Dear Central Elementary Families:

It is very exciting to welcome you to Central Elementary School! We are honored to have you and your child as a part of our school community. At Central Elementary School, you will find an extremely talented group of caring and dedicated employees who set high expectations for themselves and our students. Their commitment to our students is evident in the hard work that has been done over the summer as we continue our own professional growth and improvement while also preparing to meet the needs of each and every one of our students.

As a staff, we are committed to our district Mission, Vision, and Beliefs and we use them to drive all that we do to educate our students. Education is truly central, and we are proud of what we have accomplished as a staff, student body, and community.

The Central Elementary School staff is eager to partner with you and your child in providing a meaningful learning experience. We know that this partnership is essential to providing the truly world class experience that each child deserves. As a parent, we encourage you to become involved through volunteering, working with your student at home, maintaining regular communication with your student’s teachers, and having daily conversations about school with your student.

This parent handbook contains many of the expectations and procedures that we will follow this school year. They are a result of a concerted effort on the part of staff and the administration and will be an aid in helping you become an integral part of the elementary school. We suggest that you keep a copy of the handbook for reference purposes should a question arise. In addition, newsletters and various memos should help keep you informed. Please feel free to contact me with any questions.

Central Elementary is a wonderful place for students to learn and grow. We have a terrific community of parents and businesses that provide support for all of our activities. As principal, I am looking forward to meeting our student and helping provide them what they need to reach their fullest potential.

This is going to be a great year!

Mr. Michael Daugs
Principal
Central Elementary School
(952)467-7301
mdaug@central.k12.mn.us
CENTRAL SCHOOLS MISSION STATEMENT:

**Education is Central**

Enter District #108 and you will discover an energized, enthusiastic and caring learning environment. This will be a place where lifelong learners are actively engaged in understanding, exploring and creating the world of knowledge.

We will expand beyond the doors of our buildings into the community and world around us and be connected through resources, relationships, technology; and innovation. High standards and quality will be the norm and success will be a reality for all.

Listen to the voices of our community and you will hear a sense of pride, affirmation, encouragement, and support. There will be a strong spirit of collaboration and togetherness.

District #108 will be a community that is alive with the excitement of learning. People will be united in the memory of a rich history, the pride of present celebrations, and the hopes and dreams of the future.

**PHILOSOPHY AND GOALS OF CENTRAL ELEMENTARY SCHOOL:**

To expand the School District's Mission Statement, the Central teaching staff is committed to providing students with a quality education. In this effort all teachers agree:

a. Effort and attention will be given to the basic skills.

b. Educational programs and classroom instructional activities need to be tailored individually to fit the needs of the student.

c. The goals of self-concept development and a feeling of self-worth are of utmost importance.

d. Learning should be an enjoyable experience, and school should be a satisfying experience to the learner.

Quality education can be achieved by realizing that individual students learn in different ways and by teachers teaching to those different learning styles. The staff has set goals to assist each child in developing his/her maximum intellectual, physical, social and emotional potential.

- thinking/problem-solving skills
- communication skills
- physical skills
- emotional well-being
- social skills
- computational skills
- organizational/study skills
- understanding and appreciation of the fine arts
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>2</td>
</tr>
<tr>
<td>CENTRAL SCHOOLS MISSION STATEMENT</td>
<td>3</td>
</tr>
<tr>
<td>PHILOSOPHY AND GOALS OF CENTRAL ELEMENTARY SCHOOL</td>
<td>3</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>4</td>
</tr>
<tr>
<td>ELEMENTARY STAFF</td>
<td>5</td>
</tr>
<tr>
<td>OTHER IMPORTANT CONTACT INFORMATION</td>
<td>6</td>
</tr>
<tr>
<td>2016-2017 CENTRAL ELEMENTARY TENTATIVE SCHOOL CALENDAR</td>
<td>7</td>
</tr>
<tr>
<td>EDUCATIONAL PROGRAMS</td>
<td>8</td>
</tr>
<tr>
<td>STUDENT ASSESSMENT AND PROGRESS REPORTING</td>
<td>10</td>
</tr>
<tr>
<td>SCHOOL PROCEDURES</td>
<td>11</td>
</tr>
<tr>
<td>PARENTAL INVOLVEMENT</td>
<td>14</td>
</tr>
<tr>
<td>BUS RULES AND PROCEDURES</td>
<td>15</td>
</tr>
<tr>
<td>HEALTH SERVICES</td>
<td>16</td>
</tr>
<tr>
<td>FOOD SERVICE</td>
<td>20</td>
</tr>
<tr>
<td>STUDENT DISCIPLINE</td>
<td>21</td>
</tr>
<tr>
<td>Roles and Responsibilities</td>
<td>21</td>
</tr>
<tr>
<td>Removal of Student From Class</td>
<td>23</td>
</tr>
<tr>
<td>Discipline Plan</td>
<td>24</td>
</tr>
<tr>
<td>Raiders Pride PBIS Rubric</td>
<td>27</td>
</tr>
<tr>
<td>Behavior Management Tools</td>
<td>28</td>
</tr>
<tr>
<td>DISTRICT POLICIES AND GUIDELINES</td>
<td>29</td>
</tr>
<tr>
<td>Bullying/Cyberbullying</td>
<td>29</td>
</tr>
<tr>
<td>Attendance Regulations/Policy</td>
<td>30</td>
</tr>
<tr>
<td>Minnesota Statutes Regarding Truancy</td>
<td>32</td>
</tr>
<tr>
<td>Wellness Policy</td>
<td>33</td>
</tr>
<tr>
<td>Food and Beverage Guidelines</td>
<td>36</td>
</tr>
<tr>
<td>Nutrition Education Guidelines</td>
<td>37</td>
</tr>
<tr>
<td>Physical Activity and Education Guidelines</td>
<td>38</td>
</tr>
<tr>
<td>Harassment (Bullying) and Violence Policy</td>
<td>39</td>
</tr>
</tbody>
</table>
## 2019-2020 School Year Central Elementary Staff

### Phone Numbers/ E-mail Addresses

All extensions begin with (952) 467-####. Teachers will not be available to answer their phone during the school day but will respond to messages in a timely manner.

<table>
<thead>
<tr>
<th>Office</th>
<th>Phone Number</th>
<th>E-mail Address</th>
<th>Band</th>
<th>Phone Number</th>
<th>E-mail Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>7301</td>
<td><a href="mailto:mdaugs@central.k12.mn.us">mdaugs@central.k12.mn.us</a></td>
<td>Adam Halpaus</td>
<td>7143</td>
<td><a href="mailto:ahalpaus@central.k12.mn.us">ahalpaus@central.k12.mn.us</a></td>
</tr>
<tr>
<td>Kelly Perlich</td>
<td>7306</td>
<td><a href="mailto:kperlich@central.k12.mn.us">kperlich@central.k12.mn.us</a></td>
<td>Kindergarten</td>
<td>7315</td>
<td><a href="mailto:ahendel@central.k12.mn.us">ahendel@central.k12.mn.us</a></td>
</tr>
<tr>
<td>School Nurse</td>
<td>7110</td>
<td><a href="mailto:mbixby@central.k12.mn.us">mbixby@central.k12.mn.us</a></td>
<td>Devon Rüberg</td>
<td>7313</td>
<td><a href="mailto:druberg@central.k12.mn.us">druberg@central.k12.mn.us</a></td>
</tr>
<tr>
<td>Meagan Bixby</td>
<td>7110</td>
<td><a href="mailto:mbixby@central.k12.mn.us">mbixby@central.k12.mn.us</a></td>
<td>Lisa Heckert</td>
<td>7312</td>
<td><a href="mailto:lheckert@central.k12.mn.us">lheckert@central.k12.mn.us</a></td>
</tr>
<tr>
<td>Special Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Becca Braun</td>
<td>7359</td>
<td><a href="mailto:bbraun@central.k12.mn.us">bbraun@central.k12.mn.us</a></td>
<td>Rebecca Hoffman</td>
<td>7334</td>
<td><a href="mailto:rhoffman@central.k12.mn.us">rhoffman@central.k12.mn.us</a></td>
</tr>
<tr>
<td>Heather Foust</td>
<td>7360</td>
<td><a href="mailto:hfoust@central.k12.mn.us">hfoust@central.k12.mn.us</a></td>
<td>Sarah Thomason</td>
<td>7335</td>
<td><a href="mailto:stthomason@central.k12.mn.us">stthomason@central.k12.mn.us</a></td>
</tr>
<tr>
<td>Julie Gesinger</td>
<td>7316</td>
<td><a href="mailto:jgesinger@central.k12.mn.us">jgesinger@central.k12.mn.us</a></td>
<td>Angie Honkomp</td>
<td>7357</td>
<td><a href="mailto:ahonkomp@central.k12.mn.us">ahonkomp@central.k12.mn.us</a></td>
</tr>
<tr>
<td>Kelly Sawyer</td>
<td>7364</td>
<td><a href="mailto:kssawyer@central.k12.mn.us">kssawyer@central.k12.mn.us</a></td>
<td>Grade 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Becky Streeter</td>
<td>7364</td>
<td><a href="mailto:bstreeter@central.k12.mn.us">bstreeter@central.k12.mn.us</a></td>
<td>Grade 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECSE</td>
<td></td>
<td></td>
<td>Grade 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tracy Gibbens</td>
<td>7332</td>
<td><a href="mailto:tgbibbens@central.k12.mn.us">tgbibbens@central.k12.mn.us</a></td>
<td>Kochy Dvorak</td>
<td>7336</td>
<td><a href="mailto:kdvorak@central.k12.mn.us">kdvorak@central.k12.mn.us</a></td>
</tr>
<tr>
<td>Lisa Stiele</td>
<td>7332</td>
<td><a href="mailto:lstiele@central.k12.mn.us">lstiele@central.k12.mn.us</a></td>
<td>Rachel Jensen</td>
<td>7338</td>
<td><a href="mailto:rjensen@central.k12.mn.us">rjensen@central.k12.mn.us</a></td>
</tr>
<tr>
<td>Becky Streeter</td>
<td>7364</td>
<td><a href="mailto:bstreeter@central.k12.mn.us">bstreeter@central.k12.mn.us</a></td>
<td>Donna Boesche</td>
<td>7337</td>
<td><a href="mailto:dboesche@central.k12.mn.us">dboesche@central.k12.mn.us</a></td>
</tr>
<tr>
<td>Social Worker</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brittany Schmidt</td>
<td>7111</td>
<td><a href="mailto:bschmidt@central.k12.mn.us">bschmidt@central.k12.mn.us</a></td>
<td>Grade 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I</td>
<td></td>
<td></td>
<td>Grade 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monica Turner(ESL)</td>
<td>7309</td>
<td><a href="mailto:mturner@central.k12.mn.us">mturner@central.k12.mn.us</a></td>
<td>Kyle Evenski</td>
<td>7342</td>
<td><a href="mailto:kevenski@central.k12.mn.us">kevenski@central.k12.mn.us</a></td>
</tr>
<tr>
<td>Donna Lueck</td>
<td>7299</td>
<td><a href="mailto:dluueck@central.k12.mn.us">dluueck@central.k12.mn.us</a></td>
<td>Rhea Schwalbach</td>
<td>7343</td>
<td><a href="mailto:rschwalbach@central.k12.mn.us">rschwalbach@central.k12.mn.us</a></td>
</tr>
<tr>
<td>Andrea Kolstad</td>
<td>7310</td>
<td><a href="mailto:akolstad@central.k12.mn.us">akolstad@central.k12.mn.us</a></td>
<td>Jacob Schrupp</td>
<td>7344</td>
<td><a href="mailto:jschrupp@central.k12.mn.us">jschrupp@central.k12.mn.us</a></td>
</tr>
<tr>
<td>Media Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kelly Street</td>
<td>7323</td>
<td><a href="mailto:kstreet@central.k12.mn.us">kstreet@central.k12.mn.us</a></td>
<td>Community Ed</td>
<td>7390</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td></td>
<td>Kids Co</td>
<td>7173</td>
<td></td>
</tr>
<tr>
<td>Laura Forst</td>
<td>7308</td>
<td><a href="mailto:lforst@central.k12.mn.us">lforst@central.k12.mn.us</a></td>
<td>Custodians</td>
<td>7348</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
<td></td>
<td>Kitchen</td>
<td>7349</td>
<td></td>
</tr>
<tr>
<td>Gary Kosek</td>
<td>7326</td>
<td><a href="mailto:gkosek@central.k12.mn.us">gkosek@central.k12.mn.us</a></td>
<td>Psychologist</td>
<td>7174</td>
<td><a href="mailto:lhjelseth@central.k12.mn.us">lhjelseth@central.k12.mn.us</a></td>
</tr>
</tbody>
</table>

Central Elementary School
(952) 467-7300
http://raiders.central.k12.mn.us
Other Important Contact Information

The following telephone numbers may be helpful to you if you need to reach someone at the elementary school, middle school, high school, district office or Community Education.

Central Public Schools Website:  http://raiders.central.k12.mn.us

Elementary School Office:  952-467-7300
  -Principal (Michael Daugs):  952-467-7301
  -Fax:  952-467-7303
  -Absence Line:  952-467-7304
  -School Nurse:  952-467-7110

Taher Food Service:  952-467-7147
Transportation:  952-467-7009
Pre-School Screening:  952-467-7390
District Office:  952-467-7000
High School Office:  952-467-7100
Middle School Office:  952-467-7200
Community Education:  952-467-7390

Information Technology Coordinator (Steve Anderson):  952-467-7132 sanderson@central.k12.mn.us
**2019-2020 Central Elementary Tentative School Calendar**

Please use the following tentative schedule to help you to plan for family vacations, shopping trips, dental/doctor appointments or other obligations that may prevent your child from attending school.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 27, 28, 29</td>
<td>Teacher Workshop Days</td>
</tr>
<tr>
<td>Aug. 28</td>
<td>Elementary Open House / 4:00 – 6:00 p.m.</td>
</tr>
<tr>
<td>Sept. 2</td>
<td>NO SCHOOL – Labor Day</td>
</tr>
<tr>
<td>Sept. 3</td>
<td>First Day of School</td>
</tr>
<tr>
<td>Sept. 19</td>
<td>Elementary School Picture Day</td>
</tr>
<tr>
<td>Oct. 10 &amp; 15</td>
<td>Elementary Conferences / 3:30 - 8:00 p.m.</td>
</tr>
<tr>
<td>Oct. 17 &amp; 18</td>
<td>NO SCHOOL – EdMn Teachers’ Convention</td>
</tr>
<tr>
<td>Oct. 15</td>
<td>Picture Retake Day</td>
</tr>
<tr>
<td>Nov. 1</td>
<td>Fall Festival</td>
</tr>
<tr>
<td>Nov. 1</td>
<td>End of First Quarter</td>
</tr>
<tr>
<td>Nov. 4</td>
<td>NO SCHOOL – Teacher Workshop Day</td>
</tr>
<tr>
<td>Nov. 8</td>
<td>Report Cards Sent Home</td>
</tr>
<tr>
<td>Nov. 11</td>
<td>Veteran’s Day Program</td>
</tr>
<tr>
<td>Nov. 14</td>
<td>Math Night</td>
</tr>
<tr>
<td>Nov. 27</td>
<td>NO SCHOOL – Teacher Comp. Day</td>
</tr>
<tr>
<td>Nov. 28 &amp; 29</td>
<td>NO SCHOOL – Thanksgiving Holiday</td>
</tr>
<tr>
<td>Dec. 5</td>
<td>Elementary Winter Program / Grades 4 @ 6:00 / Grade 5 @ 7:00 p.m. / H.S. Auditorium</td>
</tr>
<tr>
<td>Dec. 23 - 31</td>
<td>NO SCHOOL – Holiday Break</td>
</tr>
<tr>
<td>Jan. 1</td>
<td>NO SCHOOL – Holiday Break</td>
</tr>
<tr>
<td>Jan. 2</td>
<td>School Resumes</td>
</tr>
<tr>
<td>Jan. 17</td>
<td>End of Second Quarter</td>
</tr>
<tr>
<td>Jan. 20</td>
<td>NO SCHOOL – Teacher Workshop</td>
</tr>
<tr>
<td>Jan. 24</td>
<td>Report Cards Sent Home</td>
</tr>
<tr>
<td>Jan. 30</td>
<td>Literacy Night – Beginning of Read-a-thon</td>
</tr>
<tr>
<td>Feb. 6 &amp; 13</td>
<td>Elementary Conferences / 3:30 – 8:00 p.m.</td>
</tr>
<tr>
<td>Feb. 17</td>
<td>NO SCHOOL – Presidents Day</td>
</tr>
<tr>
<td>Feb. 20</td>
<td>Kindergarten Registration / 6:00 p.m.</td>
</tr>
<tr>
<td>Feb. 21</td>
<td>End of Read-a-thon</td>
</tr>
<tr>
<td>March 5</td>
<td>Elementary Winter Program / Grade 2 @ 6:00 / Grade 3 @ 7:00 p.m. / H.S. Auditorium</td>
</tr>
<tr>
<td>March 12</td>
<td>Science Fair</td>
</tr>
<tr>
<td>March 19</td>
<td>End of Third Quarter</td>
</tr>
<tr>
<td>March 20</td>
<td>NO SCHOOL – Teacher Workshop Day</td>
</tr>
<tr>
<td>March 23</td>
<td>NO SCHOOL – Teacher Comp. Day</td>
</tr>
<tr>
<td>March 24 – 27</td>
<td>NO SCHOOL – Spring Break</td>
</tr>
<tr>
<td>April/May TBD</td>
<td>MCA Testing</td>
</tr>
<tr>
<td>April 3</td>
<td>Report Cards Sent Home</td>
</tr>
<tr>
<td>April 7</td>
<td>Title 1 Night / 6:00 p.m.</td>
</tr>
<tr>
<td>April 8</td>
<td>Spring Picture Day</td>
</tr>
<tr>
<td>April 23</td>
<td>Elementary Spring Program / Kindergarten @ 6:00 / Grade 1- 7:00 p.m. / H.S. Auditorium</td>
</tr>
<tr>
<td>May 8</td>
<td>VIP Day (Half the School / Grade Levels TBD)</td>
</tr>
<tr>
<td>May 14</td>
<td>Family Fun Night / 4:00-6:00 p.m.</td>
</tr>
<tr>
<td>May 15</td>
<td>VIP Day (Half the School / Grade Levels TBD)</td>
</tr>
<tr>
<td>May 19</td>
<td>AAA Performance Night @ 7:00 / Elementary Gym</td>
</tr>
<tr>
<td>May 25</td>
<td>NO SCHOOL – Memorial Day</td>
</tr>
<tr>
<td>May 29</td>
<td>Graduation</td>
</tr>
<tr>
<td>June 2</td>
<td>Last Day of School</td>
</tr>
<tr>
<td>June 3</td>
<td>NO SCHOOL – Teacher Workshop Day</td>
</tr>
<tr>
<td>June 5</td>
<td>Report Cards Sent Home</td>
</tr>
</tbody>
</table>
EDUCATIONAL PROGRAMS

Students who attend Central Elementary School work hard and consistently achieve above the state average. Because we view our students as individuals, a variety of instructional methods are offered, and we strive to find the methods that work best for each child. Reading/Language Arts, Math, and Science are given priority emphasis, and the core of our curriculum is rooted in developing a strong foundation.

Reading/Language Arts: Expectations for literacy instruction are defined by the Central Elementary School Literacy Guidelines and utilize a balanced literacy approach that focuses on the five pillars of literacy. These pillars include phonemic awareness, phonics, fluency, vocabulary, and comprehension. All students will have access daily to grade level instruction through the core curriculum. Students will also be provided small group or individualized instruction regularly. Additionally, students will receive strong modeling of fluent reading while being encourage to develop a lifelong love for reading.

Mathematics Program: Central Elementary students are provided a strong foundation in the standards set by the National Council for the Teachers of Mathematics and the State of Minnesota. All of the teachers in grades K-5 use Houghton-Mifflin Expressions which was adopted in June of 2016. Students are active participants in their learning and grow through a combination of direct instruction and discovery. Instruction encompasses the exploration of mathematics and the use of knowledge to discover new and creative ways to approach problems. Real-life problem solving and group work is emphasized while students learn how to express their mathematical thinking verbally.

Science: emphasizes knowledge and the process of science through a hands-on approach. Scientific attitudes and thinking processes are learned through classroom, field and lab experiences using a variety of materials to carry out the planned scope and sequence. All students in grades K-5 use the 2006 edition of Scott Foresman curriculum materials.

Health: instruction uses basic health goals, which include a number of objective areas. The student goals include developing the ability to make decisions, cope, communicate, solve problems, plan, evaluate and act so as to have optimum health. The program's goals include consumer, dental, mental and environmental health as well as health services, fitness, wellness, and nutrition. Also included are the areas of safety and first aid, disease prevention, growth and development, and substance use and abuse. Students in grades K-5 use the 2003 edition of Harcourt Health Curriculum.

Social Studies: focuses on American history and includes study of the geography, culture and peoples of the United States and the world. Global and current events emphasis is also recognized. Grades K-5 use the Harcourt Social Studies Curriculum.

Computer Literacy: is an important part of students' skills. Students in grades K-5 have the opportunity to develop computer skills in our elementary computer lab. Keyboarding is offered in grades 3-5. Central Elementary School has two computer labs each equipped with 30 PC based stations including a large assortment of Windows Computer Software.

Physical Education: is taught by a specialist to students in grades K-5. Physical activities occur in units on games, and cooperative large group movement. The emphasis in physical education is towards lifelong physical fitness and the development of skills towards that goal. Students are required to wear athletic shoes to physical education classes for the safety and health of the student and the protection of the floor.
Elementary Music: is taught by a specialist to students in grade K-5. The students address the national standards in music. Some of these experiences will include singing alone and with others, playing classroom instruments, studying masterworks, and playing folk song games. All students in grades K-5 will perform in one program per school year. Some grade levels will perform together. Kindergarten and first grade will perform individually. Second grade is paired with third grade, and fourth grade is paired with fifth grade. (Refer to the school calendar for this year’s performance schedule.)

Art: instruction is taught through activities incorporated in other curriculum as well as in special art studies. Our art curriculum was developed to provide students with an organized, well balanced introduction to the world of art. Students learn specific art terms, concepts and skills through an approach, which combines, art appreciation and art production in the same lesson. A new art element or principle is often introduced by teaching students to recognize and describe it in the environment and in carefully selected famous works of art that are clear examples of that concept or skill. Students are then asked to apply their new knowledge in a related art project of their own. These assignments are also designed to allow plenty of room for exploration, creativity and self-expression. Through this program, students not only learn how to create art but also how to look at, understand and appreciate art in the world around them.

Media: The media center is staffed by a media specialist. All children use the school library and audio visual materials. Students have access to the Media Center for class use and throughout the day on an individual and small group basis. Research and writing skills are team taught by the media and classroom teachers in Grades 2-5. The media center has a computerized checkout system. Additional components include computerized circulation, research and technology systems that are shared between the high school and the elementary on a microwave network system. The network presently contains atlases and encyclopedias. New to the media center in 2009 was a group of 30 computers to be used for research and keyboarding.

Overdue/Lost Books: Students with an overdue book(s) of 60 days or more will no longer be allowed to check out additional library books. If they wish to resume library privileges, the overdue book must be returned, replaced, or paid for. If, by the end of the year, a student has not returned or paid for a book, s/he will not be allowed to check out books the following school year.

Title I: Students who are not making the expected progress at their grade level may be offered help by (Federally funded) certified teaching staff. This program serves students who need supplemental help in reading comprehension in grades K-5.

Special Education: Services are offered to all students who are determined, through testing, to be physically, emotionally, or academically impaired. Students receive help from specially certified teachers either in direct service (individually or small group) or supplemental services. Parent decisions are an integral component of the services and program offered.

Early Childhood Special Education: Children from birth through 5 years of age are identified through screening as needing early intervention. Once identified, students are served through a pre-school program by teachers who are licensed in special education and speech.

Community Education: offers classes in languages, hobbies, crafts, and varied skills. These classes are offered after school, evenings, and throughout the summer. Please read the available Community Ed. for current offerings.

• Connections: an after school program from 3:00 – 4:15 p.m. / 2 days a week that offers extra help to students in grades K-5 / October through April. Students also have an opportunity to receive help in developing their math fact skills with a math program scheduled before school (7:30 a.m.) each day / October through May.
- **Kid's Company**: offers before and after school child care for children in grades K-5.
- **Kurious Kids Preschool**: an early childhood program designed to promote a child's physical, social, emotional, and cognitive growth. This program promotes curiosity, self-esteem, cooperation, creativity, learning and fun.
  
  *Contact Community Education for more information about any of these programs.*

**Student Support Services**: Central Elementary has the services of a licensed School Nurse, a School Counselor, and a School Psychologist. This is important for the health, education and special needs of our students. They are able to serve as a resource to staff, students and families in these areas and also in the areas of abuse, dependency, family life education, testing, truancy/absences, ill health and injuries.
To assist all of our students in reaching their full potential and maintaining their learning opportunities, we offer a full complement of supplemental and direct service programs to students with a variety of physical, social, emotional, and intellectual needs.

**STUDENT ASSESSMENT AND PROGRESS REPORTING**

**Reporting/Testing**: Students in grades 3, 4, and 5 will take the MN Comprehensives Tests in April. In addition, students in grades 1-5 will take the Star Enterprise Assessment quarterly. The results of the testing will provide a general assessment of individual student achievement. Data will also report comparisons with state and national averages and indicate the amount of growth our students make. This will help identify successes and needs in curricular areas. Parents may request to look at any material in their child/ren's cumulative record folder. Test results, by grade level, may also be shared publicly. Student progress is shared with parents at a parent-teacher conference in October and February (see calendar page).

**Report Cards**: Report cards for students in grades K-5 will be sent home in the mail at the end of each 9-week period. The report cards are sent in the mail on the Friday following the end of the marking period. We encourage you to discuss the report card with your child. During your discussion, recognize achievement and encourage effort.

**Conferences**: Grades K-5 will have parent-teacher conferences in the fall on October 10 and 15 from 3:30-8:00 p.m. Conferences will be held again on February 6 and 13 from 3:30 – 8:00 p.m. Parents or guardians will visit their child/ren's teacher(s) for a conference at a scheduled time. This will give the parents and teachers an opportunity to monitor students' learning and share information. Teachers may call parents/guardians for additional conferences and parents may also request a conference at any time to discuss their child's progress in school.

**Student Record Information**: The school district recognizes its responsibility in regard to the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

Student records contain the following information:
- Student’s name
- Address
- Telephone number
- Date of birth
- Attendance
Identifying information on a student’s religion, race, color, or nationality is not included.

- The information listed above shall be public information which the school district may disclose from the education records of a student.
- Should the parent or the student so desire, any or all of the listed information will not be disclosed without the parent’s prior written consent except to school officials as provided under federal law.
- In order to make any or all of the directory information listed above “private” (i.e., subject to consent prior to disclosure), the parent must make a written request to the building principal within thirty (30) days after the date of the last publication of this notice.

This written request must include the following information:
1. Name of Student
2. Home Address
3. Parent legal relationship to student (if applicable)
4. Specific directory information which is not to be made public without the parent’s prior written consent.

**SCHOOL PROCEDURES**

**Pledge of Allegiance:** Elementary students are taught the “Pledge of Allegiance” and flag courtesy. Students begin each day reciting the pledge of allegiance. Anyone who does not wish to participate in reciting the pledge of allegiance for personal reasons may elect not to do so. Students must respect another person’s right to make that choice.

MN Statute 121A.11

**School Athletic Events:** Elementary students may purchase a student activity pass for $40. This pass is good for all school sporting events for the 2018-2019 school year - excluding tournament events. Students will be charged the regular student admission fee ($4.00) if they do not have a pass. Students are expected to display appropriate behavior at all school events.

**Classroom Placement:** Professional staff members are responsible for forming appropriate instructional groups which reflect the needs of students. Our goal is to form balanced groups that will enable every child to achieve the educational goals of the school. Parents/guardians may choose to provide information to assist the school in this process. Examples include:
- Learning styles (such as interests at home, preference for specific kinds of activities, and interactions with other children, etc.).
- Type of learning environment that is most helpful (less structured, more structured, etc.).
- Unique personality traits of the child (highly sensitive, talkative, quiet, etc.).
- Specific needs (hearing, vision, speech, etc.)
- Any other relevant information.
- Specific names of staff should not be listed.
The school will attempt to honor this request in the best interest of your child and within the educational program philosophy of the district. The school cannot, however, guarantee the honoring of specific parent/guardian requests.

Input forms are available to all parents/guardians during the spring of the year to allow a scheduled process in making out class lists. Parents/guardians having specific questions should contact the building principal.

**School Closing:** School will be in session except for as indicated on the school calendar. When school is to be closed early or cancelled because of an emergency or the weather, the official announcement will be made over radio station 830 AM – WCCO as well as through local television stations. Additionally, a courtesy call will be sent from the district office to all contacts provided. Please make arrangements for your child(ren) in advance. This way, your child will know where to go if school should be dismissed due to an emergency or severe weather.

**Use of the Telephone:** Students are required to get teacher permission to use the school phone. Permission will be granted only in cases of emergencies. Phone use will not be permitted for such things as arranging to go home with a friend after school. We would appreciate it if parents would make sure their child/ren have their homework, band instrument, lunch money, etc. and know where they are to go after school before they leave home in the morning.

**Cell Phones:** Cell phones are not allowed during the day. If a student brings a cell phone to school, it is NOT to be used during the school day hours (8:05 – 2:45 p.m.) The phone is to be kept in the child’s schoolbag and turned off.

**Friends:** No school-age friends are allowed to visit more than one school day per year. Prior approval from the principal is required. Visitations during the first or last two weeks of school are discouraged.

**Pets:** We know that pets are an important part of our families and students are excited to share them with their classmates and teachers. Because of allergies and student fears, we do not allow them to visit our classrooms. We do however encourage students to share pictures and stories.

**Student’s Personal Property at School:** Students are discouraged from bringing valuable or excessive personal property from home. This includes such items as electronic games, toys, cell phones, etc. These items may be disruptive both on the bus and in the building. There is no provision to insure the safety of them.

It is the policy of the school district that students shall be responsible for their own personal property. Neither the school district nor its employees shall be responsible to insure the security of a student’s personal property.

- Central Elementary students are not allowed to buy, sell, or trade any items on the school bus or on school property.

**Classroom Movies:** (Movies as used in this policy shall mean full length commercial movies or made for TV movies, but shall not include educational films whose function is to inform.)

Teachers utilize movies in their classrooms to support and supplement their instruction. To insure that these movies are not offensive they are evaluated based on their ratings, age appropriateness, and recommendation. No "R" or “PG-13” rated films shall be shown.
A parent or student may request that the student be excused from viewing any movie. The student’s grade will not be affected in any way, and the teacher shall assure that the student will not be embarrassed or discriminated against because they choose not to view a film.

**Care of Textbooks/Materials:** Materials, such as books and equipment, are the property of the School District. Students use these books on a loan basis. They are responsible for the care and use of the materials. Textbooks and library books will be examined at the end of the school year for damage in the following areas:

- writing in books
- damaged binding
- torn pages
- water damage
- missing pages
- etc.

Upon identification of damage, the student will be responsible for its correction. If the damage to the book cannot be corrected, the student will be required to make restitution. Fines will be based on the following schedule.

Books with two or more missing pages, mutilated or lost.

- **1st year of use:** 100% of cost
- **2nd year of use:** 75% of cost
- **3rd year of use:** 50% of cost
- **4th year +:** 50% of cost (if book is still used in classroom or library)

**Classroom Treats:** On occasion, students bring treats for their classroom. Due to health concerns and policies, the District asks that only food items which are commercially prepared and packaged be brought to school (no home-made goodies!). In addition, treats containing peanut oil, peanut butter, or nuts are not advised due to the allergies of students. This will ensure safe and healthy snacks. Thank you for your cooperation.

**Snack Lists:** In conjunction with milk breaks, students may eat healthy snacks brought from home. Healthy snacks are defined as fruits, vegetables, crackers, cheese, etc. Items with high sugar or salt content should be discouraged. These guidelines are part of the school health curriculum to familiarize students to healthy snack foods vs. junk foods. The cooperation of each family and classroom is appreciated.

**Acceptable snack examples:**
- Popcorn
- Cheese and Crackers
- Banana or Date Bread
- Sandwich
- Unsweetened Cereal
- Fruit
- Vegetables
- Cheese Sticks
- Juice (Pure Fruit Juice – Not 10%)
- Beef Jerky
- Crackers
- Graham Crackers
- Cold Meats
- Muffins
- Pretzels
- Raisins

**Unacceptable snack examples:**
- Cookies/Pudding
- Cake
- Potato Chips
- Cheese Balls
- Rice Krispie Bars
- Marshmallows
- Twinkies or any kind of Snack Cake
- Kool-Aid or Pop
- Peanuts (Due to allergies)
Appropriate Dress: We ask that students dress appropriately - considering the weather and school program. Rain or snow gear (boots/caps/mittens) should be worn when the weather is inclement and to aid in maintaining good health. The length of a student’s shorts should be long enough so that when the arms are straight down at their sides, the student can touch the bottom hem of the shorts (no short shorts). Tank tops or tops that expose the midriff are not allowed. In addition, shirts and caps with inappropriate language are not allowed in school or at school events. Students are not allowed to wear caps inside the building. They should be removed when the student enters the building.

Students play outside before school from 7:45-8:05 a.m. and at noontime. Supervision is provided. When the weather is inclement, students stay inside the building. Inclement weather is defined as rain, snow, temperature or wind chill below zero. Please make every effort to have your child dressed according to weather conditions.

Primary teachers require the marking of a child's boots. This saves time and confusion since much of the students' outwear is the same type and color. Some students also have trouble recognizing lost items. To encourage wise decision making in chemical use by students, it is not appropriate to wear clothing promoting alcohol, tobacco or other chemicals. Students wearing such clothing will be asked to change or will be sent home.

Noon Recess: will be held outdoors unless the weather is inclement. On days when it may be raining or the temperature is too cold, noon recess will be held in the atrium. If a child is recuperating from an illness, and you wish to have him/her stay inside, please indicate this by sending a note with your child. All children will play outdoors unless they bring a note. In cold weather, be sure your child/ren are dressed properly (boots, mittens, scarves, caps, warm jackets, etc.).

Background Checks: Pursuant to Minnesota Statute, Central Schools administers a background check for all new employees. In addition, all volunteer coaches and advisors are subject to a background check.

PARENTAL INVOLVEMENT

Parent Teacher Association (PTA):
Mission: The Central Elementary School Parent Teacher Association is committed to engaging and connecting students, families, staff and community to work together to enhance and enrich student educational experiences.

The PTA consists of any interested parents/guardians from families whose children attend Central Schools.

The PTA meeting schedule is available on the Central Elementary School calendar located on the website.

Central Elementary Volunteers: Volunteers play a very important role at Central Elementary. They assist classroom teachers and specialists in many areas. If you have some extra time and would like to share it with our school, please contact the elementary office (952/467-7300).

School Visitors (Parents, Volunteers, & Friends): Parents are encouraged to take an active role in their child's education and to visit the school frequently. However, all people entering our building are required to report to the elementary office to sign in and pick up a visitor's badge before going to any classroom. After your visit, please sign out in the office. If a student leaves school before the end of the day, an adult
must sign the student out. Staff members will ask any person not wearing a Visitor's badge to report to the office. Everyone is to enter the building at the main front entrance. All other doors are locked. We hope that any inconvenience this may cause will be offset by the knowledge that your child's safety is our primary concern.

**NOTE:** Only parents/guardians will be allowed to visit a child or pick a child up from school unless the parent/guardian has given specific permission.

**BUS RULES AND PROCEDURES**

The District provides transportation for all students in Central Elementary. Bus stops are published in the Norwood Times prior to the start of the school year. Any student who wishes to get off at a stop other than their regular bus stop must have written permission. If your child is bringing friends home on the bus (3 or more), prior approval must be obtained from the bus driver. If you have any questions pertaining to busing, please call John Michels at 467-7009 between the hours of 8:00-11:00 a.m. Students receive instruction in Bus Safety in the fall of the year.

**NOTE:** If your child does not ride a bus to school, he/she SHOULD NOT ARRIVE BEFORE 7:45 A.M. School supervision does not begin until 7:45 A.M. Please make certain that your child arrives at the proper time. The school day will begin at 8:05 A.M. and end at 2:50.

**Expectations of students riding the bus:**

**Bus Rules** are as follows:

1. The driver is in full charge of the bus and pupils.
2. No inappropriate language will be allowed on the bus at any time.
3. Students are to remain seated while the bus is in motion.
4. All objects are to remain in the bus at all times.
5. Students may not leave the bus except at their assigned bus stop or at school without prior approval and the bus driver's knowledge.
6. Prior approval should be gotten from the bus driver if your child is bringing friends home on the bus (more than 3).

Students in all grades of the Central Public Schools are expected to obey and follow the rules listed above.

**Violations of these rules** typically will be dealt with using following guideline (administrator discretion may be used):

**1st Offense:** The first note is only a WARNING that the bus violation has taken place. This note must be signed and returned to the bus driver the following morning in order for the student to ride the bus.
2nd Offense: The second note will bring DISCIPLINARY ACTION resulting in the suspension of bus riding privileges. Parents must contact the Transportation Director, (467-7009), to see if a solution to the problem can be reached. If no contact is made, the student will not be allowed to ride the bus.

3rd Offense: The third note will result in SUSPENSION from riding the bus. The parents or guardian must meet with the Transportation Director if the student is to be allowed to ride the bus after the suspension period. Then, only if proper corrective measures have been worked out, will the student be allowed to ride the bus again.

4th Offense: The fourth note will result in suspension of riding privileges for the remainder of the semester.

HEALTH SERVICES

The goal of the Health Services Program is to promote a high level of wellness in school age children in the areas of physical and social-emotional health. Formal screening programs are used to identify specific problems in vision, hearing, and scoliosis. As these and other health problems are detected, a referral for medical care is made. The Health Services Program's philosophy places strong emphasis on health education and preventive health care. Health services staffs the elementary, middle school, high school, and Alternative Learning Program with a full-time licensed school nurse.

Health Records: Students are required to have an individual health record on file in the Nurse's Office. It contains a cumulative health history, screening results, and immunization history. Parents are expected to keep Health Services informed of current or chronic medical problems (that could affect the student's comfort and ability to learn) and medications, even if they are not administered at school. A complete physical exam is recommended, but not required, prior to school entrance.

Early Childhood Screening: All children entering kindergarten and first grade are required to have a Health and Developmental Screening. If your child has not been screened, contact the Elementary Office. Screening must be completed before your child will be allowed to attend classes. There are no exemptions.

Immunizations: Minnesota state law requires parents of all students to present proof that all immunizations are up-to-date at the time of school entrance. Students not meeting the minimum requirements may be excluded from school. Students can be exempted on the basis of conscientious objection, with parent's signature.

Immunizations should be updated BEFORE school entrance by your family physician or through Carver County Public Health Services (442-4493).

General Health: To do good work in school, a child requires regular rest and sleep. The amount of sleep needed for a student to be alert and learn would discourage late night television or late, away-from-home activities. Students may be excused to keep a dental or doctor appointment during the school day, if necessary, but it is better to schedule visits during vacation, workshop days, etc.

Emergency Care: Emergency care is provided to students who experience illness or injury at school.
Emergency Forms: At the beginning of each school year, parents are expected to complete the Student Emergency Form, which provides up-to-date emergency phone numbers and medical information. It is the parent's/guardian's responsibility to notify the school of any change of address, telephone number, or emergency numbers. Parents are also asked to complete a Health History form. This provides additional health information necessary in making judgments in emergency situations.

Injury: In the case of an injury or medical emergency, the school will attempt to notify the parents first, when possible. In a medical emergency, the local emergency system will be used, and the student will be transported to Waconia Ridgeview Hospital or the nearest emergency facility via ambulance, at parent expense. Student Emergency Forms will be sent with the student to the emergency facility, when the parent cannot meet or accompany the student.

Illness: In the case of illness, the school will contact the parent at home or at work. The parent will be expected to pick up the child or make arrangements for someone else to do so promptly. If the school is unable to contact the parent, the person identified as a contact on the student's Emergency Form will be contacted. Parents should make sure that the emergency contact person has agreed to assume this responsibility, is available, and has transportation. The parents of each student must establish a workable emergency plan. If the family physician, parent/guardian, or emergency contacts cannot be reached in an emergency situation, “911” will be called, or the student will be transported to the nearest hospital.

Exclusions for Illness: Children will be excluded from school when they demonstrate any of the following symptoms:
- oral temperature over 100 °F
- undiagnosed rash
- vomiting
- breathing difficulties
- diarrhea
- pink eye

Re-admittance to School: Health Services should be notified of any communicable diseases and treatment to assure control in other students. Re-admission to school for the following communicable diseases shall be:
- Chickenpox - all lesions are dry and crusted (5-7 days)
- Impetigo - at least 24 hours after the start of medication
  - If there is no improvement in 48 hours, the child should be reassessed by a physician.
- Conjunctivitis (pink eye) - at least 24 hours after the start of medication
- Hepatitis - physician statement required for re-admittance.
- Strep Throat - at least 24 hours after the start of medication
- Ringworm of scalp and skin - following treatment with fungicide.

Excusing Students from Physical Education: All students are required to take physical education through the 10th grade. Following an injury or illness, physician's orders are required for any student to be excused from physical education classes for more than one day.
Medications: In accordance with the Minnesota Department of Health's recommendations, the school WILL NOT provide any medications (including aspirin). Prescription medications will be administered under these circumstances:

1. Medication is accompanied by a signature from a parent/guardian authorizing school personnel to comply with the physician's order. (Physician's written order preferred) A current written physician’s order must be received for all controlled medications, i.e., A.D.D. or A.D.H.D. Written notification must include:
   - Student's name
   - dosage and route of administration
   - name of medication
   - termination date for administration
   - time of administration
   - reason medication is needed
   - possible side effects

2. Medication should only be brought to school in a container labeled by the pharmacy. The pharmacy should divide medication for home and school into two bottles with proper labels to avoid the need to transport medication daily. The label should include the following information:
   - name of physician
   - name of medication
   - child's name
   - directions for use
   - name/telephone number of pharmacy
   - date of issue or renewal

3. Parents are encouraged to bring medication (especially controlled substances such as A.D.D. medication) to the school nurse's office or to the principal's office for the health and safety of your child and other students. If parents are unable to bring the medication to school, they should contact the school nurse to set up an alternative plan.

4. Non-prescription medications (Tylenol, cough syrup, antihistamines, etc.) will be given for a maximum of 5 days with parent permission. After that time, orders from a physician will be required. Aspirin will not be given without a doctor’s orders. Medication must be accompanied by a parent's signature or it WILL NOT be given in school. It should be accompanied by specific instructions from the parent as to when medication is to be given.

5. Elementary students will not be allowed to self-administer medications. (Inhalers are exempt.) Medications must be administered by adult school personnel while the student is at school. Parents should inform the child's teacher when a child is on medication so that the teacher can send the child to the Health Office at the proper time. The school nurse or designated person(s) will initial a chart indicating that the medication was administered. The date and time will also be noted.

Health Screening Programs: Hearing and vision screening is performed on students in selected grades according to the recommendations of the Minnesota Department of Health. When suspected health problems are detected, a referral for a medical evaluation is made. If financial assistance with medical care is needed, parents should contact the School Nurse at 467-7110.
**Health Education and Consultation:** Health Services personnel will attempt to make every Health Service activity an educational experience for the child, parents, and teacher. Because of our commitment to preventive health care, we work closely with the classroom teacher to provide health education. We have an awareness of community resources in the areas of health care and human services, and work cooperatively with them. Please call us if you have questions or concerns about your child.

**Instances When We Contact Parents/Guardians:**
- Temperature on or greater than 100 degrees
- Vomiting
- Severe persistent coughing
- Upset stomach with flushed cheeks, headache, without fever
- Diarrhea
- Severe sore throat (potential strep) with fever
- Open wounds
- Pink eye with drainage or severe irritation to student
- Head lice
- Recurring headache
- Possible medication reaction
- Rash with persistent itching
- Known allergies and reactions to “triggers”
- Bee sting allergies
- Asthma attacks
- Diabetic reactions
- Seizures
- Rest, return to class; returns to health services, still not well; or after two visits to health services in one day
- Other situations per health services staff discretion

**Instances When We Do NOT Notify Parents/Guardians:**
- Minor playground injuries - scratches, scrapes, and monkey bar blisters
- Small slivers
- Band-aid application or changes
- Temperatures under 100 degrees without other symptoms
- Minor aches (stomach, throat), pains, and rashes which are not recurring
- Insect and bee stings without known allergies (receive first aid and observation for 20 min.)
- Change of clothing due to toileting accident, unless health assistant notices a pattern and questions infection

Please remember to update emergency numbers for Health Services.
FOOD SERVICE

**Breakfast:** Central Elementary will be offering breakfast at school this year. Breakfast will be served:
- 7:20 – 7:40 a.m. for children attending Kids Company
- 7:40 – 8:00 a.m. for all other students

The cost of breakfast will be $1.45 for students who are on regular lunch. Breakfast will be free for students who are normally on Free and/or Reduced Lunches as well as for students enrolled in kindergarten.

**Lunch Program:**
Taher Inc provides lunch and breakfast to our students in the Central Public Schools. They aim to provide a healthy, tasty, and reasonably price breakfast and lunch option.

Lunch account balances are kept for each family, and students are given an individual student number that they use to deduct the appropriate amount from their family account. Computer software is used to monitor account balances and balance amounts can be checked through Parent Portal. Students can add to their account balances by bringing money to the kitchen between 8:00-8:30 a.m. This money is then credited to their lunch account within the next business day. Checks should be made payable to: **CENTRAL PUBLIC SCHOOLS.** Prices for school lunch are as follows:

- Regular lunch: $2.55
- Milk/Juice: $0.50

If you feel your child would qualify for free or reduced lunch, you must fill out the appropriate form (which can be found in the District Newsletter, which is sent out to all District residents at the end of August). Forms can also be obtained in the District Office. The completed form is to be returned to the Superintendent's Office. Students must pay for their lunch until the elementary office is notified by the Superintendent's Office that they have qualified for free or reduced lunches.

You should plan to send money with your child on the first day of school to be deposited in their account. We recommend that you send at least 10 days worth of lunch money ($23.00) and/or milk money ($4.50) and then make a habit of adding to the account on a consistent basis. We ask that money be placed in a sealed envelope with the student's name and grade clearly printed on the front of the envelope.

When a student's account falls below $10.00, an e-mail and text will be sent.

**Lunch Schedule:**
- Grade K: 11:00 a.m.
- Grade 1: 11:30 a.m.
- Grade 2: 11:20 a.m.
- Grade 3: 11:55 a.m.
- Grade 4: 12:20 p.m.
- Grade 5: 12:10 p.m.
Milk/Juice: Milk or juice can be purchased for milk break at $40 a semester. (Kindergarten students can receive free milk for their break. If they prefer to have juice, they will have to pay the semester rate.) If your child has milk or juice for break the money will need to be paid annually or at the beginning of each semester. Students on free or reduced lunches must pay for milk or juice if they wish to have it for break or with their bag lunch.

Snack: Snack can be purchased for snack break at $25 a semester or can be brought from home. If your child has school snack, the money will need to be paid annually or at the beginning of each semester. Students on free or reduced lunches must pay for snack if they wish to have it for break.

If you should have questions regarding your child’s lunch account, please contact Taher, Inc. at 467-7349.

STUDENT DISCIPLINE

Roles and Responsibilities Related to Student Behavior and Discipline

Students: Students are responsible for the manner in which their own individual rights are exercised and for not violating the rights of others, and must accept the consequences of any actions they take that are outside the boundaries of their own rights or that violate the rights of others.

Parents and Guardians: Parents and Guardians are legally responsible for the behavior of their children as determined by law and community practice. They are expected to promote the development of their child’s self-discipline and educational progress, and discourage their children from disrupting the school’s educational program.

Parents and guardians are responsible for ensuring that their children attend school regularly, and for supporting district and school policies, regulations, and rules. Parents and guardians are expected to notify the school, through a telephone call or written note, whenever their children will be absent because of illness, a medical appointment or other excused absence.

Since cooperation between parents and guardians and school staff is essential in helping students work to the best of their ability and have a good school experience, parents and guardians are responsible to help maintain communication with the school by participating in school-community activities such as orientation events and parent-teacher conferences, and to bring questions and matters of concern to the attention of the teacher, principal or appropriate staff member.

Board of Education: The Board of Education sets policies for the District. It manages and controls the school district acting through the superintendent. The School Boards holds school employees responsible for the supervision of student behavior and student safety while the students are legally under school supervision. It has the authority to expel and exclude students from school. The Board of Education is an avenue of appeal for parents and students who have appealed their concerns through the appropriate channels.

Superintendent: The superintendent establishes necessary regulations, rules and procedures to efficiently implement Board of Education policies relating to standards of student behavior, is responsible to the Board for discipline in the schools, gives support to principals and staff, as needed; keeps the Board informed about
serious behavior problems in the school, and assistance which has been given principals in correcting such problems and recommends student expulsion and exclusion to the Board of Education. The superintendent is also an avenue of appeal for parents and students who have appealed their concerns through the appropriate channels.

**Principals:** Principals are responsible to the superintendent for effectively implementing administrative regulations, rules and procedures on student behavior in support of board policy, and for the total operation of the school, within the framework of regulations and procedures established by the superintendent.

Principals have the responsibility to provide the best possible education by creating and maintaining an atmosphere conducive to learning, to respect all students, parents, and staff as individuals and to effectively communicate with staff, parents, students and the community.

Principals have the responsibility and authority to formulate, establish and implement fair and objective rules and regulations which govern the conduct of students for the school, consistent with state statutes, board of education policies and administrative regulations. The principal will discuss rules and rights with the instructional staff before the beginning of each new school year, and with new instructional staff when they are hired.

Principals have the authority to suspend students, consistent with the guidelines of the Pupil Fair Dismissal Act, for failure to comply with district and school policies, regulations and rules. Principals may recommend exclusion or expulsion of a student to the superintendent.

**Teachers:** Teachers are responsible to the principal for effectively implementing administrative regulations, rules and procedures on student behavior in support of board policy, for knowing school and district regulations, rules and procedures on student behavior, and for making sure that all students are informed of the standards of behavior required by the teacher, the school and the district. Teachers have the responsibility to provide the best possible education by creating and maintaining an atmosphere conducive to learning, to respect all students, parents and staff as individuals, and to effectively communicate with staff, parents, students and the community.

Teachers have the authority to use such reasonable measures as are necessary to maintain student control in school buildings, on school grounds, and at school events, including removal of a student for up to three class periods, consultation with the principal, denying a student certain classroom privileges, assigning a student extra classroom obligations, assigning a student special tasks related to the misbehavior, and requesting a parent conference.

Teachers are responsible for recording and reporting serious behavior problems to a school administrator and referring a student to a school administrator if the teacher's efforts to resolve the behavior problem are not successful.

**Other School District Personnel:** All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another.
REMOVAL OF A STUDENT FROM CLASS

Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student’s parents. When such measures fail or when the teacher determines it is otherwise inappropriate, based on the student’s conduct, the teacher shall have the authority to remove the student from the classroom pursuant to the procedures established by this discipline policy. “Removal from Class” and “removal” mean any actions taken by a teacher, principal or other school district employee to prohibit a student from attending a class for a period of time not to exceed five (5) days, pursuant to this discipline policy.

Grounds for removal from class shall include any of the following:
1. Willful conduct that disrupts the rights of others to an education, including conduct that interferes with a teacher’s ability to teach or communicate effectively with students in a class or with the ability of other students to learn.
2. Willful conduct that endangers surrounding persons, including school district employees, the student, or the property of the school.
3. Willful violation of any school rules, regulations, policies or procedures.
4. Other conduct, which in the discretion of the teacher or administration requires removal of the student from class.

Procedures for Removal of a Student from a Class:
1. A teacher may remove a student for one class period. The teacher should inform the office that the student has been removed and to expect the student’s arrival.
2. Removal of a student for an extended period of time will require principal/designee approval.
3. Documentation providing reasons for removal will be given to the principal by the removing teacher. Parent notification will be done by the teacher removing the student or by the office.

Responsibility for and Custody of a Student Removed from Class:
1. Any student removed from class is to immediately report to the office.
2. Students sent to the office may do so unattended if there are no safety concerns. If safety is an issue, teachers must contact the office and the principal or designee will come to the room to escort the student to the office.
3. While in the office for removal from class, the student will complete assigned work. Teachers will have work available for the student during this time.
4. While the student is removed from class, the principal/designee will be in charge of the student.
Procedure for Student to Return to Class:
If the student has been removed for 1 or 2 days, the student, teacher, and the principal will meet to discuss a readmission plan. If the student has been removed for 3-5 days, the student, parent, teacher, and principal must meet to discuss a readmission plan.

Procedures for Notification:
1. At the beginning of each school year, all students receive the Parent/Student Handbook which explains the rules of conduct and associated procedures. In addition, during the course of the year, disciplinary notices, phone calls, and/or letters will be used to contact parents of violations.
2. Any violation that results in a student being removed from class will result in the parent being notified by the teacher and/or principal/designee.

Disabled Students – Special Provisions
Any consideration as to whether there is a need to review procedures for assessment, current I.E.P.’s or appropriate referral of a student in need of special education services will be done by the school’s Student Assistance Team (SAT). Any parent or staff member may make referrals to the SAT for child study to determine appropriate services.

Procedures for Detecting and Addressing Chemical Abuse Problems of Students while on School Premises:
1. The school’s Student Assistance Team will serve as the chemical abuse pre-assessment team pursuant to Minn. Stat.121A.26.
2. The District’s Safe and Drug Free School/Violence Advisory Committee will serve as the district’s school and community advisory team.
3. Reporting of chemical abuse issues will be reported to the principal and/or the Student Assessment Team (SAT).

DISCIPLINE PLAN

Statement of Purpose: Every child has a right to a climate conducive to learning. The school's discipline plan is intended to be fair and equitable for all children. The plan must be viewed as a tool which seeks to maximize student growth and to nurture a healthy self-respect of each student. All of us - parents, students, and school staff - must share the responsibility of working toward this belief.

Student Expectations:
Listed below are the five main student expectations. The specific behavior related to each expectation will be discussed with students on a periodic basis by the school's staff.

1) Positive words and actions
2) Responsibility for self
3) Integrity and honor
4) Display self-control
5) Excellence in everything
**Principal Involvement:** The principal shall be involved with a student's positive or negative behavior upon conferring with the classroom teacher.

**Playground Rules:**
1) No Fighting, pushing, throwing to ground, kicking, hitting, etc.
2) No inappropriate language, name-calling, swearing, etc.
3) Use all playground equipment safely.
4) All students must stay in the playground boundaries.
5) Students are not permitted to use hard balls. (baseballs, etc.)
6) No tackling - only two-hand touch football.
7) No Snowballs.

All students are to treat each other and the playground supervisors with respect.

Students are not allowed to bring: roller blades, skates, skateboards, sleds (in winter), toy guns of any kind, etc. Students may bring from home: jump ropes, tennis balls, rubber balls, etc. They are responsible for their own personal property.

**Distribution of Policy:** The school district will notify students and parents of the existence and contents of this policy in such manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents at the commencement of each school year and to all new students and parents upon enrollment. This policy shall also be available upon request in each principal’s office.

**Review of Policy:** The principal and representatives of parents, students, and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the superintendent for consideration by the school board, which shall conduct an annual review of this policy.

**Overview:** The consequences for misbehavior described on the following pages are designed to be fair, firm, and consistent for all students. They apply to students in any school or other district building, on district property, in district vehicles, and at school or district events. (District vehicles are defined as school buses and vans owned or leased by the school district, and cars and other vehicles owned by district staff and authorized by the district for transporting students.)

**Student Behavior Expectations:** Please read and discuss this information with your child. A Positive Behavior Intervention and Support Plan was developed in accordance with District Policy 108: Student Discipline. The purpose of this plan is to ensure that students are aware of and comply with the school district’s expectations for student conduct. At Central Elementary School, we have high expectations for our community and call it,”Raider Pride.” We need a positive, safe, and orderly school for learning to thrive. School is a social setting in which students learn individual and group responsibilities. Students learn to make decisions about their behaviors. Clear expectations help students know appropriate behaviors for school and other public places. This includes halls, bathrooms, playground, cafeteria, and bus. Appropriate behavior is expected everywhere on school property as well as on the bus.
Example Behaviors and Consequences:

Major Offenses:
Examples:
- Fighting
- Stealing
- Hitting, spitting, kicking, biting
- Possessing offensive, dangerous or inappropriate items
- Refusing to comply with directions given by an adult
- Continued repetition of minor infractions

Potential Consequences
- Removal from setting
- Student will talk with principal and/or counselor
- Parent will be contacted via phone call and behavior slip
- One or more quiet lunch period(s), in-school suspension or out of school suspension depending on severity
- Restitution

Minor Offenses:
Examples:
- Pushing/running
- Disrespectful language/swearing
- Disruption in class or other area
- Throwing items
- Inappropriate bathroom/sink use

Potential Consequences
- Dealt with individually
- One quiet lunch period if warranted
- Parents contacted by phone or behavior slip
- Expectations of school behavior are clearly explained to student
- Restitution

Quiet Lunch: Quiet lunch is a time for students to reflect on their behavior, and make a plan for positive behaviors in the future. Quiet lunches are in the stop and think room. They may or may not be working with an adult during this time.

Stop and Think: The stop and think room is a quiet, private place where an individual student can spend quiet time away from other students. The room is located in the main office next to the principal’s office.
### Raider Pride PBIS Rubric

<table>
<thead>
<tr>
<th></th>
<th><strong>P</strong> Positive words and actions</th>
<th><strong>R</strong> Responsibility for self</th>
<th><strong>I</strong> Integrity and honor</th>
<th><strong>D</strong> Display self-control</th>
<th><strong>E</strong> Excellence in Everything</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bathroom</td>
<td>Respect others’ privacy</td>
<td>Wash hands after using the bathroom</td>
<td>Be a positive role model</td>
<td>Feet on floor Hands to self Two pumps-two pushes</td>
<td>Be a positive role model</td>
</tr>
<tr>
<td></td>
<td>Thumbs-up</td>
<td>Walk</td>
<td>Pick up any trash</td>
<td>Friendly wave Keep hands at side</td>
<td>Be a positive role model</td>
</tr>
<tr>
<td></td>
<td>Say please &amp; thank you</td>
<td>Put tray away</td>
<td>Report big spills</td>
<td>Hands and feet to self Level 3 voices Stand calmly in line</td>
<td>Be a positive role model</td>
</tr>
<tr>
<td></td>
<td>Sit on pockets</td>
<td>Clean up mess</td>
<td></td>
<td></td>
<td>Be a positive role model</td>
</tr>
<tr>
<td>Playground</td>
<td>Line-up when told Respectful language share</td>
<td>Return equipment Bring in belongings</td>
<td>Include others Report bullying and accidents Use problem solving skills Peaceful contact</td>
<td>Be a positive role model</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Say please &amp; thank you</td>
<td>Put tray away</td>
<td>Report big spills</td>
<td>Hands and feet to self Level 3 voices Stand calmly in line</td>
<td>Be a positive role model</td>
</tr>
<tr>
<td></td>
<td>Sit on pockets</td>
<td>Clean up mess</td>
<td></td>
<td></td>
<td>Be a positive role model</td>
</tr>
<tr>
<td></td>
<td>Follow acceptable usage procedures</td>
<td>Return materials to correct location</td>
<td>Wait turn Report damaged materials</td>
<td>Level 2 voices Use time wisely Hands and feet to self</td>
<td>Be a positive role model</td>
</tr>
<tr>
<td></td>
<td>Shut quietly</td>
<td>Be prepared Neatness/organized</td>
<td>Respect property and privacy Keep hands and feet to self</td>
<td>Help others Hands and feet to self Level 2 voices</td>
<td>Be a positive role model</td>
</tr>
<tr>
<td>Computer Lab</td>
<td>Respectful language Sit on pockets</td>
<td>Follow directions Return materials</td>
<td>Respect property and privacy Report problems</td>
<td>Hands and feet to self Level 1-2 voices</td>
<td>Be a positive role model</td>
</tr>
<tr>
<td></td>
<td>Thumbs-up</td>
<td>Wash</td>
<td></td>
<td></td>
<td>Be a positive role model</td>
</tr>
<tr>
<td></td>
<td>Report any problems</td>
<td>Feet on floor Hands to self Two pumps-two pushes</td>
<td>Be a positive role model</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Friendly wave</td>
<td>Keep hands at side</td>
<td>Be a positive role model</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Keep hands to self</td>
<td>Two pumps-two pushes</td>
<td>Be a positive role model</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use problem solving skills</td>
<td>Peaceful contact</td>
<td>Be a positive role model</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Eyes on speaker</td>
<td>Level 1 voices</td>
<td>Be a positive role model</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assembly</td>
<td>Sit central style Polite clapping</td>
<td>Listen to speakers Hands and feet to self</td>
<td>Audience etiquette Eyes on speaker Level 1 voices</td>
<td>Be a positive role model</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shut quietly</td>
<td>Be prepared Neatness/organized</td>
<td>Respect property and privacy Keep hands and feet to self</td>
<td>Help others Hands and feet to self Level 2 voices</td>
<td>Be a positive role model</td>
</tr>
<tr>
<td></td>
<td>Keep clean</td>
<td></td>
<td></td>
<td></td>
<td>Be a positive role model</td>
</tr>
<tr>
<td></td>
<td>Go straight to bus</td>
<td>Be Safe</td>
<td>Help others</td>
<td>Hands and feet to self Level 2 voices</td>
<td>Be a positive role model</td>
</tr>
<tr>
<td></td>
<td>Walk Stay on sidewalk Use crosswalk</td>
<td></td>
<td></td>
<td></td>
<td>Be a positive role model</td>
</tr>
<tr>
<td>Lockers or Desk</td>
<td>Shut quietly Note from home indicating a change</td>
<td>Be prepared Neatness/organized</td>
<td>Respect property and privacy Keep hands and feet to self</td>
<td>Help others Hands and feet to self Level 2 voices</td>
<td>Be a positive role model</td>
</tr>
<tr>
<td></td>
<td>Respectful language Sit on pockets</td>
<td>Follow directions Return materials</td>
<td>Respect property and privacy Report problems</td>
<td>Hands and feet to self Level 1-2 voices</td>
<td>Be a positive role model</td>
</tr>
<tr>
<td></td>
<td>Respectful language Sit on pockets</td>
<td>Follow directions Be at stop on time Watch for your stop</td>
<td>Respect property and privacy</td>
<td>Keep hands to self Keep feet in front of you Level 3 voices</td>
<td>Be a positive role model</td>
</tr>
</tbody>
</table>
Behavior Management Tools

Central Elementary School has two types of Behavior Management tools in use. They are as follows:

**Fix-It Ticket:** This slip may be used by all staff members to help alleviate what would constitute “minor” behavior problems. Staff will give 1 – 2 verbal warnings about appropriate behavior choices. A “Fix It Ticket” will be issued after the warnings. Fix-It Ticket offenses will be documented by the homeroom teacher and parents will be notified after the third offense.

**Office Referrals:** After the 3rd Fix-It Ticket in a month or if more serious behavior occurs, it will result in an office referral. A student may be sent to the office for hitting, kicking, pushing/shoving, stealing, swearing, or any other behavior that is deemed inappropriate or dangerous to themself or others.

The following process will take place if this happens:
1) An office referral slip will be generated by the appropriate staff.
2) The student is called to the office to discuss the behavior with the administrator.
3) One or more of the following steps are then taken:
   - The administrator calls the parent and explains the behavior.
   - The student calls the parent and explains the behavior.
   - A parent conference is required

**Suspension/Expulsion:** A student may be suspended or expelled depending upon the severity of the situation, on the following grounds:
1) Willful violation of any reasonable school regulation
2) Willful conduct which disrupts the rights of others
3) Willful conduct which endangers the student or others or property

The school supports the terms of The Pupil Fair Dismissal Act of 1974.

**Severe Clause:** Behaviors that are more severe in nature (i.e. when the student’s behavior endangers him/herself or others, or chronic repeat offenders) may require further action. The actions we have in place are the following:
- In-School Suspension.
- After School Detention (parent or guardian will be responsible for picking the student up after detention is over).
- Out of School Suspension (followed by a Re-entry Meeting).

---

**Raider PRIDE Fix-it Ticket**

Student Name _______________ Date _______

This behavior happened in:

Classroom _____  Specials ______
Bathroom _____  Hallway _____
Lunchroom _____  Recess _____
Computer Lab _____  Bus _____

Behavior Observed:
- Not following directions
- Loud Voice
- Running in the hallway
- Teasing/Bullying
- Disrespectful to others
- Late to class
- Disrespectful to property
- Not keeping hands/feet to self

Teacher Comments:

How will you fix-it to display Raider PRIDE?
District Policies and Guidelines

*A complete District Policy Manual can be found in the District Office or the Central Elementary Principal’s Office.

Bullying/Cyberbullying

For purposes of this policy, the definitions included in this section are derived from Minnesota State Statute. For a complete copy of this policy, contact the district office.

"Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

1. there is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior and the conduct is repeated or forms a pattern; or

2. materially and substantially interferes with a student’s educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

"Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet Web site or forum, transmitted through a computer, cell phone, or other electronic device, that causes a substantial disruption to the educational environment at Central Public Schools.
ATTENDANCE REGULATIONS / POLICY

Enrollment: Under the existing school policy, a child must be 5 years of age before September 1st of the present school year to be enrolled in Kindergarten. A child must be 6 years of age before September 1st of the current school year to enroll in first grade.

Withdrawals: If you are moving out of the District, the school should be notified at least a week in advance so that the proper transfer of records can be prepared and the child's supplies collected before the transfer. Parents are requested to sign a "Release of Records" form so that the records are transferred to the correct school.

Attendance: The Board of Education, administration, and faculty believe that all students should benefit from the educational opportunities, programs and activities that are available at school. Minnesota state law and the Department of Education require daily attendance. The obligation for regular and continuous attendance by the student is the joint responsibility of the parent, the student, and the school. If attendance is irregular, the student loses the benefits of continuous instruction which allow for steady and meaningful growth.

All students at Central Elementary School will be expected to be diligent and punctual in their attendance. All students will be held accountable for missed days of school. Students in our elementary school will be considered absent a half day if they arrive after 9:00 a.m. or leave before 2:00 p.m. Classes for grades K-5 will start at 8:05 a.m. and end at 2:45 p.m.

If your child is picked up during the day, it is the responsibility of the person picking up the child to sign him/her out in the office. When a student returns to school or arrives late, he/she is to sign in at the office and give the classroom teacher his/her tardy slip when returning to class. The policy provided herein shall apply to individual class attendance.

Absence Reporting Procedure: When an absence is necessary, the parent/guardian should notify the school by 8:30 a.m. stating the reason for the student's absence. Our Attendance Line (467-7304) is available 24 hours a day for your convenience. Contact the office if there are extenuating circumstances. Parents will be required to write an excuse on the day a student returns to school, or send a doctor's note if the student has been absent for more than 3 days due to an illness. A reason for absence must be given to determine if absence is excused.

Make-up Work: If your child is absent for a day, make-up work will be taken care of upon return to school. If the absence is for a longer period of time, we suggest that a parent calls for the make-up work either before or after school. Two days will be allowed for the completion of make-up work unless classroom teacher provides an extension.

General Statement of Policy:

Responsibilities:
1. Student’s Responsibility
   It is the student’s right to be in school. It is also 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 missing work.

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 or guardian 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 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 regulations of 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 the state and school district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence.

Attendance Procedures
1. Regular attendance is a responsibility that is shared by parents, students, and the school.
2. The following are considered by the School Board as "excused" absences:
   A. Illness
   B. Serious illness in the student’s immediate family
   C. A death in the student’s immediate family or of a close friend or relative
   D. Medical or dental treatment
   E. Court appearances occasioned by family or personal action
   F. Religious instruction not to exceed three hours in any week
   G. Physical emergency conditions such as fire, flood, storm, etc.
   H. Official school field trip or other school sponsored outing
   I. 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.
4. Unexcused absences are those which may have parental approval but are not designated as legal absences in the above section. This would include “sleeping in”, skipping school, shopping, or babysitting a younger sibling.
5. Truant absence is any absence of part or all of one or more days from school during which the school secretary, principal, or teacher has not been notified of the reason for student’s absence by a parent or guardian.

Tardy Procedure: Students are expected to be in their classroom at the beginning of the day. Failure to do so constitutes tardiness. Families will receive a letter from the school reminding them of the importance of being at school on time if/when tardiness becomes a pattern.

Communications & Enforcement: The principal will review student attendance records monthly or at the teacher’s request.

1. Upon a student's absence of 3 consecutive days, the school nurse will contact the parent/guardian to review with the parent the reason for such absence.
2. When a student’s unexcused absenteeism reaches 3 days, a letter will be sent to the family.
3. When student unexcused absenteeism reaches 7 days, the student and family will be referred to the Carver County Social Services for truancy referral.

Section 7. Pupil Fair Dismissal Act: All school personnel will abide by the "Pupil Fair Dismissal Act" of 1974, M.S. 127.26-127.39 which is in keeping with the due process for students.

MINNESOTA STATUTES REGARDING TRUANCY

Continuing Truant (MN Stat. 260A.02)

“Continuing Truant” means a child who ...is absent from instruction in a school without a 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 or high school.

Notice to Parent or Guardian When A Child is a Continuing Truant (MN Stat. 260A.03)

Upon a child’s initial classification as a continuing truant, the school attendance officer or other designated school official shall notify the child’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 Section 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Section 120A.34;
4. that this notification serves as the notification required by Section 120A.34;
5. that alternative educational programs and services may be available in the 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 Chapter 260C
8. that if the child is subject to juvenile court proceedings, the child may be subject to suspension, restrictions, or delay of the child’s driving privilege pursuant to 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.

Habitual Truant/Child in Need of Protection or Services (CHIPS) MN Stat. 260C.007 Child who is in need of protection or services” means a child who is in need of protection or services because the child...(14) is a habitual truant.

Subd. 10 Habitual Truant . . .”Habitual Truant” means a child under the age of 17 years who is absent from attendance at school without lawful excuse for seven school days if the child is in elementary school or for one or more class periods on seven school days if the child is in middle school . . . or high school, or a child who is 17 years of age who is absent from attendance without lawful excuse for one or more class periods on seven school days and who has not lawfully withdrawn from school.

Truancy in Regards to Open Enrolled Students: The School District may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minn. Stat 124D.03) or Enrollment in Nonresident District (Minn. Stat.124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minnesota Statues Chapter 260A), and the student’s case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of sixteen (16) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods of fifteen (15) school days and has not lawfully withdrawn from school.

WELLNESS POLICY

I. PURPOSE

The purpose of this policy is to assure a school environment that promotes and protects students’ health, well-being, and ability to learn by supporting healthy eating and physical activity.

II. GENERAL STATEMENT OF POLICY

A. The school board recognizes that nutrition education and physical education are essential components of the educational process and that good health fosters student attendance and education, and that healthful eating and physical activity can have a positive impact on student behavior.
B. The school environment should promote and protect students’ health, well-being, and ability to learn by encouraging healthy eating and physical activity.
C. The school district encourages the involvement of students, parents, teachers, food service staff, and
other interested persons in implementing, monitoring, and reviewing school district nutrition and physical activity policies.

D. Children need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive.

E. All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.

F. Qualified food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide a clean, safe, and pleasant setting and adequate time for students to eat.

III. GUIDELINES

A. Foods and Beverages
   1. All foods and beverages made available on campus during the school day (including concessions and a la carte cafeteria items) will be consistent with the current USDA Dietary Guidelines for Americans.
   2. Food service personnel will take every measure to ensure that student access to foods and beverages meet or exceed all federal, state, and local laws and guidelines.
   3. Food service personnel shall adhere to all federal, state, and local food safety and security guidelines.
   4. The school district will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.
   5. The school district will provide students access to hand washing or hand sanitizing before they eat meals or snacks and students should be encouraged to use such facilities.
   6. The school district will make every effort to provide students with sufficient time to eat after sitting down for school meals and will make every effort to schedule meal periods at appropriate times during the school day.
   7. The school district will discourage tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities.

B. School Food Service Program/Personnel
   1. The school district will provide healthy and safe school meal programs that strictly comply with all federal, state, and local statutes and regulations.
   2. The school district shall designate the Food Service Director to be responsible for the school district’s food service program, whose duties shall include the creation of nutrition guidelines and procedures for the selection of foods and beverages made available on campus to ensure food and beverage choices are consistent with current USDA Dietary Guidelines for Americans. A School District Nutrition Advisory Committee will be appointed by the school board to provide advice to the Food Service Director with these responsibilities.
3. As part of the school district’s responsibility to operate a food service program, the school district will provide continuing professional development for all food service personnel in schools.

C. Nutrition Education and Promotion

1. The school district will encourage and support healthy eating by students and engage in nutrition promotion that is:
   a. offered as part of a comprehensive program designed to provide students with the knowledge and skills necessary to promote and protect their health.
   b. part of health education classes as well as classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects, where appropriate; and
   c. enjoyable, developmentally appropriate, culturally relevant, and includes participatory activities, such as contests, promotions, taste testing, and field trips.

2. The school district will encourage all students to make age appropriate, healthy selections of foods and beverages, including those sold individually outside the reimbursable school meal programs, such as through a la carte (snack) lines, vending machines, fundraising events, and concession stands during the school day.

3. Schools will not use food or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student’s individualized education plan or behavior intervention plan) and will not withhold food or beverages as punishment.

D. Physical Activity

1. Students need opportunities for physical activity and to fully embrace regular physical activity as a personal behavior. Toward that end, health education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities such as watching television.

2. Opportunities for physical activity will be incorporated into other subject lessons, where appropriate.

3. Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

E. Communications with Parents

1. The school district recognizes that parents and guardians have a primary and fundamental role in promoting and protecting their children’s health and well-being.

2. The school district will support parent’s efforts to provide a healthy diet and daily activity for their children.

3. The school district encourages parents to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.
4. The school district will provide information about physical education and other school-based physical activity opportunities and will support parents’ efforts to provide their children with opportunities to be physically active outside of school.

IV. IMPLEMENTATION AND MONITORING

A. After approval by the school board, the wellness policy will be implemented throughout the school district.

B. School food service staff, at the school or district level, will ensure compliance within the school’s food service areas and will report to the food service program administrator, the building principal, or the superintendent’s designee, as appropriate.

C. The school district’s food service program administrator will provide an annual report to the superintendent setting forth the nutrition guidelines and procedures for selection of all foods made available on campus.

D. The superintendent or designee will ensure compliance with the Wellness Policy.

7 U.S.C. § 5341 (Establishment of Dietary Guidelines)
7 C.F.R. § 210.10 (School Lunch Program Regulations)
7 C.F.R. § 220.8 (School Breakfast Program Regulations)

Local Resources: Minnesota Department of Education, www.education.state.mn.us
Minnesota Department of Health, www.health.state.mn.us
County Health Departments
Action for Healthy Kids Minnesota, www.actionforhealthykids.org

FOOD AND BEVERAGE GUIDELINES

1. Foods and beverages offered over the course of a school week should be nutrient-dense, including whole grain products and fiber-rich fruits and vegetables to provide students a variety of choices to maintain a balanced diet.

2. Foods and beverages available during the school day should include a variety of healthy choices that are of excellent quality, appealing to students, and served at the proper temperature.

3. Foods and beverages available during the school day should minimize use of trans and saturated fats, sodium and sugar as defined by the Dietary Guidelines for Americans.

4. Food and beverage providers should offer modest portion sizes age-appropriate for elementary, middle, and high school students, respectively.

5. If a la carte foods are available, they should include a variety of choices of nutritious foods, such as fruits, vegetables, whole grain and low-fat or non-fat dairy foods.
6. Nutrition information for products offered in snack bars, activity concessions stands, a la carte, vending and school stores should be available when possible. Healthy food and beverage choices should be available at these locations.

7. Carbonated beverages should not be available to elementary, middle school, and high school students during the school day.

8. Beverage vending machines will be available to students as permitted by applicable state and federal laws regarding hours of operation. However, no carbonated beverages, regular or diet, will be sold out of any district vending machine. Teachers’ lounges may be exempt from this requirement.

9. School sites will encourage healthy choices for snacks in the classroom, on field trips, and at school picnics and outings.

10. Classroom celebrations should encourage healthy choices and portion control.

11. Schools should encourage fundraisers that promote positive healthy habits such as the sale of non-food and nutritious food items, as well as, fundraising to support physical activity events.

12. Schools will discourage the use of foods or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student’s individual education plan or behavior intervention plan) and will not withhold food or beverages as punishment.

13. Food brought into schools to be served to students, during the school day, must be commercially prepared food items.

14. No carbonated beverages will be allowed in classrooms during the regular school day.

**NUTRITION EDUCATION GUIDELINES**

1. School programs should ensure that students in pre-kindergarten through grade 12 receive nutrition education that provides the knowledge they need to adopt healthy lifestyles. Nutrition education should be well-integrated within a comprehensive school health education program and should include instruction that helps students learn more about the importance of various food groups; caloric, sugar and fat intake; healthy cooking methods; the role of diet in preventing health problems; the recognition of the role media play in marketing and advertising foods and beverages; and the relationship of a balanced diet and regular exercise to a healthy lifestyle.

2. Nutrition concepts should be reinforced by all school personnel.

3. Nutrition education should include reinforcement of the importance of physical activity and the health risks associated with a sedentary lifestyle.

4. Staff primarily responsible for nutrition education should be properly trained and regularly participate in professional development activities to effectively deliver quality nutrition education.
5. School districts should provide educational information and encourage healthy eating and physical activity for families, both within the home and outside the home. Family members should be engaged as a critical part of the team responsible for teaching children about health and nutrition.

**PHYSICAL ACTIVITY AND EDUCATION GUIDELINES**

1. Students from kindergarten through grade 10 will receive regular, age-appropriate physical education. Students in grades 11-12 will have elective physical education opportunities.

2. Physical education should be designed to build interest and proficiency skills, knowledge and attitudes essential to a lifelong physically active lifestyle. It should include providing information, fostering a positive atmosphere, encouraging self-discipline, developing motor skills, and promoting activities that can be carried out over the course of students’ lives.

3. The physical education curriculum should be coordinated with time health education curriculum.

4. Physical education should provide safe and satisfying physical activity for all students, including those with special needs.

5. Whenever possible, elementary schools should provide daily recess that encourages physical activity.

6. Schools should provide information to parents to help them promote and incorporate physical activity and healthy eating into their children’s lives.

**HAZING POLICY**

I. **PURPOSE**

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

II. **GENERAL STATEMENT OF POLICY**

A. No student, teacher, administrator, volunteer, contractor or other employee of the district shall plan, direct, encourage, aide, or engage in hazing.

B. No teacher, administrator, volunteer, contractor or other employee of the district shall permit, condone, or tolerate hazing.

C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.

D. This policy applies to behavior that occurs on or off school property and during and after school hours.

E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for the act.
F. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who is found to have violated this policy.

III. DEFINITION
A. “Hazing” means doing something or making another student do something that creates a risk or harm to a student in order for the student to be initiated into or affiliated with a student organization. Hazing is a violation of school policy regardless of time or place it occurs.
   1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.
   2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
   3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
   4. Any activity that intimidates or threatens the student with ostracism, which subjects the student to extreme mental stress, embarrassment, shame or humiliation that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
   5. Any activity that caused or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

HARASSMENT AND VIOLENCE POLICY

I. PURPOSE
The purpose of this policy is 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.

II. GENERAL STATEMENT OF POLICY
A. It is the policy of the school district to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, family status, status with regard to public assistance, sexual orientation, or disability.
B. A violation of this policy occurs when any pupil, parent, teacher, administrator, or other school personnel of the school district harasses a pupil, teacher, administrator or other school personnel through conduct or communication on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regards to public assistance, sexual orientation, or disability as defined by this policy.
C. A violation of this policy occurs when any pupil, parent, teacher, administrator or other school personnel of the school district inflicts, threatens to inflict, or attempts to inflict violence upon any pupil, teacher, administrator or other school personnel or group of pupils, teachers, administrators, or other school personnel based on a person’s race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.
D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person’s race, color, creed, religion, national origin, sex, age, marital
status, familial status, status with regard to public assistance, sexual orientation, or disability, and to discipline or take appropriate action against any pupil, teacher, administrator, or other school personnel who is found to have violated this policy.