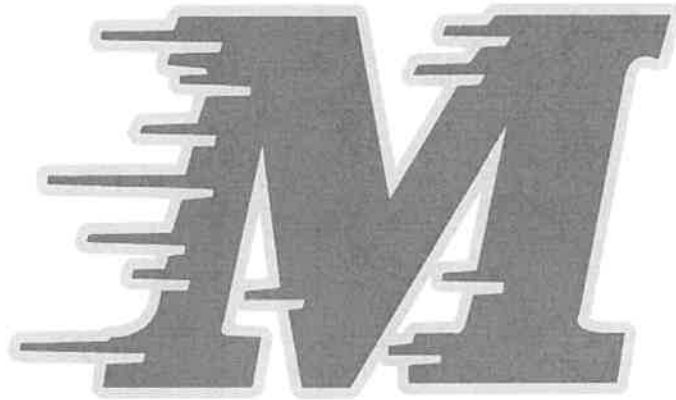


MELROSE AREA
ELEMENTARY SCHOOL



STUDENT/PARENT/GUARDIAN
HANDBOOK
2022-23

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PLEASE REFER TO SCHOOL WEBSITE FOR ANY DISTRICT POLICIES:

<https://www.isd740.org/o/maps/browse/80898>

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Melrose Area Elementary School

Terryl Pearson
Elementary Principal

Dear Students and Families,

We are excited and look forward to collaborating with you and your child(ren) at Melrose Area Elementary School! In preparation for the upcoming school year, we present to you our handbook. This resource provides you with a lot of important information on our policies and procedures. We would like you to take the time to review what is included in this manual, as it serves as guidelines for the school and how it affects your child(ren). This handbook may be changed or amended during the school year. Changes will be posted on the window to the left of the entrance into the elementary office.

Included, but not limited to, are policies and guidelines pertaining to items such as behavior, technology, and academics. It is important to note this handbook will not be able to define all issues that may arise. Any issues not covered in this handbook will be dealt on an individual basis under the same governance of the handbook. It is important to read this every year as many items are updated and/or changed from years past.

If you have any questions or concerns during the school year, please do not hesitate to contact me.

Terryl Pearson
Elementary Principal

546 5th Avenue NE
Melrose, MN 56352
Phone 320-256-5160 ext.1018

ACCIDENT INSURANCE

Melrose Area Public School does not provide insurance for students. The school would only be liable for accidents or injury in case of proven negligence. School policy requires athletic participants to have insurance coverage. All accidents must be reported to the supervising teacher, Principal's office, or Nurse's office as soon as possible.

AGE REQUIREMENT FOR ADMISSION

Under existing state law, a child must be 5 years of age on or before September 1st of the current school year to enter kindergarten.

ATTENDANCE PROCEDURE

Good attendance contributes greatly to a child's academic achievement in school. Regular attendance is directly related to students' success in academic work, benefits students socially, provides opportunities for important communication between teacher, student and parent/guardian, and establishes regular habits of dependability important to the future of the student.

The purpose of our student handbook policy is to encourage regular school attendance; it is intended to be positive and not punitive. Minnesota Statute requires that all children between the ages of seven and seventeen must receive instruction unless excused according to law. In accordance with the regulations of the **Minnesota Department of Education** and the Minnesota Compulsory Instruction Law, Minnesota Statute 120.101, the students of the school district are **REQUIRED** to attend school everyday school is in session, unless the student has a valid excuse for absence. If a student is not present during the school day he/she will be marked absent. We realize that circumstances occasionally arise that force a student to be absent when he/she does not wish to be gone (doctor appointments, funerals, etc.).

Your student should stay home when they are exhibiting vomiting, diarrhea, and a fever. Students with a fever should also stay home until they are fever-free for 24 hours with the support of fever suppression medicine(Motrin, Tylenol).

Arrangements should be made by the parent with student's teacher, principal or administrative assistant if it is necessary for the child to be away from the classroom during the course of the school day.

A note or phone call **MUST** be sent explaining your child's absence.

If you have a need to pick up your child during the regular school day, please inform the office. We will have your child wait in the office for you to pick up.

The following will be the practice of Melrose Area Elementary School:

Excused Absences: 10 days excused per semester

- After repeated absence due to illness/injury, the school may choose to require a doctor's note for any further excused illness.
- Serious illness in the student's immediate family.
- A death in the student's immediate family or of a close friend or relative.
- Medical or dental treatment: appointment card required (if without card, unexcused absence)
- Court appearance occasioned by family or personal action.
- Religious instruction not to exceed three hours in any week.
- Catastrophic emergency conditions such as fire, flood, storm, etc
- Family trips or vacation days, up to 10 days per school year, which include hunting trips , need to be requested at least 3 days before the trip is to begin. Current and prior attendance history will be used to determine the approved amount of days. Days not approved are unexcused.

- Removal of student pursuant to a suspension. Suspensions will be handled as excused absences and students will be expected to complete make-up work/assignments.
- Other Absences: Any absences not listed above will be determined by the building principal as either excused or unexcused.

Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minnesota Statute 127.26-127.29.

Special Note: If a child is absent because of a communicable disease, the school should be notified as soon as possible. Contact the school nurse at 256-5160, extension 1020. It is the responsibility of the parent/guardian to call the school at 256-5160, extension 6008 if your child will be absent from school. A phone call home will be made if your child is absent from school and we do not hear from the parent/guardian. If a parent does not call the school to report their child's absence, the absence may be marked unexcused.

Unexcused Absences:

- Truancy: An absence by a student, which was not approved by the parent/guardian and/or the school.
- Any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedures.
- Failure to present a doctor's note after being notified to do so by the school regarding any further absences.
- An absence excused by the parent but not excused according to the handbook excused absences.
- Any other absence not included under the attendance procedures set out in the student handbook.
- The Principal has sole discretion on excusing/not excusing absence.

Consequences of Unexcused Absences/Truancy:

A student's parent/guardian will be notified by mail that his or her child has a total of three (3) unexcused absences. After the fifth (5th) unexcused absence, the student will be reported to the County Attorney for truancy or Stearns County Human Services for educational neglect.

Tardiness:

Students are expected to be in school, in their classroom ready for class by 8:15am. A student is considered tardy when a student arrives at school between 8:15-9:00 am. When a student is tardy he/she must report to the office before going to class. Parent(s)/guardian(s) should contact the school when their child is going to be late.

Parents/guardians of habitual tardy students will be notified. Excessive tardiness may be counted towards full day absences and handled as unexcused absence(s). The following are examples of excused, unexcused and repetitive tardiness; this is not an all-inclusive list.

Unexcused Tardies Examples (not limited to the list below):

- Overslept(student or parent/guardian)
- Missed bus
- Car problems
- Out of class without a pass or permission from teacher
- In hallway or cafeteria rather than classroom at beginning of class time

Repetitive Tardies:

- Defined as 3 or more tardies, students may receive a letter home, and/or parent conference, and/or action at the discretion of the Principal.

BICYCLES

Children may ride their bicycles to school, but are not to ride during school hours. Bicycles are to be parked in the bike racks in front of the school. Also, students riding bicycles are required to walk their bicycles to the corner crossings at the end of the school day to prevent accidents with all students leaving the building, and cross at the designated intersection with the School Patrol.

BREAKFAST/LUNCH

Breakfast and lunch are served in the cafeteria or classroom.

Students eligible for free and/or reduced meals are eligible for free breakfast. All kindergarten students are eligible for free breakfast. **In the event of a late start, breakfast will not be served.** All students eligible for free and/or reduced meals receive free lunch. Meal prices will be posted on the District website. (Prices are subject to change by the Melrose School Board)

Students will have individual pin numbers. All meals and extra milk will be charged to the students' account. When a student's account reaches a balance of \$10.00, an automated parent notification is made to the parents/guardians notifying them of low balance. **It is the parent's responsibility to make a deposit as soon as possible so the account does not become negative.** Parents can send payment with their child(ren), pay it personally in the main office, send it by mail, or on SchoolPay. **It is recommended that cash payment not be sent with students.** If you have any questions, please contact the Director of Food Service.

Students with a negative balance are offered a reimbursable cold lunch that is of no cost to the student and consists of a cheese sandwich with 2 oz. cheese protein, fresh vegetables or fresh fruit and milk. When a negative balance has been taken care of, the student may resume the hot meals. Students are expected to behave appropriately in the cafeteria following the HANS cafeteria expectations (See PBIS Handbook on the District website).

It is strongly recommended that parents, students, adults or siblings not bring in lunches from outside establishments(i.e.: McDonalds, Subway, etc) to have during lunchtime with their child. Many times parents plan to bring in special lunches for student birthdays. If an outside lunch is brought into the school, it must be in an unmarked bag to not promote advertising. You are encouraged and welcome to order a school lunch and dine with your child.

BUS CONDUCT

School transportation is a privilege to the students of the school district to those who need and warrant transportation. It is not mandatory that it be provided. Misbehaving will not be tolerated. Students are expected to behave in a proper manner, being considerate to others. Students unable to conduct themselves in the proper manner are subject to being denied this privilege.

CELL PHONES

Students are highly discouraged from bringing cellphones to school. Use of cell phones by students in case of emergency, outside of normal school hours, or to make transportation arrangements will be considered acceptable reasons for student use of a cell phone. Student cell phone use during school days is PROHIBITED without specific permission of a school staff member. Students who bring

cellphones to school are to leave them in their regular school locker with the power turned off. Cell phones MAY NOT be brought into the school restroom at any time INCLUDING before/after school hours. Parents/Guardians wishing to contact their child during school hours should phone the school office.

CHILD ABUSE/MANDATED REPORTERS

Minnesota statute requires that school employees, as mandated reporters, report to the Stearns County Human Service department any suspected cases of child abuse or neglect. Failure to comply with this requirement may result in prosecution of the school employee. Once a report has been made, official representatives of the county Human Service department have the right to and may come to the school to interview the child. The department need not obtain parent/guardian permission.

CLASSROOM/SCHOOL SAFETY

Backpacks, book bags, duffel bags and other similar items are not to be taken to your classes. You may use these items to bring your books to and from school. Keep backpacks, book bags, duffel bags and other similar items in your locker during school time. Plan ahead and use your lockers. Exceptions may be made at the discretion of administration.

CUSTODY AND/OR CHANGE OF ADDRESS

If custody changes after enrollment, documents should be provided to the school as soon as possible after the change. The school will follow court orders that specifically authorize or direct custody or related custodial issues. It is the parent/guardian's responsibility to notify the school office if you have a change of address or telephone number without a change of school.

DISCIPLINE PROTOCOL

PBIS (Positive Behavior Intervention and Supports)

PBIS stands for Positive Behavior Interventions and Supports. It is a framework or approach to help teach positive and appropriate behavior. See the District website for more information to review in the MAES PBIS Handbook.

The current discipline program at Melrose Area Elementary School is Dutchmen Pride, or "The HANS Way". HANS way stands for Honesty, Attitude, Neighborly and Safety. Dutchmen Pride is a PBIS framework school wide system of positive behavior support that focuses on taking a team based system approach and teaching appropriate behavior to all students in all settings in the school. It is our responsibility to teach expectations and the students' responsibility to be held accountable. It takes partnerships to enhance and maximize instructional opportunities. Through The HANS way, students are also recognized and positive behavior choices are acknowledged and promoted.

The goal of our discipline policy is to promote a safe and caring environment where all students are taught the difference between appropriate and inappropriate behavior. These behaviors are taught in all areas of the school including the classroom, playground, hallways, cafeteria, gym, bathroom and library through positive support for all students.

Students are **expected** to demonstrate Positive Behaviors. An infraction of either a "Minor" or a "Major" offense will be handled accordingly. A major infraction will include an Office Disciplinary Referral, (ODR). The student will be expected to assume responsibility for the behavior and complete assigned consequences. Parents/guardians will be contacted with a major infraction.

The students receive approximately 25 minutes of Character Building each week. This time is spent building a community within the classroom, while working on communication skills and learning respect for all.

- **Major/Minor**-The major/minor behavior chart and corresponding definitions is used to determine the severity of a behavior. Major behaviors are those that require a call to the office. Minor behaviors are behaviors that can be managed in the classroom.
- **Fix It Ticket**-Fix it tickets are used to document minor problem behaviors and to teach appropriate behaviors. This ticket is meant to be a teaching tool and not punitive. When a student has accumulated 3 Fix It Tickets for the same behavior, an Office Discipline Referral (ODR) may be issued.
- **Office Discipline Referral (ODR)**- ODRs will be used when a student demonstrates a major behavior or when they have accumulated three Fix It Tickets for the same behavior.
- **Matrix**-The matrix outlines behavioral expectations in various settings in our school.
- **Hans Ticket**-Students can earn Hans tickets by demonstrating positive behavior. Students can receive these from any staff member or bus driver.

CONSEQUENCES FOR UNACCEPTABLE BEHAVIOR

The following guidelines will be used when dealing with behavior that does not meet the building expectations:

Offense-an offense that does not meet the expectations or severely interferes with another person's rights. All major offenses will be reported to parents, teachers, and administration using the Office Disciplinary Referral form. Severe infractions will be dealt with by the administration.

- See PBIS Code of Conduct (See appendix C).
- A parent/guardian may request a meeting to discuss their child's behavior.
- Discipline Referrals and consequences will be delivered respectfully and in a timely fashion.
- The District Administrator reserves the right to increase or diminish consequences according to the severity of the problem.

The examples of behaviors listed below are considered unacceptable under any circumstances at school. These behaviors can be a violation of state law, district policy, or any totally unacceptable behavior. When a student demonstrates one of these behaviors, it will require involvement by the principal, parent(s)/guardian(s) and possible legal authority. These unacceptable behaviors warrant immediate and severe action.

- Leaving school grounds without authorized permission
- Extreme defiance and/or refusal to follow directions
- Use or possession of tobacco, alcoholic beverages, or drugs at any school function (see District Policy)
- Weapons (See District Policy)
- assaulting , violent or harassing behavior (See District Policy)

The behaviors listed above are not all inclusive. Other unlisted behaviors that occur may result in disciplinary action.

The goal of a positive, safe learning environment takes all of us working together.

STUDENT RESPONSIBILITY

- The student is expected to demonstrate positive behavior.
- The student needs to take the disciplinary report home to be signed by their parent/guardian
- The student needs to return the signed disciplinary report the next day to the classroom teacher or elementary office.
- The student will be responsible to complete assigned consequences.

PARENT RESPONSIBILITY

- Review the school discipline policy in the handbook with your child at the beginning of the school year.
- Discuss reasons with your child for receiving a disciplinary report and ways to make appropriate choices to avoid future conflict.
- Parents/Guardian will sign and remind their child to return the disciplinary report to the classroom teacher or elementary office the next school day.
- Parents/Guardian will attend a re-entry meeting if determined necessary by school staff.

TEACHER/STAFF RESPONSIBILITY

- Help students choose positive behaviors.
- Respectfully facilitate the writing of disciplinary reports with a student who has behaved inappropriately.
- Distribute copies of disciplinary reports to student, office, and classroom teachers.
- Remind or help students return disciplinary reports to the office the next day.
- Immediately report "major" behaviors to the administrator by completing a disciplinary report. Their report will be complete and detailed with the events that occurred.
- Deliver approximately 25 minutes of CBC bullying prevention each week.

ADMINISTRATOR'S RESPONSIBILITY

Students will only be referred to the administrator for major behaviors.

- The Administrator will deliver a consequence to the student for these behaviors. The consequence will depend on the severity of the behavior. District policy and Code of Conduct will be followed for violation of these behaviors.
- A disciplinary report will be completed by the teacher/staff indicating which appropriate behavior was demonstrated.
- The Administrator will indicate on the disciplinary report what action was taken for the violation. A copy will be sent home, kept on file, and given to the classroom teacher.
- Administrator will be responsible for maintaining records of disciplinary reports returned to the office.
- Administrators will assist in supervising students assigned In-School Suspension (ISS)

DRESS CODE

The appearance of students is primarily the responsibility of parents. Students are expected to dress and groom themselves in clothes that are appropriate for a school/work environment and weather conditions. Clothing must be in good taste, following community and school standards at all times. Anything related to a current contemporary issue will not be tolerated.

Inappropriate clothing is defined as anything that disrupts or distracts from the teaching, educational process, threatens the learning environment, or endangers the health or safety of students or any other person. Clothing or accessories bearing a message that is lewd, vulgar or obscene is not permitted. Therefore, hats/headgear (unless the headgear pertains to the students' religion or medical condition), bandanas, hoods, spaghetti-strap tank tops and clothing that exposes the navel/midriff/undergarments, short and/or skirts, and jewelry that could be potentially harmful(wallet chains) are not allowed to be worn during normal school hours.

Clothing and accessories promoting tobacco products, alcoholic beverages, illegal drugs/activities, weapons, profanity, racist, sexist, derogatory, or having sexual innuendo is not allowed for school wear. Gang affiliated signs, symbols, jewelry, tattoos, and clothing that represent acknowledged gangs or gang activity is prohibited. Students will be required to change their shirts inside out if they wear improper clothing to school. Parents may be contacted by the principal, or school staff, to bring appropriate clothing to school. If in doubt, don't wear it! The school administration reserves the right to determine whether the

students' attire or appearance is acceptable. Finally, repeated violations of the dress code may result in further disciplinary action.

DRESS CODE-WEATHER RELATED

Due to unpredictable changes in weather, students need to be prepared for outside recess/activity every day with appropriate weather gear. During spring and fall seasons, students are expected to wear a light jacket or sweatshirt outside if necessary.

During the winter months, students will be going outside unless the administration decides otherwise. Students must wear a winter jacket, hat, gloves, boots, and snow pants. If students forget boots or snow pants, they will be required to remain on the sidewalk/blacktop during recess time.

DRILLS

- **Fire Drills**-The signal for a fire drill is a continuous blast of the fire alarm system. Everyone must leave the building. Close doors and windows as you leave. Please check the fire exit sign in your classroom as to what exit you should use.
- **Lock Down Drills**-The signal for a lockdown drill is an announcement over the intercom.
 - **Soft Lock Down:** Everyone must be in a locked room and no one should leave the room until directed to do so by administration and/or law enforcement. No one should be allowed to enter a secured room, phones should not be used and teachers should continue teaching.
 - **In the event of a violent critical incident, ALICE protocol** will be followed as it pertains to the specific situation.
- **Tornado Drills**-The signal for a tornado drill is a three minute continuous ringing of the bells. Check the tornado exit sign in the classroom so you know where to go in the event of a drill. When you reach your shelter area, sit on the floor with your hands covering your head. An "all clear" announcement will be given when you are to return to your classroom.

EARLY CHILDHOOD SCREENING

A preschool screening will be done for three and four year olds during the school year. The Minnesota Department of Education recommends screening to be done before, or at the age of 4. Please note, this is **NOT** a kindergarten screening. This important event helps determine any health or developmental concerns your child may demonstrate. The screening process includes motor, concepts and language/speech development, along with hearing, vision, height and weight assessments.

It is important that parents make sure their children (including infants) are registered in the Melrose School system by contacting the elementary secretary. Parents will be contacted close to their child's 3rd birthday for this important screening appointment.

EXTRA-CURRICULAR ACTIVITIES

School rules apply to extra-curricular activities. Failure to comply may result in removal from activity and/or future extra-curricular activities.

FIELD TRIPS

School field trips with District 740 boundaries may occur during the course of the school year. Depending on the nature of the field trip, a permission slip may or may not be utilized. Parents will agree to a "Passive Permission" unless a request is made to the building principal within 30 calendar days from the first date of the student enrollment.

HEALTH SERVICES

Staff Hours: The health office is located within the elementary office and is staffed by a licensed school nurse. Parents are encouraged to contact the school nurse with any health concerns of their child(ren). You can reach the nurse at 256-5160, extension 1020.

Health Screenings: conducted according to Minnesota Department of Health (MDH) recommendations.

Vision: Grades K-5, 7, 10

Color Blindness: Grade K boys

Hearing: Grades K-5, 7, 10 A school audiologist, provided through West Central Education District is also available for referrals.

Following screenings, referral letters will be sent home to parents/guardians of students who do not meet the within normal limits standard or screening guidelines.

Screenings are also conducted on new students, students with suspected problems, or by parent request.

Immunizations: State Law requires students receive immunizations as required for their age, a signed exemption from the child's health care provider, or signed **notarized** conscientious objection from the parent, in order to attend school. It is the parent's responsibility to meet the criteria. The school nurse keeps a record of each student's health and immunization information. Any questions can be directed to the school nurse.

Individual Health Plans will be developed in cooperation with parent/guardian, health care providers, staff and students for students with chronic health issues including but not limited to diabetes, asthma, seizure disorders and food allergies.

Medications:

Nonprescription/over-the-counter (OTC) medications: The school **will not** provide OTC medications. Parents/guardians will provide OTC medications for students in original bottles with official container labels and directions. The student's name will be legibly placed on a label in permanent marker, attached to the bottle, not obstructing drug name, dose, official instructions, or expiration date. Parents will sign a permission form for school staff to administer OTC medication. This permission form can be found online with the registration information for the school year. Designated school staff will administer the medications as directed by the permission form.

Prescription medications: The administration of prescription medication at school requires a completed signed request from the student's parent. An oral request must be reduced to writing within two school days, provided that the school district may rely on an oral request until a written request is received. A "Prescription Medication Administration" form must be completed annually (once per school year) and/or when a change in the prescription or requirements for administration occurs. Please complete this form online with registration for your child. Prescription medication must come to school in the original container labeled for the student by a pharmacist in accordance with law, and must be administered in a manner consistent with the instructions on the label. Prescription medications are not to be carried by the student, but will be left with the appropriate school district personnel. Exceptions to this requirement are: prescription asthma medications self-administered with an inhaler, and medications administered as noted in a written agreement between the school district and the parent or as specified in an individual health plan.

HOMEBOUND INSTRUCTION

This service provides instruction to students who are absent from school due to a prolonged (15 days) illness or disability. The primary purpose of home or hospital instruction is to offer students a program of study that will permit them to complete a school year successfully. Upon receipt of a parent, and accompanying a doctor's certification, such instruction can be initiated by contacting the principal.

INTERVIEWS OF STUDENTS BY OUTSIDE AGENCIES

Students may not be interviewed during the school day by persons other than the students' parents, school district officials, employees and/or agents except, as otherwise provided by law.

LEAVING SCHOOL GROUNDS

Students may not leave school district property without permission.

LOST AND FOUND

Every effort is made to return lost and found articles to the rightful owner. Children are especially uncertain in this matter. It is particularly helpful to have all possessions, especially those of younger children, plainly marked with the child's name. Money or valuables should not be left in desks or lockers. Parents are asked to check the lost and found for missing items.

NON-DISCRIMINATION

It is the policy of School District 740 that no person within the jurisdiction of this school district, shall, on the grounds of race, color, creed, national origin, sex, marital status, handicap, status with regard to public assistance, or age be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity, or in regard to any employment procedures or practices. Inquiries regarding compliance may be directed to the director of the office for civil rights, department of health, education and welfare, Washington, D.C.

NUISANCE, ARTICLES, TOYS, AND ELECTRONICS, (PERSONAL BELONGINGS)

Nuisance, articles including, but not limited to, toys and other distracting personal belongings such as radios, digital devices, electronic games, fidgets, trading cards, laser pointers, rollerblades, skateboards, and cameras may not be brought to school unless the student's classroom teacher has given prior permission. Possession of such articles will result in confiscation with disciplinary action pending administrative discretion. Items that are confiscated will be returned to the student or parent/guardian at the discretion of the administrator. The student resumes responsibility if items are lost or stolen.

The school administration reserves the right to determine whether other items, not mentioned above, are considered nuisance articles.

PARENT/STUDENT/TEACHER CONFERENCES

Parent-teacher conferences are held in the classroom in November and March. The purpose of conferences is to share ideas in order that the child may profit the most from the instructional encouragement. When additional conferences are desired, they may be arranged either by parent or teacher. Teachers and the principal are always willing to discuss the child's progress.

PARTY TREATS

Any party treats that are brought to school need to be individually wrapped and commercially produced by a licensed vendor or parents/guardian's can select party/birthday treats from a list provided by the District and found in the Board approved Wellness Policy #533. There is an approved list of treats available to order and purchase for the class from the District Food Services. In support of the Wellness Policy, ideas other than food treats would be welcomed, such as a classroom birthday book or game shared with the class.

Birthday treats brought to school need to be scheduled with the teacher in advance. There will not be any treats or parties allowed that are unscheduled. This causes a disruption to the school day. When these items are planned, this disruption can be minimized.

They also need to meet the guidelines set forth by the District Wellness Policy #533 and USDA nutritional guidelines.

PESTICIDE APPLICATION

School District 740 personnel may apply pest control materials inside or on school grounds as needed. Pest control materials are registered by the U.S. Environmental Protection Agency (EPA) and are selected and applied according to label directions. The long-term health effects on children from the applications of such pest control materials, or the class of materials to which they belong, may not be fully understood.

Parents may contact the District Office for further information on pesticide applications. Parents of students may request to receive, at their expense, prior notification of any application of a pest control material.

PETS/ANIMALS

No pets/animals are allowed in school unless approved by the Principal.

PICKING UP STUDENTS

Parents should pick up students along the curb nearest Door #1 since the loop in front of the school is blocked for safety purposes. This area is supervised by school district personnel. Parents waiting in vehicles may park along the curb facing north just outside Door #1. This allows students easy, safe access to their rides since they can exit Door #1. It also allows parents easy access out of the parking lot if they use the far north exit as they will not have to compete with incoming or outgoing buses.

It is important to note that vehicles parked along the curb must remain occupied because this is a fire lane. Parents who wish to enter the building to meet their children can park anywhere in the designated lot spaces and enter the school.

Students who have been waiting for a pick up at the end of the day will be sent to the elementary office after the buses have left and parents will have to pick up child(ren) at this location.

PLEDGE OF ALLEGIANCE

As per Minnesota Statute 121A.11, the Pledge of Allegiance will be recited at least once a week. Anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reasons may elect not to do so, and other students must respect another person's right to make that choice.

PLAGIARISM/CHEATING

Definitions: Plagiarism is using another person's language or ideas without giving that person credit; it is considered a serious act of dishonesty that carries a heavy penalty.

Cheating is the act of willfully obtaining, giving or using information on a test or assignment that distorts the true evaluation of what a student knows or has achieved.

Student Responsibilities:

- Students must put direct quotes in quotation marks and indicate where they got the information; students who paraphrase another person's ideas or words also must indicate where they got the information.

- If a student becomes aware of information on a test, the student has the responsibility to make the teacher aware of the information that has been given out, making the question(s) invalid. Failure to report the information will be considered willfully obtaining information prior to a test (cheating).
- Students should understand the definition of plagiarism/cheating and the implications of choosing to plagiarize/cheat.
- If a student knows that someone has plagiarized/cheated, it is his/her responsibility to make the classroom teacher aware of the incident.

Consequence: Students who plagiarize material (for example, taking a paper off the internet and handing it in as their own work or copying someone else's work) will receive a zero on that assignment and may be subject to other academic and disciplinary consequences as outlined by the classroom teacher. The classroom teacher will handle cheating with the possibility of the removal policy being invoked. Administrative consequences may also apply.

RELEASE OF DIRECTORY INFORMATION

The school district may disclose directory information from the education records of a student without prior written permission consent of the parent of the student. The parent has the right to refuse to let the school district designate any or all of the information about the student as directory information. A parent has to notify the school district in writing that he or she does not want any or all of those types of information about the student designated as directory information. The request must be made to the building principal within thirty calendar days from the first date of student enrollment.

REMOVAL FROM CLASS

Students who participate in the following conducts may be removed from class:

- Willful conduct which materially and substantially disrupts the rights of others to an education.
- Willful conduct which endangers school district employees, the pupil, other pupils, or the property of the school.
- Willful violation of any rule of conduct specified in the discipline policy adopted by the Board of Education.

REMOVAL FROM CLASS PROCEDURE

A teacher may remove a pupil from class for violation against a person, violation against property and violation against school administrative procedure.

If the student's behavior constitutes removal from class according to the Code of Conduct, the following procedures will be followed:

- The teacher will notify the school principal of intent to remove the student from class to ensure that adequate supervision is available.
- The student will be sent to the school office when it is determined that adequate supervision is available.
- The student will be monitored by office personnel until the teacher and administrator, or his or her designee, will discuss the length of removal.
- Parents/guardians may be notified of the removal from class by either the teacher involved or office personnel. The principal will decide the appropriate course of action.
- In cases involving special education students, special education staff will be notified of the incident to determine if further assessment or a change in the IEP is necessary.

REPORT CARDS

Report cards will be sent home with students for Quarters 1-3 and will be mailed home for Quarter 4.

RETENTION POLICY

It is expected that most pupils will adjust well in school, and under competent instruction will move through the adopted course of study at the rate of one grade each year. Occasionally, because of health problems, irregular attendance, immaturity for age, or other reasons, children have difficulty in mastering the requirements of the grade. These children may profit by repeating the same grade level. The classroom teacher, the principal, and the parent will determine if this is necessary.

SCHOOL AUTHORITY

All employees of Melrose Area Elementary School have the responsibility and obligation to enforce school rules, regulations, and procedures. The administration, teachers, secretaries, other office personnel, nurse, librarian, social workers, school psychologist, cooks, custodians, bus drivers, and paraprofessionals, have the right to correct students who are violating school rules, regulations, or procedures.

SCHOOL CLOSINGS

The district will notify families of school closings through text or emails, the district website, and radio/television. Please listen to the following to determine if school may be closed or delayed due to weather etc. KASM-1150 AM Albany, KIK-100.7 FM Alexandria, WCCO- 830 AM Minneapolis and KCLD-104.7 St Cloud.. Closings/delays will also be broadcast on television stations WCCO 4, KSTP 5, KMSP 9, and KARE 11. Melrose Area Public Schools does provide a free app for smartphones. If parents choose to download this app on their phone they will also receive notifications of school closings or other emergency situations.

SCHOOL LOCKERS

Students will be assigned a locker for use during the school year. Students should not switch lockers without teacher permission, and any change in locker assignment should be reported to the office. 13. DO NOT STORE VALUABLES IN LOCKERS. They are to be used for coats, books, hats etc. Lockers should not be adorned with pinup pictures that may be offensive to any group. Students should also use good judgment in the choice of material that may be taped inside their locker. The same standards that apply to dress are also applicable to lockers. The use of locks is discouraged. However, if a student chooses to use a lock they should be aware that school lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. School authorities for any reason may conduct inspection of the interior of lockers at any time, without notice, without student consent, and without a search warrant.

The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials (Minn. Statute 121A.72) District 740 is NOT responsible for lost or stolen items.

SCHOOL TIME SCHEDULE

8:15 A.M. - 3:00 P.M.	Melrose Area Elementary School (Grades K-5)
8:15 A.M. - 10:45 A.M.	Early Childhood Special Needs (AM Preschool)
12:15 P.M. - 2:45 P.M.	Early Childhood Special Needs (PM Preschool)

STUDENT SURVEY

Any parents wanting to opt out of a student survey should read through the District student survey policy and notify the elementary office requesting to opt out of the student survey. (See District Policy 520 Student Survey)

SUSPENSION FROM SCHOOL EXAMPLES

Students who violate rules as outlined below will be suspended. Depending on the severity of the incident, suspension will take place in-school or in the care of parents. Some causes for suspension may be as follows:

- Truancy- Absence from school without permission, skipping class, or failure to report for detention.
- Insubordination- Willful refusal to obey directions of any member of the school staff while in the school, on the school grounds, or the site of a school sponsored, chaperoned activity.
- The use or possession of tobacco, alcoholic beverages and drugs at any school function.
- Leaving school grounds without authorized permission.
- Vandalism- Any student that has been found guilty of a serious crisis or any vandalism in the school will have his/her case and status as a student reviewed by the elementary school administration. This review board will determine whether this student should remain a pupil of this district.
- Use of abusive or profane language
- Stealing
- Physical Assault

Students who are suspended must make up the work assigned by their teacher.

Students shall be readmitted to class after a conference between parent/guardian, teacher, principal, student and other support staff as warranted. This conference shall clarify the student's expected classroom behavior.

TECHNOLOGY

Elementary students in grades 1-5 are included in the district's 1:1 initiative for technology devices. Every student issued a device has a required technology fee for device rental and warranty coverage. This annual technology fee is \$30 per student or a maximum of \$60 per family. Students are responsible for the care of the device. Should a device need to be sent in for repair due to damage a graduating fee assessment will be assessed per warranty claim. Please refer to the district technology policies on the District website for additional details and information.(See Policy 524 and 524.2)

TELEPHONE CALLS

The office phone is for business purposes. Children are not to use the phone except in an emergency or given consent from an adult.

TENNESSEN WARNING TO STUDENTS AND PARENTS

Parents and student are advised that:

- Students attending school in the school district, or their parents, will be asked from time-to-time to supply information to school personnel in the ordinary course of school business. These instances may include information requests such as homework assignments or tests, questions asked of students during classroom discussions or other classroom activities, information requested of students or parents relating to a student's participation in school-related athletic or extra-curricular activities, or questions asked of students or parents during a scheduled or an

informal conference with a teacher or administrator, either by telephone or in person, relating to the student's behavior or academic performance.

- The information will be collected by the school district for many reasons including to evaluate the student's current level of performance with respect to educational programs, to determine compliance with the school district's student conduct policies, to maintain discipline within the school and determine disciplinary consequences, to determine eligibility for extracurricular activities, and to determine the student's needs and preferences relating to the education program. The education program includes clubs, and athletic or extracurricular activities, for purposes of this notice.
- Students or parents are not required by any law or regulation to supply the information requested. However, the school district expects that students will participate fully in their educational program by completing homework assignments and test, participating in classroom discussions and activities, and that students and parents will participate fully by providing information relating to academic performance, athletic or extracurricular activities, or behavior. The consequences for refusing to supply the information requested will relate to the need for the request, and may result in reduced grades, ineligibility to participate in athletic or extracurricular activities, or, in the case of a school district investigation into the student's behavior, may result in action being taken without information provided by the student.
- Information collected as described in this notice will be provided to school district personnel or others having a legitimate educational interest in obtaining access to the data, including school board members and district representatives, and to state and federal authorities having statutory rights to access the data.

VISITORS

The School Board encourages parents and citizens to visit the schools. Parent-teacher conferences, visitation days, open house and other special occasions are held for this purpose. Visits by individuals must have the approval of a teacher, building principal or the superintendent of schools.

All visitors should enter door #2 by the office. All visitors must check in and out in the office. All visitors must wear a visitors badge with the date and time of their visit. School personnel are directed to politely escort or show those visitors without badges to the office. If deemed necessary or requested, visitors may be escorted to the area sought to be visited.

Student visitors are not allowed during school hours except for educational type purposes as approved by administration. Visitors who wish to visit teachers will be restricted to hours in which teachers are not with students.

Visitors are encouraged to schedule an appointment in advance. The administration has the discretion to deny a request to visit the school. The administration has the discretion to adopt or enforce more specific and/or restrictive rules governing visits to school buildings.

Visitors who fail to comply with the Visitors Policy may be: denied future visits, detained by the school principal pending the arrival of the police, and charged and found guilty of trespassing on school property under Minn. Statute 609.605, subd. 4.

WALKING

Students in grades PreK-5 are permitted to walk to school in the morning or home in the evening. However, students are required to walk with the designated adult and cross the street with the School Patrol at the designated crosswalk intersection. Bikes need to be walked to the street.

WITHDRAWALS

If you are moving, the principal or teacher should be notified at least a day in advance so that proper transfer records can be prepared and the child's supplies and records can be collected for transfer. All school property and equipment must be returned to the district. Please come to the elementary office to sign a release form for your child's records.

Appendix A

Malrose Area Public Schools - District 740 (DRAFT) 2022-23 Calendar

Aug. 22, 23, 24 - Staff Inservice
 Aug. 24 - Open House 4-7 pm
 Aug. 30 - First Day of School
 Sept. 2 & 5 - No School
 October 20 & 21 - No School PreK-12 - (MEA)
 Oct. 24 - No School - Inservice Day
 Nov. 3 - End of Quarter
 Nov. 4 - No School Staff Workshop/Inservice
 Nov. 15 - Parent/Teacher Conferences - PreK-12 - 4:30 - 7:30 pm
 Nov. 17 - Parent/Teacher Conferences - PreK-5 - 4:30 - 7:30 pm
 Nov. 18 - Parent/Teacher Conferences - PreK-12 7:30 a.m.-3:10 p.m.
 Nov. 24 & 25 Thanksgiving Break
 Dec 2 - No School - Inservice Day
 Dec. 23 - Jan. 2 - No School - Winter Break
 Jan. 3 - School Resumes
 Jan. 19 - End of 1st Semester
 Jan. 20 - No School - Teacher Workshop
 Feb. 17 - No School
 Feb. 20 - No School - President's Day
 March 7 Parent/Teacher Conferences - 6-12 4:30-7:30 p.m.
 March 10 - Parent/Teacher Conferences - PreK-12 7:30 a.m. - 3:10 p.m.
 March 23 - End of Quarter
 March 24 - No School - Teacher Workshop/Inservice
 April 7 - No School
 April 10 - No School Teacher Flex Workshop Day
 May 26 - Graduation
 May 29 - No School - Memorial Day
 June 1 - Last Day of School - 12:30 pm
 June 2 - Teacher Workshop
 Parent/Teacher Conferences may be subject to change by the Board of Education at a later date.

Q = End of Quarter in Red
 Days with no school are in Blue
 Workshops/Inservices are in Purple
 Conferences are in Green
 Flex Workshop is in Purple

Updated 5/23/22

Month	1st Quarter Days	2nd Quarter Days	3rd Quarter Days	4th Quarter Days	Total
July 2022	1-2	3-4	5-6	7-8	17
August 2022	1-2	3-4	5-6	7-8	17
September 2022	1-2	3-4	5-6	7-8	17
October 2022	1-2	3-4	5-6	7-8	17
November 2022	1-2	3-4	5-6	7-8	17
December 2022	1-2	3-4	5-6	7-8	17
January 2023	1-2	3-4	5-6	7-8	17
February 2023	1-2	3-4	5-6	7-8	17
March 2023	1-2	3-4	5-6	7-8	17
April 2023	1-2	3-4	5-6	7-8	17
May 2023	1-2	3-4	5-6	7-8	17
June 2023	1-2	3-4	5-6	7-8	17
Total	175	175	175	175	175



Statewide Assessments: Parent/Guardian Participation Guide and Refusal Information

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

Assessments Connect to Standards

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

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

MCA and MTAS are the annual assessments in reading, mathematics and science that measure a snapshot of student learning of the Minnesota K–12 Academic Standards.

ACCESS and Alternate ACCESS for English Learners

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

Statewide Assessments Help Families and Students

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

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

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

Taking Statewide Assessments Helps Your Student's School

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

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

Student Participation in Statewide Assessments

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

Consequences of Not Participating in Statewide Assessments

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

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



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

Additional Information

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

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



Statewide Assessment: Parent/Guardian Decision Not to Participate

By completing this form, you are acknowledging that your student will not participate in statewide assessments and will not receive individual assessment results. This form must be returned to your student's school before the applicable test administration.

Student Information

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

Date of Birth: ____/____/____ Current Grade in School: _____

School: _____ District: _____

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____ Date: _____

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/Alternate ACCESS

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

Appendix C

Melrose Area Elementary School Code of Conduct

Levels in the code of conduct are not sequential. The level depends on the severity and/or frequency of the behavior. For example: If a student commits a level 4 behavior, they would go straight to a level 4 consequence.

Level One

Behavior Definition:

A level one behavior is a minor behavior that is generally managed by an adult in that setting. The staff's response teaches correct, alternative behavior so students can learn and demonstrate safe and expected behaviors. Staff members are expected to employ a variety of teaching and management strategies.

Level One Response:

1. Complete Fix-It Ticket.
2. Re-teach expectations in the moment.
3. Take into consideration a student's IEP or 504 Plan when appropriate.
4. Communicate with parents/guardians about repeated behaviors.
5. Submit Fix-it Ticket to SWIS data entry personnel.

Intervention and Response Categories		
Skills-Based Supports <ul style="list-style-type: none">● Re-teach HANS expectations for the appropriate setting● Increase positive feedback for demonstration of expected behavior● Staff assistance in managing emotions and problem solving● Teacher/student conference	Restorative Practices <ul style="list-style-type: none">● Teach replacement behavior● Quick individual skill coaching in the moment	Staff/Administrative Actions <ul style="list-style-type: none">● Assigned seating● Parent/guardian notification● Increase active supervision● Fix-It Ticket entered into SWIS

Minor/Level One Behaviors

Minor Problem Behavior	Definition	Example
Defiance	Student Intentionally engages in brief and low intensity avoidance/escape of work and/or not following adult directions.	not following directions, non-work compliance, refusal to participate, not following the classroom rules in academic, social, and behavioral aspects
Disrespect	Low intensity but purposeful use of unkind behaviors and/or attitude toward another person that does not show regard for others feelings.	rude, impolite comments, talking back, treating others as if they are beneath you
Disruption	Low intensity physical or verbal action that disrupts other students' or their own learning.	yelling, crying, noises, blurting, large motor movement, moving around the room
Physical Contact	Brief and/or non-serious touching of another person without their consent and/or invading another person's personal space.	unwanted touching, inappropriate physical displays of affection, being in another person's bubble
Inappropriate Language	Low intensity instance of negative and/or disrespectful language (in any language) that is not academically/socially acceptable.	name calling, words used to hurt others
Property Misuse	Low intensity use of items for a purpose for which they were not intended.	writing on desks, breaking property (pencils, erasers, etc.), standing on chairs or desks
Technology Violation	Nonserious use of technology inappropriately, including but not limited to accessing programs and/or websites that are not part of the academic plan.	use of inappropriate websites, using a password that is not your own, cyberbullying- one occurrence, use of personal or school device when not allowed 20.

Level Two

Behavior Definition

This is a **repeated** minor behavior incident managed with an intervention or action by the adult in the setting in which the incident occurs. The interventions focus on correcting the behavior with the intent of keeping the student in the classroom. Level two behaviors may lead to support from other staff or administrators and may result in an Office Discipline Referral (ODR). See chart below.

Level Two Response:

1. Complete Fix-It Ticket.
2. Re-teach expectations.
3. Take into consideration a student's IEP or 504 plan when appropriate.
4. Communicate with parents/guardians about repeated behaviors.
5. Submit Fix-it Ticket to SWIS data entry personnel.
6. If there is an ODR completed, submit ODR to administration.

Intervention and Response Categories		
Skills-Based Supports <ul style="list-style-type: none"> ● Re-teach HANS expectations for the appropriate setting ● Increase positive feedback for demonstration of expected behavior ● Staff assistance in managing emotions and problem solving ● Teacher/student conference ● Skill practice/role play 	Restorative Practices (3+ Fix-It Tickets) <ul style="list-style-type: none"> ● Teach replacement behavior ● Written or oral apology ● Written or drawn reflection ● Peer and/or staff conflict resolution ● Community Services (as restitution) ● Repairing relationships 	Staff/Administrative Actions <ul style="list-style-type: none"> ● Loss of privileges ● Consultation with colleagues ● Parent/guardian conference ● Increase active supervision ● Assigned seating ● Fix-It Tickets entered into SWIS ● If ODR, entered into SWIS
** If there is a pattern of repeated behavior: <ul style="list-style-type: none"> ● Fidelity check of school-wide system ● 3 Fix-it Tickets for the same minor behavior may = an Office Discipline Referral (ODR)- Consequences are still at a level two due to minor behaviors ● Staff may implement more intensive interventions, if needed. 		

Minor/Level Two Behaviors

Minor Problem Behavior	Definition	Example
Defiance	Student intentionally engages in brief and low intensity avoidance/escape of work and/or not following adult directions.	not following directions, non-work compliance, refusal to participate, not following the classroom rules in academic, social, and behavioral aspects
Disrespect	Low intensity but purposeful use of unkind behaviors and/or attitude toward another person that does not show regard for others feelings.	rude, impolite comments, talking back, treating others as if they are beneath you
Disruption	Low intensity physical or verbal action that disrupts other students' or their own learning.	yelling, crying, noises, blurting, large motor movement, moving around the room
Physical Contact	Brief and/or non-serious touching of another person without their consent and/or invading another person's personal space.	unwanted touching, inappropriate physical displays of affection, being in another person's bubble
Inappropriate Language	Low intensity instance of negative and/or disrespectful language (in any language) that is not academically/socially acceptable.	name calling, words used to hurt others
Property Misuse	Low intensity use of items for a purpose for which they were not intended.	writing on desks, breaking property (pencils, erasers, etc.), standing on chairs or desks
Technology Violation	Nonserious use of technology inappropriately, including but not limited to accessing programs and/or websites that are not part of the academic plan.	use of inappropriate websites, using a password that is not your own, cyberbullying- one occurrence, use of personal or school device when not allowed

Level Three

Behavior Definition

Level three behaviors are major incidents. These incidents target others in the educational setting and/or affect the safety of self or others. A level three behavior will result in an Office Discipline Referral (ODR) and may result in removal from instruction for part of a day.

Level Three Behavior Response:

1. Choose responses that are the least disruptive to the classroom and the student's learning.
2. Take into consideration a student's IEP or 504 plan when appropriate.
3. Complete Office Discipline Referral (ODR).
4. Submit ODR to the administrator.
5. Administration communicates with parents/guardians about behaviors.
6. SWIS data entry personnel will enter ODR into SWIS.

Intervention and Response Categories		
Skills-Based Supports <ul style="list-style-type: none"> ● Re-teach HANS expectations for the appropriate setting ● Increase positive feedback for demonstration of expected behavior ● Staff assistance in managing emotions and problem solving ● Teacher/student conference ● Skill practice/role play 	Restorative Practices <ul style="list-style-type: none"> ● Teach replacement behavior ● Written or oral apology ● Written or drawn reflection ● Poster for inappropriate vs appropriate behavior ● Peer and/or staff conflict resolution ● Community Services (as restitution) ● Repairing relationships ● Restorative back-to-class plan ● Restitution for property incidents 	Staff/Administrative Actions <ul style="list-style-type: none"> ● Student-staff conference ● Loss of preferred activity ● Assigned Seating ● Assign Restorative Practices ● Office Discipline Referral entered into SWIS
Possible Administrative Actions that may result in removal from instruction <ul style="list-style-type: none"> ● Loss of transportation (bus) privileges ● Removal from part of day ● Parent/guardian conference 		

Major Problem Behaviors

Major Problem Behavior	Definition	Examples
Defiance	Chronically and intentionally trying to avoid/escape work and/or not following adult directions.	not following directions, non-work compliance, refusal to participate, not following the classroom rules in academic, social, and behavioral aspects
Disrespect	Purposeful and chronic unkind behaviors and/or attitude toward another person that does not show regard for others feelings.	rude, impolite comments, talking back, treating others as if they are beneath you
Disruption	Chronic physical or verbal action that disrupts other students' or their own learning.	yelling, crying, noises, blurting, large motor movement, moving around the room
Physical Aggression	Purposeful behavior intended to hurt or cause harm to another. This may include physical contact, but it also may include using objects to cause harm.	hitting, kicking, throwing objects at someone, punching, tripping, slapping, and pushing
Inappropriate Language	Chronic and/or purposeful use of negative and/or disrespectful language (in any language) that is not academically/socially acceptable.	Repeated unintentional swearing and/or one instance of purposeful swearing, name calling, words used to hurt others
Property Misuse	Activity that results in destruction or disfigurement of property.	vandalism, purposefully breaking property (desks, tables, chairs, etc.), throwing property, locker destruction
Harassment	Intentionally trying to cause emotional/physical harm by using verbal/physical tactics that are demeaning and make another person feel threatened.	gender, ethnicity, sexual orientation, race, religion, disability, physical features, or other personal identity characteristics

Bullying	Chronic and purposeful actions done by one person that is used to intimidate another person which results in an imbalance of power.	face-to-face, cyber, written, physical, emotional, and verbal, repeated threats, name calling, teasing, taunting, intimidation
Fighting	Mutual participation in an incident causing verbal or physical harm to others by using aggressive language, intimidation, and/or physicality.	hitting, kicking, punching, slapping, yelling, pulling hair, biting, scratching, persistent arguing
Theft/Plagiarism	Intentionally taking something that does not belong to you.	stealing someone's personal property, stealing school property, stealing intellectual property
Technology Violation	Using technology inappropriately, including but not limited to accessing programs and/or websites that are not part of the academic plan.	use of inappropriate websites, using a password that is not your own, cyberbullying, use of personal or school device when not allowed
Lying/Cheating	Deliberately dishonest in words and work and in direct violation of rules	plagiarism, copying answers, stating mistruth
Inappropriate Location/Out of Bounds	Intentionally being outside of an area that is designated by a teacher or adult.	running off the playground, leaving school grounds, being in a location when not allowed, going to the bathroom without permission

Level Four

Behavior Definition

A level four behavior is a major behavior infraction that significantly disrupts the educational setting, targets others, and/or impacts the safety of others and is distinguishable by its repetitiveness and/or severity. A level four behavior results in an Office Discipline Referral (ODR), may result in dismissal from school for part of the day or one or more days, and may result in notification to law enforcement.

Level Four Behavior Responses:

1. Choose responses that are the least disruptive to the classroom and the student's learning.
2. Take into consideration a student's IEP or 504 plan when appropriate.
3. Complete Office Discipline Referral (ODR).
4. Submit ODR to the administrator.
5. Administration communicates with parents/guardians about behaviors.
6. SWIS data entry personnel will enter ODR into SWIS.

Intervention and Response Categories

Skills-Based Supports <ul style="list-style-type: none"> ● Referral to MTSS team which could include <ul style="list-style-type: none"> ○ Small Group Instruction ○ Individualized skill instruction ○ Individual behavior support plan ● Increase positive feedback for demonstration of expected behavior ● Targeted instruction focused on the area of need and function 	Restorative Practices <ul style="list-style-type: none"> ● Teach replacement behavior ● Written or oral apology ● Written or drawn reflection ● Poster for inappropriate vs appropriate behavior ● Peer and/or staff conflict resolution ● Community Services (as restitution) ● Repairing relationships ● Restorative back-to-class plan ● Restitution for property incidents 	Staff/Administrative Actions <ul style="list-style-type: none"> ● Consultation with related experts for behavior support ● Loss of preferred activity ● Assign Restorative Practices ● Student-staff conference ● Office Discipline Referral entered into SWIS
Optional Administrative Actions that may result in removal from instruction <ul style="list-style-type: none"> ● Loss of transportation (bus) privileges ● Alternative Instruction (ISS) ranging from partial days to one or more days. ● Development of a re-entry plan if applicable ● Parent/guardian conference ● Consideration of alternative interim educational placement ● Out-of-school dismiss from instruction not to exceed 3 days. Consider student's age and understanding. 		

Major Problem Behaviors

Major Problem Behavior	Definition	Examples
Defiance	Chronically and intentionally trying to avoid/escape work and/or not following adult directions.	not following directions, non-work compliance, refusal to participate, not following the classroom rules in academic, social, and behavioral aspects
Disrespect	Purposeful and chronic unkind behaviors and/or attitude toward another person that does not show regard for others feelings.	rude, impolite comments, talking back, treating others as if they are beneath you
Disruption	Chronic physical or verbal action that disrupts other students' or their own learning.	yelling, crying, noises, blurting, large motor movement, moving around the room

Physical Aggression	Purposeful behavior intended to hurt or cause harm to another. This may include physical contact, but it also may include using objects to cause harm.	hitting, kicking, throwing objects at someone, punching, tripping, slapping, and pushing
Inappropriate Language	Chronic and/or purposeful use of negative and/or disrespectful language (in any language) that is not academically/socially acceptable.	Repeated unintentional swearing and/or one instance of purposeful swearing, name calling, words used to hurt others
Property Misuse	Activity that results in destruction or disfigurement of property.	vandalism, purposefully breaking property (desks, tables, chairs, etc.), throwing property, locker destruction
Harassment	Intentionally trying to cause emotional/physical harm by using verbal/physical tactics that are demeaning and make another person feel threatened.	gender, ethnicity, sexual orientation, race, religion, disability, physical features, or other personal identity characteristics
Bullying	Chronic and purposeful actions done by one person that is used to intimidate another person which results in an imbalance of power.	face-to-face, cyber, written, physical, emotional, and verbal, repeated threats, name calling, teasing, taunting, intimidation
Fighting	Mutual participation in an incident causing verbal or physical harm to others by using aggressive language, intimidation, and/or physicality.	hitting, kicking, punching, slapping, yelling, pulling hair, biting, scratching, persistent arguing
Theft/Plagiarism	Intentionally taking something that does not belong to you.	stealing someone's personal property, stealing school property, stealing intellectual property
Technology Violation	Using technology inappropriately, including but not limited to accessing programs and/or websites that are not part of the academic plan.	use of inappropriate websites, using a password that is not your own, cyberbullying, use of personal or school device when not allowed
Lying/Cheating	Deliberately dishonest in words and work and in direct violation of rules	plagiarism, copying answers, stating mistruth

Inappropriate Location/Out of Bounds	Intentionally being outside of an area that is designated by a teacher or adult.	running off the playground, leaving school grounds, being in a location when not allowed, going to the bathroom without permission
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Level Five

A level five behavior is a behavior infraction that involves removal of the student from the school environment because of the severity of the behavior. Interventions focus on maintaining the safety of the school community and ending self-destructive and/or dangerous behavior. Level five incidents may cause removal from class for a day or more. Law enforcement may be contacted. Level five behaviors may be expellable offenses. (see District Policy)

Level Five Behavior Responses:

1. Choose responses that are the least disruptive to the classroom and the student's learning.
2. Take into consideration a student's IEP or 504 plan when appropriate.
3. Take all necessary actions to ensure student and staff safety. Law enforcement may be called.
4. Complete Office Discipline Referral (ODR).
5. Submit ODR to the administrator.
6. Administration communicates with parents/guardians about behaviors.
7. SWIS data entry personnel will enter ODR into SWIS.

Intervention and Response Categories		
Skills-Based Support <ul style="list-style-type: none"> • Individual behavior support plan • Behavior/re-entry contract • Referral to outside agencies and resources 	Restorative Practices <ul style="list-style-type: none"> • Family group conference (may be as part of a move to a new setting) 	Administrative Actions <ul style="list-style-type: none"> • Consultation with Superintendent • Development of alternative educational placement • Development of a re-entry plan • Mandatory parent meeting
Optional Administrative Actions that may result in removal from instruction <ul style="list-style-type: none"> • Out-of-school dismissal from instruction to be determined by the student's team (including classroom teacher and behavior support professionals). • Possible recommendation for expulsion. • Consult with/refer to local law enforcement. 		

Use/Possession of Weapons	Any item/object (real or look alike) that is used or intended to be used to cause harm toward others.	knives, guns, sharp objects, using scissors with intention to harm
Threats	The communication to another, in any form, to strike fear in or terrorize others that an alarming incident is to occur.	Verbal threat, physical threat, threat over social media platform, written threat, threats to the safety of the school.