

Roseville Area Middle School

# 2019-2020 Family Handbook



Roseville Area  
Middle School

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# Letter from the Principal

Welcome to the 2019-2020 school year! Our focus this year is “a cadence,” a rhythmic sequence or flow. We desire to be in a consistent flow with one another and with students and families. Our charge is to make sure that every child is growing academically, emotionally as well as socially. Doing so will allow Roseville Area Middle School to continue to be the heartbeat of Roseville Area Schools.



RAMS students showed continued growth in reading as a result of the collective efforts of the staff focused on critical reading. We will continue this focus this year and go more in-depth with our reading practices emphasizing annotating the text in the margins, lifting academic vocabulary, and writing to clarify.

RAMS also became an AVID national demonstration site. This means that we will host other middle school sites to share our practices and learn alongside them as they utilize the AVID system. We will be highlighting our students’ use and practice of note-taking (Cornell Notes, focused note-taking, section notes, etc.) collaborative study groups, and WICOR activities used in daily lessons.

We want to involve parents and community members in the educational process by encouraging them to:

- Talk with their child(ren) about school and highlighting the success and challenges they are experiencing.
- Checking Synergy and Schoology regularly and consistently to:
  - o Communicate with classroom teachers.
  - o Monitor student grades and attendance.
  - o Review assignments and important dates.
- Be explicit in the expectations they have for their child(ren) and the school.

It will be an amazing year and we welcome you!

Sincerely,

A handwritten signature in blue ink, appearing to read 'Tyrone Brookins'. The signature is fluid and stylized, with a long horizontal line extending to the right.

Dr. Tyrone Brookins  
Principal

# Staff Directory

ROSEVILLE AREA MIDDLE SCHOOL

15 County Road B2 East

Little Canada, MN 55117

Main office: 651-482-5280 • Fax: 651-482-5299

Voicemail: 651-482-5282 • Attendance: 651-482-5281

Principal's Office: 651-482-5284

<b>Main Office Staff</b>	
Dr. Tyrone Brookins	Principal
Linsey Owen	Principal's Secretary
Rebecca Suttan	Associate Principal (grade 7)
Joseph Bue	Associate Principal (grade 8)
Carlotta Dodge	Assoc. Principal Secretary/ Registrar
Ann Hite	Student Support Coach
Todd Richter	7th Grade Counselor
Julie Gabos	8th Grade Counselor
Amy Grengs	Psychologist
Bo Vue	Social Worker
Elle Watson	Nurse
Marie Koran	Student Services Secretary
Melanie Cogan	Attendance Clerk
Mike Holmes	Athletic/Activities Director

## RAMS Vision

RAMS is a caring community engaged in critical thinking and purposeful, connected learning. Centered on early adolescents' need, we will provide quality opportunities for personal success in a safe environment that promotes respect, responsibility, diversity, exploration, creativity and fun.



# Roseville Area Schools Strategic Plan

## OUR MISSION

*Quality Teaching and Learning for All...  
Equity in All We Do*

## OUR EQUITY VISION

Roseville Area Schools is committed to ensuring an equitable and respectful learning environment for every student, family, and staff member regardless of: race, gender, gender identity, sexual orientation, socioeconomic status, ability, home or first language, religion, national origin, age, physical appearance.

### OUR COMMITMENT

Roseville Area Schools, working in partnership with all families and the community, is a learning organization of engaged, motivated, and high achieving lifelong learners.

We will achieve our mission when:

- All students are ready for kindergarten.
- All students read well by third grade.
- All achievement gaps are closed.
- All students are ready for career and college by graduation.
- All students graduate.

### CORE VALUES

Equity  
Responsibility  
Integrity  
Respect  
Compassion  
Commitment  
Sense of Belonging  
Curiosity

### FOCUS AREAS

- Improve learning for students of color, American Indian students, English learners, students receiving special education services, and prekindergarten learners.
- Improve communication and genuine engagement with families and communities, especially with our underrepresented communities.
- Strengthen support for the social and emotional development of students.
- Expand support for college and career readiness.
- Secure and manage resources to provide a quality education and improve facilities.

## EMERGENCY INFORMATION

Families, please notify the office of address, home/cell phone numbers, alternative phone numbers, and email addresses that can be used in emergency situations. Being able to contact a family is essential.

## EMERGENCY EVACUATIONS

In the event of an emergency or emergency drill, students will evacuate the building under the direction of their teacher. Fire, severe weather, and crisis drills are set up to help prevent injuries and deaths in the case of an emergency. In the event that students need to evacuate school premises, our emergency relocation site is Capitol View School, 70 W. County Road B2, Little Canada.

## WEATHER-RELATED SCHOOL CLOSING

Announcements regarding school closing due to inclement weather and/or hazardous conditions will be announced on the district webpage and on WCCO radio (830 AM). The district will make a decision to close the schools by 6:30 a.m. and pass this information on to WCCO at that time. Be sure to listen to WCCO and check the district webpage for an announcement on days when the weather is questionable.

## REPORTING ABSENCES

Families must call the attendance office at 651-482-5281 when a student will be absent. Voicemail will be on from 7 – 9 a.m. each day. To talk to a person directly during that time, you may call 651-482-5280 after 7:30 a.m. If families are unable to call, the student needs to bring a note from a parent/guardian to the attendance office the morning they return to school. The school may request a physician's verification of illness for excessive absences if deemed necessary.

# RAMS Core Values

## Be Responsible

1. All members of the RAMS community assume **RESPONSIBILITY** for success.

- Be a good role model with your thoughts and actions.
- Be on time and prepared.
- Demonstrate problem solving and decision-making skills.
- Be honest and trustworthy.
- Be responsible for yourself and your learning.

## Show Respect

2. All members of the RAMS community demonstrate **RESPECT** for others.

- Be caring and helpful.
- Be courteous and polite.
- Honor self and others through words and actions.
- Be tolerant and appreciative.
- Value and appreciate individual differences and cultural diversity.
- Use common sense, self-control and appropriate behavior.
- Act with integrity.

## Build Community

3. All members of the RAMS community strive to **BUILD COMMUNITY**.

- Work together as a team toward success.
- Have a positive attitude about life and school.
- Encourage each other to live up to his/her potential.
- Take ownership and responsibility for our school.
- Be a courageous leader – stand up for others.
- Make an effort to get to know each other and share our stories.

# 2019-2020 Important Dates

## SEPTEMBER

- 3 First Day of School – 7th grade only
- 4 First Day of School – 8th grade
- 13 School Photo Make-Up Day
- 17–19 7th Grade Courage Retreats
- 20 7th Grade Party 2:45 – 4 p.m.
- 30 Teacher Workshop/No School

## OCTOBER

- 2 Tech Family Night 5:30 – 7:30 p.m.
- 4 Roseville Homecoming
- 10 AVID Info & Family Night 5:30 – 7 p.m.
- 14 School Photo Retake Day
- 17–18 Fall Recess/No School
- 29 Conferences 3:30 – 8 p.m.

## NOVEMBER

- 7 Conferences 3:30 – 8 p.m.
- 8 Teacher Workshop/No School
- 21 AVID Showcase Day
- 21–23 RAMS Theatre Fall Play
- 27 End of Trimester 1 School Party  
(6th and 7th hours)
- 28–29 Thanksgiving Break

## DECEMBER

- 2 Teacher Workshop/No School
- 10 7th Grade Music Concert 5:30 p.m.  
8th Grade Music Concert 7:30 p.m.
- 11 Geography Bee 3 p.m.
- 16 Chamber Groups Concert 7 p.m.
- 23–31 Winter Break/No School

## JANUARY

- 1–3 Winter Break Continued/No School
- 14 Conferences 3:30 – 8 p.m.
- 20 M. L. King Jr. Day/No School
- 23 Conferences 3:30–8 p.m.
- 27 K-8 Teacher Workshop/No School

## FEBRUARY

- 3 AVID School-Wide Career Cafe 5:30 – 7:30 p.m.
- 6–8 RAMS Theatre Winter One-Acts & Improv
- 7 Teacher Workshop/No School
- 10 Jazz Night Out @ RAHS 7 p.m.
- 17 Presidents' Day/No School

## MARCH

- 4 Wind Ensemble 7 p.m.
- 5 End of Trimester 2 School Party  
(6th and 7th hours)
- 6 Teacher Workshop/No School
- 9–13 Spring Break/No School
- 17 Symphony Orchestra 7:30 p.m.
- 24 Connections Info Night 5:30 – 7:30 p.m.

## APRIL

- 7–8 MCA Reading Test
- 10 No School
- 21–22 MCA Math Test
- 28 MCA Science Test (Grade 8 only)
- 30 6th into 7th Grade Open House 5 – 7 p.m.

## MAY

- 5 Title One Academy Awards 5:30 – 7:30 p.m.
- 6–9 RAMS Theatre Spring Musical
- 11 7th Grade Music Concert 5:30 p.m.  
8th Grade Music Concert 7:30 p.m.
- 19 Chamber Groups Concert 7 p.m.
- 20 AVID Year End Celebration 5:30 – 7:30 p.m.
- 22 Teacher Workshop/No School
- 25 Memorial Day/No School
- 28 Solo/Ensemble 7 p.m.

## JUNE

- 2 RAMS Theatre Awards 6 p.m.
- 5 End of Year School Party (6th and 7th hours)
- 8 8th Grade Celebration
- 9 Last Day of School  
8th Grade to Valley Fair
- 10 Teacher Workshop/No School

## TARDINESS / CHECK IN or OUT

Students are expected to arrive at school on time. All late students must check in at the attendance office when arriving to school. If a student is late the school must have a note or a call from a parent/guardian as to a reason for the absence/tardy. When students need to leave school early due to an appointment, etc., they must bring a note from a parent/guardian to the attendance office before school starts. They will be given a pass to leave class and must sign out in the attendance office when leaving.

Students are also expected to be in each class throughout the day on time. Students have four minutes to move from one class to the next.

## EXCUSED ABSENCES

An administrator will determine whether individual student absences are excused or unexcused. Generally, an excused absence is one where a parent/guardian communicates with the school about the absence and the absence is for illness, family emergency, medical appointments, special family trips, or official school business. An unexcused absence may include, but is not limited to; missing the bus, oversleeping, or truancy.

## WITHDRAWAL FROM SCHOOL

Any student who is moving out of the Roseville Area School District should report to the Attendance Office accompanied by his/her parent/guardian prior to moving. A clearance form, signed by teachers who will check in materials and sign and post the current grade of the student, needs to be completed and turned in to the Attendance Office before the student leaves school.

## ILLNESS

If you are ill in school, ask your teacher

## School Hours

Monday-Friday, 7:30 a.m. - 3:30 p.m.

Our office will open at 7:30 a.m.

Classes begin at 8:05 a.m. and end at 2:40 p.m.

## Class Schedule

Period 1	8:05 – 8:51 a.m.
Period 2	8:55 – 9:39 a.m.
Period 3	9:43 – 10:27 a.m.
Star	10:31 – 10:56 a.m.

### 7th Grade

Period 4	10:56 – 11:26 a.m. (A lunch) 11:26 a.m. – 12:14 p.m. (class)
Period 4	11:00 – 11:22 a.m. (class) 11:22 – 11:52 a.m. (B lunch) 11:52 a.m. – 12:14 p.m. (class)
Period 5	12:18 – 1:02 p.m.

### 8th Grade

Period 4	11:00 – 11:48 a.m. (class) 11:48 a.m. – 12:18 p.m. (C lunch)
Period 5	12:18 – 1:02 p.m. 11:52 a.m. – 12:36 p.m.

Period 6 1:06 – 1:51 p.m.

Period 7 1:55 – 2:40 p.m.

## Lunch Schedule

Lunch	Lunch Time
A Lunch	10:56 – 11:26 a.m.
B Lunch	11:22 – 11:52 a.m.
C Lunch	11:48 a.m. – 12:18 p.m.
D Lunch	12:36 – 1:06 p.m.



if you may go to the nurse's office. The nurse or the administrative offices, in consultation with a parent or guardian, are the only ones authorized to give students permission to go home. Students will not be allowed to call parents from a classroom to request permission to go home.

Procedure for leaving school if you are ill:

1. A pass is needed to go to the nurse's office.
2. You will be allowed to go home if the school is able to make parent/guardian contact for approval.
3. If your parent/guardian cannot be reached and you are not in an emergency situation, you will return to class.
4. If you are too ill to return to class, provisions will be made for you to rest at school.

## **MEDICAL NEEDS/MEDICATION**

We ask that a parent/guardian notify the school nurse if a student has a special medical condition or need. Students who must take a prescription medication during the day must have a parent/guardian provide the school with a doctor's written authorization that includes dosage, storage instructions and original prescription container, refilled as needed by a parent/guardian. School personnel cannot administer medicine or give aspirin without specific (or if necessary, verbal) permission from a parent/guardian each time medicine is to be given. Contact the health office for information about what medications can be self-carried and how to get the permission, which is required by state law. A student who possesses non-prescription or prescription medication without following guidelines by state law and school policy may be subject to disciplinary actions.

## **ROSEVILLE AREA SCHOOL'S LATEX-REDUCED ENVIRONMENTS**

Roseville Area Schools is committed to providing learning and work environments that are healthy and safe for all students and staff. To this end, all district schools and instructional support facilities have been designated as latex-reduced environments. The following guidelines are in place at all district schools and instructional support facilities:

- Latex balloons are restricted from Roseville Area Schools for the protection of students and staff who have latex allergies. They contain large amounts of latex residue and, therefore, carry the most danger for allergic reactions.
- Latex products of all kinds have been removed from health offices.
- The district will make every effort to order latex-free products (natural rubber products). In areas such as science classrooms, latex equipment may still be in use because latex free alternatives are unavailable. If a student has a known latex allergy, latex will not be used in that classroom.

We continue to develop awareness of other latex products that are being used in our schools. We either replace them with latex-free alternatives, or if replacements are not available, we focus on reducing the use of these products.

## **DRESS CODE**

Students are expected to dress appropriately. The following guidelines will be followed in determining if the dress is appropriate:

- Shoes or sandals must always be worn.
- Inappropriate dress that is too revealing.

- Pants are to be worn fastened around the waist.
- All undergarments are to be covered and not exposed due to rips, tears or other modifications of the clothing.
- Clothing with any of the following connotations will be considered inappropriate; alcohol, tobacco, drugs, sexual, weapons, gangs, violence.

The following dress items are not allowed:

- Chains
- Sunglasses
- Blankets
- Jackets (to be stored in student lockers)
- Students wearing inappropriate dress may be asked to dress more appropriately or change their clothes.

## **ELECTRONIC DEVICE USAGE**

Your personal electronic devices are your responsibility, if you choose to bring them to school. Devices other than your school iPad must be locked in your locker during the school day (8:05 a.m. – 2:40 p.m.) including passing time and lunch. If you have a personal electronic device seen during the school day, the following will happen:

- 1st offense: Personal electronic device will be collected by a behavior response staff member and brought to the office. Student will receive the device at the end of the day.
- 2nd offense: Personal electronic device will be collected by a staff member and kept in the office until a family member comes to the school to pick it up.

- No pictures, video, or recording of anyone without their permission.
- Earbuds can be used with teacher permission during class but should not be worn during passing time.

### **BACKPACK POLICY**

RAMS students are not allowed to carry backpacks during the school day. Students should only keep essential items with them. Other supplies should be locked in the student's assigned locker throughout the school day.

### **HALL PASS**

Students should not be in the halls during class time, unless they are carrying a hall pass. Students may only leave class with a yellow lanyard pass they receive by getting a staff signature, time allotted, and date issued in their student planner provided by the school. Students are not allowed passes the first or last 10 minutes of class.

### **HALL CONDUCT**

During class break, hundreds of students leave their rooms and have four minutes to get to their next class. In order to insure the safety of all students we ask all students to be courteous to others by not running, forming groups to block the hall, pushing, or playing rough. Students should walk on the right side of the halls.

### **MEDIA CENTER**

Students can access an extensive variety of print materials including fiction, nonfiction, reference, picture books, graphic novels and magazines. Some of the non-print resources available for checkout include DVDs, audiobooks, flash drives, graphing calculators, metronomes, and headphones. There are many computer stations where students may research, work on assignments, and access the online

catalog; there are also tables and open areas to work on classwork that does not require computer use. Smartboards, printers, scanners, and other technology are also available for use. The Media Center is a great place to go for academic support, access to resources, technical help, and more. Students are welcome and encouraged to use the Media Center throughout the school day on individual passes, with their classes, and during STAR.

### **STUDENT PROPERTY**

The following items are disruptive and may interfere with the learning climate at our school. The following items are not allowed at school:

1. Dangerous object such as knives, spike wristbands, sharp objects, lighters, matches, laser pens or any device which can harm people
2. Items of distraction such as toys, water guns, whistles, balloons, stink bombs, confetti, offensive spray, permanent markers, etc.
3. Illegal chemicals including tobacco, vapes, drugs and alcohol
4. Due to the increased reports of student allergies to latex balloons, RAMS students and families are asked to not bring latex balloons to school.

### **IPADS**

Receiving: iPads will be issued to all 7th and 8th grade students within the first month of school. Before students receive their iPads, families must review the iPad expectations and complete the digital iPad agreement.

Returning: Students who leave Roseville Area Schools during the school year must return the iPad and all district-issued accessories to the Media Center/Help Desk or the family will be charged for the full replacement value

of anything that is not returned. All other students will return their iPads and accessories within the last week of school. The same iPads will be re-issued to students when they return in the fall of the next academic school year.

Costs for replacement purchases:

- iPad Air – \$400
- Survivor case – \$35
- Complete charger – \$40 (cable only, \$20; block only, \$20)

### **LOST AND FOUND**

All books or other articles found should be taken to the Lost and Found located in the Activities Office. iPads should be brought to the Media Center. Students who have lost items should check in the Activities Office Lost and Found location periodically for items. It is recommended you label your belongings. Students are discouraged from bringing valuable personal items to school. Owners must accurately identify lost items in order to reclaim. Items left over thirty days will be donated to charity. RAMS assumes no responsibility for loss or damage to personal property brought to school.

### **LOCKERS**

Lockers are provided and each student will be assigned a locker. All books and personal items, when not in use, including coats and jackets, are to be kept locked in your locker.

1. Use only lockers assigned to you, and do not share lockers.
2. Do not give your locker combination to other students.
3. Lockers must be kept clean at all times. Writing on the outside or inside of lockers is prohibited.
4. Lockers must be kept in good condition. If a locker is knowingly

abused, you will lose the use of the locker and pay for damages.

5. Do not leave valuable personal property in lockers. If you must bring valuables, take them to the office for safe keeping.
6. Lockers remain the property of RAMS and may be subject to inspection by the school administration at any time.
7. Storage of inappropriate or illegal items is not allowed: spray paint, permanent ink markers, or other graffiti tools, water pistols, lighters, fireworks, any weapon: (real or simulated), obscene writing or pictures, etc.
8. Safe school violation items (drugs, alcohol, tobacco, weapons, etc.) will be confiscated and not returned.
9. Students' rights will be protected if a locker search is initiated by a law enforcement officer.
10. Students will be charged for loss or damage of school property or equipment placed in their care.
11. A Theft or Loss Report should be filed in the associate principal's office if property is stolen or misplaced. RAMS assumes no responsibility for loss or damage to personal property brought to school.

## **DANCES**

School dances will be held from 2:40 – 4 p.m. in order to accommodate all students. Acceptable dress and behavior are required. Only current RAMS students may attend – no guests. Students may ride the 4 p.m. activity bus or arrange their own transportation home. Families picking up their students should arrive by 4 p.m.

## **GRADING**

The primary purpose of grading is to report the academic achievement of students. Course grades will reflect the level of the student's academic achievement. There are two main types of assessments that form the trimester grade: academic practice and academic achievement assessments. Academic Practice Assessments, called formative assessments, are given while a student is learning the material. These are designed to provide direction for both students and teachers. These formative assessments may account for a maximum of 20% of the grade. Formative assessments may include activities such as teacher observations, quizzes, homework, rough drafts, peer editing, and notebook checks and extra credit. Academic Achievement Assessments, called summative assessments, are given after completing a sequence of instruction and practice and students are ready to be responsible for the material. Sample achievement assessments include: final drafts, tests, test re-takes, exams, assignments, assignment re-dos, projects, and performances. This part of the grade may account for a minimum of 80%. The majority of the grade is derived from these assessments because students are demonstrating what they know and can do. However, due to the wide variety of levels and courses, each course can set the breakdown provided that the academic practice grade counts no more than 20% and the achievement grade counts no less than 80%.

## **NO STUDENT VISITOR POLICY AT RAMS**

Students are not permitted to bring students from other schools with them to visit for the day, unless students are in an approved student exchange program. This includes lunch as well as after school athletics and activities.

## **CAFETERIA PROCEDURES: BREAKFAST**

Students getting breakfast in the cafeteria should go directly to the cafeteria upon arrival at school through the doors by the bus drop off sidewalk. Pick up breakfast items, get a pass (if after 8:03 a.m.), quickly drop off backpack and jacket, and head to class.

## **CAFETERIA PROCEDURES: LUNCH**

Everyone is expected to leave their eating area clean. It is your responsibility to follow cafeteria rules, including cleaning up and removing your tray and food before you go to your class. Failure to adhere to expectations could result in removal of cafeteria privileges, assigned seating, lunch detention, etc.

## **COUNSELING AND GUIDANCE**

Roseville Area Middle School Student Support Services provide many services for students, families and school staff. These services include academic guidance, personal and social counseling, student assessment, career guidance, and referrals to outside sources. Families are encouraged to contact their student's counselor by personally visiting the school and/or by telephoning the Student Support Services office at 651-482-5289. The Student Support Services secretary will be happy to assist you. Students should feel free to visit the Student Support Services office to make an appointment during passing time, before school, or after school.

## **BUS BEHAVIOR**

Students who have the opportunity to ride district school transportation may do so as long as they display behavior that is reasonable and safe. Students should participate in all school rules while riding the bus. Demonstrating unacceptable behavior could result in forfeiture of riding privileges. The

bus driver is responsible for the safety and discipline of students on the bus. Building administrators will determine consequences of misbehavior and the reinstatement of bus services should a suspension become necessary. A suspension applies to all school transportation otherwise designated by school officials. Students are assigned to busses and stops. No change in bus assignment is permitted unless granted by school officials. Temporary changes may be granted by school administrators. Failure to ride the assigned bus may jeopardize student's safety and may result in disciplinary action.

### **AFTER SCHOOL**

Students participating in a school sponsored event can stay in the building after school. If a student is staying for an established extracurricular activity, they should be present and ready to participate by the 2:50 p.m. bell. Students staying after school with a teacher need to sign up with their teacher by 1 p.m. Students who are not participating in a school sponsored event are expected to leave the building at the end of the school day. Students staying after school must have a late bus pass provided by their teacher, coaches, or club advisors. If a student is waiting for an activity bus or a ride they need to wait in the Media Center. Students staying after school are not allowed to leave the building and re-enter. If a student does not follow the directions of staff after school they will forfeit their right to stay after school. The first violation results in not being allowed to stay after for two weeks. The second violation is not being able to stay after for one month, and the third violation results in no longer being able to stay after school. Building administrators have the right to determine different consequences based on the nature of the incident.

### **STATEMENT ON SCHOOL SAFETY**

Behaviors which deprive other students or staff members of a safe learning environment are prohibited. These policies and administrative procedures apply to actions of students during school hours, before and after school while on school property, while traveling in vehicles authorized by the school or district, at all school—or district—sponsored events, and when the actions affect the mission or operation of the Roseville Area Schools.

### **FAIR TREATMENT CODE**

The staff and administration adhere to the following guidelines when enforcing the RAMS expectations.

1. Each student will be treated fairly and will be protected from arbitrary and unreasonable decisions.
2. All decisions affecting the student shall be based on a careful investigation of the facts with the fair application of consequences.
3. All students will be informed of the school expectations, guidelines, and the processes by which discipline is administered.

Roseville Area Middle School recognizes the need for a collaborative relationship between the student, parent/guardian, and school. We are committed to make every effort to contact and communicate with the home in every regard.

### **NOTICE OF BULLYING PROHIBITION POLICY**

Roseville Area Schools has revised Policy 508—Bullying Prohibition, to comply with the requirements of the Safe and Supportive Schools act, MN Statutes 121a.031. This policy assists the district in its goal of preventing and responding to acts of bullying, intimidation, violence, and other prohibited conduct.

Bullying means: repeated intimidating, threatening, abusive, or harming conduct that substantially interferes with a student's educational opportunities or performance, ability to participate in school functions or activities or receive school benefits, services or privileges. This includes cyberbullying which is the use of technology or other electronic communication transmitted through a computer, cell phone or other electronic device to bully.

No teacher, administrator or other employee of the school district will knowingly permit, condone or tolerate bullying. The school district will investigate complaints of bullying by students and take appropriate action against any student who is found to have violated this policy.

To see the complete Bullying Prohibition Policy 508, refer to the district website.

### **RAMS Bullying Practice**

- Bullying is prohibited on school district property or at school-related functions.
- Retaliation against a victim, reporter or a witness of bullying is prohibited.
- False accusations or reports of bullying against another student are prohibited.
- Consequences for bullying may range from positive behavioral interventions to suspension and/or expulsion.

### **HAZING**

Roseville Area Middle School has zero tolerance for hazing. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct that may constitute hazing shall report the alleged acts immediately to school administration.

Hazing Defined: “Hazing” means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose.

To see the complete Hazing Policy 544, refer to the district website.

### **An Effective Behavior Program...**

- Minimizes the loss of instructional time for individual students and all students.
- Focuses on relationships: “They don’t care what you know until they know you care.”
- Protects and cares for the emotional health of students, physical safety, and property.
- Protects due process (teach, practice, pre-correct, correct, warn, enforce equitably).
- Is a student-centered process of learning appropriate behaviors through experience.
- Recognizes that all behavior attempts to communicate a need (and a desire for help).
- Focuses on the student’s behavior as separate from the person – respects the person.
- Responds to the needs of the community and the individual in a balanced manner.
- Involves students in determining how to restore respect and trust in the community.
- Is consistent across environments and modeled by all adults.

- Is grounded in principles of empathy, cooperation, forgiveness, empowerment and equity.
- Helps students recognize and improve their human capital and social capital.

### **A Developmental Approach to Behavior**

All adults in the building accept responsibility for monitoring, supervising, and correcting student behavior. The discipline policy does not eliminate or override the use of good common sense, judgment and humor.

Young adolescents require frequent and continuous adult guidance. Such guidance comes largely from adults in the form of modeling and discussion, and at times, consequences for inappropriate behavior. Furthermore, it is not the severity of the consequences but the consistency that is important.

Along with assigning disciplinary consequences comes the responsibility that such decisions are thoughtful. It is important that staff be thoughtful about consequences so that students are more invested in and likely to learn from them. Consequences must be proportionate to the offense and staff must be able to follow through when consequences are imposed. For example, “I’m never going to have you back in my class again,” is ordinarily not a consequence which can be imposed and supported by our school.

Most behaviors should be addressed by attempting to change the behavior at the classroom level before referring to the office for more serious consequences. For example, passing notes in class, talking in class, not dressing for phy. ed., not bringing materials for class, etc., should be dealt with by teachers. Please work with our

behavior support staff to work together with the student to create proactive approaches to persistent behaviors. However, certain behaviors that create an unsafe school environment should be immediately referred to the Associate/ Assistant Principal’s office.

It is our expectation that the behavior and citizenship of RAMS students will be conducive to learning. The following section contains behavior guidelines for Roseville Area Middle School. The information is provided so that teachers and students will know what behavior is unacceptable and what consequences to expect. Your help and support in providing a positive, cooperative school atmosphere is needed, expected and appreciated.

### **Responding vs. Reacting**

I have RESPONDED when:

- I am in control of my emotions.
- I am in control of my words.
- I am in control of my tone.
- I am in control of the possible outcomes.
- I avoid the use of sarcasm.
- I use empathy first.

I have REACTED when:

- I let my emotions dictate my speech.
- I let untimely words out on a student.
- I let my tone speak louder than words.
- I let myself get into power struggles.
- I let sarcasm out of my mouth
- Outcomes are unknown.

# Raider Pride Student Expectations

## **BUILDING-WIDE**

- Be on time.
- Stay on task and participate.
- Make a good effort.
- Keep organized and bring materials.
- Be considerate of others.
- Say please and thank you.
- Be positive with each other.
- Show school and team pride.
- Store personal electronics in your locker (cell phones, wireless headphones, etc.).

## **CLASSROOMS**

- Be on time.
- Bring materials.
- Listen to the teacher.
- Participate.
- Help and include others.
- Ask for help when needed.

## **CAFETERIA**

- Wait your turn in line.
- Clean up after yourself.
- Recycle.
- Stay in your seat.
- Keep voice volume low.
- Say thank you to the cafeteria staff.
- Invite others to sit with you.
- Follow directions from all staff members.

## **COMPUTER LABS**

- Go to approved websites only.
- Follow acceptable use policies.
- Print only what you need.
- Take good care of the computers.
- Offer to help others.

## **BATHROOMS**

- Use the bathroom before or after class.

- Wash your hands.
- If you make a mess, clean it up.
- Respect others' privacy.

## **HALLWAYS AND STAIRWELLS**

- Walk in the hallway.
- Walk to the right.
- Keep your hands to yourself.
- Be respectful of things on the wall.
- Say hello to other students and staff.
- Use indoor voices.

## **LOCKER BAYS**

- Lock your locker.
- Get your materials and go to class quickly.
- Respect personal space.
- Keep your locker area clean.
- Watch out for each other; stand up for someone if they are bullied.

## **MEDIA CENTER**

- Sign in and out at the desk.
- Use your student ID # to check out materials.
- Take care of materials that you use or check out.
- Be quiet in the media center.
- Return materials on time.

## **STUDENT ASSEMBLIES**

- Stay with your class.
- Stay seated.
- Listen to the speaker or performer.
- Be respectful.
- Show pride in your school and team.

## **MORNINGS BEFORE 7:45 AM**

- Wait in designated area until dismissed.
- Wait quietly.
- Make arrangements ahead of time if you are coming in to work with a teacher.
- Follow adult directions.

## **AFTERNOONS AFTER 2:40 PM**

- Leave the building and school grounds at 2:40 p.m., unless you have somewhere you are supposed to be.
- Wait for rides in the media center until dismissed for the activity bus or your ride arrives.
- Make arrangements ahead of time if you are staying after to work with a teacher.
- Follow adult directions.

## **FIELD TRIPS**

- Turn in permission slips on time.
- Stay with your group.
- Be respectful to chaperones and people in the community.
- Follow directions.
- Be kind and encouraging to your peers.

## **BREAKFAST PROCEDURES**

- Students who eat breakfast go directly to the cafeteria from the bus via the sidewalk door.
- Food and beverages may only be consumed in the cafeteria or 1st hr.
- Passes are written for students who leave breakfast after 8:03 a.m.
- Students with breakfast passes have three minutes to get to class and check in.

# Expectations *(continued)*

## **LOCKER ROOMS**

- Keep all belongings in your locker.
- Lock your locker.
- Stay in your own space.
- Respect others' privacy.
- Be friendly to others.

## **ATTENDING AFTER-SCHOOL ACTIVITIES**

- Cheer for RAMS teams, players, actors, and other participants.
- Show your Raider Pride.
- Be welcoming to visitors from other schools.
- Show good sportsmanship.

## **SCHOOL BUS**

- Sit in your seat.
- Follow bus driver's directions.
- Be friendly to others on the bus.
- Keep your voice at a talking level.
- Show respect to yourself and others.

## **STUDENT HELPERS AT SCHOOL EVENTS**

- Be courteous and helpful to staff, parents, and other students.
- Remember you are representing RAMS (be professional, use a talking voice, etc.).
- If you need help, ask someone.
- Stay in the area you are assigned to.

## **DANCES**

- You must be a student at RAMS to attend
- Conduct yourself in a mature manner.
- Have fun and allow others to have fun too.

6. I will not look at, download, or communicate any material that is obscene, vulgar, sexually explicit or offensive in terms of race, ethnicity, sex or religion. I will tell a teacher if I come across any information that is inappropriate or makes me feel uncomfortable.
7. I will never access, remove, change, or harm another person's files.
8. I will not use another person's system or password.
9. I will follow all laws and school rules when I use school technology.
10. I will give credit when I use another's work, whether it is from a book, the Internet, or elsewhere.
11. I will use the Internet at school only with permission from a present, supervising adult.
12. I will be respectful of and responsible for all school technology I use, leaving it in good working order, organized and ready for the next person.

## **STUDENT TECHNOLOGY ACCEPTABLE USE PROCEDURES AND POLICY (AUP)**

### **Acceptable Use Policy**

Access to Roseville Area Schools computers, iPads, network and the internet is a privilege and not a right. As such, the privilege can be revoked at any time for abusive conduct. In addition to the district standard consequences for student misbehavior (available at [www.isd623.org](http://www.isd623.org)) any network misuse or illegal activities will result in suspension and/or cancellation of network privileges, contact with the student's parent/guardian and if a violation of law has occurred, contact with law enforcement authorities.

1. I understand many important educational resources are accessed using school technology.
2. I will use technology in schools for educational purposes only. The school has a right to monitor my use of school technology.
3. I will use respectful language and behavior while using school technology.
4. I will be mindful of school resources by printing only what is absolutely necessary.
5. I will not give out personal information about myself or anyone else while using school technology.



**Roseville Area Schools**

*Quality Teaching & Learning for All...Equity in All We Do*

# **1:1 Student Guide 2018/19**



## **TABLE OF CONTENTS**

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**District Restrictions**

**Basic Troubleshooting & Care Guidelines**

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# STUDENT EXPECTATIONS

## General Expectations

- ❖ Always keep your iPad in a safe place. This includes avoiding extreme temperatures, sharp or heavy objects, moisture, food/beverages, etc. If you put the iPad in your locker, be sure your locker is securely closed with the lock locked.
- ❖ Never lend your iPad to someone else.
- ❖ Keep a passcode (your student ID #) on your iPad at all times.
- ❖ The District Acceptable Use policy will be explained during the first week of school. Failure to follow school policies related to the iPad will result in consequences such as not being allowed to bring the device home and/or being issued a restricted device.
- ❖ Pictures/recordings on the iPad should be taken only for academic purposes. They may not be shared or published without permission. Recordings taken or shared without permission will be reported and may result in consequences such as a disabled camera.
- ❖ Your iPad comes with a district-issued case. It must stay in this protective case, and the screen protector must remain on at all times.
- ❖ If your iPad gets damaged or lost, you need to report it to the media center immediately. Failure to do so may result in replacement being the responsibility of the family.

## Other Reminders

- ✓ Bring your **charged** iPad to classes every day.
- ✓ Protect your passwords.
- ✓ Turn off distracting alerts and notifications.
- ✓ Be sure iCloud backup and *Find my iPad* are on at all times
- ✓ Keep all digital interactions relevant and respectful.
- ✓ Give your full attention to others when they are speaking.
- ✓ Create a positive digital footprint.

**The iPads are property of Roseville Area Schools. The school has the right to review any device at any time. Students should have no expectation of privacy in regards to information or data on the district-issued iPads.**

# DISTRICT RESTRICTIONS

## District Restrictions on the iPad

The iPads are intended for academic use, and there will be many district restrictions in place. Some of these restrictions include the inability to download personal apps as well as the disabling of Facetime, iMessage, any download rated over 12+, and more.

If students do not follow iPad expectations at school, we are also able to place them on a more restricted profile, which only allows the use of preselected academic websites during the time that they are on restriction. iPad violations will result in the following consequences:

- **1<sup>st</sup> Violation** – One month on a restricted profile with access only to academic apps and preselected academic websites
- **2<sup>nd</sup> Violation** – Three months on a restricted profile
- **3<sup>rd</sup> Violation** – Remainder of school year on a restricted profile

### **Related District Policies**

Access to the technology in the Roseville Area School District is a privilege, not a right, and has been established for educational purposes. District technology must be used in support of the educational program of the district. This access may be revoked at any time for inappropriate conduct related to the use of district technology. The following are other district policies that apply (all district policies can be accessed at <http://www.isd623.org/our-district/school-board/district-623-policies>):

- \* 400P - [Acceptable Use](#)
- \* 508P - [Bullying Prohibition](#)
- \* 520P – [Student Discipline](#)

# TROUBLESHOOTING & BASIC CARE GUIDELINES

## Technology Troubles

If the iPad does not seem to be working properly, please attempt the following basic troubleshooting ideas before coming to the Media Center for help:

- ✓ Close the app that you're in and reopen to try again (double tap and swipe up to close apps).
- ✓ Restart your iPad by holding down the home and power buttons until it shuts down. Then hold down the power button to turn it back on.
- ✓ Check your Wi-Fi connection (under *Settings/Wi-Fi*). It should be connected to ISD623 while at school.
- ✓ Ask a friend or teacher for help.
- ✓ If you are still not able to get your iPad to work properly, please bring it to the Media Center/Help Desk for assistance.

## Taking Care of your iPad and Accessories

- ❖ Keep your iPad away from food, beverages, sharp/heavy objects, extreme temperatures, or other circumstances that could potentially damage your iPad.
- ❖ Keep your iPad in your district-issued case at all times.
- ❖ Keep your iPad in a safe place at all times. Never leave it unattended (while not locked up), and do not allow others to use your iPad.
- ❖ Be sure you have your passcode set at all times.
- ❖ To clean your iPad, you may use the following approaches: Screen protector and case - use a slightly damp cloth; glass screen (under the screen protector) – use only a dry, microfiber cloth.
- ❖ Do not wrap the charging cord around your charger block or iPad as it will result in a crimped cord and will no longer charge your iPad. Also, only use the district-provided charger.

# TECHNOLOGY BEHAVIOR GUIDE

Minor violations	Major violations
Off task app use	Accessing someone else's device or accounts
Watching videos	Cyberbullying/harassment
Unapproved Internet use	Altering profiles or security settings
Distracting email or messaging	Sending assignments with intent to cheat/copy
Taking pictures/videos	Inappropriate pictures/videos/searches
Removing district case	Intentionally damaging device or cover
General off-task technology behaviors	Use of iPad in unauthorized area (i.e. locker rooms, restrooms, etc.)
	<b>Chronic/constant minor violations</b>



## ❖ Logical Progressive Consequences:

- Redirect
- Warning
- In-class consequence
- Parent/guardian contact
- Preferential seating
- Guided access
- Remove device temporarily

❖ Repeated minor violations become major violations →

## ❖ Administrative Referral Progressive Consequences:

- School-based consequence
- Conference with student
- Parent/guardian contact
- Restitution
- Loss of network privileges
- Device placed on a restricted profile
- Suspension
- Police report

## Consequences for Acceptable Use Violations:

1<sup>st</sup> Violation – Student iPad will be restricted for one month (only allowing access to academic apps and preselected academic websites).

2<sup>nd</sup> Violation – Student iPad will be restricted for three months.

3<sup>rd</sup> Violation – Student iPad will be restricted for the remainder of the school year.

Other major violations may result in consequences beyond iPad restriction such as not being allowed to bring the iPad home or having other iPad features disabled (i.e. camera, email, etc).

# INSURANCE

## Optional iPad Insurance

- Voluntary insurance is available to every family. If you would like to sign up for voluntary iPad insurance, your family can purchase insurance through our Fee Pay site @ <https://isd623.feepay.com> (financial assistance is available to families who qualify).
- If your family chooses not to purchase insurance, please be aware that you will be responsible for the cost of any needed repairs or replacement.

## The following are issues that ARE covered under iPad insurance:

- ✓ Accidental damage
- ✓ Fire/flood
- ✓ Spills/submersions
- ✓ Power surge
- ✓ Theft/vandalism (police report is necessary)

## The following are issues that are NOT covered under iPad insurance:

- Intentional damage
- Cosmetic damage/wear and tear
- Loss
- Theft from an unlocked vehicle
- Damage resulting from dishonest acts or inappropriate behavior (i.e. throwing, playing around, removing district-issued case, etc.)

## Costs for replacement purchases:

- iPad Air - \$400
- Survivor case - \$35
- Apple charger - \$40 (block only- \$20, cord only- \$20)

## Other Notes

Cases and chargers are NOT included in the insurance coverage. If you purchase a replacement charger or case on your own, it must be the exact same model of case/charger.

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

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

## Why statewide testing?

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

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

## Why does participation matter?

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

- In Minnesota’s implementation of the federal Every Student Succeeds Act, a student not participating in the statewide assessments will not receive an individual score and will be counted as “not proficient” for the purpose of school and district accountability, including opportunities for support and recognition.
- Students who receive a college-ready score on the high school MCA are not required to take a remedial, noncredit course at a Minnesota State college or university in the corresponding subject area, potentially saving the student time and money.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents and the general public use assessment information to compare schools and make decisions about where to purchase a home or to enroll their children.
- School performance results that are publicly released and used by families and communities, are negatively impacted if students do not participate in assessments.

## Academic Standards and Assessments

### What are academic standards?

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

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

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

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

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

#### ACCESS and Alternate ACCESS for English Learners

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

Posted May 2018

## Why are these assessments effective?

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

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

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

## Are there limits on local testing?

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

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

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

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

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

## When do students take the assessments?

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

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

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

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

## How much time is spent on testing?

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

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

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

## Where do I get more information?

Students and families can find out more on our [Statewide Testing page](https://education.state.mn.us) (education.state.mn.us > Students and Families > Programs and Initiatives > Statewide Testing).



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

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

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

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

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

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

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

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

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

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

Reason for refusal:

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

\_\_\_\_\_ MCA/MTAS Reading

\_\_\_\_\_ MCA/MTAS Science

\_\_\_\_\_ MCA/MTAS Mathematics

\_\_\_\_\_ ACCESS or Alternate ACCESS for ELLs

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

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

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

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

To be completed by school or district staff only.

Student ID or MARSS Number \_\_\_\_\_

Posted May 2018



# Students’ Rights & Responsibilities

Policies help clarify the school district’s responsibilities for important issues. The following section on Student Rights and Responsibilities provides information on data privacy, access to student information, and student attendance policies. Helping our students understand their responsibilities for proper behavior, as well as their rights to be educated in a safe and secure educational environment, is important to all of us.

The district also maintains policies on subjects such as student transportation, hazing, bullying, visitors, and harassment and violence. You will find copies of all these policies at [isd623.org/schoolboard](http://isd623.org/schoolboard). If you have a question concerning this information or district policies, contact the building principal or the Office of the Superintendent at 651-628-6452.

## **DATA RECORDS AND PRIVACY**

Roseville Area Schools collects, maintains, and releases information about students and their families only for legitimate educational purposes including instruction, guidance, and research as provided in federal law and state statutes.

Collection, maintenance, and release of student information in Roseville Area Schools is based on the premise that the welfare of the student and his/her family is primary and must be protected.

Procedures for the collection, maintenance, and release of student personnel data shall be specified and be regularly reviewed to assure that such data is safeguarded and the privacy of the individual is maintained.

The policy and procedures regarding the protection and privacy of parents

and students are adopted by the school district, pursuant to the requirements of 20 U.S.C., § 1232, et.seq. (Family Educational Rights and Privacy Act) 34 C.F.R., Part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minn. Stat., Chpt. 13 and Minn. Rules Pts. 1205.0100 to 1205.2000.

## **DIRECTORY INFORMATION**

Directory information in Roseville Area Schools generally means information contained in the education records of a student that generally would not be considered harmful or an invasion of privacy if disclosed. Directory information shall include the student’s name, parent/guardian’s name, grade, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of enrollment, degrees and awards received, the most recent educational institution attended by the student, pictures for school-approved publications, including yearbooks, newspapers, social media, or local cablecasts, grade in school, and other similar information. Directory information does not include identifying information on a student’s religion, race, color, social position, or nationality.

This information will be public information that the district may disclose from student records without consent. If parents/guardians of a student or eligible student request, directory information will not be disclosed (except to school officials) unless the parent/guardian or eligible students provide written consent to school officials as provided under FERPA.

In order to make the directory information listed above private, the parent/guardian or eligible student must complete a Student Directory Information form (available in Central Enrollment at the District Center or the main office of your student’s school).

## **SECTION 504 OF THE REHABILITATION ACT OF 1973 AND THE AMERICANS WITH DISABILITIES ACT**

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prohibit discrimination against people with disabilities by ensuring equal access and opportunities for participation.

Roseville Area Schools has the responsibility to provide reasonable accommodations for an individual who has a mental or physical impairment that substantially limits a major life activity. Discrimination against any person with a disability is not permitted in any of the programs or practices of the school district. For more information, please call the Student Services Department at 651-635-1608.

## **ROSEVILLE AREA SCHOOLS’ BULLYING PROHIBITION POLICY POLICY 508 NOTIFICATION**

Roseville Area Schools has revised Policy 508-Bullying Prohibition to comply with the requirements of the Safe and Supportive Schools Act, MN Statutes 121a.031. This policy assists the district in its goal of preventing and responding to acts of bullying, intimidation, violence, and other prohibited conduct.

Bullying means: repeated intimidating, threatening, abusive, or harming conduct that substantially interferes with a student’s educational opportunities or performance, ability to participate in school functions or activities or receive school benefits, services or privileges. This includes cyberbullying. Cyberbullying is the use of technology or other electronic communication transmitted through a computer, cell phone or other electronic device to bully.

No teacher, administrator or other employee of the school district will knowingly permit, condone or tolerate bullying. The school district will

investigate complaints of bullying by students and take appropriate action against any student who is found to have violated this policy.

To see the complete Bullying Prohibition Policy 508, refer to the district webpage [isd623.org/our-district/school-board/district-623-policies](http://isd623.org/our-district/school-board/district-623-policies).

## **SCHOOL ATTENDANCE K-12**

It is the position of Independent School District No. 623 that regular school attendance is directly related to success in academic work, benefits students' emotional and social development, provides opportunity for important communication between teacher and student, and establishes regular habits of dependability important to the future of the student. Consequently, the following attendance policy is intended to be positive and not punitive.

### **Responsibilities**

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

#### **Student's Responsibilities**

- It is the student's right to be in school.
- It is the student's responsibility to be familiar with all the procedures governing attendance.
- It is the student's responsibility to attend all assigned classes every day that school is in session and to follow the correct procedures when absent from an assigned class.
- It is the student's responsibility to complete any assignments missed due to an absence.

#### **Parent or Guardian's Responsibilities**

- It is the responsibility of the student's parent or guardian to

ensure that the student attends school and to understand the school's attendance procedures.

- It is the responsibility of the student's parent or guardian to accurately inform the school, in a timely manner, of the reason for a student's absence.
- It is the responsibility of the student's parent or guardian to work collaboratively with the school and the student to improve student behavior as to school attendance.

### **Teacher's Responsibilities**

- It is the teacher's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class.
- It is the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures equitably.
- It is the teacher's responsibility to have an effective system in place so that any student who has been absent can obtain missing assignments.
- It is the teacher's responsibility to work collaboratively with the student's parent or guardian and the student to address any attendance issues that occur.

### **Administrator's Responsibilities**

- It is the administrator's responsibility to require that students attend all assigned classes and study halls.
- It is the administrator's responsibility to be familiar with all procedures governing attendance and to apply these procedures equitably to all students.
- It is the administrator's responsibility to receive and maintain accurate records on student attendance.

- It is the administrator's responsibility to work cooperatively with the student's parent or guardian and the student to address any attendance issues that occur.
- It is the administrator's responsibility to inform parents and students annually of the need for regular school attendance and of the regulations, procedures, and implementation plan for this policy.

### **Requirements**

In accordance with the regulations of the Minnesota Compulsory Instruction Law, Minnesota Statutes Section 120A.22, the students of District No. 623 are required to attend all assigned classes every day school is in session unless the student has a valid excuse for being absent, has been excused by the school board because the student has met all state and district graduation requirements, or has been directed by the school district not to attend school for a specific amount of time.

## **STATE LICENSING**

Parents/guardians may request and the district must provide on request information about whether the student's teacher(s) meet state licensing approval for the grad and subject being taughts, is teaching with a waiver, has certification for the field being taught, and/or the qualifications of any paraprofessional providing instruction.

# Roseville Area Schools Belief Statement

Roseville Area Schools believe an equitable district-wide student behavior policy will contribute to the quality of a student's educational experience and safety. This discipline policy is reviewed yearly as part of revising this student handbook.

## Behavior Expectations

To ensure quality education for all, Roseville Area Schools students will:

- Treat all students and staff with respect.
- Be on time to all classes.
- Come to all classes prepared for the day's activities.
- Participate in all classroom activities in a positive manner.
- Do schoolwork as assigned, be honest with yourself and others about your work.
- Know and follow school and classroom rules.
- Respect the right of all students to receive an education.
- Respect all school property, and the property of others.
- Keep the entire school building and grounds clean.

## RAS Rules of Conduct

Unacceptable behavior is subject to response. This applies to all District 623 students at school, on school grounds, at school-sponsored activities, on a school bus, and at school-related events. When an individual is asked to supply private or confidential data about himself/herself, the Minnesota Government Data Practices Act requires the individual be informed of: Purpose for collecting the data and intended use of the data.

- Whether the individual possessing the data may refuse or is legally required to supply the requested information.
- Any known consequences arising from supplying the data or refusing to supply the data.
- The identity of other persons or entities authorized by state or federal law to receive the data.

The building administrator will exercise their professional judgment in determining an appropriate response. Staff responses for acts of unacceptable behavior may include any or all of the following, but are not limited to:

- Restorative practices
- Student conference
- Parent/guardian contact
- Parent/guardian conference
- Removal from class or activities
- Suspension from co-curricular activities
- In-school monitoring
- Loss of school privileges
- Modified school program
- Referral to in-school support services
- Referral to community service or outside agency services
- Assignment to another learning program or school
- Suspension under Pupil Fair Dismissal Act
- Expulsion under Pupil Fair Dismissal Act
- Exclusion under Pupil Fair Dismissal Act
- Reference to police or other law enforcement agencies for criminal action
- Petition County Court for juvenile delinquency adjudication penalties according to the bylaws and rules of the Minnesota State High School League
- Mediation
- Fine assessed

Repeated violations may result in greater level of consequence. Administrative responses are recorded in the district's student database (Synergy).



# Why Use Restorative Practices?

Roseville Area Schools believes that the creation of a restorative culture in our schools holds significant promise as a means to achieving safe, culturally respectful, equitable and just learning communities. Restorative practices are defined as a way of being in community that focuses on continual building and maintaining of relationships. Through direct participation and communal decision making (students, staff, families, and community members) social norms and behavioral boundaries are identified and reinforced. To this extent, Roseville Area Schools will be exploring and implementing community building and relational practices where:

- Harm done to the community and/or relationships is addressed in a constructive and humane way that rebuilds and strengthens instead of creating or increasing a divide. Therefore, when community norms and expectations are broken, there is acknowledgment that this results in real harm to relationships and the community. When possible, responses will seek to repair these relationships while holding those involved to a high level of personal accountability and providing a high level of support to ensure that needs and responsibilities are met without creating further harm, alienation, or exclusion.
- It is acknowledged that as people we are more cooperative and more likely to make positive changes as those in positions of authority do things with us, rather than to us or for us. Therefore a restorative culture allows parents, students, and educators to act and view themselves as leaders in creating the school environment they wish to see.

- It is recognized that other approaches to school climate and discipline have not consistently worked to build safe learning environments, have created racial disparities in discipline responses, and have fostered a culture of blame that is harmful to the social fabric of our schools and communities. Problems related to discipline and safety in our schools can only be solved when all members of these communities are willing to share their experiences, take responsibility and work together to identify solutions.

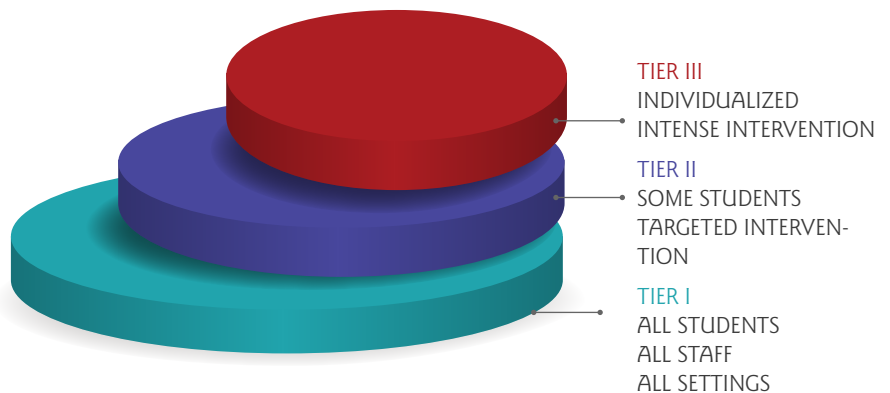
## School-wide Tiered Behavior Support

One of the foremost advances in schoolwide discipline is the emphasis on schoolwide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Attention is focused on creating and sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) systems of support that improve lifestyle results

(personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

## Why is it so important to focus on teaching positive social behaviors?

In the past, schoolwide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding.



# Important District Policies to Know

At right is a summary of important School Board policies regarding student behavior and ensuring a safe and positive learning environment for all our learners.

Roseville Area Schools is committed to ensuring an equitable and respectful learning environment for every student, family, and staff member regardless of race, gender, gender identity, sexual orientation, socioeconomic status, ability, home or first language, religion, national origin, age and physical appearance.

400P	<a href="#">Acceptable Use</a>
416P	<a href="#">Harassment and Violence</a>
504P	<a href="#">School Attendance</a>
508P	<a href="#">Bullying Prohibition</a> ; Bullying Report Form
520P	<a href="#">Student Discipline</a>
544P	<a href="#">Hazing</a>
584P	<a href="#">Collection, Maintenance, Use and Release Student Data</a>

Visit [isd623.org](http://isd623.org) for the district's policies.

## Tennessean Warning to Parents and Students

**PARENTS ARE ADVISED THAT:** Students attending school in the school district will be asked to supply information to school personnel. Examples of such information requests include homework assignments, test questions, and questions during the course of classroom activities.

- The information will be collected by the school district in order to evaluate the student's current level of performance with respect to his or her education program, to maintain discipline within the school, and to determine the student's needs and preferences relating to his or her education program.
- Students are not required by any law or regulation to supply data. However, the school district expects and requires that students will participate fully in their educational program by completing homework assignments and tests. Moreover, the student's refusal to supply data may prevent the school district from assessing the student's needs and incorporating the student's preferences into the student's educational program. Refusal to supply information used to evaluate a student, including homework assignments and tests, will result in a failing grade being given for the assignment. Continued failure to supply information will result in a failing grade for a particular course, and a failing grade for the year. Refusal to supply information to a school district employee investigating an alleged rule violation may result in action being taken without benefit of information the student could have provided.
- Data collected will be provided to school personnel having a legitimate educational interest in obtaining access to the data, and to state and federal authorities having statutory rights of access to the data.

# Levels of Intervention for Behavior

## LEVEL 1

### Teacher Managed Response

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An Office Discipline Referral would not typically be completed at this stage. These responses aim to change the factors surrounding the negative behavior and will be addressed by the teacher. A teacher may tailor a response to a particular situation.

- Classroom based responses (redirection, reminder, break)
- Restorative practices for a behavior
- Loss of privilege connected to the infraction (e.g., assigned seat)
- Family contact in possible collaboration with student
- Collaboration consultation with support staff (counselor, teacher assistant, case manager)

## LEVEL 2

### Teacher Initiated Response with Office Support

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A Discipline Referral would be created in this situation but would include **ongoing Level 1 interventions**. Partnership with teacher and administration. These responses are designed to teach behavior and reinforce appropriate behavior. Many of these responses engage the student's support system in order to alter conditions that contribute to the student's inappropriate or disruptive behavior.

- Temporary classroom removal
- Detention (additional time in a specific location)
- Home visits
- Informal and/or preventative school-based mentoring
- Family/team meeting
- Individualized Educational Plan meeting (if applicable)
- Restitution

## LEVEL 3

### Administrative Responses

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A Discipline Referral would be created in this situation and the administration would coordinate interventions. These responses are designed to engage the student's support system and reinforce appropriate behavior. The goal of these responses is to alter the targeted behavior without removing the student from the school and **may include Levels 1 & 2 interventions**. These responses may include short-term removal of a student from certain school environments and focused on targeted reentry in a short duration of time.

- Classroom removal
- In-school suspension
- In-school intervention
- Collaboration with community based organization
- Involvement of school resource officer for educational purpose

## LEVEL 4

### Administrative Support and Removal Options

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Immediate notification will be made to the office at this level. Administration will be working to collect information and make a determination for behavioral response. These responses address serious, safety-related instances. When necessary, due to the nature of the behavior or potential implications for future harm, a student may be removed from the school environment for a period of time.

- Restorative Practices
- Loss of privilege/removal from extracurricular activities
- Involvement of the school resource officer
- Manifestation Determination
- Classroom removal
- Suspension
- Transition Plan
- Referral to alternative educational setting
- Recommendation for expulsion

# Behavioral Responses

Behavioral Contract	This is the use of a formal plan designed by the school staff to offer positive behavioral interventions, strategies and supports.
Check In/Check Out	A formal process where a student meets with a school staff member on a regular basis.
Classroom-based Responses	This is teacher directed behavior to prompt a student to reflect on the target behavior using strategies in the classroom such as taking a break, time out, student-teacher conference, redirection, seat change, calling home, loss of classroom privilege, letter of apology, and/or re-teaching expectations.
Classroom Removal	This practice has two different levels. The lowest level is removing a student from the classroom for a period of time less than a full class period. This may look like going to another classroom for a time out. The second level is removing the student from the classroom for a period of time not to exceed three class periods without administrator involvement. The student is given class work to complete in an alternate location.
Community Service	This practice turns the focus of the behavior remediation to a restorative practice to strengthen the school or area community.
Conflict Resolution	In this behavioral response, a team of individuals meets to discuss and train around the conflict that arose related to the behaviors. This team may include students, parents, staff, and/or administrators.
Detention	This practice is having the child report to a designated space outside of typical class time periods (before school, during lunch or recess, after school, on the weekend or during a free period during the school day) for a set period of time.
Dismissal	The child is removed from the school setting for a period of time less than one full school day.
Exclusion	Action taken by the School Board preventing enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the School Board.
Expulsion	School Board action prohibiting an enrolled student from further attendance for up to twelve (12) months from the expulsion date.
Loss of Privileges	This is the process of temporarily denying a student a privilege related to school and or school events.
Parent Outreach	Informing parents/guardians of their children's behavior and seeking their assistance in correcting inappropriate or disruptive behavior.
Referral to Alternative Learning Center	Recommending a student to a building administrator(s) for placement in an alternative education program.
Referral to Community-based Organizations	In consultation with principal or designee, referring students for a variety of services, including after-school programming, individual or group counseling, leadership development, conflict resolution, tutoring, and/or truancy.
Removal from School	Removing a student from classes for more than one class period, but less than one day.
Restitution	A consequence that results in restoring and improving an environment, plan to repair harm or compensating for loss, damage, or injury; community services.
Restorative Practices	Proactively establishing and maintaining a positive school climate and establish a structured approach to teaching appropriate social skills. Employing interventions, responses, and practices designed to identify and address the harm caused by an incident, including harm to a victim, and developing a plan for the student who caused the harm to heal and correct the situation.
Suspension	Action taken by school administration, under rules promulgated by the School Board, prohibiting a pupil from attending school for a period of no more than ten school days. Suspension does not include dismissal from school for one school day or less, except as provided in federal law for a student with a disability. The school administration may not impose consecutive suspensions against the same pupil for the same course of conduct, or incident of misconduct, except where the pupil will create an immediate and substantial danger to self or to surrounding persons or property, or where the district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of 15 school days. Students and families will be expected to follow the school's re-entry process upon returning from suspension.

# Behavior Response Matrix

Lowest level should be considered first, followed by progressively more intensive interventions.

BEHAVIOR	RESPONSE			
	LEVEL 1 Classroom and Support Responses <i>(teacher coordinates intervention, no office discipline referral)</i>	LEVEL 2 Classroom and Support Responses <i>(teacher coordinates intervention, partners with office, office discipline referral required)</i>	LEVEL 3 Support, Administrative Responses <i>(teacher initiates intervention, office coordinates intervention, office discipline referral required)</i>	LEVEL 4 Support, Removal Responses <i>(office coordinates intervention, may include removal, office discipline referral required)</i>
Academic Fraud, Plagiarism and Cheating	Plagiarism involves passing off other people's work as your own. Any copied or plagiarized work will be reviewed and may result in a zero for the assignment and/or additional interventions.			
Acceptable Use of School Technology	Students must conduct themselves in a responsible manner while using the school's technology. Computers and technology are available for educational use and the use of equipment is a privilege, not a right. Accessing or producing content including social media that is vulgar, racist, profane, violent, obscene, or pornographic is subject to disciplinary action. The school has a right to monitor/restrict use of school technology. Policy 400P - Acceptable Use			
Alcohol			Being under the influence.	
			Using or possessing alcohol.	
			Distributing/ selling alcohol.	
Arson	Setting or attempting to set a fire or helping others to set a fire.			
Assault	Physical assault will be defined as an intentional act by one person that creates an apprehension in another of an imminent harmful contact. Assault may result in restorative measures, suspension, and/or the Discipline Review Board convening to determine expulsion and the incident being referred to law enforcement.			
Attendance	If a student has unexcused absences or tardies, there are several possible intervention options that may be assigned by the classroom teacher and/or building administrator.			
Bullying	Inappropriately targeting another student over a pattern of events where a perceived imbalance of power exists.			
	Materially, substantially interfering with another student's right to learn or participate in school activities. This includes cyberbullying, the use of technology or electronic communication to bully another student.			
Bus Misconduct	Breaking any bus/school rules while waiting for, riding and/or leaving the bus.			
Display of Affection	The place for displaying physical affection is not at school or school sponsored activities. Please refrain from intimate behavior (kissing, embracing, touching parts of the body, etc.). Teachers and other staff members are instructed to correct students if their behavior is not acceptable.			



BEHAVIOR	RESPONSE			
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Disruption to the Learning Environment <i>Includes, but is not limited to the actions listed in this matrix</i>	Engaging in minor behavior that distracts from the learning environment.			
	Persistently or habitually engaging in chronic minor behavior that distracts from the learning environment (i.e. talking out of turn, throwing small items, horseplay).			
	Engaging in moderate or serious behavior that distracts from teaching and learning and directly affects the safety of others; gang symbols, drawings/ messages or any type of display affiliation with an organization that is disruptive to the learning environment.			
	Possessing or using any object that causes distraction or safety threat.			
Destruction of Property	Causing accidental damage.			
	Minor destruction of property.			
	Causing intentional damage to property.			
Dress Code	It is the expectation that students dress in a manner that doesn't disrupt the school environment, nor cause a safety issue.			
Driving on school property		Carelessly or recklessly operating a vehicle; operating any motorized or non-motorized transportation on school locations in such a manner as to endanger people or property is prohibited.		
Explosives/ Bomb Threat	Possessing any incendiary or explosive device, material, or any combination of combustible or explosive substances that can cause harm to people or property (i.e. firecrackers, smoke bombs, etc)			
			Detonating or possessing and/or threatening to detonate an incendiary device or material as described above.	
Fighting	Engaging in shoving, pushing, or otherwise being physically aggressive toward others.			
	Engaging in a fight.			
Firearms			Possessing a firearm as defined by school district/ state policy.	
Gambling	Gambling or any game played that involves the exchange of goods or money is prohibited at school.			
Harassment			Engaging in intentional actions on the part of one or more students that cause discomfort with identity in regards to race, color, national origin, gender, gender identity, disability, sexual orientation, religion or other characteristics, and that interfere with a student's ability to participate in or benefit from the school's educational programs.	
			Unwelcome sexual advances; requests for sexual favors and/or other inappropriate verbal, written, or physical conduct of a sexual nature; directed towards others.	
			Creating an intimidating, hostile, or offensive academic environment; substantially or unreasonably interfering with an individual's academic performance or otherwise adversely affecting an individual's academic opportunities.	
			Engaging in an inappropriate behavior of a sexual nature.	
			Engaging in intentional, negative action that significantly disrupts the rights of other students and/or school community member to learn and be safe.	
			Filming or recording in any manner the conduct or activities of other students or staff on district property or at district events without permission. In addition, any distribution, transmission, sharing or broadcasting of such activities/conduct on social media or elsewhere is prohibited. This prohibition does not apply to public events held on district property.	

BEHAVIOR	RESPONSE			
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Illegal Substances including Alcohol (use and possession)		Unauthorized use of, possession of, or being under the influence of a controlled substance or look-alike substance not prescribed by a physician.		
			Using or possessing (including paraphernalia) or being under the influence of illegal drugs.	
			Distributing or selling non-illegal drugs or look-alike substances.	
Inappropriate Use of Personal Electronic Devices	Using or displaying a personal electronic device that causes a disruption.			
Insubordination	Repeatedly or persistently defying or refusing to follow directions of teachers, staff or administrators.			
Other Firearms/ Weapons/Knives		Possessing, using, or threatening to use a look-alike gun or facsimile (i.e. water gun)		
			Possessing, using or threatening to use a non-firearm gun.	
			Possessing ammunition, a knife or other implement that could cause serious bodily harm, without intent to use as a weapon.	
				Possessing a knife or anything that could cause serious bodily harm with intent to use as a weapon.
				Using or threatening to use, a knife or other implement as a weapon with an intent to cause serious bodily harm.
				Distributing or selling weapons.
Property Vandalism	Vandalism is damaging or destroying school property, property of staff members, or the property of others.			
Sexual Offense			A sexual offense is the physical act of aggression or force involving non-consensual sexual contact with another person.	
Tardiness	Arriving late to the assigned school location (class).			
	Persistently (more than three times) arriving late to class or school without an excuse.			
Theft	Taking or obtaining property of another without permission and/or knowledge of the owner.			
		Persistently or habitually taking or obtaining property of another without permission and/or knowledge of the owner.		
			Taking or obtaining property of another without permission and/or knowledge of the owner, where the theft is over \$200 or defined as burglary by law enforcement.	
Threats	Threats include threatening or intimidating behavior, verbally, written, or by gesture, which threaten the well-being, health or safety of any student or staff that disrupts the learning environment.			
Tobacco Possession and Use		Possession or use of tobacco products/items in any form by students and adults alike is prohibited.		

<b>BEHAVIOR</b>	<b>RESPONSE</b>			
	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
Truancy	Being willfully absent from class without a lawful excuse for one or more class periods on seven different school days.			
Verbal Abuse	Engaging in verbal behavior that involves an expressed or implied threat to interfere with an individual's personal safety, academic efforts, employment, or participating in a school sponsored event which would cause a reasonable person to have a reasonable apprehension that such harm is about to occur, or "fighting words" that are spoken face-to-face as a personal insult to the listener or listeners in a personally abusive language inherently likely to provoke a violent reaction by the listener to the speaker is prohibited.			