

Cuyuna Range Elementary School

Student Handbook 2022-2023

2022

2023



Superintendent of Schools - Dr. Skjeveland
Principal- Kurt Becker
Secretaries - Ms. Taylor, Mrs. Schaefer

School Hours: 8:00 am – 3:00 pm
Office Hours: 7:30 am – 4:00 pm

CRES – 545-8803

CRES Fax 545-8858

To Report a Student Absence:

CRES Attendance Line: 545-8800 Option #3

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

District Office 545-8800 ext.1

www.ci.k12.mn.us

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

Vision – Career and College Readiness for All Students

Mission – Learning Through Relationships



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

ORGANIZATION

Cuyuna Range Elementary School will house 600 students in grades Pk-6. Each classroom contains a cross-section of students representing various achievement levels. The primary grades are self-contained for most of their subjects. Students in the intermediate grades have a different instructor for some subject areas, and a homeroom teacher to whom they report every day. Instruction is geared to the level most appropriate for each student. Specialists teach technology & innovation, vocal music, instrumental music, and physical education. Support services are available for students identified as having a need in areas such as speech, health, physical movement, academics, behavior, daily living skills and/or counseling.

COMMUNICATION

CRES information is communicated to parents and the community through the district website: www.ci.k12.mn.us and Facebook (Crosby-Ironton Schools)

PUPIL PLACEMENT

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

PERMANENT RECORDS

Permanent records are kept on each child enrolled. This information accumulates from PK-12, after which it is filed in the administrative office at the High School. These records include: Identification Data, Grades, Standardized Test Scores, Activity Involvement, IEP, Health Information and other pertinent educational data. Parents/guardians may see the contents of these records by making an appointment with the principal. Copies may be made of the contents, but the original must remain in the office. The family may ask for items to be inserted into the record if they pertain to school. A request may be made by the parents or legal guardian to remove information from a child's file. If the request is not granted, an appeal may be filed with the next highest school official and ultimately to the School Board. Records are private and are only allowed to be viewed by parents/guardians or the involved school personal. Only "directory information" will be made available to the public. This information pertains to children in activities, sports, winners of awards, honors, plays, choirs and band.

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

WITHDRAWALS AND TRANSFERS

Out of the District: Whenever a student will be withdrawing from school prior to the end of the school year, office personnel should be notified as soon as possible. This will allow time to collect books, complete necessary paperwork and for the return of any school-owned supplies. The following tasks will also be completed:

- ✓ Records Request form is completed.
- ✓ Reading cards are sent to the office by the teacher.
- ✓ Placement-transfer form will be completed by the teacher and office personnel.

- ✓ Report cards will be completed by the teacher if student completed at least 5 weeks of the quarter.

Transcripts will be forwarded to the new school as soon as the Records Request form is completed or a request is received.

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

STUDENT ARRIVAL AND DEPARTURE

Arrival

Buses are scheduled to arrive at the Cuyuna Range Elementary School between 8:00 and 8:05 am. For the safety of those who walk, the southwest parking lot entry has a crosswalk near Sixth Avenue NE and “Stop for Children” signs. Students should not arrive before 8:00 am, as there will be no supervision available until that time. Students who arrive prior to 8:00 am will wait outside, except for students who attend Ranger Care (see below). Pupils whose parents have made written arrangements with their child’s instructor to get special help may proceed to that teacher, after showing their note to the supervisor. Students report directly to their classroom when they arrive at 8:00.

Range Care

Community Education offer a before-school and after-school childcare program during the school year for children enrolled in the School Readiness four-year-old program and grades K-6. More information can be obtained from the credenza in the CRES lobby, or by calling 545-8800 Ext. 8822.

Departure

Teachers walk their students to the bus areas at 3:00pm staying outside until the busses have left and oversee loading. Those pupils who walk home should use the nearest route to the painted crossing while staying away from the Parking Lot and Pick-up Area. **Parents picking up students at the end of the day must sign out their student. Students will not be allowed to leave until they are signed out (except for CRES Express students. See below.). This is for the safety of the children**

CRES Express

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

SCHOOL CLOSING ~ EMERGENCY OR EARLY DISMISSAL

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

STUDENT SERVICES

Specialists

Instructors with specialized training in physical education, vocal music, technology & innovation, and instrumental music are provided to work with children. This school year, we will also be providing a specialist to provide Social/Emotional Learning (SEL) lessons to students in grades K and 1. The primary curriculum resource for this program will be the 2nd Step program.

Title I & WIN Time

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

There will also be an additional 30 minutes of Title 1 math help daily for students in grades K-3 who show a need for this assistance.

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

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

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

Title 1 Plans, Policy, Etc. The Family Engagement Policy, Family Engagement Plan, Title 1 Schoolwide Plan, Literacy Plan, and CRES Minnesota Report Card can be found on the Elementary Academics page on the district's website; www.ci.k12.mn.us

Special Education

Special Education provides appropriately licensed teachers, or consultants, to meet the needs of children with disabilities: Learning disabilities, mental impairments, speech therapy, physical disabilities, early childhood, sighted or hearing impairments, emotional disturbances, etc. A few children with disabilities may be transported to another school in or out of the District, if the nature of a disability requires a more specialized program. At least two documented interventions must take place prior to special education referral. When a problem persists, an initial staffing is held. At that time, concerns will be summarized by the referring teacher(s) and a decision will be made to implement further modifications in the classroom and/or consider assessment. Meetings are attended by the student's parents/guardians, regular education teacher(s), special education teacher(s) and an administrator or designee. Upon completion of testing, appropriate school personnel will share the test results with the student's parents/guardians. If it is determined that special education is appropriate, goals of the program

will be written with the parents/guardians' assistance. Recommendations will also be made for any changes in classroom procedures.

The Rights of Children and Their Parents within the Special Education Program

The Congress of the United States and the Minnesota State Legislature passed laws which make important guarantees to children and their parents/guardians: to children, an education tailored to each child's special education needs; and to parents, the right to be partners with the school in deciding whether or not the child needs a special program and, if so, how and where that program should be provided. Following are the due process procedures to which parents/guardians are entitled:

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

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

Individual Education Plan – If the student appears to need special help after the assessment has been completed, parents/guardians will be asked to be a member of the team which will work out an individual education plan (IEP) for their children. At parental/guardian request, the team may also include other persons of their own choosing who know the racial/cultural background, or the special handicapping condition of the child.

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

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

Conciliation Conferences and Informal Due Process Hearing

Parents/guardians may object to any part of the process, from the assessment to the decision to provide or not to provide, special services of one kind or another for their child. If there are objections, a conciliation conference will be arranged at a time and place convenient for them. At the conference, every effort will be made to resolve whatever problems or misunderstandings exist. Additional conferences can be scheduled as necessary. If parents/guardians continue to be dissatisfied, an informal due process hearing can be arranged by the School Board, at the parent/guardian's request. Should parents/guardians not agree with the hearing decision, an appeal can be made to the Commissioner of the Minnesota Department of Children, Families and Learning.

Early Childhood Education

Screenings will be offered to parents and guardians of children who are three to five years of age, which includes: a developmental screening, checks on vision, hearing, height and weight, a health history report, immunization review, and a nutrition assessment. If a delay is located in any of the physical areas, the family will be referred to their physician. If a delay is found within the developmental screening, the parent will be asked to bring their child in for more formal assessment, which will be conducted by an ECSE (Early Childhood Special Education) teacher. If a child is found to have special needs, she or he may qualify for Early Childhood Special Education (ECSE) classes, either in a home or school setting. These children will be enrolled upon completion of the Child Study Team (CST) Meeting and the writing of their Individualized Education Program (IEP). The C-I school district provides services for children with ECSE needs ranging in age from birth to seven. Parents, who suspect that their child may have a developmental delay, may call CRES to make arrangements for an assessment.

Early Childhood Family Education (ECFE)

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

REPORTING

Student Evaluation Reports (Report Cards)

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

Academic Family-Teacher Teams (AFTT): AFTT is a program that allows families and teachers to establish a stronger partnership in education. There are three AFTT meetings during the school year where classroom teachers meet with all their students' parents/families together to review data, establish goals, and provide families with strategies to try at home to help children increase their achievement level in math and reading. *These meetings are scheduled for the evenings of October 17, January 30, and March 20 this school year.*

Parent Teacher Conferences

In addition to the three AFTT meetings mentioned above, there is one 1:1 conference between parents/guardians and teachers held each school year in the fall. Either party is encouraged to request and hold a conference at any other time during the school year. *Parent-Teacher conferences are scheduled for November 7 and 10 this year.*

TESTING

Students will be tested periodically for academic achievement or cognitive ability using state mandated, norm referenced and teacher created tests. STAR tests in math and reading will be administered at least three times per year for students in grades 1-6. Minnesota Comprehensive Assessments are mandatory state tests given to students in grades 3-6 on an annual basis. Students are tested in an environment appropriate to their learning needs. New students will be tested, as needed, and documents will be scored.

Testing Results Will Be Utilized For These Purposes:

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

ATTENDANCE

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

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

- The school day begins at 8:20. Students arriving late will be marked tardy. The tardy will be marked as excused in cases of appointments, family emergency, vehicle trouble, or weather-related. All other tardy incidents will be unexcused.
- Make-up work or alternative assignments must be completed in the same number of days that were missed unless other arrangements are made with the teacher.
- Parents/guardians must call or email the CRES attendance line by 9:00 a.m. the day of the absence to report the absence. The message must include the reason for the absence. Messages that do not include a reason from the “Excused Absence” list below will result in the absence being marked as unexcused. If the office does not receive a call or email by 9:00 a.m., you will be receiving a call or text from the CRES office.
 - **CRES Attendance Line: 218-545-8800 option #3**
 - **CRES office email: kshaefer@ci.k12.mn.us**

Excused Absence

- Illness.
- Serious Illness in the student’s immediate family.
- A death or funeral in the student’s immediate family or of a close friend or relative.
- Medical, dental or orthodontic treatment, or a counseling appointment.
- Court appearances occasioned by family or personal action.
- Religious instruction not to exceed three hours in any week .
- Physical emergency conditions such as fire, flood, storm, etc.
- Official school field trip or other school-sponsored outing.
- Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.
- Family Emergencies
- Active duty in any military branch of the United States
- A student’s condition that requires ongoing treatment for a mental health diagnosis.

Unexcused Absences

- Truancy. An absence by a student which was not approved by the parent and the school district.
- Any absence in which the student failed to comply with any reporting requirements of the school district’s attendance procedures.
- Work at home.
- Work at a business, except under a school-sponsored work release program.
- Vacations with family (unless approved ahead of time by building principal or designee).
- Personal trips to schools or colleges (unless approved ahead of time by building principal or designee).
- Absences resulting from cumulated unexcused tardies. Five (5) tardies in one class period equal one unexcused absence for that class.
- Any other absence not included under the attendance procedures set out in this policy.

Truancy Protocol

1. After 3 unexcused absences, or 10 excused absences, the school will send an Attendance Letter to parent/guardian. The school will send a copy of this letter to the Crow Wing County Attorney’s office.
2. After 5 unexcused absences, the school will coordinate a Pre-Truancy meeting with the parents. An attendance contract will be completed at this meeting

3. If the student continues to have unexcused absences and the school has attempted interventions, the school will file truancy with the county.
4. The matter will be turned over to the Crow Wing County Attorney's office, where a determination will be made as to whether or not the truancy will be filed in court.

See the entire school district's attendance policy below for more information.

Crosby-Ironton Public Schools

Policy: 503

Replaces Policy: V-1 6/29/1987

V-18-19 7/17/1995

V-159 6/29/1987

Adopted: 5/27/2003

Revised: 6/28/2004

Revised/Adopted: 12/18/2017

503 STUDENT ATTENDANCE

I. PURPOSE

A. The school board believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive.

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

II. GENERAL STATEMENT OF POLICY

A. Responsibilities

1. Student's Responsibility

It is the student's right to be in school. It is the student's responsibility to attend all assigned classes and study halls every day that school is in session and to be aware of and follow the correct procedures when absent from an assigned class or study hall. Finally, it is the student's responsibility to request any missed assignments or alternate assignments due to an absence.

2. Parent or Guardian's Responsibility

It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school in the event of a student absence, and to work cooperatively with the school and the student to solve any attendance problems that

may arise.

3. Teacher's Responsibility

It is the teacher's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class and study hall. It is also the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly. It is also the teacher's responsibility to provide any student who has been absent with any missed assignments upon request. Finally, it is the teacher's responsibility to work cooperatively with the student's parent and the student to solve any attendance problems that may arise.

4. Administrator's Responsibility

a) It is the administrator's responsibility to require students to attend all assigned classes and study halls. It is also the administrator's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly to all students, to maintain accurate records on student attendance and to prepare a list of the previous day's absences stating the status of each. Finally, it is the administrator's responsibility to inform the student's parent or guardian of the student's attendance and to work cooperatively with them and the student to solve attendance problems.

b) In accordance with the Minnesota Compulsory Instruction Law, Minn. Stat. 120A.22, the students of the school district are REQUIRED to attend all assigned classes and/or study halls every day school is in session, unless the student has been excused by the school board from attendance because the student has already completed state and school district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence. Defined below in B.1.1.

B. Attendance Procedures

Attendance procedures shall be presented to the school board for review and approval. When approved by the school board, the attendance procedures will be included as an addendum to this policy. See Student Handbook.

1. Excused Absences

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

b. The following reasons shall be sufficient to constitute excused absences:

- (1) Illness.
- (2) Serious Illness in the student's immediate family.
- (3) A death or funeral in the student's immediate family or of a close friend or relative.

- (4) Medical, dental or orthodontic treatment, or a counseling appointment.
 - (5) Court appearances occasioned by family or personal action.
 - (6) Religious instruction not to exceed three hours in any week .
 - (7) Physical emergency conditions such as fire, flood, storm, etc.
 - (8) Official school field trip or other school-sponsored outing.
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- (9) Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.
 - (10) Family Emergencies
 - (11) Active duty in any military branch of the United States
 - (12) A student's condition that requires ongoing treatment for a mental health diagnosis.

[Note: State law provides that a school board may include other exemptions in the school district's attendance policy. See Minn. Stat. § 120A.22, Subd. 12. When considering whether to add other exemptions, school boards should consider the intent of the compulsory attendance law, which recognizes the educational value of regular attendance and class participation, and whether the proposed exemption is consistent with the intent of the law.]

c. Consequences of Excused Absences

- (1) Students whose absences are excused (including school activities) are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.
- (2) Work missed because of absence must be made up within five (5) days from the date of the student's return to school. Any work not completed within this period shall result in "no credit" for the missed assignment. However, the building principal or the classroom teacher may extend the time allowed for completion of make-up work in the case of an extended illness or other extenuating circumstances.
- (3) Once a student reaches ten (10) full days of "excused" absence, a letter will be sent to the parents of the student from Crow Wing County and from the school. The letter from the County will inform parents that their child is missing too much school and warns them of what could happen if their child continues to miss school and the child is found to be truant. The letter from the school will inform parents that an "Attendance Contract" will be put in place for the student. The parent(s) and school staff will meet to create this contract. The child is also encouraged to attend this meeting.

2. Unexcused Absences

- a. The following are examples of absences which will not be excused:
 - (1) Truancy. An absence by a student which was not approved by the parent and the school district.
 - (2) Any absence in which the student failed to comply with any reporting

requirements of the school district's attendance procedures.

(3) Work at home.

(4) Work at a business, except under a school-sponsored work release program.

(5) Vacations with family (unless approved ahead of time by building principal or designee).

(6) Personal trips to schools or colleges (unless approved ahead of time by building principal or designee).

(7) Absences resulting from cumulated unexcused tardies five (5) tardies in one class period equal one unexcused absence) for that class.

(8) Any other absence not included under the attendance procedures set out in this policy.

b. Consequences of Unexcused Absences:

(1) Absences resulting from official suspension will be handled in accordance with

the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.

(2) Days during which a student is suspended from school shall not be counted in a student's total cumulated unexcused absences.

(3) In cases of recurring unexcused absences, the administration may also request the county attorney to file a petition with the juvenile court, pursuant to Minnesota statutes.

(4) Students with unexcused absences shall be subject to discipline in the following manner:

(a) For all unexcused absences in a semester, the student will not be allowed to make up work missed due to such absences.

(b) After the three (3) cumulated unexcused absence in a semester, a student's parent or guardian will be notified by certified mail that his or her child is nearing a total of 4 unexcused absences and that, after the 5 unexcused absence, the student's grade shall be reduced by one increment for each unexcused absence thereafter.

(c) After such notification, the student or his or her parent or guardian may, within a reasonable time, request a conference with school officials regarding the student's absences and the prescribed discipline. The notification will state that the school strongly urges the student's parent or guardian to request such a conference.

(d) After five (5) cumulative unexcused absences in a semester the teacher will reduce the student's letter grade by one increment for each unexcused absence thereafter (i.e. A to A-). However, prior to reducing the student's grade, an administrative conference must be held among the principal, student, and parent.

(e) After seven (7) cumulated unexcused absences in a semester, the administration may impose the loss of academic credit in the class or classes from which the student has been absent. However, prior to loss of credit, an administrative conference must be held among the principal, student, and parent.

(f) If the result of a grade reduction or loss of credit has the effect of an expulsion, the school district will follow the procedures set forth in the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.

C. Tardiness

1. Definition: Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness
2. Procedures for Reporting Tardiness
 - a. Students tardy at the start of school must report to the school office for an admission slip.
 - b. Tardiness between periods will be handled by the teacher. The teacher will inform the student that he/she will be marked as “unexcused tardy”.
3. Excused Tardiness

Valid excuses for tardiness are:

 - a. Illness;
 - b. Serious illness in the students immediate family;
 - c. A death or funeral in the student’s immediate family or of a close friend or relative;
 - d. Medical, dental orthodontic, or mental health treatment;
 - e. Court appearances occasioned by family or personal action;
 - f. Physical emergency conditions such as fire, flood, storm, etc.;
 - g. Any tardiness for which the student has been excused in writing by an administrator or faculty member.
4. Unexcused Tardiness
 - a. An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse.
 - b. Consequence of tardiness may include detention after five (5) unexcused tardies. In addition (five) 5 unexcused tardies are equivalent to one unexcused absence.

D. Participation in Extracurricular Activities and School-Sponsored On-the-Job Training Programs

1. This policy applies to all students involved in any extracurricular activity scheduled either during or outside the school day and any school-sponsored on-the-job training programs.
2. School-initiated absences will be accepted and participation permitted.
3. A student may not participate in any activity or program if he or she has an unexcused absence from any class during the day.
4. If a student is suspended from any class, he or she may not participate in any activity or program that day.
5. If a student is absent from school due to medical reasons, he or she must present a physician’s statement or a statement from the student’s parent or guardian clearing the student for participation that day. The note must be presented to the coach or Activities Director before the student participates in the activity or program.

6. A student needs to be in attendance for half of the school day in order to be eligible for competition, unless the absence is approved by the Principal or designee.

III. DISSEMINATION OF POLICY

Copies of this policy shall be made available to all students and parents at the commencement of each school year. This policy shall also be available upon request in each principal's office.

IV. REQUIRED REPORTING

A. Continuing Truant

Minn. Stat. § 260A.02 provides that a continuing truant is a student who is subject to the compulsory instruction requirements of Minn. Stat. § 120A.22 and is absent from instruction in a school, as defined in Minn. Stat. § 120A.05, without valid excuse within a single school year for:

1. Three days if the child is in elementary school; or
2. Three or more class periods on three days if the child is in middle school, junior high, or high school.

B. Reporting Responsibility

When a student is initially classified as a continuing truant, Minn. Stat. § 260A.03 provides that the school attendance officer or other designated school official shall notify the student's parent or legal guardian, by first class mail or other reasonable means, of the following:

1. That the child is truant;
2. That the parent or guardian should notify the school if there is a valid excuse for the child's absences;
3. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Minn. Stat. § 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minn. Stat. § 120A.34;
4. That this notification serves as the notification required by Minn. Stat. § 120A.34;
5. That alternative educational programs and services may be available in the child's enrolling or resident district;
6. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;
7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minn. Stat. Ch. 260;
8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to Minn. Stat. § 260C.201; and
9. That it is recommended that the parent or guardian accompany the child to school and attend classes with the child for one day.

[Note: Where services and procedures under Minn. Stat. 260A are available within the school district, the following provisions should also be included in the policy.]

C. Habitual Truant

1. A habitual truant is a child under the age of 17 years who is absent from attendance at school without lawful excuse for seven school days per school year if the child is in elementary school or for one or more class periods on seven school days per school year if the child is in middle school, junior high school, or high school or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year and who has not lawfully withdrawn from school.
2. A school district attendance officer shall refer a habitual truant child and the child's parent or legal guardian to appropriate services and procedures, under Minn. Stat. Ch. 260A.

Legal References:

- Minn. Stat. § 120A.05 (Definitions)
- Minn. Stat. § 120A.22 (Compulsory Instruction)
- Minn. Stat. § 120A.24 (Reporting)
- Minn. Stat. § 120A.26 (Enforcement and Prosecution)
- Minn. Stat. § 120A.34 (Violations; Penalties)
- Minn. Stat. § 121A.40 – 121A.56 (Pupil Fair Dismissal Act)
- Minn. Stat. § 260A.02 (Definitions)
- Minn. Stat. § 260A.03 (Notice to Parent or Guardian When Child is Continuing Truant)

- Minn. Stat. § 260C.007, Subd. 19 (Habitual Truant Defined)
- Minn. Stat. § 260C.201 (Dispositions; Children in Need of Protection or Services or Neglected and in Foster Care)
- Goss v. Lopez, 419 U.S. 565, 95 S.Ct. 729 (1975)
- Slocum v. Holton Board of Education, 429 N.W. 2d 607 (Mich. App. Ct. 1988)
- Campbell v. Board of Education of New Milford, 475 A.2d 289 (Conn. 1984)
- Hamer v. Board of Education of Township High School District No. 113, 66 Ill. App.3d 7 (1978)
- Gutierrez v. School District R-1, 585 P.2d 935 (Co. Ct. App. 1978)
- Knight v. Board of Education, 38 Ill. App.3d 603, 348 N.E. 2d 299 (1976)
- Dorsey v. Bale, 521 S.W. 2d 76 (Ky. 1975)
- Cross References: Policy 506 (Student Discipline) Leaving During the Day

Leaving During the Day

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

ASSIGNMENTS

Homework: Much of the learning for which students are responsible takes place within the activities of the structured school day. Teachers do allow work time as a normal activity within the various subjects taught each day. This allows the instructor to monitor the pupil's understanding prior to work being taken home. **Students are held accountable for completing all assigned work. In order to determine if a student is ready to move on to the next grade level at the end of the school year, teachers need to see consistent evidence that the student has met grade-level standards. If work is not completed, this evidence will not exist, and the student may be retained to repeat the grade level the following school year.**

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

Incompletes: All incomplete assignments due to absences must be made up within a reasonable amount of time, as determined by the teacher.

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

Homebound: If it should become necessary for a child to be absent from school several weeks because of serious illness either at home or in the hospital, arrangements may be made to provide homebound instruction. Lessons will follow the plans of the child's regular classroom teacher. Up to five (5) hours of instruction may be provided each week. It is the responsibility of the parent/guardian to call the school and ask that such provision be made.

Church Night: Wednesday evenings are reserved for church-sponsored activities. No school activities are to be scheduled on that week night.

Curriculum: Teachers use the Minnesota Academic Standards to guide decisions on what to teach. CRES has adopted core curriculum resources in many content areas for teachers to use, and teachers can also supplement these core resources as the needs arise with their class. You may contact the CRES principal if you would like to see copies of the resources being used.

HEALTH SERVICES

General

The nurse's office is staffed by a Licensed School Nurse, LPN or trained staff designees. The nurse/designee is available to assess the health status of students. If there is evidence of a health problem with a

student, a parent or guardian will be contacted. The Licensed School Nurse gives support and guidance to the designees, helps prevent and control diseases, and serves as a resource person.

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

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

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

- Elevated temperature, Unknown skin rash or open sores, Redness, irritation or discharge from the eyes, Persistent cough or runny nose, Vomiting or diarrhea, Earache or sore throat

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

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

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

Head Lice: Regular head checks of students will not be done by the nurse. If any signs of head lice are discovered, parents will be notified. Students with nits are not required to leave school, but should be treated at home.

What to look for at Home: Early detection and manual removal is the best way to defeat head lice. Parents should regularly inspect their child's hair for nits. Nits are grayish oval eggs that lice attach to hair close to the scalp. Nits are "cemented" onto the hair and do not brush out easily like dry scalp flakes will. If you find any nits on your child's hair please contact the school nurse. The nurse can provide you with information and will give you direction as to the child's return to school.

Records

Student Emergency Health Form: On the first day of school, students bring home a Student Emergency Health Form. This card should be completed for each child in your family and returned to school as soon as possible. School officials must have appropriate emergency information, including phone numbers, to aid in providing for your child's safety. Changes in information should be sent to the CRES Office as they occur.

Communicable diseases: Students in the classroom who have rashes or other possible communicable conditions, such as impetigo or strep throat, will be sent to see the nurse. The nurse will contact the parent or guardian if a communicable condition is suspected and the student will be required to have the condition evaluated by a doctor. If treatment is needed, a child should be out of school until 24 hours of treatment have been given. If a child has a communicable condition, an informational letter will be sent home with the other students in that classroom. This is done to help minimize the spread of all communicable conditions.

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

MEDICATIONS

If possible, medications should be given outside the school hours under parental/guardian supervision. This includes short term antibiotics ordered for two and three times daily. All prescription (short and long term) and over-the-counter medication require an order by a Licensed Prescriber and a signed authorization from the student's parent/guardian. A new order is required any time there is a change.

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

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

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

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

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

PHYSICAL EDUCATION

To ensure student safety and quality motor learning, Crosby-Ironton Physical education students must adhere to the following protocols:

- Wear tennis shoes or sneakers that remain tied or strapped for proper execution of skills.
 - For Students that do not have athletic shoes a pair will be provided so all students can access physical education class and standards.
- Remove sharp objects from pockets
- A dress code beyond the school dress code is not enforced but comfortable athletic clothes are recommended.
- All students are expected to participate unless a note is provided by parents, doctors, or the school nurse. If students misses 3 or more class periods with a parent note a doctor's note will be required to be excused from activities. When excused from physical education class students will be required to complete a comparable assignment on the sidelines.

Students will be introduced to a growth mindset on physical education. Each student will judge where they are at physically and progress from that point forward creating a positive environment for all students.

Crosby-Ironton will continue to support the state-mandated physical education policies. The district will not honor waivers from physical education to support that national model. Crosby-Ironton schools will modify and adjust expectations of students regarding medical illness or disability, therefore exemptions from participation and/or credit will not be allowed. Activity (such as interscholastic activities) substitutions are provided within the course regarding make-up time from missed course participation. Complete course substitutions will not be accepted.

CONDUCT/DISCIPLINE

I. Statement of Policy

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

II. Rules of Conduct

Disciplinary action shall be taken against students for any behavior which is disruptive of good order or violates the rights of others. The following acts are some examples of unacceptable behavior subject to disciplinary action in the school district.

A. Truancy and Unauthorized Absences

1. As required by current statutes, regulations of the State Department of Education, and the school board of this district, students shall be in attendance each day that school is in session. The authority to decide whether an absence is excused or unexcused rests with the building principal. Students returning to school

following an absence will be expected to complete all missed assignments within a reasonable period of time.

2. Truancy, for purposes of this policy, is being absent from school or class without the approval of the school.
3. If a student develops a pattern of tardiness to school or class, disciplinary action will be taken.

B. Vandalism or Theft of School or Personal Property

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

C. Physical Assaults

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

D. Verbal Assaults

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

E. Threats and Disruptions

1. **Threats:** Threats to normal school operations, school activities or people including but not limited to the reporting of dangerous or hazardous situations that do not exist, are unacceptable behavior.
2. **Disruptions:** Any student who disturbs or interrupts the peace and good order of school or school-sponsored activities will be subject to disciplinary action.

F. Dangerous, Harmful and Nuisance Substances and Articles

Any student using or in possession of such substances or look-alikes may be subject to disciplinary actions.

1. **Alcohol:** Students are prohibited from using, possessing, distributing or being under the influence of alcoholic beverages or look-alikes at school, on or near school grounds, or at school-sponsored activities.
2. **Drugs:** Students are prohibited from using, possessing, distributing or being under the influence of illegal drugs, narcotics, look-alikes or drug paraphernalia at school, on or near the school grounds, or at school-sponsored activities.
3. **Tobacco:** Students are prohibited from using, possessing, or distributing tobacco or look-alikes at school, on or near school grounds, or at school-sponsored activities.
4. **Cell Phones, Electronics and other nuisance articles:** Students are prohibited from having or using any nuisance articles at school or school sponsored activities (toys, cell phones turned on and out in open or other electronics) unless they have the express permission of the classroom teacher or building administrator. These will be taken from the student and either kept in the office for 24 hours for first offense, in accordance with school district policy.

Infraction – use or possession of illegal drugs, chemicals or alcoholic beverages in school or on school grounds. The consequences are relative to each occurrence; they will generally follow the listed format but are not limited by this format:

- a. *First infraction:* At administrative discretion, the police and student's parents shall be notified and the student shall be placed immediately in in-school suspension from school and all school related activities. Also, a drug education program may be recommended.
- b. *Second infraction:* At administrative discretion, the police and the student's parents shall be notified, and the student shall be suspended immediately from school and all school-related activities. Also, a drug education program may be requested.

- c. *Third infraction:* At administrative discretion, the police and the student's parents shall be notified, and the student shall be suspended immediately from school and all school-related activities pending the decision for further disciplinary action as per the fair pupil dismissal act. Prior to reinstatement, the student will be required to enroll in a drug education program.

G. Failure to Identify Oneself

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

H. Violation of the Law

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

I. Unacceptable behavior includes

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

Minor/Major Incident Reports (Formerly Minor and Major Discipline Referrals)

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

Minor infractions include, but are not limited to:

- Tardy
- Disruption
- Property Misuse
- Teasing/Taunting
- Dress Code Violation
- Defiance/Disrespect
- Off-Task Behavior
- Inappropriate Language

Major infractions include, but are not limited to:

- Disruption
- Physical Contact
- Property Damage/Vandalism
- Inappropriate Language
- Non-compliance/Defiance
- Fighting/Physical Aggression
- Harassment
- Tobacco/Alcohol/Drugs
- Abusive Language

III. Fighting

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

"Play fighting" is prohibited at CRES.

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

IV. Disciplinary Action

Disciplinary action includes but is not limited to:

Incident Report

Meeting with the teacher, counselor, principal or law official

Loss of school privileges

Detention

Parental conference with school staff

*Removal from class

** Suspension

*Modified school programs

** Exclusion

**Expulsion

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

**Suspension, exclusion and expulsion are defined in the Pupil Fair Dismissal Act, available at the district offices.

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

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

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

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

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

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

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

Weapons

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

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

*The complete school district weapons policy # 502 can be accessed on the school website: www.ci.k12.mn.us

ISD #182 POLICY PROHIBITING HARASSMENT and VIOLENCE

I. General Statement of Policy

It is the policy of Independent School District #182 (the "School District") to maintain a learning and working environment that is free from religious, racial or sexual harassment and violence. The School District prohibits any form of religious, racial or sexual harassment and violence.

It shall be a violation of this policy for any pupil, teacher, parent, administrator or other school personnel of the School District to harass a pupil, teacher, parent, administrator or other school personnel through conduct or communication or a sexual nature or regarding religion and race as defined by this policy. (For purposes of this policy, school personnel include school board members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of the district).

It shall be a violation of this policy for any pupil, teacher, administrator, other school personnel of the School District to inflict, threaten to inflict, or attempt to inflict religious, racial or sexual violence upon any pupil, teacher, administrator or other school personnel.

The School District will act to investigate all complaints, formal or informal, verbal or written, of religious, racial or sexual harassment or violence, and to discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who is found to have violated this policy.

A complete copy of this policy is available at the ISD #182 Superintendent's office.

If a student or parent feels the bullying/harassment has occurred, they should complete a bullying/harassment reporting form, available in the elementary office.

PLAYGROUND RULES

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

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

- Students will go outside for recess unless there is dangerous weather or a wind chill of 0 Degrees or below. Students are expected to be properly dressed for all weather conditions.
- Students are not permitted to bring toys, games, sporting equipment or gadgets to school for recess. The school will provide all necessary recess equipment.
- Students should talk to their teacher or the principal to request additional playground equipment

FOOD SERVICES

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

Unpaid Meal Charge and Debt Collection Policy

I. Purpose

The purpose of this policy is to establish consistent district practices for the provision of meals to students and staff, and to support positive and clear communication of the responsibilities of school district staff, parents/guardians, and students as to the management of the family accounts those meals are charged to.

II. General Statement of Policy

- A. The Crosby-Ironton School District’s goal is to provide students with nutritious meals that meet state and federal guidelines and promote healthy eating habits that enhance learning, while maintaining the financial integrity of the National School Breakfast and Lunch program.
- B. Crosby-Ironton Schools recognize that it is the parent/guardians responsibility to maintain a positive balance to cover the purchase of meals and to make immediate payment when funds are depleted, or to provide meals for their students from home that provide the nutrition to support learning success.
- C. Crosby-Ironton Schools recognizes its responsibility to maintain purchase records and make them available to parents/guardians through on-line access or, when requested, by phone or mail.
- D. Families may apply for free/reduced-price meal benefits anytime during the school year. Meal applications are distributed to all families in the district, prior to the students’ first day of class. In addition, applications are available at the districts website, at any school office or through the food services department. If household income or the number of family members changes, families can apply for meal benefits anytime during the school year.

III. Charge Policy

- A. If the family account has insufficient funds to pay for breakfast and/or lunch meals, the food service department will allow the charge of three (3) meals per student in each family to allow time for the credit of payment into the family account. Meals are defined as a reimbursable breakfast or lunch. The charging of any a la carte items, including milk, will not be allowed.

- B. When this threshold is met, one or both of the parents will be called at the phone number they have provided the district, with the message that they must remit payment or provide meals from home until a payment can be made. If no phone number is available, the notice will be sent by mail. At this time, the building principal and the school's county family collaborative worker will be notified. If a child comes to school without a lunch provided from home, an alternate school lunch will be discreetly provided prior to the meal service period. This will be provided for a maximum of three (3) days and will not be charged to the family account. At this time, if a payment is not received or if meals are not being provided from home, the district may choose to contact social services and request assistance.
- C. Students eligible for free or reduced-price meals will always be served a meal regardless of unpaid food service accounts. When a student eligible for PAID meals has cash in hand to pay for a meal, the student will be served a meal regardless of unpaid food service accounts. There will be a No Cash Back policy and any remaining money from the purchase will be credited toward the outstanding balance.

IV. Notification of Account Status

- A. Family notification procedures:
- Families can check their student's purchases and meal account balance by requesting access to view their family records in the district's JMC software. Access requests can be found on the district's website.
 - Families can contact the food service office by email or phone for account balances.
 - The food service department will send a minimum of a once weekly e-mail to all parents who have provided email addresses, advising them of the student meal account balance.
 - Households will be regularly apprised of low student meal account balances through our school district automated calling service.
 - Students will be given a written and/or verbal reminder in the meal service line. At the elementary school, low balance notices will be sent home in the Friday folders.
- B. The student/family can make payments by:
- Using the district's on- line payment system called PaySchools that can be accessed through the schools website
 - Sending a check or money order by mail.
 - Making a payment at the food service office or at any school building office.
 - When cash payments are made, a receipt for payment will always be offered. There will be a No Cash Back policy and the whole sum will be credited to the meal account.
 - Checks that are returned to the district and cannot be collected, for any reason, will be deducted from the meal account along with any fees the district incurs.

C. Collection of Unpaid Meal Debt:

When the family has an unresolved outstanding meal balance the following collection actions will be taken:

- The food service director will contact the parent/guardian to determine an appropriate solution.
- The building principal or their designee will contact the family and review with them their responsibility to provide meals for their student.
- Assistance from the county social services may be requested by the school if parents refuse to provide meals or pay for school prepared meals for their children.

*** When paying school lunch fees by check, please make checks payable to ISD 182**

TRANSPORTATION

Please consult with the bus contractor, C-I Transportation, at 546-6156, regarding routes, pick-up points, times, problems or changes in residency. All pupils will board their bus immediately after dismissal and remain on the bus. We wish to keep the number of students who miss their bus to a minimum and prevent any accidents. Students are not to be near school pick-up points until buses have arrived and stopped. Any student who misses his/her bus should come to the principal's office, where they may call their parents for a ride home. Children are not to walk home if they normally ride a bus. Written permission from a parent is required before a student may ride any bus other than his/her regular bus. If it is necessary to change your child's after school plan, please contact the CRES office before 2:00 pm.

Bus Discipline

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

(1) Elementary (K-3)

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

(2) Secondary (4-12)

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

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

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

Minor Infractions

*Denotes behavior which could also be considered a major infraction

1. Refusing to obey driver*
2. Not following safety procedures of bus*
3. Out of seat while bus is moving*
4. Blocking aisle or door
5. Head, hands, objects out of window
6. Spitting*
7. Tripping
8. Fighting*
9. Swearing, profane language, any sexual gestures*
10. Littering, throwing objects through window
11. Repeatedly interrupting bus driver, making unnecessary noise
12. Teasing others on the bus, thus leading to more noise and fights
13. Threats or embarrassment to others
14. Necking or sexual physical contact*
15. Rubber bands*

Major Infractions

1. Fighting
2. Spitting
3. Disrespect to driver – insubordination
4. Alcohol
5. Chemicals
6. Tobacco in any form
7. Weapons
8. Explosives
9. Vandalism – destroying property of others or the bus
10. Theft
11. Animals without prior permission of bus contractor or driver.

Bus Area

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

Teachers will walk their children out to the busing area and monitor student traffic

Please discuss with your children that when traveling to and from school without adult supervision: *DON'T talk to, go with, do things for any stranger, or accept anything from them. IF YOU ARE APPROACHED, seek safety*

in a business, store, home or go back to school. WALK with your friends whenever possible. REPORT TO YOUR PARENTS/TEACHER any incident of being approached. Try to get a good description of the stranger. The license number of the car or even part of it would be helpful. IF YOU ARE OFFERED ANYTHING; a pill, tattoo, tobacco or alcohol by anyone, refuse the items and report the incident to your teacher and parents.

Bicycles

Students who ride a bike should cross at the designated pedestrian crosswalk on 6th Avenue NE. Persons riding their bicycles must park them in racks provided. Bicycles are to remain in the racks during school hours. Since bikes are not parked on the play area, no one should be loitering at the racks during recess period. It is suggested that locks be attached to bicycles to avoid loss.

Fire, Delivery, Mail and Bus Lanes

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

Student Pick Up and Drop Off

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

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

CONFLICT RESOLUTION

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

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

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

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

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

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

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

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

MISCELLANEOUS

Visitors

All visitors must check in at the main office and wear a visitor's sticker when they are in the building. In order to not disrupt the education process, parents/family members are not allowed to go to classrooms unless an arrangement has been made, in writing, with the teacher.

Latex Balloons and Other Items

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

Videos/Pictures/Audio Recording

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

Use of Student Photos

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

Field Trips

The type and level of behavior expected in school will be expected on field trips. Specific directions of behaviors and procedures shall be prepared by the teacher, and reviewed with the students and accompanying supervisors. Students not able to follow stated pod/classroom expectations for behavior may be provided with a modified trip experience with alternative supervision. Other field trip experiences beyond class trips, i.e., ice skating, skiing, etc., which are part of an ongoing pod/classroom behavior plan, are exempt from the aforementioned.

School Supplies

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

Messages

Students are not to be interrupted during class time to speak on the phone. We understand emergencies happen and messages, related to these emergencies, will be delivered to students by no later than 2:30 pm each day. If you need to contact your student/s for these emergency reasons, you will need to call the front office at 545-8803. Messages received after 1:00 pm may not reach the children, so whenever possible, call before 1:00. The majority

of calls received in the office on a daily basis are related to change of destination for students leaving school. It takes a considerable amount of staff time to facilitate such changes. It is the policy of the school that students should come from home in the morning with a note signed by parent/s if they are to change bus drop off locations. If there is any confusion or discrepant information regarding a drop off point, the drivers and school personal are instructed to have the child dropped off at the regular destination.

Dropping Items Off

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

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

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

Personal Appearance

A student's dress should be appropriate for the educational setting and should not be distracting in any way to students and staff. Decisions regarding student dress are up to the discretion of the principal or appointed designee. Hats or other head wear are not to be worn in CRES. Clothing must cover all private areas of the body as the student is moving throughout the day. Shirts, skirts, or pants that show undergarments are not appropriate for a school setting. Clothing which is offensive, inappropriate or otherwise does not meet this criterion will result in the student being directed to the office where action will be taken. This may include a student being sent home to change. If this is not possible, the administration will provide a shirt or alternative garment for the student to wear. Perfumes, colognes, and lotions are not permitted at CRES

Pets/Animals

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

Use of School Facilities by Outside Organizations

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

The Crow Wing County Family Service Collaborative

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

Lost and Found

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

Food and Beverages

Consumption of food or beverage by students must take place in the lunchroom, unless it is under the direct supervision of the teacher or other adult.

Water bottles are allowed at CRES. No Pop or juice is allowed in classrooms unless approved for a special occasion. There is no gum allowed at CRES

Food at School

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

Parties

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

Gifts

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

Money

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

Sending Checks to School

Fund raising projects, safety courses, entrance trip fees, music fees, etc., are sometimes being carried out by CRES students. Please remember that checks should **not** be made to CRES. Make checks payable to the appropriate payee, i.e., PTO, ISD 182, Community Education, etc. Put them in an envelope with the child's name and classroom on it.

***If you are paying for a lunch bill or early education fee please make Checks payable to ISD 182**

Lockers/Desks

Student lockers will be assigned by teachers to students in pods 4, 5, and 6. Lockers are the property of the School and are provided for student use for hanging coats and storing school-related materials. Periodic inspections for cleanliness of lockers can be expected from the teacher. The Principal may inspect lockers at any time. Desks are also the property of the School District; therefore, they too, are subject to inspection for cleanliness, contents, etc. In addition, and most importantly, students should be encouraged to take completed work home to share their achievements with their parents on a regular basis.

Teacher Licensing

Parents may request, by contacting the principal, information about whether their child's teacher meets state licensing approval for the grade and subject being taught, is a teacher on waiver, has certification for the field being taught, and/or the qualifications of any paraprofessional providing instruction.

Volunteering

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

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

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

Why statewide testing?

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

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

Why does participation matter?

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

- In Minnesota's implementation of the federal Every Student Succeeds Act, a student not participating in the statewide assessments will not receive an individual score and will be counted as "not proficient" for the purpose of school and district accountability, including opportunities for support and recognition.
- Students who receive a college-ready score on the high school MCA are not required to take a remedial, noncredit course at a Minnesota State College or University in the corresponding subject area, potentially saving the student time and money.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents and the general public use assessment information to compare schools and make decisions about where to purchase a home or to enroll their children.
- School performance results that are publically released and used by families and 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 Assessments (MCA) and Minnesota Test of Academic Skills (MTAS)

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

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

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

Are there limits on local testing?

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

In an effort to encourage transparency, the statute also requires a district 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 refusal to participate. Your student's district may require additional information.

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

When do students take assessments?

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

The MCA and MTAS testing window begins in March and ends in May

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

When do I receive my student's results?

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

How much time is spent on testing?

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

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

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

Where do I get more information?

Students and families can find out more on our Statewide Testing Page (education.state.mn.us>Students and Families>Programs and Initiatives>Statewide Testing)



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

Parent/Guardian Refusal for Student Participation in Statewide Assessments

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

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

Date _____ (This form is only applicable for the 2021 to 2022 school year.)

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

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

Student's District/School: _____ Grade: _____

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

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

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

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

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

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

Parent/Guardian Name (print) _____

Parent/Guardian Signature _____

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