



**ROOSEVELT
ELEMENTARY**

Empower, Energize, Engage

Home of the Falcons!

**2024-2025
STUDENT
HANDBOOK**

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SECTION 1 – MISSION STATEMENT

Roosevelt Elementary School, as part of a global community, is committed to lifelong learning, exploring and creating, in a nurturing environment.

At Roosevelt Elementary School, our CORE VALUES are based in Responsive Classrooms CARES acronym:

- **Cooperation:** Students' ability to establish new relationships, maintain positive relationships and friendships, avoid social isolation, resolve conflicts, accept differences, be a contributing member of the classroom and school community, and work productively and collaboratively with others.
- **Assertiveness:** Students' ability to take initiative, stand up for their ideas without hurting or negating others, seek help, succeed at a challenging task, and recognize their individual self as separate from the circumstances or conditions they're in.
- **Responsibility:** Students' ability to motivate themselves to take action and follow through on expectations; to define a problem, consider the consequences, and choose a positive solution.
- **Empathy:** Students' ability to "see into" (recognize, understand) another's state of mind and emotions and be receptive to new ideas and perspectives; to appreciate and value differences and diversity in others; to have concern for others' welfare, even when it doesn't benefit or may come as a cost to one's self.
- **Self-Control:** Students' ability to recognize and regulate their thoughts, emotions, and behaviors in order to be successful in the moment and remain on a successful trajectory.

BEHAVIOR STATEMENT

Roosevelt Elementary School is a community where we take responsibility for our learning, show respect for others and promote a positive and safe environment!

At Roosevelt Elementary School we . . .

- Set high learning expectations for all students.
- Offer leadership, which allows these expectations to be achieved in a supportive, caring environment.
- Place a high priority on spending the most time possible on facilitating learning, while utilizing a relevant and continuous curriculum.
- Actively encourage parent and community involvement and support.

Ways You Can Help Your Child Have Success at School:

- Ask your child about his/her day at school
- Ask to see your child's homework
- Provide an appropriate place and time to do homework
- Check to see if your child did quality work
- Assist your child, yet encourage your child to do his/her work independently
- Help your child organize materials for the next day
- Make sure your child is well rested and arrives at school on time
- READ to your child, READ with your child, LISTEN to your child READ
- Communicate with your child's teacher

SECTION 2 – ATTENDANCE

Arrival and Dismissal Times

Classes begin at 8:15 a.m. and conclude at 2:55 p.m. Students who do not ride the bus should arrive between 8:00 a.m. and 8:10 a.m. Students who arrive prior to 8:00 a.m. should wait on the sidewalk on the West Side of the building. Teachers are involved in meetings and preparation before school and are not available to provide supervision. Playground supervisors are on duty from 7:45 to the opening bell in the morning. After school, teachers will escort their classes to the main foyer to go to the buses or meet parents. Parents who are picking their children up at school are asked to park their vehicles in the East lot. **Please do not leave your car unattended at the curb.** Parents are requested to wait for their child(ren) outside of the school. If it is necessary to come into the school, you will need to report directly to the office to pick up your child. When you are picking up your child(ren) after school, please respect our school hours and be on time. Students are expected to leave the school grounds and go directly home at dismissal time. The Roosevelt playground is not supervised after school. A before and after school childcare program is available from 3:00-6:00 p.m. For more information, call **KID'S WORLD** at 507-330-1396.

School Hours
Grades K - 5 8:15 a.m. - 2:55 p.m.
First Bell is 8:00 a.m.
Classes begin at 8:15 a.m.
Dismissal is 2:55 p.m.

Attendance

When your child is absent from school, please remember to call us. To ensure that our students are safe, the office staff will be contacting families, at home or work, when we do not receive a call. Messages can be left on our 24 hour voicemail any time of the day or night. Please call the attendance line by 8:30 a.m., 507-333-6701. Students must report to the office for a pass, if for any reason, they arrive at school after the 8:15 a.m. bell.

The Faribault Public Schools (FPS) Board and all staff believe that school attendance is important. Educators and parents must work together to help our students be successful.

Who is required to attend school?

Minnesota law requires that every child between seven and 17 years of age must receive instruction (Minn. Stat. 120A.22, Subd 5). Once a child under the age of seven is enrolled in kindergarten or a higher grade in public school, the child is subject to compulsory attendance provisions.

What is a tardy?

A tardy is any time a student arrives at class after the bell. At the beginning of the day, a student who arrives within the first 25 minutes of the school day will be marked tardy. After 25 minutes the student will be marked according to the reason given by the parent/guardian.

What is an excused absence? (per School Board Policy 503)

An excused absence is any absence that is reported by a parent or guardian to be due to:

1. Medical illness.*
2. Serious illness in the students immediate family.
3. A death or funeral in the student's immediate family or of a close friend or relative.
4. Medical, dental, or orthodontic treatment, or a counseling appointment.
5. Court appearances occasioned by family or personal action.
6. Religion instruction: not to exceed three hours in any week.
7. Physical emergency conditions such as: fire, flood, storm, inclement weather, etc.
8. Official school field trip or other school-sponsored outing.
9. Removed of a student pursuant to a suspension.
10. Family emergencies.
11. Active duty in any military branch in the United States.
12. A student's condition that required ongoing treatment for a mental health diagnosis.

*To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school. A note from a physician or a licensed mental health professional stating that the student cannot attend school is a valid excuse.

What is an unexcused absence? (Per School Board Policy 503)

Any absence not meeting the criteria above will be considered "unexcused".

What about family vacations?

The school district encourages families to plan vacations when school is not in session. If a student needs to miss school because of a planned vacation, the planned absence should be communicated to the school ahead of time so teachers can inform students about instruction and assignments they will miss. Students missing 15 consecutive days - even with prior notification to the district - will be dropped from enrollment per state statute. See below.

Consecutive Absences

If a student misses fifteen (15) consecutive school days during the regular school year, without receiving instruction in the home or hospital setting, the school district must drop the student from its enrollment and classify the student as withdrawn. (Minn.

Stat. 126C.05, Subd. 8) The school district may also be required to file an Educational Neglect or Truancy report with the student's county of residence.

What is truancy? (Minn. Stat. 260C.007, Subd. 19)

"Habitual truant" means a child under the age of 17 years who is absent from school without excuse for seven days if the child is in elementary school or for one or more class periods on seven school days if the child is in middle school or high school or a child who is 16 or 17 years of age who is absent from school for one or more class periods on seven school days and who has not lawfully withdrawn from school.

What is Educational Neglect?

Educational neglect refers to a child under the age of 12 years who is absent from school without an excuse for more than seven school days and is in need of protection or services due to habitual truancy. For students under the age of 12 years, an absence from school without excuse is considered educational neglect by the parent rather than truancy by the child.

What is the procedure for chronic absenteeism?

A student will be considered to be consistently attending school if they attend more than 90 percent of school days. When a student drops below this level, the school may engage in any of the following actions:

- Phone calls/messages home
- Letters/support resources sent home
- Individual meeting with student and staff member from attendance team
- Family meeting to develop individualized attendance success plan
- Referral to district level Student Attendance Review Board
- Referral to Rice County

SECTION 3 – STUDENT EXPECTATIONS

Discipline Plan

Roosevelt Elementary uses the Positive Expectations Policy approved by the Faribault Public School's School Board as its guideline when disciplining a child. School discipline/consequences strive to be consistent, reasonable, fair, age appropriate, and matched to the severity of the student's misbehavior. Disciplinary and restorative interventions may include an array of different interventions that range from conference with the student, parent contact, loss of privilege up to suspension or expulsion. Building principals/administration will identify and investigate misconduct; recommend and implement discipline; notify a disciplined student's parent of the specific misconduct the student engaged in and any disciplinary action respondents take; and enforce discipline. For more information see School Board Policy Positive School Expectations Policy 537.

	<u>Cafeteria</u>	<u>Hallway</u>	<u>Recess</u>	<u>Bus</u>	<u>Bathroom</u>	<u>Assemblies</u>
C We show <u>Cooperation</u> by..	-Remaining in my seat.	-Walking in a single file line.	-Following game rules.	-Using appropriate language on the bus.	-Waiting our turn to use the bathroom.	-Sitting and staying with our class.
A Use <u>Assertiveness</u> by..	-Raising our hands to be excused.	-Walking with a purpose to where we need to be.	-Getting an adult when we need help.	-Talking to our bus driver if there is a problem.	-Talking to an adult if there are any problems in the bathroom.	-Paying attention and participating in the assembly.
R We show <u>Responsibility</u> by..	-Staying at a level 2 voice.	-Staying on the right side of the hallway.	-Using the playground equipment correctly and returning it when done.	-Setting a good example for others.	-Washing our hands with soap and water.	-Listening to the speaker with our eyes and ears.
E We use <u>Empathy</u> by..	-Including everyone at our table in the conversation.	-Keeping our voices at level 0-1 in the hallway.	-Including others in our activities.	-Being kind to others on the bus.	-Giving others their privacy.	-Staying at a level 1 during the assembly.

<p>S We use <u>Self-Control</u> by..</p>	<p>-Keeping our hands and feet to ourselves.</p>	<p>-Keeping hands and feet to self.</p>	<p>-Keeping our hands to ourselves.</p>	<p>-Staying in our seats at all times.</p>	<p>-Use bathroom correctly</p>	<p>-Sitting on our pockets during the assembly.</p>
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Communication

Open communication between home and school is critical to your child's success. We will try to keep you informed through SeeSaw, Parent Square, Infinite Campus Messenger, monthly newsletters, classroom weekly PEEKS, conferences, report cards and open houses. Classroom teachers send weekly peeks to communicate important information from the classroom. We hope you will keep us informed as well. It is important for you to communicate important information with us, such as: change of address, telephone numbers, place of employment, and emergency contacts.

Changes in Student/Family Information

We ask that parents/guardians update their contact/emergency information via Infinite Campus Parent Portal on an annual basis. It is critical that school personnel have current emergency/family information. Parents/guardians must notify the school office with changes in the information during the school year. It is important for you to communicate important information with us, such as: change of address, telephone numbers, place of employment, and emergency contacts.

Interpreters/Translators

Interpreters/translators are available for Deaf/Hearing Impaired and ESL parents as needed. Requests for any interpreter/translator services MUST BE MADE BY THE PARENT/GUARDIAN, with the school's office, at least one week in advance. These services are provided at no charge.

Student Dress Code

Articles of clothing advertising or promoting drug/tobacco use, violence, gang insignia/colors, sexual practices or containing profanity will not be allowed. Students may wear the article "inside out" or call home for a more appropriate garment. Clothing that reveals undergarments or the bare midriff or bare lower back will not be allowed. Flip flop type footwear is not allowed. Students are not to wear coats during the school day unless the classroom environment demands it. Caps and hats are not to be worn inside the school building.

Preparations for winter months: Students are expected to bring the following items to school every day in the winter months: warm winter coat, hat, mittens/gloves, scarf, snow pants, and boots. Our policy is that all students will go outside for recess in the winter months unless the temperature is below zero. Many of our students come to school not properly dressed to be outside for an extended period of time. We require these items because we want our student to be safe and remain healthy, so they can be in school. Please help us keep all of our students warm and safe this winter and send the proper attire to school each day.

Sodexo - Breakfast/Lunch/Milk Program

A well-balanced and nutritious breakfast and lunch is available at school each day.

Minnesota passed a law allowing all students to eat for free. We are so excited to be able to provide free meals to all students in the Faribault school district.

Reimbursable Breakfast and Lunch:

Definition of a reimbursable meal - Breakfast: At breakfast, schools must offer students all three required food components in at least the minimum required amounts. The components at breakfast are grains (with optional meats/meat alternates allowed); juice/fruit/vegetable; and milk. If operating offer vs serve, a student must be offered at least four food items and must select at least three food items, one of which must be ½ cup of fruit or vegetables for OVS. Lunch: At lunch, schools must offer students all five required food components in at least the minimum required amounts. The components at lunch are: meat/meat alternates; grains; fruit; vegetables; and fluid milk. If operating offer vs serve, a student must take at least three components in the required sizes. One selection must be at least ½ cup from either the fruit or vegetable component.

Breakfast will be available everyday in the classroom. All students will receive their breakfast at NO CHARGE. Grades Kindergarten through 12th grade: No student will be denied a reimbursable breakfast or lunch if the food service account is negative, unless the account has been closed.

Student Accounts:

- All reimbursable meals will be free to the students. However, your student can purchase ala carte items and/or second meals on their accounts.
- A computerized prepay system is used for payment of ala carte items.

- Each student has their own account maintained by Sodexo. Payments can be mailed directly to the Sodexo office at: 925 Parshall St or sent with your child to class to turn into the school office. Payment to include siblings from other schools cannot be accepted at the school office. PLEASE MAKE ALL CHECKS PAYABLE TO ISD 656 FOOD SERVICE and include the following information with your payment: the student's name, grade, and section. For information about your account, please call 333-6772.
- The Food Service Office and schools will make reasonable efforts to notify families, students, and employees when the account balance is low (\$10.00 or less). Low balance account statements for elementary students will be sent home weekly. The employees, Middle School and High School students will be told verbally when their account balances are low.
- Students will not be allowed to purchase any ala carte items if the account is negative.

Free and Reduced Meal Applications

- We do need free and reduced applications to be filled out for tracking purposes and other benefits the school can receive through the USDA. These applications are sent home at the beginning of the school year and are available in the school office. **Applications must be made annually.** Meals are on a prepay system.

Lunch Times and Outside Meals

Lunch times for individual classrooms vary. If you would like to visit school and have lunch with your child, please contact the school office at 333-6500 for more information and to find out what time your child's class has lunch. Due to federal guidelines, we ask that the parent either purchases a school lunch or brings a home lunch. Outside vendors are strongly discouraged.

Please see school board policy 534 for further information.

Gifts & Parties/Snacks & Treats

Deliveries of flowers, balloons, etc. will not be made to classrooms. Please note that FPS are latex free environments, only mylar balloons are allowed. Students will be called to the office at the end of the school day to pick up deliveries. Please be advised that balloons of any kind are not allowed on the bus.

Typically there are three classroom celebrations during the year. Teachers plan their parties individually. Faribault Public Schools is committed to promoting student health and wellness in all that we do. The FPS Wellness Policy states that any snack, birthday treat, etc. provided must be healthy in nature. A list of healthy snacks can be provided upon request from the school office. Parents may purchase a snack from Sodexo or can purchase them from a store or can choose to send non-food items. All snacks must be commercially packaged. Please contact your child's teacher before purchasing snacks in order to rule out any student allergies you might need to consider in your child's classroom.

If your child is celebrating with a party at home, please send invitations to classmates/friends through the U.S. mail. Distributing invitations at school can create disruption in the classroom and hurt feelings for those students who may not be included.

Kid's World

A fee based, before and after-school program is available for students in Grades [PreK-5](#). Kid's World is open from 6:00-8:00 a.m. and 3:00-6:00 p.m., Monday through Friday. For more information contact the program coordinator, Tiffany Reuvers, at 507-330-1396.

Lost and Found

Please label your child's clothing, backpacks, etc. Labeling items is the only way that we can return lost articles to the owner. Students and staff who find lost articles are asked to put them in the designated area. Lost articles, which are not claimed within a reasonable time, will be donated to organizations that provide free or low cost clothing. Students are advised to leave valuables (jewelry, money, etc.) at home. Students are expected to be responsible for the safekeeping of their own belongings.

Telephone Use

Each classroom is equipped with a telephone although students must have permission from their classroom teacher to make phone calls. There is not a student phone in the main office. At the risk of your child's teacher not retrieving an important voice mail message in time, arrangements for after school activities, transportation, etc., should be made prior to arriving at school and not at the end of the day. If a message must be passed on to your child, please call the office before 2:30 p.m.

Because use of personal cell phones (or other smart devices such as smart watches, iPods, etc.) would interfere with the learning environment and may interfere with communications during emergencies, the administration reserves the right to restrict their use at school. Personal cell phones are not allowed to be used at school. If a cell phone/smart device is brought to school for use after school, it is to remain in the students backpack or coat. If the device is brought out or used during school hours it will be confiscated and will need to be picked up at the school office by an adult.

SECTION 4 - STUDENT SAFETY

Bike Safety

Any child riding his/her bike to school must walk his/her bike once they are on school property. Bikes must be locked in the bike rack. The school assumes no responsibility for damaged or stolen bicycles.

Skateboards, Rollerblades, Heelys, Scooters

Skateboards, rollerblades, wheelies, and scooters are not permitted at school.

Severe Weather

In the event of severe weather, schools may close for the entire day, dismiss early, or delay in starting. Radio stations KDHL (920 AM dial) and WCCO (830 AM dial) are notified immediately of any decision. You may also obtain information on school closings by calling our phone line dedicated to school emergencies at the Emergency Information Line - 333-6057. Please also look at the district website for weather information at www.faribault.k12.mn.us.

PLEASE DO NOT call the school or administrative office, as phone lines are needed to make calls to parents/guardians, the bus company, and radio stations.

Parents may pick up their children early at any time during inclement weather. Parents may keep their children home if they feel the weather is too severe to send them to school even though school may be conducted. **Please be sure your child knows what to do if there is no one home when school has been dismissed early.**

Early Release Procedures

Early release plans for each child is part of the annual updates in Infinite Campus. At the fall meet and greet conference, teachers will confirm the student's early dismissal plan and remind parents to update their plan in the parent portal. In the case of early closing, students will be expected to follow your family's early dismissal plan. Students will not be allowed to call home for instructions as we need to keep our lines open for emergency and incoming calls.

Pets at School

Due to the Clean Air Act and because of health and safety concerns, **pets are not allowed at school**. Students are invited to share their pets via pictures or videos. When the school curriculum calls for animals in the classroom, they will be allowed for the period necessary for study.

Safety Drills

Fire and severe weather drills are practiced during the school year. Each year we will conduct 5 fire drills, 5 lockdown drills, and 1 tornado drill. A district-wide comprehensive emergency/safety plan is in place and will be followed for all drills and emergency situations. With the state-of-art fire/smoke detection devices and sprinkler system, "Defend in Place" procedures will be followed for fire drills. This plan is approved by the local and state fire marshals.

Transportation – Faribault Transportation Company

Whether a student rides the bus to and from school or for special events/activities, they are expected to follow rules of good conduct and safety with regard to their bus ride in order that the ride is safe and enjoyable for everyone. Students are allowed to ride only their assigned bus.

Riding the school bus is a privilege, not a right. Specific consequences are outlined in policy 707 for school bus behavior which is available in the school office or at the District Office. If you have questions or concerns, please contact Faribault Transportation at 507-334-5121.

BUS RULES - CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

Riding the school bus is a privilege, not a right. Students are expected to follow the same behavioral standards while riding the school bus as are expected on school property or at school activities, functions or events. All school rules are in effect while a student is riding a bus or at a bus stop.

Consequences for school bus/bus stop misconduct will be imposed by the Building Principal or the Principal's designee. In addition, serious misconduct will be reported to the District's Director of Operations and the Department of Public Safety.

A. School Bus and Bus Stop Rules

The School District school bus safety rules are to be posted on every bus. If these rules are broken, the School District's discipline procedures will be followed. Consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school office in a timely fashion and in written form so parents may be notified.

B. Rules at Bus Stop and Boarding the Bus

1. Go directly from your house to the bus stop; arrive at the bus stop five minutes before your scheduled pick up time.
2. Stay away from the street, road or highway when waiting for the bus. Wait until the bus stops and the door is opened before approaching the bus.
3. Stay off private property and out of the street.
4. Use appropriate language.
5. If you must cross the street to get to the bus stop, wait until the bus stops and the driver signals you to cross, look left, right, and left again. If clear, walk quickly across the street.
6. Get on the bus in a single file line and hold on to the rail to keep from slipping, falling, or tripping.
7. Go directly to your seat and sit down.
8. No fighting, harassment, intimidation, or horseplay.
9. No use of alcohol, tobacco, or drugs.
10. No pets, live insects, reptiles, or animals allowed on the bus.

C. Rules on the Bus

1. Respect and obey the bus driver at all times.
2. Cross 10 (ten) feet in front of the bus when crossing a roadway.
3. Only riders assigned to the bus can ride, students must be on time at their designated stops.
4. Do not damage the bus. Bus vandalism such as cutting/ripping seats is strictly prohibited.
5. Keep all your articles and school supplies in a backpack on your lap and keep the aisles clear at all times.
6. Make room for others needing a seat. Respect other students and their property at all times.
7. Keep your hands and head inside the bus. Windows open to halfway point only, if the driver gives you permission.
8. Remain seated and facing forward at all times.
9. Absolutely no tampering with the bus radio, controls, equipment, or exit doors.
10. Talk quietly and use appropriate language.
11. Video or picture taking of any kind is strictly prohibited.
12. Weapons or dangerous objects i.e. skateboards, pets, glass, knives, etc. are not allowed on the bus.
13. No eating, drinking, gum chewing, smoking, tobacco use or drugs allowed on the bus.
14. No fighting, harassment, intimidation, or horseplay.
15. Do not ignite matches or start a fire.

D. Exiting the Bus

1. Stay seated until the bus is completely stopped and the door opens. Use handrail to exit.
2. When leaving the bus, if you drop something, **DO NOT GO BACK TO PICK IT UP!**
3. Walk 10 steps on the sidewalk or the side of the road away from the bus. Always walk in front of the bus.
4. If you must cross the street always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
5. Always cross in front of the bus.
6. Go directly home! Don't "hang around" the bus stop.

E. Consequences

Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's ability to ride the bus in connection with co-curricular and extracurricular 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.

Visitors

All daytime visitors to our school (including parents) are **required** to pre-arrange all visits and first report to the main office. All parents, visitors or volunteers have to be "buzzed in" at the main entrance and provide a photo ID to be processed through the district's visitor management system. Parents picking up their child(ren) during the school day should do so from the office, and will be asked to provide photo ID to process the check out. All entrance doors other than the main entrance door will be locked once the students have arrived. Together we can ensure your child's safety. Please see school board policy 903 for further information.

SECTION 5 - HEALTH INFORMATION / HEALTH SERVICES

The health office is open from 7:45 a.m. - 3:15 p.m. on school days. The health office nurse can be reached at 507-333-6704. Parents have the primary responsibility for their children's health. The health office nurse does not medically diagnose or prescribe. Parents who are in doubt as to the condition of their child should consult a physician. It is the responsibility of the parent to inform the health office staff of any health conditions the student may have and may request further documentation for the student's health file.

Students should stay home and will be excused from school to go home if any of the symptoms below are present.

A fever over 100 degrees (stay home 24 hours after temperature is back to normal without fever reducing medicine)
Vomiting or diarrhea (stay home 24 hours after last episode)
Any undiagnosed rash
Strep throat (return to school 12 hours after antibiotics are started)
Any undiagnosed draining wounds
New onset or persistent cough

Parent must inform the school within 24 hours if their child has a communicable disease. These may include, but are not limited to: covid, influenza, head lice, ringworm, scabies, impetigo, chicken pox and pink eye.

The health office staff may excuse a student from physical activity due to illness or injury no more than two consecutive days. If a student requires longer or further restrictions from a class, a doctor's note determining duration and specific restrictions will be required.

All medication must be administered through the school health office. Children's Acetaminophen and children's Ibuprofen can be administered by health office staff with written parental authorization, up to a maximum of 5 times per month. Students will need to have their own supply in the health office. The supply must be consistent with children's dosage ages 2-11 in an unopened, manufacturer labeled container. All other medications require a Medication Authorization Form from their Health Care Provider and signed by a guardian. **The school district does not supply Acetaminophen or Ibuprofen.**

All other medications that are administered at school must be 1) Accompanied by a Medication Authorization Form signed by a prescribing healthcare provider. The Medication Authorization will state medication, dosage, time, duration, and the medical reason for medication, other medications this student is taking and side effects of medications. 2) Administered only if the parent/guardian has signed the Medication Authorization Form. 3) In the original pharmacy labeled container marked with the student's name, medication name, dosage, times to be given and route of administration. 4) Any controlled substance medication must be brought to the school and picked up at the school by an adult. Please see School Board Policy 516 for more information.

If your child has any allergies, please provide documents from your healthcare provider stating what foods/substances/etc should be avoided. If food accommodations are necessary at school, a USDA Special Diet Statement must be completed by a healthcare provider and returned to health office staff. This information will be shared with staff on a "need to know" basis and share with food services staff so they can appropriately substitute food items. Parents can choose to send a cold lunch from home.

Faribault Public Schools are latex free environments. Please do not bring any products containing latex into any of the buildings. Only mylar balloons are allowed inside school buildings.

Minnesota law requires that all students be up to date on their immunizations or have a notarized exemption on file in the health office. The health office staff will send home requests for student immunization records as needed. If the student does not meet this requirement, they may be held out of school per the district's immunization policy #530 and state statute 121A.15.

If your child has a health or medical condition that could potentially cause a life-threatening emergency while being transported by school bus, it is the parent's responsibility to notify Faribault Transportation Company at 507-334-5121.

SECTION 6 - STUDENT CURRICULUM

Reading/Language Arts

The vision of the Language and Literacy framework is that the process of learning to read and write should be motivating, captivating, enjoyable, and rewarding so that all students read and write with passion and purpose. Classrooms dedicate 150 minutes each day to literacy instruction including the major literacy components of reading, writing, spelling, and vocabulary/word study. Reading instruction includes direct instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. English Language teachers push into the reading block to support students who are learning English. Reading intervention supports are provided during "What I Need" (WIN) Time in which all students are placed in groups according to specific skills they are developing. Interventions may be led by a reading intervention teacher, an EL teacher, Special Education teachers, or classroom teachers. These groups change throughout the year. The main curriculum resources provided for the literacy block include *Benchmark Literacy*, *Bridge2Read*, *PRESS*, *UFLI*, as well as a wealth of classroom library books. Our Local Literacy Plan can be found on our website under: Departments – Teaching & Learning – Literacy Plans.

Mathematics

K-5 Math Curriculum incorporates the best practices as described in the MN Sci-Math Frameworks and the Minnesota Academic Standards. The primary curriculum resource is *My Math*. Classrooms spend 70 minutes per day in math instruction.

Social Studies

The Minnesota academic standards in Social Studies are taught through an interdisciplinary approach in the classroom. The standards cover the areas of Citizenship and Government, Economics, Geography, History, and Ethnic Studies. The primary curriculum resource is *Studies Weekly*.

STEM&M

Students engage in learning in the areas of Science, Technology, Engineering, Mathematics, and Media each week. The Minnesota science standards are used to frame instruction and a priority is placed on hands-on and inquiry-based learning experiences. Additional Science instruction and experiences are offered in the classroom and through field trips to Riverbend Nature Center.

Art

The elementary art curriculum provides students with opportunities to develop the necessary skills for self-expression. An appreciation of art is taught with a hands-on approach to creating art. Both flat and dimensional projects are chosen to expose children to a variety of materials. The Minnesota academic standards in the area of visual arts are covered in this class.

Music

The music curriculum provides every student with an opportunity to experience singing, moving, playing instruments, the use of technology and composing.

Physical Education

Students strive for personal growth, development and fitness in the physical education classes. Physical Education contributes to the improvement of motor skills for efficiency in the activities of everyday living and leisure-time use. Students are required to have tennis shoes for Phy. Ed. classes as a safety precaution.

If, for some reason, a child is unable to participate in physical education class, specific written notification must be provided. If the student is unable to participate for more than one day, a doctor's statement identifying specific restrictions may be required.

Social Emotional

Students develop a range of skills in social-emotional development through their day-to-day interactions as well as through direct instruction in emotional intelligence and pro-social behaviors. The district provides *Second Step* as a curriculum resource to meet these needs through classroom lessons.

Special Education

Support services are available for students who meet State/Federal guidelines for Special Education services.

English as a Second Language

Students with limited English proficiency will receive services to increase language and classroom skills.

ADSIS Reading Support Services

Reading Intervention teachers funding through ADSIS are available to support all students who require additional support in reading. This service primarily occurs during "What I Need" (WIN) time and students are not removed from core classroom instruction.

ADSIS Behavior Support Services (Roosevelt Success Coach)

The Roosevelt Success Coach funded through ADSIS is available to support students whose parents apply for additional behavior and social support.

School Social Work Services

Social Work services are available to any and all students and families. These services are provided in order to improve and address issues regarding the social and emotional development of our students. These services may be provided at the classroom level, within small groups, and on a one-to-one basis.

Gifted and Talented Services

Gifted and Talented children and youth are those students with outstanding abilities at elementary and secondary levels. These are students who may require differentiated and challenging educational programs and services in collaboration with the general school program. Students receive differentiated instruction in their classroom based on ongoing assessments.

Testing

The district uses the *FastBridge* assessment to measure progress in the reading, math, and social/behavioral domains. These score reports are used for screening, skill analysis, instructional planning, and more to ensure educators have the right data to provide timely and targeted supports. The *Minnesota Comprehensive Assessments* (MCAs) are administered in the spring to all

third through fifth grade students. Third and fourth graders are tested in Reading and Math. Fifth graders are tested in Reading, Math, and Science.

Please take the time to read the Parent/Guardian Guide to Statewide Testing that is on the next two pages of the student handbook. This will answer many questions you might have about testing. If you choose to opt out of state testing for your student, please make sure to return the required form as soon as possible. This form must be signed each year.

Statewide Assessments:

Parent/Guardian Participation Guide and Refusal Information

Your student's participation in statewide assessments is important as it allows your school and district to ensure all students have access to a high-quality education. In the past, students with disabilities and English learners were often excluded from statewide assessments. By requiring that all students take statewide assessments, schools and teachers have more information to see how all students are doing. This helps schools to continuously improve the education they provide and to identify groups, grades, or subjects that may need additional support.

Assessments Connect to Standards

Statewide assessments are based on the [Minnesota Academic Standards](#) or the [WIDA English Language Development Standards](#). These standards define the knowledge and skills students should be learning in K–12 districts and charter schools. Minnesota prioritizes high-quality education and statewide assessments give educators and leaders an opportunity to evaluate student and school success.

Minnesota Comprehensive Assessments (MCA)

MCA and the alternate assessments (Minnesota Test of Academic Skills (MTAS)/Alternate MCA) are the annual assessments in reading, mathematics and science that measure a snapshot of student learning of the Minnesota K–12 Academic Standards.

ACCESS and WIDA Alternate ACCESS for English Learners

The ACCESS and WIDA Alternate ACCESS are the annual assessments for English learners that provide information about their progress in learning academic English, based on the WIDA English Language Development Standards.

Statewide Assessments Help Families and Students

Participating in statewide assessments helps families see a snapshot of their student's learning so they can advocate for their success in school. High school students can use MCA results:

- For Postsecondary Enrollment Options (PSEO) in grade 10.
- For course placement at a Minnesota State college or university. If students receive a college-ready score, they may not need to take a remedial, noncredit course for that subject.

English learners who take the ACCESS or WIDA Alternate ACCESS and meet certain requirements, have the opportunity to exit from English learner programs.

Taking Statewide Assessments Helps Your Student's School

Statewide assessments provide information to your school and district about how all students are engaging with the content they learn in school. This information helps:

- Educators evaluate their instructional materials.
- Schools and districts identify inequities between groups, explore root causes and implement supports.
- School and district leaders make decisions on how to use money and resources to support all students.

Student Participation in Statewide Assessments

Student participation in state and locally required assessments is a parent/guardian choice. If you choose to have your student not participate in a statewide assessment, please provide a reason for your decision on the form below. Contact your student's school to learn more about locally required assessments.

Consequences of Not Participating in Statewide Assessments

- The student will not receive an individual score. For ACCESS and WIDA Alternate ACCESS, the student would not have the opportunity to exit their English learner program.
- School and district assessment results will be incomplete, making it more difficult to have an accurate picture of student learning.
- Since all eligible students are included in some calculations even when they do not participate, school and district accountability results are impacted. This may affect the school's ability to be identified for support or recognized for success.



Check with your local school or district to see if there are any additional consequences for not participating.

(education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing)

Additional Information

- On average, students spend less than 1% of instructional time taking statewide assessments each year.
- Minnesota statutes limit the total amount of time students can spend taking other district- or school-wide assessments to 11 hours or less each school year, depending on the grade.
- School districts and charter schools are required to publish an assessment calendar on their website by the beginning of each school year. Refer to your district or charter school's website for more information on assessments.

Statewide Assessment: Parent/Guardian Decision Not to Participate

By completing this form, you are acknowledging that your student will not participate in statewide assessments and will not receive individual assessment results.

First Name: _____ Middle Initial: _____ Last Name: _____

Date of Birth: _____ Current Grade in School: _____ Student ID Number (if known): _____

School: _____ District: _____

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____ Date: _____

Reason for Refusal: _____

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

MCA/MTAS Reading

MCA/Alternate MCA Science

MCA/MTAS Mathematics

ACCESS/WIDA Alternate ACCESS

Contact your school or district for more information on how to opt out of local assessments.

(Note: This form is only applicable for the 20__ to 20__ school year.)

What Does It Mean?

Education incorporates many different acronyms and abbreviations into its vocabulary. This list may help you understand them better.

ASD	Autism Spectrum Disorder	AOM	Assurance of Mastery Grades 4-5
DAPE	Developmental Adaptive Physical Education	DOL	Daily Oral Language
EBD	Emotional/Behavior Disorder	ESL	English as a Second Language
ELL	English Language Learner	IEP	Individual Education Plan
SLD	Specific Learning Disability	LEP	Limited English Proficiency
DCD-MM	Development Cognitive Delay- Mild to Moderate	DCD-SP	Development Cognitive Delay – Severe to Profound
OT	Occupational Therapy	PE	Physical Education
PT	Physical Therapy	Title I	Reading Support Grades 1-2

SECTION 7 - STUDENT ACTIVITIES

School Safety Patrol

Students in 4th and 5th grade have the opportunity to gain leadership skills and safety training by serving on the school patrol. Forms are sent home in the fall for students to sign up for patrols. Morning school patrols must be at school by 7:45 a.m. Afternoon patrols need to remain on duty until 3:10 p.m. Those students that sign up to participate in school patrol are not able to ride the bus.

The school safety patrol is on duty from 8:00-8:10 a.m. and 2:55-3:10 p.m. Please discuss with your children the importance of crossing streets only at the corner or where the safety patrols are posted. **All students and adults are asked to please cross with our safety patrols before and after school.**

Field Day

All 5th grade students participate in our annual Elementary Track and Field Day. Students may participate in individual and group events. Field Day events include running events, relays, three-legged race, softball throw, long jump and tug-of-war. Field Day is designed to be a fun day for students with school pride and sportsmanship exhibited.

Community School

Community School offers a range of activities for students and adults alike. This program is open to all students Kindergarten-12th grade from any Faribault Public School. Community School also offers free dinners Monday-Friday from 4:30-5:00 p.m. at five Faribault Public Schools locations (Jefferson, Lincoln, Roosevelt, Faribault Middle School, and Faribault High School). If you would like more information about this program, please contact Wanda Holmgren (Roosevelt) at (507) 990-3931 or Amanda Beckler (other Faribault Public Schools) at (507) 333-6017.

SECTION 8 - POLICIES

The following are a summary of some of our school policies. All policies are available on our district website at www.faribault.k12.mn.us.

Harassment and Violence

The purpose of this policy is to maintain a learning and working environment free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability (Protected Class). Please see School Board Policy 413 for more information.

School Weapons

The purpose of this policy is to assure a safe school environment for students, staff and the public. No student or nonstudent, including adults and visitors, shall possess, use, or distribute a weapon when in a school location except as provided in this policy. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher,

administrator, school employee, volunteer or member of the public who violates this policy. Please see School Board Policy 501 for more information.

Search of Student Lockers, Desks, Personal Possessions, and Student's Person

The purpose of this policy is to provide a safe and healthful educational environment by enforcing the school district's policies against contraband. Desks – School desks are the property of the school district. At no time does the school district relinquish its exclusive control of desks provided for the convenience of students. Inspection of the interior of desks may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant. Personal Possessions and Student's Person – The personal possessions of students and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness. A violation of this policy occurs when students use lockers and desks for unauthorized purposes or to store contraband. A violation occurs when students carry contraband on their person or in their personal possessions. Please see School Board Policy 502 for more information.

Drug Free School/Tobacco-Free Environment

Drug Free School - The purpose of this policy is to maintain a safe and healthful environment for employees and students by prohibiting the use of alcohol, toxic substances, medical cannabis, non intoxicating cannabinoid, edible cannabinoid products, and controlled substances without a physician's prescription. A violation of this policy occurs when any student, teacher, administrator, other school district personnel, or member of the public uses or possesses alcohol, toxic substances, medical cannabis, non intoxicating cannabinoids, edible cannabinoid products, or controlled substances in any school location. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or member of the public who violates this policy. Tobacco-Free Environment - The purpose of this policy is to maintain a learning and working environment that is tobacco free. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district, or person smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased and all vehicles that a school district owns, leases, rents, contracts for, or controls. This prohibition includes all school district property and all off-campus events sponsored by the school district. Please see School Board Policy 418 and 419 for more information.

Chemical Use and Abuse

The school board recognizes that chemical use and abuse constitutes a grave threat to the physical and mental well-being of students and employees and significantly impedes the learning process. Chemical use and abuse also creates significant problems for society in general. The school board believes that the public school has a role in education, intervention, and prevention of chemical use and abuse. The purpose of this policy is to assist the school district in its goal to prevent chemical use and abuse by providing procedures for education and intervention. Please see School Board Policy 417 for more information.

Bullying Prohibition (School Board Policy 514)

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 and disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's 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 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, intimidations, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

II. GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited:
 1. on the school premises, at the school functions or activities, on the school transportation;
 2. by the use of electronic technology and communications on the school premises, during the school functions or activities, on the school transportation, or on the school computers, networks, forums, and mailing lists; or
 3. by use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.
- B. A school-aged child who voluntarily participates in a public school activity, such as a co curricular or extracurricular activity, is subject to the policy provisions applicable to the public school students participating in the activity.
- C. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or

materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources. This policy also applies to sexual exploitation.

- D. Malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity as defined in Minnesota Statutes, chapter 363A is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other school personnel.

Malicious and sadistic conduct and sexual exploitation by a school district or school staff member, independent contractor, or enrolled student against a staff member, independent contractor, or student that occurs as described in Article II.A above is prohibited.

- E. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- F. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- G. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- H. False accusations or reports of bullying against another student are prohibited.
- I. A person who engages in an act of bullying reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See MSBA/MASA Model Policy 506). The school district may take into account the following factors:
1. The developmental ages and maturity levels of the parties involved;
 2. The levels of harm, surrounding circumstances, and nature of the behavior;
 3. Past incidences or past or continuing patterns of behavior;
 4. The relationship between the parties involved; and
 5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial or positive behavioral interventions up to and including suspension and/or expulsion. The school district may employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent and community participation.

Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.

- J. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

- A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
 2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, "bullying" specifically includes cyberbullying, malicious and sadistic conduct and sexual exploitation.

- B. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network, internet

website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

- C. "Immediately" means as soon as possible but in no event longer than 24 hours.
- D. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:
 - 1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;
 - 2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
 - 3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to students performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.
- E. "Malicious and sadistic conduct" means creating a hostile learning environment by acting with the intents to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.
- F. "On school premises, on school district property, at school functions or activities or on school transportation" means all school district buildings, school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.
- G. "Prohibited conduct" means bullying, cyberbullying, malicious and sadistic conduct, sexual exploitation, or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about prohibited conduct.
- H. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.
- I. "Student" means a student enrolled in a public or charter school.

IV. REPORTING PROCEDURE

- A. Any person who believe he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or remedial responses.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.
- C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.
- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (See MSBA/MASA Model Policy 506) and other applicable school district policies; and applicable regulations.
- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the

skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

VI. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

VII. TRAINING AND EDUCATION

- A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.
- B. The school district shall require ongoing professional development, consistent with Minn. Stat. 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
 - 1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
 - 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
 - 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
 - 4. The incidence and nature of cyberbullying; and
 - 5. Internet safety and cyberbullying.
- C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
- D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

- 1. Engage all students in creating a safe and supportive school environment;
- 2. Partner with parents and other community members to develop and implement prevention and intervention programs;
- 3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;

4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
 5. Teach students to advocate for themselves and others;
 6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
 7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See MSBA/MASA Model Policy 515) in the student handbook.

VIII. NOTICE

- A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy must be conspicuously posted throughout each building, in the administrative office of the school district, and in the office of each school.
- C. This policy must be distributed to each school district or school employee and independent contractor at the time of hiring or contracting.
- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See MSBA/MASA Model Policy 506) distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.
- F. Each school must develop a process for discussing this policy with students, parents of students, independent contractors, and school employees.
- G. The school district shall provide an electronic copy of its most recently amended policy to the Minnesota Commissioner of Education.

IX. POLICY REVIEW

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minn. Stat. 121A.031 and 121A.0312 and other applicable laws. Revisions shall be made in consultation with students, parents, and community organizations.

Protection and Privacy of Student Records

The school district recognizes its responsibility in regard to the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes. The procedures and policies regarding the protection and privacy of parents and students are adopted by the school district, pursuant to the requirements of 20 U.S.C. 1232g, et seq., (Family Educational rights and Privacy Act (FERPA)) 34 C.F.R. Par 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and Minn. Rules Parts 1205.0100-1205.2000. Please see School Board Policy 515 for more information. Please see School Board Policy 536 regarding retention of Special Education records.

Student Disability Nondiscrimination

The purpose of this policy is to protect students with disabilities from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973 (Section 504), need services, accommodations, or programs in or der that such learners may receive a free and appropriate public education. Please see School Board Policy 521 for more information.

Title IX Sex Nondiscrimination Policy

The school district does not discriminate on the basis of sex in its education programs or activities, and it is required by Title IX of the Education Amendments Act of 1973, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The school district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment. Please see School Board Policy 522 for more information.

Internet Acceptable Use and Safety **General Statement of Technology Use**

Faribault Public Schools offers technology to students for a multitude of reasons. One key benefit is access to a vast amount of information and resources. The internet and digital tools allow students to delve deeper into subjects, conduct research beyond textbooks, and explore topics that may not be covered in traditional lessons. Technology can also personalize learning by catering to different student paces and interests. Interactive tools and online platforms can make learning more engaging, while digital assignments can be tailored to individual strengths and weaknesses. Furthermore, technology fosters important 21st-century skills. Faribault Public Schools' staff works to equip students with the ability to navigate digital platforms, collaborate online, and effectively communicate using technology, preparing them for a world where these skills are increasingly crucial for success.

Internet Acceptable Use and Safety

Faribault Public Schools is providing students and employees with access to the school district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

Acceptable Uses

Acceptable student uses of technology are those that are facilitated by staff to engage, enhance, or extend learning opportunities. Faribault Public Schools is aware that most of this learning takes place inside the school buildings, however, use of school district technology outside the buildings, should also be targeted toward the learning goals for the students.

Staff and Students at Faribault Public Schools are encouraged to maintain account security and data privacy for themselves and others.

Unacceptable Uses

Generally, the technology provided by Faribault Public Schools will not be used in any way that violates state or federal laws, violates school board policies, or as a means to access materials that are considered harmful to children or materially disruptive to the educational process.

Faribault Public Schools' technology will also not be used to:

- post, transmit, or distribute defamatory, harassing, prejudicial, or discriminatory attacks (including bullying and cyberbullying),
- vandalize, damage, or disable property of others or disrupt access for others,
- gain unauthorized access to materials or information of others without their permission,
- share the private information about others,
- violate copyright laws or other intellectual property rights, and
- conduct unrelated financial business.

Faribault Public Schools also has a substantial interest in the unacceptable use of technology outside of school and the school day. Often situations that arise outside of school may disrupt the safe learning opportunities for other students. In these cases, appropriate actions may be taken by administrators.

While not an exhaustive list, the entire Policy 524 - Internet Acceptable Use and Safety Policy can be found at <https://faribault.k12.mn.us>.

Faribault Public Schools utilizes filtering on district owned networks and devices to ensure compliance with CIPA and encourage an educational use of technology.

Applications with Access to Student Information

Faribault Public Schools has partnerships with vendors and their applications for many different learning experiences. In accordance with Minnesota Statute 13.32 and to protect student data and privacy, technology vendors and providers are vetted for their handling of student data. The list of approved applications can be found on the district website at <https://faribault.k12.mn.us>.

Limit on Screen Time for Children in Preschool and Kindergarten

In accordance with Minnesota Statute 124D.166, Faribault Public Schools provides students in preschool and kindergarten opportunities to learn with technology in ways that encourage engagement from teachers and/or the students' peers.

Technology Support

Staff and students are encouraged to inform the technology department of issues with technology. In these situations, teachers or students may submit a technology support request through Incident IQ. Understandably, families may also have issues with district technology such as communications platforms, student information systems, or simply supporting their children at home. Families may submit technology support requests via email to techsupport@faribault.k12.mn.us

Positive School Expectations

At Faribault Public Schools, students are taught, and expected to be, Safe, Respectful, and Responsible (Policy 537 - Positive School Expectations). These are expectations for peer interactions, classroom time, lunch, activities, property, technology and much more.

In order to do this, students at Faribault Public Schools develop Digital Literacy skills in the areas of Relationships, Self-Management, Responsible Decision Making, Social Awareness, and Self-Awareness.

Given that these skills are learned, it's important that students and families recognize that mistakes may happen, and that learning from them, with school staff, is paramount to success. We encourage students to notify staff if any of the unacceptable uses occur, accidentally or intentionally, so we can be proactive in creating a safe, respectful, and responsible learning environment.

Cell Phone Use

Cell Phones and smartphones are ubiquitous in society today. It is important to recognize that these devices have incredible uses in communication, safety, and even learning. Faribault Public Schools understand this and the rules for the carrying and use of cell phones is specific to each individual school building and may be different from teacher to teacher. Generally, it is important to know that the use of these devices may create a disturbance to learning for one or many other students and that their use in schools may be limited at some, or all, times during the school day.

Faribault Public Schools Referenced Policies

Policy 524 - Technology Acceptable Use and Safety Policy

Policy 537 - Positive School Expectations

Hazing Prohibition

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. Please see School Board Policy 526 for more information.

Immunization Requirements

The purpose of this policy is to require that all students receive the proper immunizations as mandated by law to ensure the health and safety of all students. All students are required to provide proof of immunizations, or appropriate documentation exempting the student from such immunization, and such other data necessary to ensure that the student is free from any communicable diseases, as a condition of enrollment. Please see School Board Policy 530 for more information.

Student Promotion, Retention, and Program Design

The purpose of this policy is to provide guidance to professional staff, parents, and students regarding student promotion, retention and program design.

The school board expects all students to achieve at an acceptable level of proficiency. Parental assistance, tutorial and remedial programs, counseling, and other appropriate services shall be coordinated and utilized to the greatest extent possible to help students succeed in school.

- A. Promotion - Students who achieve at levels deemed acceptable by local and state standards shall be promoted to the next grade level at the completion of each school year.
- B. Retention - Retention of a student may be considered when professional staff and parents feel that it is in the best interest of the student. Physical development, maturity, and emotional factors shall be considered, as well as scholastic achievement. The superintendent's decision shall be final.
- C. Program Design - The superintendent, with participation of the professional staff and parents, shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A process to assess and evaluate students for program assignment shall be developed in coordination with such programs. Opportunities for special programs and placement outside of the school district shall also be developed as additional options. All programs will be aligned with creating the World's Best Workforce.

Please see School Board Policy 513 for more information.

Visitors to School District Buildings and Sites

The school board encourages interest on the part of parents and community members in school programs and student activities. The school board welcomes visits to school buildings and school property by parents and community members provided the visits are consistent with the health, education and safety of students and employees and are conducted within the procedures and requirements established by the school district. The school board reaffirms its position on the importance of maintaining a school environment that is safe for students and employees and free of activity that may be disruptive to the student learning process or employee working environment. Please see School Board Policy 903 for more information.

Non-Custodial Parental Rights to Information

Custodial and Non-Custodial parents have the right to make inquiries and be informed about their child's educational program and progress in school. Custodial and non-custodial may visit school at any time and attend conferences as a matter of statutory right regardless of the desires or requests of the other parent.

The law states: Family Law-Chapter 668, Sec. 12, Subd 3 Custody Order (a) Upon adjudging the nullity of a marriage, or in a dissolution or separation proceeding, or in a child custody proceeding, the court shall make such further order as it deems just and proper concerning: (1) the legal custody of the minor children of the parties which shall be sole or joint; (2) their physical custody and residence; and (3) their support. In determining custody, the court shall consider the best interest of each child and shall not prefer one parent to the other solely on the basis of the sex of the parent. (b) The court shall grant the following rights of each of the parties unless specific findings are made under paragraph (c) and every custody order must include the following notice of the parties:

Each party has the right of access to and to receive copies of school, medical, dental, religious training, and other important records and information about the minor children. Presentation of a copy of this order to the custodian of a record or other information about the minor children constitutes sufficient authorization for the release of the record or information of the requesting party. Each party shall keep the other party informed as to the name and address of the school of attendance of the minor children. Each party has the right to be informed by school officials about the children's welfare, educational progress and status, and to attend school and parent-teacher conferences. The school is not required to hold a separate conference for each party.

In case of an accident or serious illness of a minor child, each party shall notify the other party of the accident or illness, and the name of the health care provider and the place of treatment. Each party has the right to reasonable access and telephone contact with minor children. The court may waive all or part of the notice required under paragraph (b) if it finds that it is necessary to protect the welfare of a party or child.

Staff at Roosevelt Elementary will, on request, send report cards and hold conferences with a non-custodial parent, unless there is a court order or legally binding instrument prohibiting such contact. Our school complies with the family Education Rights and Privacy Act of 1974. If you desire to have a copy of your child's report card sent to a non-custodial parent, please notify us.

Pledge of Allegiance

[Policy 531](#) states the Pledge of Allegiance is to be recited one or more times per week by intercom system, or each individual classroom.

Pesticide

INTEGRATED PEST MANAGEMENT NOTIFICATION 2024-25



Janet B. Johnson Parents' Right-To-Know Act of 2000

All Minnesota schools are required to inform parents/guardians and school employees that they may request to be notified prior to pesticide application on school property. Pesticides include chemicals which are used to control insects, weeds, rodents or other pests as defined by the law (M.S. 123B.575, Subd. 9).

To provide the required information, schools must maintain a list of parents/guardians and school employees who request notification. Schools must also provide information about individual pesticide applications upon request, including the name of the pesticide product, and the time and location of the planned application. An estimated schedule of pesticide applications is available for review or copying at the Buildings & Grounds office.

Pesticides and non-chemical treatments may be used in combination in and around schools for a variety of reasons, including the control of pests which have the potential to bite, sting, spread disease, cause asthma, and/or trigger an allergic reaction. Pesticides may also be used to prevent or control damage to materials within the school building or to the school building itself, or to control pests or weeds that are seen as a nuisance.

The long-term health effects on children from the application of such pesticides or the class of chemicals to which they belong may not be fully understood. Children may be more susceptible to pesticides than adults due to their smaller size and rapid growth and development. Also, their playful behavior may expose them to more pesticide residue.

To limit the potential pesticide exposure, this school follows safety regulations to ensure pesticides are applied properly. All pesticide products, which are used in and around school buildings, are required to be registered with the Minnesota Department of Agriculture and the U.S. Environmental Protection Agency. In addition, school employees and certified and licensed applicators are required by state and federal law to comply with all requirements of the pesticide label, including building sites, application rates, re-entry intervals, posting, use of personal protective equipment, use restrictions, and disposal on the product label.

If you would like to be notified prior to pesticide applications made on days other than those specified in the estimated schedule (excluding emergency applications), please contact Kain Smith, at 507-333-6027.

Falcon Flex Days

Faribault Public Schools will no longer be implementing traditional, "Snow Days," instead, we will have Falcon Flex days. If severe weather causes us to close our buildings, instruction will take place from home. Students will either follow their take-home Falcon Flex Day learning plans or participate in online learning assignments.

Parents, please follow this chart:

Early Childhood	Please have your early childhood student check their backpack for their Falcon Flex Day learning plans.
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Elementary	Please have your elementary student check their backpack for their Falcon Flex Day learning plans.
Middle School	Please have your middle school student check Schoology for their snow day learning plans on their school-issued iPad.
High School	Please check Schoology for assignments or assessments on your school-issued iPad.
ALC	Please check Google Classroom for assignments or assessments on your school-issued iPad.
Falcon Online Academy	Please continue working on assignments in your online classes.
Faribault Adult Education	Please work on student lessons in Burlington English.

On Falcon Flex Days, teachers and support staff will be available to students and families (via email) from 10 AM to 3 PM. If your student needs tech assistance from home, please follow our [Tech Help procedure](#).

Falcon Flex Day Closures:

- All buildings: Faribault School District Office, Faribault Education Center, Faribault Area Learning Center, Faribault High School, Faribault Middle School, Roosevelt Elementary, Lincoln Elementary, Jefferson Elementary, and McKinley Early Childhood Center will be closed
- Kids World child care will be canceled/closed
- All daytime and after-school Community Education programs including Community School and Falcons After School will be canceled/closed
- Adult Education classes will be canceled

A decision regarding afternoon/evening district-sponsored athletics and activities will be determined by 1 p.m. Please look for messages from your coach or activity lead regarding these activities.

As always, the safety of our students and staff is our top priority and we appreciate your flexibility and understanding.

D. Other Foods and Beverages Made Available to Students

1. Student wellness will be a consideration for all foods offered, but not sold, to students on the school campus, including those foods provided through:

a. Celebrations and parties. The school district will provide a list of healthy party ideas to caregivers and teachers, consisting of non-food celebration ideas.

[Note: Healthy party ideas are available from the USDA.]

b. Classroom snacks will not be allowed to be brought by caregivers.

c. Due to concerns about food safety and food allergies, children may be recognized on their birthdays by being given special privileges, such as being line leader or teacher's helper for the day. No food will be brought into the classroom.

d. Rewards and incentives. Schools are prohibited from using foods or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student's individual education plan or behavior intervention plan) and should encourage physical activity as a reward when feasible. During the school day, students shall not be required to engage in physical activity as punishment.

2. Fundraising. The school district will make available to caregivers and teachers a list of suggested healthy fundraising ideas.

3. All foods sold to students and staff outside of school meals shall meet district nutrition standards during the school day.