

**O.H. ANDERSON**

**FAMILY  
HANDBOOK**

**2018-2019**



**MAHTOMEDI PUBLIC SCHOOLS**

**INDEPENDENT SCHOOL DISTRICT NO.832**

**MAHTOMEDI, MN 55115**

**O.H. Anderson Mission Statement:**

At O.H. Anderson School, we educate the whole child in a positive and safe learning environment where we value academic and social growth.

**O. H. Anderson Growth Mindset Statement:**

With effort, persistence and motivation people can learn and become smarter.

**Mahtomedi District Vision Statement:**

Engage, Challenge, and Inspire all students to create opportunities for themselves and others.

**Equity Statement:**

Mahtomedi Public Schools are committed to being an inclusive community that honors each unique individual, embraces diverse backgrounds, and values all students, families and staff members. We will offer an equitable and respectful learning community in which all students can learn, thrive and succeed in a multicultural society.

**O.H. Anderson  
Family Handbook  
2018-19**

**ACADEMIC STANDARDS**

Minnesota standards have been written for mathematics, language arts, science and social studies. Each year we review the curriculum to ensure that it is in alignment with the Minnesota Standards.

**ARRIVAL AT SCHOOL**

**O. H. Anderson School Day—9:05 a.m. - 3:25 p.m.**

For safety reasons, students should not arrive prior to 8:55 a.m., unless special arrangements have been made with the teacher. Students will need to wait outside the school building until 8:55 a.m.

**ASSESSMENT**

Assessments are used for a variety of purposes—a tool for learning as well as of learning. Students will participate in ongoing classroom assessments as well as several building, district and state assessments. Please see below for a general overview of assessments for O. H. Anderson.

<b><u>MONTH</u></b>	<b><u>ASSESSMENT</u></b>
Grade 3	Fall- aMath, aReading, CBM Reading Fluency Winter- aMath, aReading, CBM Reading Fluency Spring- aMath, aReading, CBM Reading Fluency, ACCESS for ELL, MCA/MTAS Math, MCA/MTAS Reading
Grade 4	Fall- aMath, aReading, CBM Reading Fluency Winter- aMath, aReading, CBM Reading Fluency, CogAT Spring- aMath, aReading, CBM Reading Fluency, ACCESS for ELL, MCA/MTAS Math, MCA/MTAS Reading
Grade 5	Fall- MAP Math, aMath (as determined by teacher), MAP Reading, aReading (as determined by teacher), CBM Reading Fluency Winter- aMath (as determined by teacher), aReading (as determined by teacher), CBM Reading Fluency End of February/early March- MAP Math, MAP Reading Spring- aMath (as determined by teacher), a Reading (as determined by teacher), CBM Reading Fluency, ACCESS for ELL, MCA/MTAS Math, MCA/MTAS Reading, MCA/MTAS Science

Minnesota Statutes, section 120B.31, subdivision 4a was revised in the 2017 legislative session. As a result, MDE has updated its *Parent Guardian Guide to Statewide Testing and Refusal to Test Form*. The guide and form have now been combined; the updated document is attached.

**ATTENDANCE-DISTRICT POLICY #503  
"You Miss School, You Miss Out"**

Daily school attendance and punctuality is very important to school success. Parents are urged to make every effort to avoid family vacations or appointments of a non-emergency nature during school hours. When scheduling afternoon appointments or activities, please remember that the school day ends at 3:25 p.m., and if students leave early, they are

missing out on instruction and learning time.

**Absences - Appointments**

If a child needs to be excused from school during the day, the parent is to send a note with the child informing the teacher of the date and time of the day the child is to be picked up. The note should include information regarding when the child will return to school.

Parents arranging to pick up their child at school must come to the office rather than going directly to the child's classroom. Parents must sign students out in the office before leaving the building. If the child returns to school later in the day, the parent is to escort the child to the office, sign the child back into the building.

**Absences - Parent Reporting**

Parents are required to contact the school office when a student is absent. Please contact Kris Vaughan- receptionist O. H. Anderson—651-407-2308 or kristina.vaughan@isd832.net.

Telephone messages can be left at any time. If a child is reported by the teacher as absent without an explanation, the office will make every attempt to determine the cause of the absence. If unable to contact a parent, the absence will be documented as unexcused.

**Excessive Absences**

The school reserves the right to require a doctor's note explaining a medical reason for excessive absences from school.

**Unexcused Absences/Tardies**

Parents have the responsibility to make sure their child attends school and arrives on time. Failure to do so, without an acceptable explanation, may result in a referral made to Washington County Truancy Intervention and subject to the MN Compulsory Attendance Law.

**BEHAVIOR EXPECTATIONS**

O.H. Anderson's school-wide behavior expectations are "Respect, Responsibility and Right to Learn." Our proactive strategies include: teachers building relationships with their students, consistent school-wide behavior expectations posted in all areas of the school, established routines that have been taught, modeled and practiced, engaging instruction at the student's instructional level and time for staff across disciplines to collaborate and problem solve individual student's needs.

When a student has a behavior issue, a continuum of responses will occur depending on the situation. O.H. Anderson staff uses the "Fix-It Plan" as a problem solving tool for students. This helps a child to take responsibility of his/her behavior and figure out a way to "fix" the problem. The children will participate in a mini-lesson on completing a "Fix-It Plan." If a student receives an Office Discipline Referral a phone call will be made home by school staff, and a logical consequence will be practiced at school. The consequence will be related, realistic and respectful.

At O.H. Anderson, we believe that children attain the greatest cognitive and social growth when they learn to consistently and responsibly care for themselves, for each other, and for the school environment. Academic and social learning should be integrated throughout the school day. We believe that how children learn is as important as what they learn.

*(Responsive Classroom)*

*Please see the addendum attached for the 2018-19 Student Handbook for Behavioral*

*Expectations.*

### **BIRTHDAY TREATS**

We encourage non-food items, such as a game or book for the classroom, or healthy choice food options as birthday treats for your child's special day. Please check with your child's teacher if birthday treats are welcome in the classroom and if so if there are any allergy concerns within the classroom. Please be sure to bring the treats to the homeroom and not to the cafeteria area.

### **CLOTHING/DRESS CODE**

- Clothing which displays inappropriate language or graphics (directly or implied), such as: ethnic, racist, sexist putdowns, drug, alcohol or tobacco advertising, is unacceptable at school.
- Other inappropriate clothing includes: bare stomachs or backs, halter tops, oversized tank tops, short shorts, extremely short skirts and spaghetti straps less than one inch across.
- If a child wears an unacceptable item of clothing, the child will be asked to either turn the shirt inside out, wear another shirt over the clothing, change clothes, see the nurse for a substitute article or call home for a change of clothing.
- Hats are not worn within the building except special occasions and/or with special permission or for religious reasons.
- Proper shoes must be worn at ALL times. Boots are recommended for the playground in the winter. At all other times, tennis shoes are recommended for the playground and are required for Phy-Ed class.
- There may be special school-wide "dress-up" days such as a career day or spirit day. Parents will be notified of these days.
- Students are to dress appropriately for outdoor recess each day. The general guideline is that students will go outside for recess if the temperature is 0 degrees or higher as long as the wind chill is above -10 degrees.

### **COMMUNITY EDUCATION**

The Community Education Department offers District 832 residents programs for pre-school through senior citizens.

During the school year, students have the opportunity to participate in a variety of activities. In the past, we have offered activities such as youth football, field hockey, soccer, basketball, cross-country skiing, pottery classes, world languages, computers and biology.

Community youth activities are publicized by sending information to the elementary schools and informational flyers are sent home with students.

Transportation home at the conclusion of the activity is the student's responsibility. For more information about early childhood programs, after-school activities or community organizations or associations, call Community Education at 651-407-2037.

## **CONFERENCES AND REPORTING**

Parent-Teacher conferences are held after quarter 1 and quarter 3 to discuss a child's progress and to become familiar with grade level objectives and expectations. Additional conferences may be scheduled as needed. Report cards can be viewed and printed online from the ParentVUE account and will be available after the end of semester 1 and semester 2.

Parents are a crucial part of the educational team. We try to provide many ways which allow your child to share his/her progress with you. It is important that you use this information to recognize your child's effort and success, to assist him/her in setting future goals, and to identify possible areas of concern which your child, the school and you will need to address.

## **COUNSELING**

A school counselor provides consultation services for school personnel and parents, as well as support services for students. Along with assessment coordination the counselor may work with individual students as well as facilitating student groups including social skill development and enhancement of self-esteem, grief, loss, etc. Please contact O.H. Anderson Counselor, Pam McCabe at [pamela.mccabe@isd832.net](mailto:pamela.mccabe@isd832.net) or #651-407-2430.

## **CURRICULUM**

### ***Language Arts***

A Balanced Literacy Framework focuses on the five key components of reading instruction (Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension) through Interactive Read-Alouds, Shared Readings, Word Study, Strategy Groups, Guided Reading Groups, and Independent Reading. Independent reading allows teachers the opportunity to tailor instruction for each reader in the class by matching the appropriate text to each reader. Research supports that the amount of independent reading time children experience in school is related to gains in reading achievement. The MN Academic Standards in reading are always central to the work in a Balanced Literacy Framework. Writing and language arts are also based on the MN Academic standards. Teachers use a variety of curriculum resources such as *Benchmark* to support student writing.

### ***Languages***

Students in the 4th and 5th grade participate in Spanish once a week. Goals for the Spanish program include both cultural and language acquisition, and coincide with students' grade level math and reading curriculum. This elementary program continues in the Middle School.

### ***Mathematics***

Drawing on ten years of classroom research, *Math Expressions* is designed to strike a balance between promoting children's natural solution methods and introducing effective procedures. The Math Expressions curriculum is aligned with the Minnesota math standards and will prepare your child for the Minnesota Comprehensive Assessment (MCA-III) that he/she will take in the spring.

### ***Health***

Students participate in a variety of activities which support the National Health Education

Standards. Students learn about their bodies and the importance of a healthy lifestyle in the classroom and in their physical education classes.

### ***Science/Engineering***

Our science curriculum is aligned with the Minnesota State Standards at each grade level and emphasizes hands on science experiences leading to real world connections for science. All OHA students participate in the Engineering is Elementary (EIE) curriculum.

### ***Social Studies***

Elementary students shall demonstrate knowledge of the interaction of people, places and locations and know how to locate regions of the world and identify geographical and cultural features. A global connection is explored through interdisciplinary units in art, music and language arts.

### ***Physical Education***

When students participate in physical education classes, they are learning more than team sports and exercise. Physical Education teacher and classroom teachers work together to provide a well-balanced coordinated program that includes identification of bones and muscles, the importance of good sportsmanship, and the value of lifelong habits for good health.

### ***Music***

Students learn an appreciation for music, development, creativity, and understand multicultural and international perspectives while integrating music with other arts disciplines and the general curriculum. All students perform in annual productions. O. H. Anderson students learn to play the recorder, guitar and other instruments and have the opportunity to sing in the choir and perform in music concerts.

### ***Visual Arts***

All students will learn the creative process by imagining, planning, exploring, making, refining, presenting, and finally reflecting on their own artwork. All students will create a wide variety of both 2-D and 3-D projects while using the Elements of Art and Principles of Design. All students will practice new techniques and explore materials. Artworks from diverse cultures will be analyzed and discussed. All student work will be displayed in the hallways of OH Anderson Elementary.

### ***Media Technology***

Technology permeates many areas of our students' lives. Our media center provides not only a strong foundation in digital citizenship and technology skills but also provides a place where reading materials are readily available to foster a curiosity for learning new things and a life-long love of reading. Our students experience a variety of media-rich learning experiences where they take ownership of their learning through various projects. All grades experience age-appropriate lessons in typing, programming, digital citizenship, and research.

### **ELECTRONIC DEVICES**

Students are discouraged to bring cell phones or any other electronic devices (iPods, etc.) to school as the school is not responsible if they are lost or stolen. Students may use devices for reading if approved by teachers. If a cell phone/electronic device is out during class time, staff will hold the item until the end of the day. If there continues to be a problem, the item will be held at school until a parent can pick it up in the office.

**EMERGENCY CARD**

Every student at O. H. Anderson has an emergency information card. It is important that the information on this card be current. This card is our first reference in case we need to contact you about your child. Please inform the office of any changes.

**EMERGENCY SCHOOL CLOSING**

School closing information will be communicated through School Messenger. Closure information will also be sent to various media outlets as well as posted on the district webpage.

**ENGLISH LANGUAGE LEARNERS (EL)**

Our ELL staff works with learners whose primary or native language is not English. They will assess, consult with teachers, work with families, modify curriculum and work directly with EL learners. Please contact Holly Packard, EL Teacher 651-407-2352 for more information.

**EQUAL EDUCATION OPPORTUNITY- DISTRICT POLICY #102**

It is the policy of Mahtomedi Public Schools to provide equal educational opportunity for all students. The school district does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, familial status, status with regard to public assistance, disability, sexual orientation, age, gender identity and expression, or socio-economic status. The school district also makes reasonable accommodations for disabled students. The school district prohibits the harassment of any individual for any of the categories listed above.

**FIELD TRIPS**

Throughout the school year, individual classes or grade groups travel to places of interest. These trips offer students enriched learning opportunities not available within the building. You may choose to help defray the cost of such field trips and/or transportation through voluntary donations. If you are unable to donate, your child's participation in the field trips shall not be impacted. Parents will complete a permission slip at the start of the school year which will be in effect for the entire school year.

**FRIENDS AT SCHOOL**

We do not allow friends to visit during the school day. Our primary focus is to maintain a positive learning environment. Friends or relatives visiting the classroom can become a distraction and interfere with the educational process.

**GIFTED AND TALENTED****The IDEA Program**

Many years ago, our district adopted the following belief:

"Mahtomedi Public Schools recognize that some students have outstanding abilities that differ from others of their age, experience, or environment. Mahtomedi seeks to identify these advanced learners in order to provide services to meet their unique needs."



This belief along with our district vision of "Learning without Limits" guides our work in the IDEA program. IDEA is an acronym that stands for **I**dentifying for **D**ifferentiation, **E**nrichment, and **A**cceleration.

Identification: Identification processes for services will depend on the type of service provided. See each service format.

Differentiation: Students will be provided customized learning when appropriate and can occur in all subject matters using Responsive Classroom's Academic Choice model, menus, or other methods. Teachers will determine differentiation needs based on classroom assessments and observations

Enrichment: Teachers can work with parents to learn about a student's interests and then offer information on enrichment opportunities through PTO, Community Education, or other resources. Also, teachers can include student interests in daily instruction and/ or provide opportunities for learning throughout the day. Teachers can also contact the district coordinator for ideas about specific students.

Acceleration: Students will be identified for subject acceleration or accelerated pacing in reading and math with teacher observations, readiness tests, standardized tests, and classroom performance. Students will be called advanced learners in the area that they are identified.

Grade acceleration will be determined through a group recommendation including parents, teachers, administrators, and the gifted coordinator and by following the Iowa Scale of Acceleration.

Always feel free to contact the district coordinator for any questions or to share ideas. Contact Jennifer Israel at 651-407-2319 or [jennifer.israel@isd832.net](mailto:jennifer.israel@isd832.net).

### **HARASSMENT AND BULLYING- POLICY #413, #514 and #526**

The Mahtomedi School Board has adopted Policy 413 prohibiting sexual, racial and religious harassment and Policy 514 prohibiting bullying and Policy 526 prohibiting hazing. The school district expects all students, parents, volunteers and employees to comply with these policies and the school district will respond to allegations of harassment or bullying with an investigation and any appropriate consequences. Policies can be found on the district website ([www.mahtomedi.k12.mn.us](http://www.mahtomedi.k12.mn.us)) or are available at the school or district office.

### **HEALTHY ENVIRONMENT**

**Good health is a basic to sound education.** The purpose of the school health program is to maintain, improve and promote the health of the child. School personnel, the parents and the community must work together to accomplish this goal. Parents have the primary responsibility for their children's health. School personnel assist parents in carrying out this responsibility and in helping them utilize community resources.

**When a child becomes ill at school**, we request that parents take the child home. When the parent cannot be reached by telephone, we contact the person indicated on the child's emergency card.

Parents are asked to contact the school when the child is absent due to illness. The building Registered Nurse is available to take calls each morning between 9:00 and 12:00. Your help in remembering to call the attendance line is appreciated. The attendance phone number is

651-407-2308.

**Students should not return to school until 24 hours after the symptoms of illness have disappeared.** Consistent with the procedures outlined in the District 832, Policy 420, It is the policy of the school board that students with communicable diseases not be excluded from attending school in their usual daily attendance setting so long as their health permits and their attendance does not create a significant risk of the transmission of illness to students or employees of the school district.

**Responsibilities of the school health personnel include:**

- Establishing sound health practices through the school curriculum
- Insuring that the school environment meets health standards
- Emergency care of students in the event of accidents or illness
- Maintenance of selected health records for each child.

**Medications** will be administered by school personnel upon completion of a PHYSICIAN'S REQUEST FOR MEDICATION by the prescribing doctor. Parents may obtain these forms from the school office or on the school website. The medications must be brought to school in their original container. When possible, please make alternative arrangements so that it is not necessary for your child to receive medications during the school day.

**If illness requires a lengthy absence,** homebound instruction may be available. A doctor's statement verifying the anticipated length of absence is requested. Final approval will be made by the Director of Learning and Accountability.

**Homework (Practice) Guidelines:**

Homework (practice) can have a variety of purposes. Some of the purposes for homework (practice) at O.H. Anderson are to reinforce skills that have been learned and assessed, to provide an avenue for connectedness between home learning and school learning, as well as to explore areas of interest. Our goal is that whatever the homework (practice) is, it provides value and meaning to the learning. The guideline of 10 minutes per grade level is a widely held guideline in elementary schools, but we also know that this amount may be different for each child. If a student is spending more than the amount of time indicated by the teacher or the homework (practice) is becoming a significant stress on the child, parents are encouraged to communicate with teachers.

**INTERNET USE POLICY**

The purpose of this policy is to provide direction for school district personnel and to set guidelines for acceptable use of the internet. Policy 524 addresses this district's technology acceptable use and safety policy.

**Web Page:** The school district and each school has an active website to access various information. Simply navigate to [www.mahtomedi.mn.us](http://www.mahtomedi.mn.us)

**LOST AND FOUND:** Parents/Guardians are asked to check the area frequently. Remember to label all articles of clothing and equipment. The Lost and Found area is located in the north hallway entrance.

**LUNCH/BREAKFAST PROGRAM**

Food service is required by law to follow and enforce a variety of mandates. For a meal to be sold, students MUST have at least 1/2 cup of fruit or vegetables on their tray. We will

encourage all students to take a full lunch, however, if the required amounts of fruits or vegetables is not chosen, students will be charged ala carte prices for that meal.

Please encourage your child to take a nutritious, well-balanced meal that includes fruits and vegetables. It's still the best deal around!

All students have the option of eating a hot lunch or bringing a bag lunch from home. There is a computerized meal system, which is handled through the Food Service Department. All students will receive a card with their Personal Identification Number (PIN). The number will remain the same from year to year. We encourage students to prepay for a week or more.

School lunches and breakfasts are available to all students beginning the first day of school. Mahtomedi Schools provide for free and reduced priced meals and milk under the National School Lunch and Special Milk Programs. Applications to determine eligibility for free or reduced lunch can be obtained from the school office secretaries. Parents must reapply each year for the Free-Reduced Lunch Program.

Breakfast: \$1.30 (second breakfast \$1.90)

Lunch: \$2.60 (second lunch is \$4.00)

Milk: \$.50 if purchased separately from a meal

Families will be notified of outstanding negative balances. Negative balances of more than \$50 may be turned over to the superintendent's office for collection. In addition, the District may prohibit participation by the student, and siblings, other fee based programs such as, but not limited to, field trips, sports, and other activities until the balance is paid in full.

#### ***Lunch and Nutrition***

We work closely with our food service providers to provide nutritionally balanced lunches for our students. We do not allow soda in the lunchroom as part of our school lunch or as part of cold lunch. Please do not send soda or energy drinks when you pack a lunch. We also ask that you make an effort to send healthy choices for snack and lunch.

#### ***Lunch and Recess***

Our students have a combined 40 minute lunch and recess break each day. Playground supervisors facilitate the transition between lunchroom and the playground. Students will sit by classroom in the lunchroom.

Playground rules can be reviewed in the Student Handbook for Behavioral Expectations, please see the addendum.

#### ***Weather and Recess***

We monitor the temperature each day at 11:00 a.m. Students will be outdoors for recess unless it is raining, or the temperature is below 0 degrees or if the wind chill is -10 degrees. Please keep these guidelines in mind when helping your children select clothing in the morning.

#### **MAKE-UP WORK**

If your child is absent for more than a day, contact the classroom teacher for make-up work. It is not the classroom teacher's responsibility to provide work before a child leaves on vacation.

## **PARENTS AT SCHOOL**

Parents are always welcome at school. We appreciate your adherence to our policy of checking in at the office when you arrive. Safety is important for our staff and students.

## **PARENT TEACHER ORGANIZATION (PTO)**

The Parent Teacher Organization provides volunteers to assist with a variety of school projects and enrichment programs. Please go to the school website and click on the PTO tab to see a full range of activities and meeting dates. All parents are encouraged to attend the PTO meetings during the year.

### **On-Going Fundraising Projects:**

#### ***General Mills "Big G Box Tops for Education"***

Through the Big G Box Tops for Education program, General Mills will pay us up to 10¢ for each "GM Box Top for Education" symbol we collect. Box tops can be dropped off in the office or sent to class with your child.

## **PHONES**

All teachers have direct dial phones in the classroom. Numbers are listed in the directory each year.

Teachers are normally available before and after school to answer phone calls. During the day, their voice mail will often be activated.

"Time sensitive" messages during the school day will be relayed to the classroom. Please call the O.H. Anderson office at 651-407-2300.

If you are calling about after school pick-up or appointments, please try to call as early in the day as possible. We are unable to deliver messages received after 2:45PM.

If you are calling to report that your child is absent from school, please call the O.H. Anderson attendance line at 651-407-2308.

The O.H. Anderson school office is open from 7:30AM until 4:00PM. If you call when the office is closed, you will be able to leave a voicemail message.

Students will be given permission to use the phone for emergencies, but not for reasons such as arranging to play with a friend after school. Please make arrangements with your child regarding transportation and social activities before the school day begins.

## **PLEDGE OF ALLEGIANCE**

From District Policy 531, the school board recognizes the need to display an appropriate United States Flag and to provide instruction to students in the proper etiquette, display, and respect of the flag. Students in this school district shall recite the Pledge of Allegiance to the flag of the United States of America one or more times each week which can be done by each individual classroom teacher or the teacher's surrogate or over a school intercom system.

Anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal

reasons may elect not to do so. Students and school personnel must respect another person's right to make that choice.

### **REQUESTS FOR TEACHERS/PLACEMENT PROCEDURES**

The goal of the student placement process is to balance students across classrooms in each grade level. Our staff use their best professional judgment in placing children in the next grade level. Each classroom is balanced considering such factors as gender, instructional levels, leadership skills, learning styles, behavior, class size, diversity, special interests, family consideration, and others. Student placement follows these steps:

#### ***Teacher and Parent Information***

Staff place children into the next grade level classrooms after accumulating information about each of the students. The information will come from the following sources:

- **Teacher Information:** Each teacher will complete a confidential Student Information Card in the spring for each child that notes: special needs/programs, peer relationships, reading and math levels, learning style, overall ability, work habits and behavior.
- **Parent Information:** In the spring, parents may choose to complete an online student information form that note academic, physical, social/emotional needs, family considerations, learning style, special needs, interests, abilities and peer relationships.

### **SAFETY**

The safety of all children and adults is a major concern in the schools. Please follow these rules:

- Outside doors will be locked after the students arrive in the morning. Visitors must enter through the front door.
- Visitors will sign in at the office and receive a name badge.
- All staff members are asked to send anyone without a badge to the office immediately.

***Fire Drills:*** We are required to conduct periodic fire drills throughout the school year. We will attempt to schedule these so that children learn the necessary safety procedures quickly and efficiently with minimal disruption to the school day.

***Severe Weather:*** We conduct one severe weather drill each spring in conjunction with the statewide drill.

***Emergency Lockdown and Evacuation Drills:*** We are required to conduct periodic lock-down and evacuation drills in case of a school emergency such as a gas leak or intruder.

***School Messenger:*** School Messenger is a tool for notification and communication. Within minutes of an emergency, school officials can use School Messenger to deliver a single, clear message to students' parents or guardians by telephone, cell phone, or email. The system can be used to notify you of a school closing due to inclement weather. For more information visit [www.mahtomedi.k12.mn.us](http://www.mahtomedi.k12.mn.us).

### **SCHOOL PICTURES**

We contract annually with Lifetouch to have pictures taken early in the year. You will receive information about pictures from Lifetouch prior to picture day.

## **SPECIAL EDUCATION SERVICES**

The Education for All Handicapped Children Act of 1975 (Public Law 94-142) and the Education of the Handicapped Act Amendments of 1983 (Public Law 98-199) require that every child, regardless of handicapping condition, be guaranteed a free appropriate public education. These laws specify that "appropriate" means that the student receives an education which is individually designed to meet his/her special needs and, whenever possible, the student is placed with students who are not handicapped. Educational services for handicapped children begin at birth and continue until the child reaches age 21 or receives a high school diploma.

- Special education services within the Mahtomedi School District include:
  - Developmental/Cognitively Delayed
  - Autism Spectrum Disorders (Educational)
  - Learning Disabled
  - Speech/Language Delayed
  - Emotional/Behavioral Disorders
  - Developmental/Adaptive Physical Education
- Early Education/Special Education (Birth to six years)
  - Other Health Disabilities
  - Special education related services personnel include:
    - Occupational Therapists
    - Physical Therapists
    - Psychologists
    - Social Worker/Counselor

Related services personnel assist with assessments, provide direct therapy as indicated to achieve the goals identified for the handicapping conditions listed above, and as liaisons with other agencies.

## **STUDENT RECORDS**

Educational records relating to a particular student are classified as private data and cannot be disclosed except under certain circumstances. **State law classifies all educational data on students other than directory information maintained by a school district as private data.** School officials and staff may share educational records of a student among themselves as long as it is for legitimate educational purposes.

### ***Parent Access to Educational Records***

Parents/guardians have the right to inspect and review the education records of their children in the presence of the school officials according to federal family educational and privacy rights.

**The school district will presume that either parent of the student has the authority to inspect and review the education records of the student unless the school district has been provided in writing with evidence that there is a legally binding instrument, state law or court which provides to the contrary.**

### ***Transfer of Educational Records***

No prior written consent is necessary when educational records from one educational agency are sent to another educational agency where the student seeks to enroll. These records can include grades, discipline history and attendance records but do not include psychological records which require parental consent for release to another educational agency.

### **Title I**

O. H. Anderson students who need additional assistance with reading or mathematics have the opportunity to work with Title I teachers. Title I teachers are funded through special federal and state allocations. The Title I program provides basic skills instruction for the child apart from the child's regular reading/math class.

If a child is eligible for these services, the parent will be notified and asked to grant permission prior to services beginning. Parents can also make referrals to the program. If you have special concerns regarding your child's progress, contact your child's teacher or building principal for more information.

## **TRANSPORTATION**

We encourage all students to ride the bus to and from school. **Parents are asked to use parking in the front of the building or the south end.**

### ***Busing***

Mahtomedi Schools provide bus service for all elementary students who reside in the district. Bus information is sent to parents prior to the beginning of the school year. We strive to provide a safe and pleasant bus ride for all students. Quiet visiting with friends sitting nearby is permitted. Any behavior which causes unnecessary distractions for the driver or makes the ride to or from school unpleasant to others cannot be tolerated.

Misbehavior on the bus can result in suspension from the use of the bus. Drivers may issue "Bus Incident Reports." Our procedure is as follows:

- 1st Offense: Warning to student
- 2nd Offense: Warning to student and parent notification in addition, the student will be assigned a seat on the bus
- 3rd Offense: Suspension of bus service for 3 days and parent contact
- 4<sup>th</sup> Offense: Suspension of bus service for 5 days and parent contact
- 5<sup>th</sup> Offense: Suspension of bus service for 10 days and parent contact

Serious misconduct may result in more serious consequences such as immediate suspension, even if it is a first or second offense.

Students are to ride their assigned bus. Changes in bus assignments are permitted for daycare reasons only. Parents who move within the district or change their regular day care provider are asked to notify the school at least two days in advance of the change also.

For general bus concerns, contact **Mahtomedi Transportation Office at 651-407-7684**. Bus drivers have the capability of communicating through bus radios with the bus dispatcher. The bus dispatcher may be reached at the same number as above in case of late arrivals, departures and emergencies.

We suggest that you view the bus safety guidelines that are distributed during bus safety week in September. Please discuss them with your child. These rules are made for the children's safety and comfort. Please encourage your child to know and follow the bus rules. For more information, go to:

**[www.mahtomedi.k12.mn.us](http://www.mahtomedi.k12.mn.us)**

*Go to Menu Bar and select: Student Services*

*From the drop-down menu select: Transportation Services*

### ***Student Pickup/Drop-off Zone***

**O. H. Anderson:** All traffic in front of the building is one-way. Cars should enter from the south and move to the north. Children arriving or leaving by car must be dropped at the front of the building. Cars should pull up as far north as possible to drop off students or to pick them up in the afternoon. We will have supervision to make sure children are directed properly. Your cooperation with this arrangement is critical so that we can keep traffic

moving smoothly. Short-term parking is permissible between the hours of 9:30 a.m. and 3:00 p.m. in the "pickup/drop-off" lane. Please observe our need to keep the handicap pickup site open at all times, but particularly at arrival and dismissal times. Children should be picked up in the afternoon at 3:25 p.m. Because we are not staffed to supervise students after 3:25 p.m., students not picked up by 3:45 p.m. may have to go to MAC, where parents may incur a charge. When waiting for your child in the afternoon, please keep other children in the car. Having young children "playing" in a busy traffic area is a significant safety concern.

### **STUDENT COUNCIL**

Students have the opportunity to serve as classroom representatives on the student council.

**SUPPLY LIST** Supply lists are sent home with teacher letters in August (and posted on the school website). Please review the supply list for your child's classroom. Check with your child frequently during the year as supplies often need to be replenished. Students need to have tennis shoes for physical education classes and recess. If you are unable to provide the requested supplies, please contact your child's teacher or the office.

### **VACATIONS**

We strongly encourage parents/guardians to schedule vacations that coincide with school vacations. When this is not possible, absences due to family vacations need to be arranged, in advance with the classroom teacher. It may not be appropriate for a teacher to send work for a child to do after missing the class instruction. We encourage children to keep a written journal and math journal of their trip. Information in the journals can be shared with their classmates upon their return.

### **VOLUNTEERS**

We value our volunteers, not only for the services they perform throughout the year, but also for the model they provide for our students. **All volunteers are required to pass a criminal background check.** To register online go to the district home page ([www.mahtomedi.k12.mn.us](http://www.mahtomedi.k12.mn.us)) go to the About tab and select Human Resources. From there you can click on the Background Check for Volunteers link. The cost is \$10.00.

When you arrive in the building please check in with office staff.

### **WEAPON POSSESSION**

District Policy 501 School Weapons: "Weapon" means any firearm, whether loaded or unloaded, or any device designed as a weapon capable of producing death or bodily harm, or any other device or instrument which, in the manner it is used or intended to be used, is calculated or likely to produce death or bodily harm. A student who finds a weapon on the way to school or in the school building and takes the weapon immediately to the principal's office shall not be considered in possession of a weapon.



**Firearm Possession**—Consistent with the Gun-Free School Act, any student bringing a firearm to school shall be expelled for a period of not less than one year, except as otherwise determined by the Superintendent.

### **Mahtomedi Public Schools Nondiscrimination Policy**

It is the policy of Mahtomedi Public Schools to provide equal educational opportunity for all students. The school district does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, familial status, status with regard to public assistance, disability, sexual orientation, age, gender identity or expression, or socio-economic status. Students with disabilities are entitled to a free appropriate public education that includes general education, special education and/or related aids and services.

The following persons have been designated to handle inquiries regarding the nondiscrimination policies:

- Section 504 Coordinator - Lynne Viker, Mahtomedi Public Schools, 1520 Mahtomedi Ave., Mahtomedi, MN 55115. 651-407-2000. [lynne.viker@isd832.net](mailto:lynne.viker@isd832.net)
- Title IX Coordinator - Aaron Forsythe, Mahtomedi Public Schools, 8000 75th Street North, Mahtomedi, MN 55115. 651-762-5800. [aaron.forsythe@isd832.net](mailto:aaron.forsythe@isd832.net)

### **See Appendix for referenced District Policies:**

Policy 102: Equal Educational Opportunity  
Policy 413: Harassment and Violence  
Policy 420: Communicable and Infectious Diseases  
Policy 501: School Weapons  
Policy 514: Bullying Prohibition  
Policy 524: Technology Acceptable Use and Safety  
Policy 526: Hazing Prohibition  
Policy 531: Pledge of Allegiance  
MDE Parent/Guardian Guide to Statewide Testing

### **Addendum:**

2017-18 Student Handbook for Behavioral Expectations



*Revised: 1/5/17, 6/11/15 (MSBA Policy Review)*

*Adopted: 12/8/05*

## **102 EQUAL EDUCATIONAL OPPORTUNITY**

### **I. PURPOSE**

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of the school district.

### **II. GENERAL STATEMENT OF POLICY**

- A. It is the policy of Mahtomedi Public Schools to provide equal educational opportunity for all students. The school district does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, familial status, status with regard to public assistance, disability, sexual orientation, age, gender identity and expression, or socio-economic status. The school district also makes reasonable accommodations for disabled students.
- B. The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to Mahtomedi School Board Policy 413, Harassment and Violence.
- C. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.
- D. Every school district employee shall be responsible for complying with this policy conscientiously.
- E. Any student, parent or guardian having any questions regarding this policy should discuss it with the appropriate school district official as provided by policy. In the absence of a specific designee, an inquiry or a complaint should be referred to the superintendent.

**Legal References:** Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)

20 U.S.C. § 1681 *et seq.* (Title IX of the Education Amendments of 1972)  
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

***Cross References:*** Policy 402 (Disability Nondiscrimination)  
Policy 413 (Harassment and Violence)  
Policy 521 (Student Disability Nondiscrimination)  
Policy 522 (Student Sex Nondiscrimination)



*Revised: 1/5/17, 6/11/15 (MSBA Policy Review); 5/13/10*

*Adopted: 2/12/09*

## **413 HARASSMENT AND VIOLENCE**

### **I. PURPOSE**

The purpose of this policy is to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, gender identity or expression, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

### **II. GENERAL STATEMENT OF POLICY**

- A. The policy of the school district is to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, gender identity or expression, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, gender identity or expression, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.
- B. A violation of this policy occurs when any pupil, teacher, administrator, or other school personnel of the school district harasses a pupil, teacher, administrator, or other school personnel or group of pupils, teachers, administrators, or other school personnel through conduct or communication based on a person's race, color, creed, religion, national origin, sex, gender identity or expression, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability, as defined by this policy. (For purposes of this policy, school personnel includes school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the district.)
- C. A violation of this policy occurs when any pupil, teacher, administrator, or other school personnel of the school district inflicts, threatens to inflict, or attempts to inflict violence upon any pupil, teacher, administrator, or other school personnel or group of pupils, teachers, administrators, or other school personnel based on a

person's race, color, creed, religion, national origin, sex, gender identity or expression, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

- D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's race, color, creed, religion, national origin, sex, gender identity or expression, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability, and to discipline or take appropriate action against any pupil, teacher, administrator, or other school personnel who is found to have violated this policy.

### III. DEFINITIONS

- A. "Assault" is:

1. an act done with intent to cause fear in another of immediate bodily harm or death;
2. the intentional infliction of or attempt to inflict bodily harm upon another; or
3. the threat to do bodily harm to another with present ability to carry out the threat.

- B. "Harassment" prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual's or group of individuals' race, color, creed, religion, national origin, sex, gender identity or expression, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability when the conduct:

1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
3. otherwise adversely affects an individual's employment or academic opportunities.

- C. "Immediately" means as soon as possible but in no event longer than 24 hours.

- D. Protected Classifications; Definitions

1. "Disability" means any condition or characteristic that renders a person a disabled person. A disabled person is any person who:
  - a. has a physical, sensory, or mental impairment which materially limits one or more major life activities;
  - b. has a record of such an impairment; or
  - c. is regarded as having such an impairment.
2. "Familial status" means the condition of one or more minors being

domiciled with:

- a. their parent or parents or the minor's legal guardian; or
  - b. the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.
3. "Marital status" means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
  4. "National origin" means the place of birth of an individual or of any of the individual's lineal ancestors.
  5. "Sex" includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
  6. "Sexual orientation" means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness. "Sexual orientation" does not include a physical or sexual attachment to children by an adult.
  7. "Status with regard to public assistance" means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.

E. Sexual Harassment; Definition

1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
  - a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or
  - b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
  - c. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's

employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.

2. Sexual harassment may include, but is not limited to:
  - a. unwelcome verbal harassment or abuse;
  - b. unwelcome pressure for sexual activity;
  - c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of pupil(s) by teachers, administrators, or other school personnel to avoid physical harm to persons or property;
  - d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
  - e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
  - f. unwelcome behavior or words directed at an individual because of gender.

F. Sexual Violence; Definition

1. Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minn. Stat. § 609.341, includes the primary genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering these areas.
2. Sexual violence may include, but is not limited to:
  - a. touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
  - b. coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;
  - c. coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or
  - d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

G. Violence; Definition

Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to, race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

**IV. REPORTING PROCEDURES**

- A. Any person who believes he or she has been the victim of harassment or violence on the basis of race, color, creed, religion, national origin, sex, gender identity or expression, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability by a pupil, teacher, administrator, or other school personnel of the school district, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a pupil, teacher, administrator, or other school personnel or group of pupils, teachers, administrators, or other school personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. The school district encourages the reporting party or complainant to use the report form available from the principal of each building or available from the school district office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent.
- B. In Each School Building. The building principal, the principal's designee, or the building supervisor (hereinafter building report taker) is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at the building level. Any adult school district personnel who receives a report of harassment or violence prohibited by this policy shall inform the building report taker immediately. 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. School district personnel who fail to inform the building report taker of a report of harassment or violence in a timely manner may be subject to disciplinary action.
- C. Upon receipt of a report, the building report taker must notify the school district human rights officer immediately, without screening or investigating the report. The building report taker may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the human rights officer. If the report was given verbally, the building report taker shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein may result in disciplinary action against the building report taker.
- D. In the District. The school board hereby designates the human resources supervisor as the school district human rights officer(s) to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.
- E. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.
- F. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, or work assignments.



- G. Use of formal reporting forms is not mandatory.
- H. Reports of harassment or violence prohibited by this policy 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 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 legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

## **V. INVESTIGATION**

- A. By authority of the school district, the human rights officer, upon receipt of a report or complaint alleging harassment or violence prohibited by this policy, shall immediately undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, the school district may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators, or other school personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.
- E. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

## **VI. SCHOOL DISTRICT ACTION**

- A. Upon completion of the investigation, 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. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and school district policies.

- B. The result of the school district's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

## **VII. REPRISAL**

The school district will discipline or take appropriate action against any pupil, teacher, administrator, or other school personnel who retaliates against any person who makes a good faith report of alleged harassment or violence prohibited by this policy or any person who testifies, assists, or participates in an investigation, or who testifies, assists, or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment.

## **VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES**

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating civil action, or seeking redress under state criminal statutes and/or federal law.

## **IX. HARASSMENT OR VIOLENCE AS ABUSE**

- A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minn. Stat. § 626.556 may be applicable.
- B. Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence, or abuse.

## **X. DISSEMINATION OF POLICY AND TRAINING**

- A. This policy shall be posted on the school district's website.
- B. This policy shall be given to each school district employee and independent contractor at the time of entering into the person's employment contract.
- C. This policy shall appear in the student handbook.
- D. The school district will develop a method of discussing this policy with students and employees.

- E. The school district may implement violence prevention and character development education programs to prevent and 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.
- F. This policy shall be reviewed at least annually for compliance with state and federal law.

**Legal References:** Minn. Stat. § 120B.232 (Character Development Education)  
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
Minn. Stat. § 609.341 (Definitions)  
Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)  
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)  
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)  
29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)  
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)  
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)  
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)  
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

**Cross References:** Policy 102 (Equal Educational Opportunity)  
Policy 401 (Equal Employment Opportunity)  
Policy 402 (Disability Nondiscrimination Policy)  
Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
Policy 406 (Public and Private Personnel Data)  
Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)  
Policy 506 (Student Discipline)  
Policy 515 (Protection and Privacy of Pupil Records)  
Policy 521 (Student Disability Nondiscrimination)  
Policy 522 (Student Sex Nondiscrimination)  
Policy 524 (Internet Acceptable Use and Safety Policy)  
Policy 525 (Violence Prevention)  
Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)



*Revised: 8/13/15 (MSBA Policy Review)*

**420 STUDENTS AND EMPLOYEES WITH SEXUALLY TRANSMITTED INFECTIONS AND DISEASES AND CERTAIN OTHER COMMUNICABLE DISEASES AND INFECTIOUS CONDITIONS**

**I. PURPOSE**

Public concern that students and staff of the school district be able to attend the schools of the district without becoming infected with serious communicable or infectious diseases, including but not limited to, Human Immunodeficiency Virus (HIV), Acquired Immunodeficiency Syndrome (AIDS), Hepatitis B, and Tuberculosis, requires that the school board adopt measures effectively responding to health concerns while respecting the rights of all students, employees, and contractors, including those who are so infected. The purpose of this policy is to adopt such measures.

**II. GENERAL STATEMENT OF POLICY**

**A. Students**

It is the policy of the school board that students with communicable diseases not be excluded from attending school in their usual daily attendance setting so long as their health permits and their attendance does not create a significant risk of the transmission of illness to students or employees of the school district. A procedure for minimizing interruptions to learning resulting from communicable diseases will be established by the school district in its IEP and Section 504 team process, if applicable, and in consultation with community health and private health care providers. Procedures for the inclusion of students with communicable diseases will include any applicable educational team planning processes, including the review of the educational implications for the student and others with whom the student comes into contact.

**B. Employees**

It is the policy of the school board that employees with communicable diseases not be excluded from attending to their customary employment so long as they are physically, mentally, and emotionally able to safely perform tasks assigned to them and so long as their employment does not create a significant risk of the transmission of illness to students, employees, or others in the school district. If a reasonable accommodation will eliminate the significant risk of transmission, such accommodation will be undertaken unless it poses an undue hardship to the school district.

C. Circumstances and Conditions

1. Determinations of whether a contagious individual's school attendance or job performance creates a significant risk of the transmission of the illness to students or employees of the school district will be made on a case-by-case basis. Such decisions will be based upon the nature of the risk (how it is transmitted), the duration of the risk (how long the carrier is infectious), the severity of the risk (what is the potential harm to third parties), and the probabilities the disease will be transmitted and will cause varying degrees of harm. When a student is disabled, such a determination will be made in consultation with the educational planning team.
2. The school board recognizes that some students and some employees, because of special circumstances and conditions, may pose greater risks for the transmission of infectious conditions than other persons infected with the same illness. Examples include students who display biting behavior, students or employees who are unable to control their bodily fluids, who have oozing skin lesions, or who have severe disorders which result in spontaneous external bleeding. These conditions need to be taken into account and considered in assessing the risk of transmission of the disease and the resulting effect upon the educational program of the student or employment of the employee by consulting with the Commissioner of Health, the physician of the student or employee, and the parent(s)/guardian(s) of the student.

D. Students with Special Circumstances and Conditions

The school nurse, along with the infected individual's physician, the infected individual or parent(s)/guardian(s), and others, if appropriate, will weigh risks and benefits to the student and to others, consider the least restrictive appropriate educational placement, and arrange for periodic reevaluation as deemed necessary by the state epidemiologist. The risks to the student shall be determined by the student's physician.

E. Extracurricular Student Participation

Student participation in nonacademic, extracurricular and non-educational programs of the school district are subject to a requirement of equal access and comparable services.

F. Precautions

The school district will develop routine procedures for infection control at school and for educating employees about these procedures. The procedures shall be developed through cooperation with health professionals taking into consideration any guidelines of the Minnesota Department of Education and the Minnesota Department of Health. (These precautionary procedures shall be consistent with the school district's procedures regarding blood-borne pathogens developed pursuant to the school district's employee right to know policy.)

G. Information Sharing

1. Employee and student health information shall be shared within the school district only with those whose jobs require such information and with those who have a legitimate educational interest (including health and safety) in such information and shall be shared only to the extent required to accomplish legitimate educational goals and to comply with employees' right to know requirements.
2. Employee and student health data shall be shared outside the school district only in accordance with state and federal law and with the school district's policies on employee and student records and data.

H. Reporting

If a medical condition of student or staff threatens public health, it must be reported to the Commissioner of Health.

I. Prevention

The school district shall, with the assistance of the Commissioners of Health and Education, implement a program to prevent and reduce the risk of sexually transmitted diseases in accordance with Minn. Stat. § 121A.23 which includes:

1. planning materials, guidelines, and other technically accurate and updated information;
2. a comprehensive, developmentally appropriate, technically accurate, and updated curriculum that includes helping students to abstain from sexual activity until marriage;
3. cooperation and coordination among school districts and Service Cooperatives;
4. a targeting of adolescents, especially those who may be at high risk of contracting sexually transmitted diseases and infections, for prevention efforts;
5. involvement of parents and other community members;
6. in-service training for district staff and school board members;
7. collaboration with state agencies and organizations having a sexually transmitted infection and disease prevention or sexually transmitted infection and disease risk reduction program;
8. collaboration with local community health services, agencies and organizations having a sexually transmitted infection and disease risk reduction program; and
9. participation by state and local student organizations.
10. The program must be consistent with the health and wellness curriculum.
11. The school district may accept funds for sexually transmitted infection and disease prevention programs developed and implemented under this section from public and private sources including public health funds and foundations, department professional development funds, federal block grants, or other federal or state grants.

J. Vaccination and Screening

The school district will develop procedures regarding the administration of Hepatitis B vaccinations and Tuberculosis screenings in keeping with current state and federal law.

**Legal References:** Minn. Stat. § 121A.23 (Health-Related Programs)  
Minn. Stat. § 144.441-442 (Tuberculosis)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)  
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)  
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)  
*Kohl by Kohl v. Woodhaven Learning Center*, 865 F.2d 930 (8<sup>th</sup> Cir.), *cert. denied*, 493 U.S. 892, 110 S.Ct. 239 (1989)  
*School Board of Nassau County, Fla. v. Arline*, 480 U.S. 273, 107 S.Ct. 1123 (1987)  
16 EHLR 712, OCR Staff Memo, April 5, 1990

**Cross References:** Policy 402 (Disability Nondiscrimination)  
Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)  
Mahtomedi School Board Policy 521 (Student Disability Nondiscrimination)



*Revised: 9/10/2015 (MSBA Policy Review)*

*Adopted: 12/19/09*

## **501 SCHOOL WEAPONS POLICY**

### **I. PURPOSE**

The purpose of this policy is to assure a safe school environment for students, staff and the public.

### **II. GENERAL STATEMENT OF POLICY**

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.

### **III. DEFINITIONS**

#### **A. "Weapon"**

1. A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks; mace and other propellants; stunguns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.
2. No person shall possess, use, create using a 3-D printer or other piece of equipment, or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.
3. No person shall use articles designed for other purposes (i.e., lasers or laser



pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

- B. "School Location" includes any school building or grounds, whether leased, rented, owned or controlled by the school, locations of school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, all locations where school-related functions are conducted, and anywhere students are under the jurisdiction of the school district.
- C. "Possession" means having a weapon on one's person or in an area subject to one's control in a school location.

#### IV. EXCEPTIONS

- A. A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the principal's office shall not be considered to possess a weapon. If it would be impractical or dangerous to take the weapon to the principal's office, a student shall not be considered to possess a weapon if he or she immediately turns the weapon over to an administrator, teacher or head coach or immediately notifies an administrator, teacher or head coach of the weapon's location.
- B. It shall not be a violation of this policy if a nonstudent (or student where specified) falls within one of the following categories:
  - 1. active licensed peace officers;
  - 2. military personnel, or students or nonstudents participating in military training, who are on duty performing official duties;
  - 3. persons authorized to carry a pistol under Minn. Stat. § 624.714 while in a motor vehicle or outside of a motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle;
  - 4. persons who keep or store in a motor vehicle pistols in accordance with Minn. Stat. §§ 624.714 or 624.715 or other firearms in accordance with § 97B.045;
    - a. Section 624.714 specifies procedures and standards for obtaining pistol permits and penalties for the failure to do so. Section 624.715 defines an exception to the pistol permit requirements for "antique firearms which are carried or possessed as curiosities or for their historical significance or value."
    - b. Section 97B.045 generally provides that a firearm may not be transported in a motor vehicle unless it is (1) unloaded and in a gun case without any portion of the firearm exposed; (2) unloaded and in the closed trunk; or (3) a handgun carried in compliance with §§

5. firearm safety or marksmanship courses or activities for students or nonstudents conducted on school property;
6. possession of dangerous weapons, BB guns, or replica firearms by a ceremonial color guard;
7. a gun or knife show held on school property;
8. possession of dangerous weapons, BB guns, or replica firearms with written permission of the principal or other person having general control and supervision of the school or the director of a child care center; or
9. persons who are on unimproved property owned or leased by a child care center, school or school district unless the person knows that a student is currently present on the land for a school-related activity.

C. Policy Application to Instructional Equipment/Tools

While the school district takes a firm “Zero Tolerance” position on the possession, use or distribution of weapons by students, and a similar position with regard to nonstudents, such a position is not meant to interfere with instruction or the use of appropriate equipment and tools by students or nonstudents. Such equipment and tools, when properly possessed, used and stored, shall not be considered in violation of the rule against the possession, use or distribution of weapons. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, such possession and use will be treated as the possession and use of a weapon.

D. Firearms in School Parking Lots and Parking Facilities

A school district may not prohibit the lawful carry or possession of firearms in a school parking lot or parking facility. For purposes of this policy, the “lawful” carry or possession of a firearm in a school parking lot or parking facility is specifically limited to nonstudent permit-holders authorized under Minn. Stat. § 624.714 to carry a pistol in the interior of a vehicle or outside the motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle. Any possession or carry of a firearm beyond the immediate vicinity of a permit-holder’s vehicle shall constitute a violation of this policy.

**V. CONSEQUENCES FOR STUDENT WEAPON POSSESSION / USE / DISTRIBUTION**

- A. The school district takes a position of “Zero Tolerance” in regard to the possession, use or distribution of weapons by students. Consequently, the minimum consequence for students possessing, using or distributing weapons shall include:
1. immediate out-of-school suspension;
  2. confiscation of the weapon;
  3. immediate notification of police;
  4. parent or guardian notification; and

5. recommendation to the superintendent of dismissal for a period of time not to exceed one year.
- B. Pursuant to Minnesota law, a student who brings a firearm, as defined by federal law, to school will be expelled for at least one year. The school board may modify this requirement on a case-by-case basis.

C. Administrative Discretion

While the school district takes a “Zero Tolerance” position on the possession, use or distribution of weapons by students, the superintendent may use discretion in determining whether, under the circumstances, a course of action other than the minimum consequences specified above is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

**VI. CONSEQUENCES FOR WEAPON POSSESSION / USE / DISTRIBUTION BY NONSTUDENTS**

A. Employees

1. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, or discharge as deemed appropriate by the school board.
2. Sanctions against employees, including nonrenewal, suspension, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.
3. When an employee violates the weapons policy, law enforcement may be notified, as appropriate.

B. Other Nonstudents

1. Any member of the public who violates this policy shall be informed of the policy and asked to leave the school location. Depending on the circumstances, the person may be barred from future entry to school locations. In addition, if the person is a student in another school district, that school district may be contacted concerning the policy violation.
2. If appropriate, law enforcement will be notified of the policy violation by the member of the public and may be asked to provide an escort to remove the member of the public from the school location.

**Legal References:** Minn. Stat. § 97B.045 (Transportation of Firearms)  
Minn. Stat. § 121A.05 (Referral to Police)  
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)

Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)  
Minn. Stat. § 609.02, Subd. 6 (Definition of Dangerous Weapon)  
Minn. Stat. § 609.605 (Trespass)  
Minn. Stat. § 609.66 (Dangerous Weapons)  
Minn. Stat. § 624.714 (Carrying of Weapons without Permit; Penalties)  
Minn. Stat. § 624.715 (Exemptions; Antiques and Ornaments)  
18 U.S.C. § 921 (Definition of Firearm)  
*In re C.R.M.* 611 N.W.2d 802 (Minn. 2000)

***Cross References:*** Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
Policy 506 (Student Discipline)  
Policy 525 (Violence Prevention)



*Reviewed: 5/12/16*

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*Adopted: 2/12/09*

## **514 BULLYING PROHIBITION POLICY**

### **I. PURPOSE**

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

### **II. GENERAL STATEMENT OF POLICY**

A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on school district property, at school functions or activities, or on school transportation. 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.

- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- E. False accusations or reports of bullying against another student are prohibited.
- F. 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 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 responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall 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.

- G. 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; examples may include, but are not limited to:
    - a. a group of students exhibiting prohibited conduct, even if the members of the group do this a single time
    - b. an individual student acting independently exhibiting prohibited conduct toward one individual, even if the individual only does this a single time
    - c. an individual student exhibiting prohibited conduct toward several different students over a period of time
  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 as defined in this policy.

- 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 student 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. “On school premises, on school district property, at school functions or activities, or on school transportation” means all school district buildings, school grounds, and school property or property immediately adjacent to 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 or 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.
- F. “Prohibited conduct” means bullying or cyberbullying as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.
- G. “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.
- H. “Student” means a student enrolled in a public school or a charter school.

#### **IV. REPORTING PROCEDURE**

- A. Any person who believes 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 other 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 must take immediate steps, as they deem necessary and appropriate, 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 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.
- 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. Recognizing responding to and reporting bullying;
  5. The incidence and nature of cyberbullying;
  6. Internet safety and cyberbullying; and
  7. A review of the district's reporting requirements related to bullying 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 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 or a summary thereof must be conspicuously posted in the administrative offices of the school district and the office of each school.
- C. This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See 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. The school district shall provide an electronic copy of its most recently amended policy to the 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 other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definition of Public School)  
Minn. Stat. § 120B.232 (Character Development Education)  
Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)  
Minn. Stat. § 121A.031 (School Student Bullying Policy)  
Minn. Stat. § 121A.0311 (Notice of Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)  
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.69 (Hazing Policy)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)  
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

**Cross References:** Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
Policy 413 (Harassment and Violence)  
Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)  
Policy 423 (Employee-Student Relationships)  
Policy 501 (School Weapons Policy)  
Policy 506 (Student Discipline)  
Policy 507 (Corporal Punishment)  
Policy 515 (Protection and Privacy of Pupil Records)  
Policy 521 (Student Disability Nondiscrimination)  
Policy 522 (Student Sex Nondiscrimination)  
Policy 524 (Internet Acceptable Use and Safety Policy)  
Policy 525 (Violence Prevention)  
Policy 526 (Hazing Prohibition)  
Policy 529 (Staff Notification of Violent Behavior by Students)  
Policy 709 (Student Transportation Safety Policy)

Policy 711 (Video Recording on School Buses)  
Policy 712 (Video Surveillance Other Than on Buses)



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*Adopted: 11/6/97*

## **526 HAZING PROHIBITION**

### **I. PURPOSE**

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

### **II. GENERAL STATEMENT OF POLICY**

- A. No student, teacher, administrator, volunteer, contractor, or other employee of the school district shall plan, direct, encourage, aid, or engage in hazing.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. This policy applies to behavior that occurs on or off school property and during and after school hours.
- E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- F. The school district will investigate all complaints of hazing 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.
- G. In order to use school district facilities, community-based organizations will be required to have within their respective by-laws or policies a discipline policy and procedures that address acts of hazing for initiation into or affiliation with their organization. These organizations must also enforce these policies and procedures.

### III. DEFINITIONS

- A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, physical or psychological, in order for the student to be initiated into or affiliated with a student organization, or for any other school-related purpose. The term hazing includes, but is not limited to:
1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.
  2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
  3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
  4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
  5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.
- B. "Student organization" means a group, club, or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities, or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition if it would be considered a part of the school district's activities. A community-based or sponsored group authorized to use school district facilities is not a student organization for purposes of this policy.

### IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy.
- B. The building principal, the principal's designee, or the building supervisor (hereinafter building report taker) is the person responsible for receiving reports of



hazing at the building level. Any person may report hazing directly to a school district human rights officer or to 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.

For community-based or sponsored groups authorized to use school district facilities, the community education director is the person responsible for receiving reports of hazing. Violations of a community-based or sponsored group's hazing policy or violations of hazing by individuals not authorized to use the school district's facilities will be turned over to the proper law enforcement agencies for investigation and prosecution.

- C. Teachers, administrators, volunteers, contractors, and other employees of the school district shall be particularly alert to possible situations, circumstances, or events which might include hazing. Any such person who receives a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute hazing in a timely manner may be subject to disciplinary action.
- D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades, or work assignments.
- E. Reports of hazing 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 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 legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.
- F. School personnel, independent contractors working in the school district, and volunteers shall be particularly alert to possible situations, circumstances, or events which might include hazing. Any such person who receives a report of, observes, or has knowledge or belief of conduct which may constitute hazing shall inform the building principal immediately.

## **V. SCHOOL DISTRICT ACTION**

- A. Upon receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- B. The school district may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of hazing.

- C. Upon completion of the investigation, 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 deter violations and to appropriately discipline prohibited behavior. 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, school district policies, and regulations.
- D. 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 involved in a hazing incident and the remedial action taken, to the extent permitted by law, based on a confirmed report.
- E. If the involved parties are in disagreement with the determination made by the administrator who investigated a hazing report, a request for further investigation can be made to the school district human rights officer.

## **VI. REPRISAL**

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district or permitted facility user who retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists, or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment.

## **VII. DISSEMINATION OF POLICY**

- A. A summary of this policy shall appear in each secondary school's student and parent handbook, in each school's staff information materials, and the complete policy posted on the school district's website.
- B. The school district will develop a method of discussing this policy with students and employees.

**Legal References:** Minn. Stat. § 121A.0695 (School Board Policy; Prohibiting Intimidation and Bullying)  
 Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)  
 Minn. Stat. § 121A.69 (Hazing Policy)

**Cross References:** Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
 Policy 413 (Harassment and Violence)  
 Policy 506 (Student Discipline)

Policy 514 (Bullying Prohibition Policy)  
Policy 525 (Violence Prevention [Applicable to Students and Staff])



*Revised: 9/10/2015 (MSBA Policy Review)*

*Adopted: 10/8/09*

## **531 THE PLEDGE OF ALLEGIANCE**

### **I. PURPOSE**

The school board recognizes the need to display an appropriate United States flag and to provide instruction to students in the proper etiquette, display, and respect of the flag. The purpose of this policy is to provide for recitation of the Pledge of Allegiance and instruction in school to help further that end.

### **II. GENERAL STATEMENT OF POLICY**

Students in this school district shall recite the Pledge of Allegiance to the flag of the United States of America one or more times each week. The recitation shall be conducted:

- A. By each individual classroom teacher or the teacher's surrogate; or
- B. Over a school intercom system by a person designated by the school principal or other person having administrative control over the school.

### **III. EXCEPTIONS**

Anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reasons may elect not to do so. Students and school personnel must respect another person's right to make that choice.

### **IV. INSTRUCTION**

Students will be instructed in the proper etiquette toward, correct display of, and respect for the flag, and in patriotic exercises.

**Legal References:** Minn. Stat. § 121A.11, Subd. 3 (Pledge of Allegiance)  
Minn. Stat. § 121A.11, Subd. 4 (Instruction)



This document provides basic information to help parents/guardians make informed decisions that benefit their children, schools and communities.

**Why statewide testing?**

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

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

**Why does participation matter?**

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

- Students who do not participate will receive a score of "not proficient."
- Students who receive a college-ready score on the high school MCA are not required to take a remedial, noncredit course at a Minnesota State college or university in the corresponding subject area.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents and the general public use assessment information to compare schools and make decisions about where to purchase a home or to enroll their children.
- School performance results that are publicly released and used by families and communities, are negatively impacted if students do not participate in assessments.

**Academic Standards and Assessments**

**What are academic standards?**

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

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

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

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

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

**ACCESS and Alternate ACCESS for English Learners**

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

### Why are these assessments effective?

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

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

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

Because test content represents the academic standards as completely as possible, preparing for and taking the assessments uses the very same knowledge, processes and strategies included in the standards.

### Are there limits on local testing?

As stated in 120B.301, for students in grades 1-6, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 10 hours per school year. For students in grades 7-12, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school year.

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

### What if I choose not to have my student participate?

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

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

### When do students take the assessments?

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

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

### When do I receive my student's results?

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

### How much time is spent on testing?

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

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

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

### Where do I get more information?

Students and families can find out more on our [Statewide Testing page](#) (education.state.mn.us > Students and Families > Statewide Testing).



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

## Parent/Guardian Refusal for Student Participation in Statewide Assessments

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

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

Date \_\_\_\_\_ (This form is only applicable for the 20\_\_ to 20\_\_ school year.)

Student's Legal First Name \_\_\_\_\_ Student's Legal Middle Initial \_\_\_\_\_

Student's Legal Last Name \_\_\_\_\_ Student's Date of Birth: \_\_\_\_\_

Student's District/School \_\_\_\_\_ Grade \_\_\_\_\_

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

\_\_\_\_\_ I received information on statewide assessments and choose to opt my student out. MDE provides a *Parent/Guardian Guide to Statewide Testing* on the [MDE website](#) (Students and Families > Statewide Testing).

Reason for refusal:
---------------------

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

- MCA/MTAS Reading                       MCA/MTAS Science  
 MCA/MTAS Mathematics               ACCESS or Alternate ACCESS for ELLs

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

**I understand that by signing this form, my student will receive a score of "not proficient" and he/she waives the opportunity to receive a college-ready score that could save time and money by not having to take remedial, noncredit courses at a Minnesota State college or university. My school and I may lose valuable information about how well my student is progressing academically. In addition, opting out may impact the school, district, and state's efforts to equitably distribute resources and support student learning.**

Parent/Guardian Name (print) \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

To be completed by school or district staff only.	Student ID or MARSS Number _____
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# BEHAVIOR

2018-2019  
O.H. Anderson

## Student Expectations

Dear O.H. Anderson Elementary School Community:

As a school, our goal is to foster an environment that supports children's academic and social growth. This handbook is designed to communicate to our students and families the expectations and consequences for behavior at our school.

Every adult in the building has the responsibility to teach, model, and support students with the school-wide expectations of respect, responsibility, and right to learn. Parental support of the school's mission and procedures is vital to the academic and social success of our students.

As school and home work together, we can encourage and foster success for all students.

Sincerely,

Kirsten Bouwens, Principal

OH Anderson Teachers and Staff

### PARENTS:

1. **Please read through this handbook with your child**
2. **Complete the signatures below**
3. **Return this top page to the homeroom teacher by the end of the week**

This signed sheet will be kept for future reference throughout the school year as needed. Thank You!

**We have read and discussed this Student Expectation and Behavior Handbook as shown by our signatures below:**

**At OH Anderson, we educate the whole child in a positive and safe learning environment where we value academic and social growth.**

To promote the development of independent, responsible, life-long learners, each member of the O.H. Anderson Elementary Learning Community expects the following:

- Students and Adults will show **RESPECT** for themselves, each other, and property.
- Students and Adults will take **RESPONSIBILITY** for their individual actions and academic achievements.
- Students have the **RIGHT TO LEARN** and Adults have the **RIGHT TO TEACH** in a safe academic environment.

---

Parent/Guardian Signature

Date

Student Signature



# BEHAVIOR

*Responsive Classroom* is an evidence-based approach to elementary teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. The goal is to enable optimal student learning based upon the premise that children learn best when they have both academic and social-emotional skills. *Responsive Classroom* incorporates both a classroom and school-wide model for deliberately helping children build academic and social-emotional competencies.

At the heart of the *Responsive Classroom* approach are ten classroom practices:

**Morning Meeting** — gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead

**Rule Creation** — helping students create classroom rules to ensure an environment that allows all class members to meet their learning goals

**Interactive Modeling** — teaching children to notice and internalize expected behaviors through a unique modeling technique

**Positive Teacher Language** — using words and tone as a tool to promote children's active learning, sense of community, and self-discipline

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

**Guided Discovery** — introducing classroom materials using a format that encourages independence, creativity, and responsibility

**Academic Choice** — increasing student motivation by differentiating instruction and regularly allowing students teacher-structured choices in their work

**Classroom Organization** — setting up the physical room in ways that encourage students' independence, cooperation, and productivity

**Working with Families** — creating avenues for hearing parents' insights and helping them understand the school's teaching approaches

**Collaborative Problem Solving** — using conferencing, role playing, and other strategies to resolve problems with students

Schools implementing the *Responsive Classroom* approach school-wide typically adopt the following practices:

# BEHAVIOR

**Aligning policies and procedures with *Responsive Classroom* philosophy** — making sure everything from the lunch routine to the discipline policy enhances the self-management skills that children are learning through the *Responsive Classroom* approach

**Allocating resources to support *Responsive Classroom* implementation** — using time, money, space, and personnel to support staff in learning and using the *Responsive Classroom* approach

**Planning all-school activities to build a sense of community** — giving all of the school's children and staff opportunities to learn about and from each other through activities such as all-school meetings, cross-age recess or lunch, buddy classrooms, and cross-age book clubs

**Welcoming families and the community as partners** — involving family and community members in the children's education by maintaining two-way communication, inviting parents and others to visit and volunteer, and offering family activities

**Organizing the physical environment to set a tone of learning** — making sure, for example, that school wide rules are posted prominently, displays emphasize student work, and all school spaces are welcoming, clean, and orderly

## What happens if expectations are not followed?

Through our *Responsive Classroom* discipline approach, our goal is to ensure that children feel safe, both physically and emotionally. Doing so allows students to (1) learn at their best, (2) develop self-discipline, and (3) develop skills for working and learning with others. Students who violate school-wide expectations may be subject to any or all of the following supports and interventions. Possible steps will be determined by the severity of the infractions and logical consequences.

### **Process for Minor Infractions May Include:**

- Verbal reminder/redirection
- Classroom Take-a-Break
- Buddy Teacher Take-a-Break
- Fix-It Plan where student determines plan to assure more appropriate behavior in the future (See attached example)
- Problem solving session with classroom teacher and/or our Intervention Specialist, School Counselor, or Principal
- Parent or guardian contacted by phone

# BEHAVIOR

## Process for Major Infractions:

Further disciplinary action may include:

- Office Discipline Referral
- Conference with student by Intervention Specialist/Principal/School Psychologist/School Counselor
- Call to parent
- Logical Consequences (example: loss of privilege, loss of recess, break, etc...)
- In school suspension
- Suspension from school
- Expulsion

## Process for Serious Infractions:

Serious infractions such as assault, fighting, fire alarms, harassment, theft, weapons, etc., will be addressed according to Mahtomedi Student Discipline Policy #506 and the Mahtomedi Weapons Policy #501 (see attachments).

## OHA Anti-Bullying Statement

We believe that the O.H. Anderson community has the right to be free of victimization by others. Bullying is not tolerated by anyone in the school community. Therefore we hold to the belief that no one is safe until all are safe.

## Bullying is:

- Intended to control and hurt
- **Repetitive** behavior
- Behavior acted out of contempt or disrespect, not anger
- Physical (pushing, shoving, hitting, beating) (**repetitive, intended to control and hurt, not out of anger**)
- Emotional (exclusion, stalking)
- Verbal (slurs about body, mind, name, family, language or religion)
- An unequal power situation and, as such, conflict resolution is not effective
- *Not occasional mischief*

## Reporting

We understand that there is a difference between tattling and reporting. It is the expectation that anyone who witnesses a bullying incident is responsible to report it to an appropriate adult. We encourage anyone with concerns about bullying to report them to school personnel.

# BEHAVIOR

## **Procedures for intervention:**

- The adult will accept a report of bullying
- The school staff will investigate the report
- The school may take immediate steps to address the situation while still collecting information
- Once the report is complete, the school will take appropriate action which could include such things as a warning, a behavior plan, changes to environment/schedule, parent meeting
- Parents of the reported bullying student and the victim will be contacted
- School staff will provide support for the victim as needed
- Please check the O.H. Anderson website for additional parent resources on bullying prevention.

# BEHAVIOR

## What should I do at school?

Respect   Responsibility   Right to Learn

- Be courteous, respectful, and trustworthy.
- Take care of all school property and other students' property including items in the hallways, bathrooms, classrooms, desks, and lockers.
- Demonstrate appropriate behaviors that contribute to a safe learning environment.
- Walk in hallways in orderly lines, being respectful of the "Quiet Zone" as learning is happening in the classrooms.
- Walk in common areas such as classrooms, the lunchroom, and on the way to buses.
- Speak with "inside voices" and use a level 2 voice in the cafeteria. See the Volume Chart in the appendix for details.
- Respect performers and audience with courteous behavior during assemblies.
- Follow adult direction anywhere in the school, the lunchroom, the playground, in the hallways, on the buses, etc...
- Use language that is positive, encouraging, and kind.
- Be attentive, helpful, and caring to fellow students and adults.

# BEHAVIOR

## What should I do on the playground?

- Demonstrate good citizenship by responsible actions, words, and work.
- For a safe and happy playground remember to:
  - Respect self, others, and school property
  - Be responsible
  - Be kind
- Follow these safety guidelines:
  - All games are “open” as long as you ask to join and you follow the rules of the game. If a game has already met the player limit, such as 6 on 6 kickball or 4 down football substitutions should be made so all students can play.
  - Take turns and share equipment.
  - Use equipment for its intended purpose.
  - Wait for the swings in the designated wait area.
  - Balls and frisbees are the only objects that can be thrown. All rocks and sticks should be left on the ground, including pea gravel, sand, snowballs, wood chips, and larger rocks.
  - Keep hands and feet to yourself. Physical aggression (including punching, slapping, biting, pinching, kicking, “play fighting” or “chicken fighting”) is not allowed.
  - Stay on the playground. Supervisors need to be able to see you at all times.
  - Students may only play designated football games which have no more than 4 on 4 players and the games have been taught and practiced.
  - “King of the Hill” is not allowed.
  - Soft balls, such as tennis balls, rubber balls, and super balls are allowed on the playground. Baseball bats and hard balls (such as regulation softballs and baseballs) are not allowed.
  - Skateboards and scooters are not allowed.
  - Be prepared for outdoor weather. Wear appropriate clothing for the season.
  - Tennis shoes should be worn on the playground (no flip-flops).

# BEHAVIOR

## What about indoor recess?

- The office will make an announcement to stay in for recess when needed.
- Staff will supervise students in their classrooms.
- Students are expected to follow classroom rules and work or play quietly.
- Students should use an inside “2” voice.

## What about the bus?

- Using the bus is a privilege, not a right.
- Students are expected to follow the same rules on the bus as they do in school.
- Get to your bus stop five minutes before your scheduled pick up time. Stay away from the street, road, or highway when waiting for the bus.
- Wait until the bus stops before approaching the bus.
- If you must cross the street, always cross in front of the bus. Wait for the driver to signal you across.
- Keep your arms, legs, and belongings to yourself when waiting for and riding the bus.
- Sit in your seat facing forward.
- Talk quietly and use kind and respectful language.
- Stay seated until the bus comes to a complete stop.
- Fighting, harassment, intimidation, horseplay, and throwing objects are not allowed.
- Use of alcohol or drugs, possession of weapons or dangerous objects, and vandalism are prohibited.
- For complete documentation of bus expectation and policy, please visit the district website at [www.mahtomedi.k12.mn.us](http://www.mahtomedi.k12.mn.us) and look under transportation.

Drivers may assign seats in the front of the bus to students who have special needs or who have not followed the bus rules. Drivers, at their discretion, may assign seats throughout the entire bus to support positive behavior choices. We strive to ensure the safety of our passengers and ask that when the bus is not at a full capacity, that we not use the three rear rows of seats in the buses.

# BEHAVIOR

## Bus Referral Guidelines (Within a 60 day period)

- First bus referral – warning to student.
- Second bus referral –Parent contact and assigned seat on the bus.
- Third bus referral – 3 day bus suspension and parent contact.
- Fourth bus referral – 5 day bus suspension and parent contact.
- Fifth bus referral – 10 day bus suspension and parent contact.

Depending on the severity of the behavior, the school may move to a greater consequence than listed for the specific bus referral.



# BEHAVIOR

## Appendix

### Fix-It Plan Example

I need to stop... I need to start.. This is important because...

Action Plan: Here's how I will do this... Here's what will help me do this...

### Mahtomedi Student Discipline Policy #506

To access District Policy #506 navigate to the school district website, [www.mahtomedi.k12.mn.us](http://www.mahtomedi.k12.mn.us), click and click on About Us → District Policies → Policy Manual → 500 Series → Policy 506

### Mahtomedi Weapons Policy #501

To access District Policy #501 navigate to the school district website, [www.mahtomedi.k12.mn.us](http://www.mahtomedi.k12.mn.us), click and click on About Us → District Policies → Policy Manual → 500 Series → Policy 501

### Volume Chart

5	YELLING
4	OUTSIDE
3	CLASSROOM
2	NEIGHBOR/BUS
1	WHISPER
0	NO TALKING