group
- To maintain an accurate account of a student's academic growth from year to year
- To determine curricular needs and strengths systematically in order to facilitate curriculum revision and long range planning
- To provide program coordinators with a basis for making a recommendation of which students should participate and the rate of student growth during the term of participation
- To assist administration, counselors and outside agencies in placing students in the most appropriate educational environment
- To meet the legislated mandate requiring all third through sixth grade students to take the Minnesota Comprehensive Assessments (MCAs)

VISITORS IN SCHOOL BUILDING

Parents/guardians and community members are welcome to visit CRES. To ensure the safety of those in the school and to avoid disruption to the learning environment, all visitors must report directly to the main office upon entering the building, with the exception of events open to the public. Crosby-Ironton uses the Raptor System which requires that visitors in the building scan a photo ID and be cleared for entry after running a preliminary background check and printing a personalized visitor's badge. An individual or group may be denied permission to visit a school or school property, or such permission may be revoked, if the visitor does not comply with school district procedures or if the visit is not in the best interest of students, employees, or the school district.

WITHDRAWALS & TRANSFERS

Out of the District: Whenever a student will be withdrawing from school prior to the end of the school year, office personnel should be notified as soon as possible. This will allow time to collect books, complete necessary paperwork and for the return of any school-owned supplies. Transcripts will be forwarded to the new school as soon as the Records Request form is completed or a request is received.

Within the District: All necessary transcripts will be forwarded to the new attendance center at the close of the school year.

ISD #182 ATTENDANCE POLICY

We understand that children do get sick or there are situations that cause children to miss school. Good attendance habits and being on time are vital to success in school and life after school.

The following policy is designed to have several interventions that will assist families who are struggling

with student attendance.

- The school day begins at 8:30. Students arriving late will be marked tardy. The tardy will be marked as excused in cases of appointments, family emergency, vehicle trouble, or weather related. All other tardy incidents will be unexcused.
- Make-up work or alternative assignments must be completed within two (2) days from the date of the student's return to school, unless other arrangements are made with the teacher.
- Parents/guardians must call or email the CRES attendance line by 9:00 a.m. on the day of the absence to report the absence. The message must include the reason for the absence. Messages that do not include a reason from the "Excused Absence" list below will result in the absence being marked as unexcused. If the office does not receive a call or email by 9:00 a.m., you will be receiving a call or text from the CRES office.

  CRES Attendance Line: 218-545-8800 option #3
  CRES office email: agrunwald@ci.k12.mn.us

Excused Absences

1. Students' physical or mental health is such as to prevent attendance at school
2. Family emergencies
3. Death or serious illness or funeral of an immediate family member
4. Active duty in any military branch of the United States
5. Student has a condition that requires ongoing treatment for a mental health diagnosis
6. Student has already completed state and district standards required for graduation from high school
7. Attend instruction not exceeding in aggregate three (3) hours in any week conducted by a Tribal spiritual leader, or a school for religious instruction conducted and maintained by a church, or association of churches or any Sunday school association incorporated under the laws of the state.

Unexcused Absences (Truancy: An absence by a student which was not approved by the parent and the school district, any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedures)

1. Work at home
2. Work at a business, except under a school-sponsored work release program
3. Vacations with family (unless approved ahead of time by building principal or designee)
4. Personal trips to schools or colleges (unless approved ahead of time by building principal or designee)
5. Absences resulting from cumulated unexcused tardies. Five (5) tardies in one class period equal one unexcused absence for that class.
6. Any other absence not included under the attendance procedures set out in this policy

Truancy Protocol

1. After 3 unexcused absences, or 10 excused absences, the school will send an Attendance Letter to parent/guardian.
2. After 5 unexcused absences, the school will coordinate a Pre-Truancy meeting with the parents. An attendance contract will be completed at this meeting.
3. After 7 unexcused absences, the school is required to refer a habitually truant child and the child's parent or legal guardian to appropriate services and procedures at the Crow Wing County Attorney's office, where a determination will be made as to whether or not the truancy will be filed in court, under Minn. Stat. Ch. 260A.

Leaving During the Day

Children who become ill during the day may be dismissed to the parent/guardian, after they have been contacted by school personnel. Your child should not call you via cell phone to report to you that they don't feel well and need to be picked up. This call needs to come from school personnel. Instruct your child to report illness to his/her teacher or the school nurse. Those who must leave the grounds during the school day, whether it be for illness or any other reason, must be signed out, by a parent/legal guardian, or by an adult with proper picture ID and parental permission, in the office. A daily list will be kept by the receptionist. For their own safety, children waiting to be picked up must remain inside the building, observed by district personnel. Leaving the grounds without permission will be considered skipping. Law enforcement will be called when a student leaves the school building without permission.

Further information regarding the district Student Attendance Policy #503 can be viewed on the School Board policies page linked HERE.

ISD #182 FOOD SERVICES

We use a computerized system that assigns each student a personal identification number. Students should not share their personal number with other students. The system is based on family accounts, so parents may write one check payable to Crosby – Ironton School District to cover purchases for all their children or pay electronically using "Infinite Campus" on the school district website. Cold lunches provided from are healthy meals that help fuel learning success.

Further information regarding the district Unpaid Meal Charge and Debt Collection Policy #798 can be viewed on the School Board policies page linked HERE.

ISD #182 HEALTH SERVICES

General

The nurse's office is staffed by a Licensed School Nurse, LPN or trained staff designees. The nurse/designee is available to assess the health status of students. If there is evidence of a health problem with a student, a parent or guardian will be contacted. The Licensed School Nurse gives support and guidance to the designees, helps prevent and control diseases, and serves as a resource person.

Precautions: If a child is ill, please keep him/her at home. When children are in a group, illness spreads quickly. The following recommendations will help keep the children and their friends at school well.

Children should remain at home:

- For 24 hours after fever from any cause has returned to normal.
- With a temperature over 100 degrees.
- With any intestinal disorder causing diarrhea, vomiting or nausea.
- With any communicable infectious disease such as chicken pox, influenza. Contact the nurse regarding when your child may return to school.
- With any infectious skin rash, such as impetigo or ring worm, your child may return to school 24 hours after treatment has been started.
- With a profuse discharge from the nose or eyes
- For a full 24 hours after being on medication for strep throat infection.
- If the child has scabies, he/she may return to school ONLY after treatment.

In order to protect the health of all students and adults in the school, we may call you to pick up your child if we see:

 Elevated temperature, vomiting or diarrhea, unknown skin rash or open sores, persistent cough profuse discharge from the nose or eyes, or sore throat

Notification: Please inform the school if your child is absent or has an extended illness or surgery. A phone call or note must accompany a child returning to school for absences and tardiness.

Immunizations: Minnesota law requires children enrolled in school to be immunized against certain diseases or file a legal medication or conscientious exemption. Visit the school website and the Health and Wellness tab for information and a copy of the Student Immunization Form required for medical or conscientious exemptions.

Student Accidents: In the event of a serious illness or accident in school, the nurse, principal, secretary or teacher will make every attempt to contact a parent/guardian. In the case of joint custody once a parent/guardian has been reached, it is the responsibility of that parent/guardian to notify other care givers. If a parent or guardian cannot be reached, the child will be taken for emergency care as needed. If the injury or illness is such that it would be dangerous to move the child, 911 will be called. The child would not be sent alone to the hospital; an adult would accompany the student. An accident form will be completed by school personnel.

Head Lice: Regular head checks of students will not be done by the nurse. If any signs of head lice are discovered, parents will be notified. Students with nits are not required to leave school, but should be treated at home.
What to look for at home: Early detection and manual removal is the best way to defeat head lice. Parents should regularly inspect their child's hair for nits. Nits are grayish oval eggs that lice attach to hair close to the scalp. Nits are "cemented" onto the hair and do not brush out easily like dry scalp flakes will.

Student Emergency Health Form: On enrollment to school, a Student Emergency Health Form should be completed and returned to school as soon as possible. School officials must have appropriate emergency information, including phone numbers, to aid in providing for your child's safety. Changes in medical information should be sent to the CRES Health Office as they occur.

Communicable Diseases: Students in the classroom who have rashes or other possible communicable conditions, such as impetigo or strep throat, will be sent to see the nurse. The nurse will contact the parent or guardian if a communicable condition is suspected and the nurse will follow the current recommended guidelines and procedures as set forth by the Minnesota Department of Health. If treatment is needed, a child should be out of school until 24 hours of treatment have been given, or the recommendation from the medical doctor. This is done to help minimize the spread of all communicable conditions.

Screenings: Vision and hearing screenings are done on a regular basis at school. Children are screened in first, third, and fifth grade. Referrals are mailed to the parent or guardian. Vision and hearing screenings are also done by parent or teacher request. Preschool screening is offered to 3-5 year old children living in the school district.

MEDICATIONS

If possible, medications should be given outside the school hours under parental/guardian supervision.

This includes short term antibiotics ordered for two and three times daily. All prescription (short and long term) and over-the-counter medication require an order by a Licensed Prescriber and a signed authorization from the student's parent/guardian. A new order is required any time there is a change. The forms can be located on the Crosby-Ironton School District website under "Health Services".

All medication must be in the original container and be clearly marked with the student's name, the medication name, the dosage to be given, and the method of administration. Prescription medications must also include the physician and the pharmacy name. Parents/guardians should request duplicate bottles of medication from the pharmacy when medication is to be given at school and at home so each site has an original container with all the instructions. Medication will only be given in a manner consistent with the instructions on the label or a more recent order from a Licensed Prescriber.

Parents/guardians are encouraged to deliver all medication to the nurse's office. If this cannot be done, arrangements must be made with the school nurse to find an acceptable means of delivery to the school. For safety reasons, it is not acceptable for students to deliver medications.

Medications will be given to students in the Health office, either by the school nurse or by a trained designee. All medication given at school will be documented and will become part of the student's health record. Any medication left at the end of the school year must be picked up by the parent/guardian by the last day of school. Any medication not picked up will be destroyed.

Any student observed by school personnel self-administering medication for which the school has no authorization will be reported to the Principal, Nurse and parents.

Parents/guardians should notify the school nurse if a student is going on a field trip during which medications are required. The school nurse will make arrangements for the medication to be given with parental/guardian approval.

ISD #182 CONDUCT/DISCIPLINE

PURPOSE

It is the position of Independent School District #182 that a fair and equitable District-wide School Discipline Policy does contribute to the quality of a student's education experience. It is the right of every teacher to teach and the right of every student to learn in an orderly environment. Without discipline in the schools, learning cannot occur. Therefore, this District-wide School Policy has been adopted. It is the responsibility of the school board, administrators, and teachers to safeguard the health, safety and educational environment of each student. The school board and district administrators will support district personnel who, in dealing with students on disciplinary matters, act in accordance with state statutes, State Board of Education regulations, and this policy. The following school board policies apply District-wide and will be distributed to students, through the Superintendent's office, each fall during the first week of school. Principals will distribute the policy to new families when their children are registered during the school year. Nothing in this policy is intended to conflict with The Pupil Fair Dismissal Act. The entire Student Discipline #506 policy can be found online at www.ci.k12.mn.us

Rules of Conduct

Disciplinary action shall be taken against students for any behavior which is disruptive of good order or violates the rights of others. The following acts are some examples of unacceptable behavior subject to disciplinary action in the school district. These examples are not intended to be an exclusive or complete list. The entire Student Discipline #506 policy can be found online at www.ci.k12.mn.us

A. Truancy and Unauthorized Absences
1. As required by current statutes, regulations of the State Department of Education, and the school board of this district, students shall be in attendance each day that school is in session. The authority to decide whether an absence is excused or unexcused rests with the building principal. Students returning to school following an absence will be expected to complete all missed assignments within a reasonable period of time.
2. Truancy, for purposes of this policy, is being absent from school or class without the approval of the school.
3. If a student develops a pattern of tardiness to school or class, disciplinary action will be taken.

B. Vandalism or Theft of School or Personal Property
1. **Vandalism**: Vandalism is damage to, or destruction of, school or other property by students. This includes iPads and Chromebooks issued to students. iPad and Chromebook insurance does not cover vandalism.
2. **Theft**: Theft is the act of intentionally and, without claim or right, taking, using, transferring, concealing, receiving or retaining possession of movable property of another without his or her consent and with intent to deprive the owner permanently of the property, or the finding of lost property and not making a reasonable effort to find the owner by turning the article in to the principal's office.

C. Physical Assaults
Physical assaults are acts which intentionally inflict bodily harm upon another.

D. Verbal Assaults
Verbal assaults are abusive, threatening, profane or obscene language, either oral or written, by a student, including conduct that degrades people.

E. Threats and Disruptions
1. **Threats**: Threats to normal school operations, school activities or people including but not limited to the reporting of dangerous or hazardous situations that do not exist, are unacceptable behavior.
2. **Disruptions**: Any student who disturbs or interrupts the peace and good order of school or school-sponsored activities will be subject to disciplinary action. Acts of disruption include, but are not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats.

F. Dangerous, Harmful and Nuisance Substances and Articles
Any student using or in possession of such substances or look-alikes may be subject to disciplinary actions.
1. **Alcohol**: Students are prohibited from using, possessing, distributing or being under the influence of alcoholic beverages or look-alikes at school, on or near school grounds, or at school-sponsored activities.
2. **Drugs**: Students are prohibited from using, possessing, distributing or being under the influence of illegal drugs, narcotics, look-alikes or drug paraphernalia at school, on or near the school grounds, or at school-sponsored activities.
3. **Tobacco**: Students are prohibited from using, possessing, or distributing tobacco tobacco-related devices, electronic cigarettes, or tobacco paraphernalia.

4. **Cell Phones, Electronics and other nuisance articles**: Students in grades PreK-6 are prohibited from having or using any nuisance articles at school or school sponsored activities (toys, cell phones, earbuds, other electronics). These items are prohibited in classrooms, hallways, on the playground and in the lunchroom during the school day. Items may be confiscated from the student and housed securely in the front office. Depending on the number of previous infractions and the progressive discipline policy, the item may be given to the student at the end of the day to bring home, or a student's adult may be called to pick it up. This action may be different from other district buildings. See School Board Policy #597 for further information HERE (link to be updated when revised policy is posted).

G.Failure to Identify Oneself
Failure to provide proper identification upon request of a staff member is unacceptable behavior.

H. Violation of the Law
Violation of any local, state or federal law is unacceptable behavior. The school personnel will cooperate with the police or other representatives.

I. Unacceptable behavior includes:
a. Willful conduct which materially and substantially disrupts the rights of others to an education.
b. Willful conduct which endangers school district employees, the pupil, other pupils, or property of the school.
c. Willful defiance of school authorities.
d. Willful violation of any rule of conduct specified in this discipline policy and other school district policies.
e. Insubordination shall be construed to mean defiance of school authority, regulations and class rules, such as defacing school property, obscene language or inappropriate behavior. Defiance means flagrant disobedience. If a student persists in a defiant manner or is considered insubordinate, disciplinary action will be taken.

Minor/Major Incident Reports
These forms are completed by the school personnel who are documenting, referring or reporting a child for disciplinary action. Completed copies will be submitted to the PBIS (Positive Behavioral Interventions Systems) team for record keeping. Reports are intended to be a communication between staff, administration, and parents, and the report is not a punishment in and of itself.

Minor infractions include, but are not limited to:
- Tardy
- Disruption
- Property Misuse
- Teasing/Taunting
- Dress Code Violation
- Defiance/Disrespect
- Off-Task Behavior
- Inappropriate Language

Major infractions include, but are not limited to:
- Disruption
- Physical Contact
- Property Damage/Vandalism
- Inappropriate Language

- Non-compliance/Defiance
- Fighting/Physical Aggression
- Harassment
- Tobacco/Alcohol/Drugs
- Abusive Language

Fighting

Fighting creates a setting where bodily harm can easily result; we want a safe school environment and one which enhances your child's education. Therefore, fighting which results in bodily harm, or attacking another student may be reported to the police, investigated and handled by them in addition to school policy of immediate suspension. **"Play fighting" is prohibited at CRES.**

Parental Action: The parents of the victim could make referrals to Conciliation or Civil Court.

Disciplinary Action

Disciplinary action includes but is not limited to:
Incident Report
Meeting with the teacher, counselor, principal or law official
Loss of school privileges
Detention
Parental conference with school staff
*Removal from class
** Suspension
*Modified school programs
** Exclusion
**Expulsion

A. Removal from class** is the short-term exclusion of a student from school during which the school retains custody of the student. Each school shall meet and set up the procedure to carry out removal from class. Students removed from class shall be the responsibility of the principal or his lawful designee. The removal of a student from class shall be for a period of time not to exceed 3 class periods or one hour per day for 3 days. The temporary removal from class may be imposed by the teacher when the student disrupts the educational environment of the class. The length of time of the removal from class shall be at the discretion of the principal after consultation with the teacher. Students shall be returned to class upon completion of the terms of removal established at the informal administrative conference.
**Suspension, exclusion and expulsion are defined in the Pupil Fair Dismissal Act, available at the district offices.

B. Parents shall be notified in writing of violation of the rules of conduct and resulting disciplinary actions as directed by the Pupil Fair Dismissal Act. Students shall be notified of violations of the Rules of Conduct and resulting disciplinary actions verbally, except as provided otherwise by the Pupil Fair Dismissal Act.

C. Early involvement of parents of children exhibiting behavioral problems will be encouraged by communication from school personnel.

D. Procedures determined appropriate by the Paul Bunyan Special Ed Co-op for early detection of pupils exhibiting problems or who may be in need of special education services will be utilized.

E. Any time a special education student is removed from class, his or her Individual Educational Plan will be reviewed by the educational team to determine whether or not his or her education program is appropriate.

F. Students who are suspended may not be on school property on the days of suspension. This includes after-school time and all after-school activities on or off site. Students may not participate in any extra-curricular activities during the days of their suspension.

G. Disciplinary stages leading to expulsion: At the discretion of the building principal or designee, a student may be placed on a disciplinary policy stage. When the principal receives a Major Incident Report or numerous/frequent minor or major reports are written and the student's behavior continues to be disruptive to the educational system, the educational plan, or the right of others to receive an education, the principal may place a student on one of the disciplinary stages that may lead to the expulsion of that student.

Classroom teachers will be handling discipline within the classroom that is defined as minor. If the offenses are repeated or escalating, the principal will be informed and may take action. Teachers will make every effort to involve parents in the initial problem solving process.

Further information regarding the district Student Discipline policy #506 can be viewed on the School Board policies page linked HERE.

Weapons

If a child finds or is aware of an item that is dangerous, or could be used as a weapon, in their possession upon arriving at school, they MUST turn it in immediately to a responsible adult such as a bus driver, teacher or aide. This includes look-alike weapons such as toy guns and knives, etc. Instances where items are turned in immediately will be treated as though the child did not intend to bring anything harmful to school.

Children who keep and/or conceal any type of dangerous item or weapon risk suspension or expulsion from school.

Further information regarding the district School Weapon policy #501 can be viewed on the School Board policies page linked HERE.

ISD #182 POLICY PROHIBITING HARASSMENT and VIOLENCE

PURPOSE

A. The policy of the school district is to maintain a learning and working environment free from harassment and violence on the basis of Protected Class. The school district prohibits any form of harassment or violence on the basis of Protected Class.

B. A violation of this policy occurs when any student, teacher, administrator or other school district personnel harasses a student, teacher, administrator or other school district personnel or group of students, teachers, administrators, or other school district personnel through conduct or communication based on a person's Protected, as defined by this policy. (For purposes of this policy, school personnel include school board members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of the district.)

C. A violation of this policy occurs when any student, teacher, administrator or other school district personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator, or other school district personnel based on a person's Protected Class.

C. The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's Protected Class, and to discipline or take appropriate action against any student, teacher, administrator or other school district personnel found to have violated this policy.

Further information regarding the district Harassment and Violence policy #413 can be viewed on the School Board policies page linked HERE.

ISD #182 POLICY PROHIBITING BULLYING

PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and/or a teachers' ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

Further information regarding the district Bullying Prohibition policy #514 can be viewed on the School Board policies page linked HERE.

ISD #182 POLICY PROHIBITING HAZING

PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

Further information regarding the district Hazing Prohibition policy #526 can be viewed on the School Board policies page linked HERE.

TRANSPORTATION

Please consult with the bus contractor, C-I Transportation, at 218-546-6156, regarding routes, pick-up points, times, problems or changes in residency. All pupils will board their bus immediately after dismissal and remain on the bus. We wish to keep the number of students who miss their bus to a minimum and prevent any accidents. Students are not to be near school pick-up points until buses have arrived and stopped. Any student who misses his/her bus should come to the principal's office, where they

may call their parents for a ride home. Children are not to walk home if they normally ride a bus. Written permission from a parent is required before a student may ride any bus other than his/her regular bus. If it is necessary to change your child's after school plan, please contact the CRES office before 2:00 pm.

Bus Discipline

Decisions regarding a student's ability to ride the bus in connection with co-curricular and extra curricular events (for example, field trips or competitions) will be in the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.

(1) Elementary (K-3)

1st offense – warning
2nd offense – 1 school-day suspension from riding the bus
3rd offense – 5 school-day suspension from riding the bus
4th offense – 45 school-day suspension from riding the bus/meeting with parent. Further offenses – individually considered. Students may be suspended for longer periods of time, including the remainder of the school year.

(2) Secondary (4-12)

1st offense – warning
2nd offense – 5 school-day suspension from riding the bus
3rd offense – 90 school-day suspension from riding the bus

Further offenses – individually considered. Students may be suspended for longer periods of time, including the remainder of the school year.

The assurance of a safe and efficient transportation system calls for proper conduct on the part of riders. Teachers and parents are encouraged to go over the following rules describing conduct standards to which pupils must adhere. It is the position of Independent School District #182 that a school bus is an extension of the classroom and a safe and enjoyable ride to and from the school each day is an important part of a child's total educational experience. It is the responsibility of school officials, bus drivers and parents to safeguard this experience. Riding the bus is a privilege, not a right. Students need to understand that they are responsible for their own behavior on the bus. Misbehavior can result in the distraction of the bus driver. Driver distraction may endanger the lives of all students transported. Because bus safety is the overriding concern, behavior infractions must be reported. The following behaviors will not be permitted on the bus. The behaviors are grouped in accordance with the seriousness of the offense; repeated and/or serious behavior, result in more severe consequences.

Minor Infractions(*Denotes behavior which could also be considered a major infraction)

1. Refusing to obey driver*
2. Not following safety procedures of bus*
3. Out of seat while bus is moving*
4. Blocking aisle or door
5. Head, hands, objects out of window
6. Spitting*
7. Tripping
8. Fighting*
9. Swearing, profane language, any sexual gestures*
10. Littering, throwing objects through window
11. Repeatedly interrupting bus driver, making unnecessary noise

12. Teasing others on the bus, thus leading to more noise and fights
13. Threats or embarrassment to others
14. Kissing or sexual physical contact*
15. Rubber bands*

Major Infractions

1. Fighting
2. Spitting
3. Disrespect to driver – insubordination
4. Alcohol
5. Chemicals
6. Tobacco in any form
7. Weapons
8. Explosives
9. Vandalism – destroying property of others or the bus
10. Theft
11. Animals without prior permission of bus contractor or driver.
12. Use of phone or other device to take photos or to record video and/or audio on the bus.

Bus Area

The walkway in the Bus Loading Area is divided into 2 paths. The pathway nearest the driving area is outside a yellow line designating an area only to be used when children enter and exit buses. It should not be used by pedestrians for through traffic. The remaining section of the sidewalk should be used by those people who are traveling to busses.

Teachers will walk their children out to the busing area and monitor student traffic Please discuss with your children that when traveling to and from school without adult supervision: *DON'T talk to, go with, do things for any stranger, or accept anything from them. IF YOU ARE APPROACHED, seek safety in a business, store, home or go back to school. WALK with your friends whenever possible. REPORT TO YOUR PARENTS/TEACHER any incident of being approached. Try to get a good description of the stranger. The license number of the car or even part of it would be helpful. IF YOU ARE OFFERED ANYTHING; a pill, tattoo, tobacco or alcohol by anyone, refuse the items and report the incident to your teacher and parents.*

Bicycles

Persons riding their bicycles must park them in racks provided. Bicycles are to remain in the racks during school hours. It is suggested that locks be attached to bicycles to avoid loss.

Fire, Delivery, Mail and Bus Lanes

Fire trucks, delivery vans, postal vehicles and buses enter the CRES campus from County Road 31. This is a designated lane and cannot be used by the public.

Student Pick Up and Drop Off

Persons picking up children should park in the lots provided on the west side of the CRES building. DO NOT park along the curb after school unless your child has a CRES Express pass. If you are going to be signing-out your child and picking them up in the lobby, you must park in one of the parking spaces in the lot, not along the curb. Children must wait for their rides on the "red benches" inside the main entry where they may be observed, unless they have a CRES Express pass.

Please do not use the bus lanes or the fire/mail delivery lane. A "student drop off" area has been established in the main parking lot. We ask that children are not dropped off in the Bus Loading Zone as this is designated for buses loading and unloading children with disabilities.

CONFLICT RESOLUTION

This policy is designed to settle conflicts between two parties at the level closest to the conflict. Conflicts between a parent and teacher are perhaps the most frequent potential conflict; and will be used as the example, but this policy also includes conflicts between any employees within the school district.

When a conflict occurs between parent(s) and an employee, the parent(s) will typically do one of two things: 1. Contact the employee and try to work the situation out; 2. Contact the building principal and inform him/her of the situation. If the parent(s) should contact the building principal, the following steps will be initiated by the building principal:

Step 1: The building principal should ask the parent(s) if they have been in contact with the employee. If the parent(s) feel uncomfortable or unwilling to contact the employee, the building principal will ask the parent(s) if it would be permissible for the employee to contact them. If the parent(s) do not prefer to have the employee contact them, the building principal will set up a meeting to include the parent(s), employee, student if appropriate, and the building principal. The building principal will act as a mediator and attempt to resolve the potential conflict. If a parent or employee contacts the superintendent or a school board member prior to contacting the building principal, the superintendent or school board member should request that the parent(s) or employee contact the building principal.

Step 2: If the parent(s), employee, or building principal feel that the conflict has not been resolved at the Step 1 level, any of these parties can contact the superintendent. The superintendent will arrange a meeting to include all parties involved. The superintendent will act as a mediator and attempt to resolve the conflict.

Step 3: If the conflict cannot be resolved at Step 2, the superintendent will arrange another meeting between the parties involved and include two school board members. The superintendent will act as a mediator and the parties involved will attempt to resolve the conflict.

Step 4: If the conflict cannot be resolved at Step 3, the parties involved will come before the school board for action.

Steps 1 and 2 will be completed within five (5) working days

All documentation will be saved at the step resolved. The mediator will be responsible for the documentation. The documentation will not be placed in the employee's permanent file unless deemed necessary by the superintendent or the school board.

MISCELLANEOUS

Employment Background Checks

The school district will seek criminal history background checks for all applicants who receive an offer of employment with the school district. The school district also will seek criminal history background checks for all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether compensation is paid. These positions include, but are not limited to, all athletic coaches, extracurricular academic coaches, assistants, and advisors. The school district may elect to seek criminal

history background checks for other volunteers, independent contractors, and student employees.

Latex Balloons and Other Items
For the safety of those who may have an allergic reaction, Cuyuna Range Elementary School does not allow latex balloons or other latex items to be brought on to school property.

Videos/Pictures/Audio Recording
Parents, students and/or community members are not to take video or audio recordings, nor still pictures of students inside CRES, or on school grounds. Exceptions to this rule include events that are open to the public such as concerts, graduation ceremonies, etc.

Use of Student Photos
The district routinely uses photos of students in district publications, the local newspaper, on the district website, and on the district's Facebook page. If you do not want photos of your child used, you must fill out a non-consent form at the CRES office. Note: If the local media takes pictures of students at an event that is open to the public, they can publish those pictures even if a non-consent form has been completed by the parent of the student.

Field Trips
The type and level of behavior expected in school will be expected on field trips. Specific directions of behaviors and procedures shall be prepared by the teacher, and reviewed with the students and accompanying supervisors. Students not able to follow stated classroom expectations for behavior may be provided with a modified trip experience with alternative supervision. Other field trip experiences beyond class trips, i.e., ice skating, skiing, etc., which are part of an ongoing grade/classroom behavior plan, are exempt from the aforementioned. These types of "reward" trips are privileges that students can lose based on not meeting criteria set in advance of the trip.

School Supplies
The District does not furnish school supplies such as pencils, crayons, glue, erasers and writing paper. However, many art supplies are furnished. Make sure your child brings his/her own necessary supplies to school. Note: Students are not allowed to have permanent markers in school. A suggested supply list for the following year is posted on the school website and provided to area businesses

Fees
Materials that are part of the basic educational program are provided with state, federal, and local funds at no charge to a student. Students are expected to provide their own pencils, pens, paper, erasers, notebooks, and other personal items. Students may be required to pay certain other fees or deposits, including (not an inclusive list):

- Admission fees or charges for extracurricular activities, where attendance is optional and where the admission fees or charges a student must pay to attend or participate in an extracurricular activity are the same for all students, regardless of whether the student is enrolled in a public or a home school. • Cost for materials for a class project that exceeds minimum requirements and is kept by the student. • Security deposits for the return of materials, supplies, or equipment.
- Personal physical education and athletic equipment and apparel.
- Items of personal use or products that a student has an option to purchase such as student publications, class rings, annuals, and graduation announcements.
- Admission fees or costs to attend or participate in optional extracurricular activities and

programs.
• Voluntarily purchased student health and accident insurance.
• Use of musical instruments owned or rented by the school district.
• A school district-sponsored driver or motorcycle education training course.
• Transportation of students to and from optional extracurricular activities or post-secondary instruction conducted at locations other than school.
Students will be charged for textbooks, workbooks, and library books, and district-owned electronic devices that are lost or destroyed. The school district may waive a required fee or deposit if the student and parent/guardian are unable to pay. For more information, contact the building principal.

Nondiscrimination
The school district is committed to inclusive education and providing an equal educational opportunity for all students. The school district does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity and expression, or age in its programs and activities. The school board has designated the Superintendent of Schools, 218-546-8817, as the district's human rights officer to handle inquiries regarding nondiscrimination.

Notice of Violent Behavior by Students
The school district will give notice to teachers and other appropriate school district staff before students with a history of violent behavior are placed in their classrooms. Prior to giving this notice, district officials will inform the student's parent or guardian that the notice will be given. The student's parents/guardians have the right to review and challenge their child's records, including the data documenting the history of violent behavior.

Pledge of Allegiance
Students will recite the Pledge of Allegiance to the flag of the United States of America at least weekly. Any person who does not wish to participate in reciting the Pledge of Allegiance for any personal reason may elect not to do so. Students must respect another person's right to make that choice. Students will also receive instruction in the proper etiquette toward, correct display of, and respect for the flag.

Messages
Students are not to be interrupted during class time to speak on the phone. We understand emergencies happen and messages, related to these emergencies, will be delivered to students by no later than 2:30 pm each day. If you need to contact your student/s for these emergency reasons, you will need to call the front office at 545-8803. Messages received after 1:00 pm may not reach the children, so whenever possible, call before 1:00. The majority of calls received in the office on a daily basis are related to change of destination for students leaving school. It takes a considerable amount of staff time to facilitate such changes. It is the policy of the school that students should come from home in the morning with a note signed by parent/s if they are to change bus drop off locations. If there is any confusion or discrepant information regarding a drop off point, the drivers and school personal are instructed to have the child dropped off at the regular destination.

Dropping Items Off
Classes are not to be interrupted by parents delivering items to their children during the school day. If you need to drop an item off for your child, you will leave it with the office personnel, and it will be picked up or delivered to your child at a time when the child is not in class. ***Office staff is not permitted to allow parents or other visitors past the office.***

Lotions, Hand Sanitizer, Dry-Erase Board Cleaner, and Other Chemicals

No lotions, hand sanitizers, dry-erase board cleaner, perfume, cologne, or other such chemicals can be brought to school by students. The nurse has hand lotion for students to use, and the school provides hand sanitizer and board cleaner for student use. For safety purposes, we are required to have a data sheet for all such chemicals that are in the building, and allowing students to bring these items from home puts us in jeopardy of not having the proper data sheets. The only exception would be lotions prescribed by a doctor. These should be kept in the nurses office, and your child will be allowed to go to the nurse to use such lotions as needed.

Personal Appearance

Decisions regarding student dress are up to the discretion of the principal or appointed designee. Perfumes, colognes, and lotions are not permitted at CRES.

Inappropriate clothing includes, but is not limited to, the following:

1. Shorts that do not provide adequate coverage while standing, sitting, or participating in school activities, sleeveless tops that do not provide adequate coverage of the torso, tops that expose the midriff, and other clothing that is not in keeping with community standards.
2. Clothing bearing a message that is lewd, vulgar, or obscene.
3. Apparel promoting products or activities that are illegal for use by minors.
4. Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances or provokes any form of religious, racial or sexual harassment and/or violence against other individuals as defined in Policy 413.
5. Any apparel or footwear that would damage school property.
6. PreK-Grade 6 students are not permitted to wear hats or other headgear during the school day unless prior approval has been granted by the administration for special events, such as reward days or school celebrations.

The intention of this policy is not to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, libelous; do not denigrate, harass, or discriminate against others on the basis of protected class status under the Minnesota Human Rights Act; or do not violate school district policies prohibiting discrimination, bullying, violence, harassment, or other harmful activities.

*"Gang," as defined in this policy, means any ongoing organization, association or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang activity. "Pattern of gang activity" means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal street gang.

Further information regarding the district Student Dress and Appearance policy #504 can be viewed on the School Board policies page linked HERE (link will be updated when revised policy is posted to website).

Pets/Animals

Due to the health and safety issues, pets may not visit CRES

Use of School Facilities by Outside Organizations

School facilities are available to outside organizations. The School Board has established a policy on fees to be charged. School organizations have preference. Arrangements for the use of any school district facilities should be made as far in advance as possible with the Community Education Department at 545-8822.

Family Service Collaborative Worker
If you or anyone in your family needs confidential and prompt assistance, contact the ISD #182 Collaborative worker 545-8775 at CRES.

Lost and Found
The CRES Lost and Found is located in the cubby area in the hallway near the cafeteria. Other found items, such as money, jewelry, books, athletic equipment and glasses should be brought to the CRES office. Items not claimed after 30 days of public display will be either thrown away or donated to organizations who distribute to those in need.

Food and Beverages
Consumption of food or beverage by students must take place in the lunchroom, unless it is under the direct supervision of the teacher or other adult. Water is allowed in a closed container, for students at CRES. No Pop or juice is allowed in the building unless approved for a special occasion. There is no gum allowed at CRES.

Food at School
It is required by law that food sent to school for snacks or treats distributed to the class be commercially made and pre-packaged. By complying with this law, you are protecting not only the children in the school, but yourself.

Parties
Parties may be held during the school day, if authorized and supervised by the instructor. Generally, these are centered on a holiday, class event, or team event. Activities should follow good hygiene practices, present few opportunities for accidents with food or beverage, and allow for easy clean-up.

Gifts
Students are not to give or receive gifts at school. Delivery of flowers or balloons during the school day is **not** permitted. Party invitations are not to be delivered at school.

Money
The number of times a pupil needs to bring money to school should be minimal. When the occasion does arise, under no circumstances should they leave it unattended. The school does not take responsibility for lost money.

Sending Checks to School
Fund raising projects, safety courses, entrance trip fees, music fees, etc., are sometimes being carried out by CRES students. Please remember that checks should **not** be made to CRES. Make checks payable to the appropriate payee, i.e., PTO, ISD 182, Community Education, etc. Put them in an envelope with the child's name and classroom on it.
***If you are paying for a lunch bill or early education fee please make Checks payable to ISD 182**

Lockers/Desks
Student lockers will be assigned by teachers to students in grades 3, 4, 5, and 6. Lockers are provided for

student use for hanging coats and storing school-related materials. Periodic inspections for cleanliness of lockers can be expected from the teacher. Under Minnesota law, school lockers are school district property. At no time does the school district relinquish its exclusive control of lockers provided for students' convenience. School officials may inspect the interior of lockers for any reason at any time, without notice, without student consent, and without a search warrant.

Students' personal possessions within a school locker may be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school officials will provide notice of the search to students whose lockers were searched, unless disclosure would impede an ongoing investigation by police or school officials.

School desks are school district property. At no time does the school district relinquish its exclusive control of desks provided for students' convenience. School officials may inspect the interior of desks for any reason at any time, without notice, without student consent, and without a search warrant.

Teacher Licensing

Parents may request, by contacting the principal, information about whether their child's teacher meets state licensing approval for the grade and subject being taught, is a teacher on waiver, has certification for the field being taught, and/or the qualifications of any paraprofessional providing instruction. If a parent requests it, the school district will provide information regarding the professional qualifications of his/her child's classroom teachers, including, at a minimum, the following:

1. whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. whether the teacher is teaching under emergency or other provisional licensing status through which state qualification or licensing criteria have been waived;
3. the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree;
4. whether the student is provided services by paraprofessionals and, if so, their qualifications.

Volunteering

During the school year, we often have many opportunities for volunteers in our school! Whether you can help part-time, occasionally, in-school or from your home, we've got a job for you! Call the Volunteer Coordinator at EXT 8782 for more information or to sign up as a school volunteer!

Student Surveys

Occasionally, the school district utilizes surveys to obtain student opinions and information about students. For complete information on the rights of parents/guardians and eligible students about conducting surveys, collection, and use of information, a complete copy of the school district's "Student Surveys" policy may be obtained at the district office.

Suicide Prevention Contact Information (From the MN Dept. Of Education) Community resources.

These are excellent resources for people at risk of suicide and for those who care about them:

- The National Suicide Prevention Lifeline: 988
- The Crisis Text Line: text MN to 741741
- National Alliance on Mental Illness: 1-800-950-NAMI or text NAMI to 741741
- Crow Wing County Crisis Line - A phone line answered 24/7 by dedicated volunteers who are ready to listen and provide help in crisis situations (218) 828-4357

MDE 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 academic 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 work force 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 publically released and used by families and communitie are negatively impacted if students do not participate in 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 standard

Minnesota Comprehensive Assessments (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 MCA.
- MTAS is an option for students with the most significant cognitive disabilities.

ACCESS and Alternate ACCESS for ELs
- 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

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 students 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 grade 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 of 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 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 assessment selected and administered at the local level. Please contact your school for more information regarding local decisions.

When do students take 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 (education.state.mn.us>Students and Families>Programs and Initiatives>Statewide Testing)

DEPARTMENT OF EDUCATION

Minnesota Statute, 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 the for 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 2026 to 2027 school year.)

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

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).

Please indicate the statewide assessment(s) you are opting the student out of this 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_____