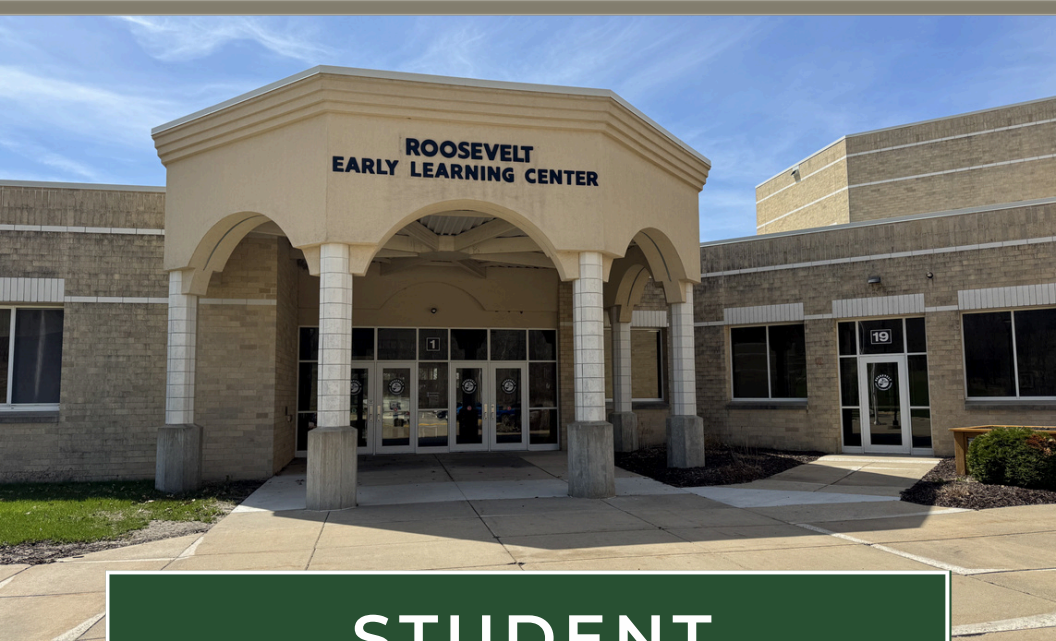


ROOSEVELT

EARLY LEARNING CENTER



STUDENT HANDBOOK

925 Parshall Street
Faribault MN 55021

Office: (507) 333-6700
Fax: (507) 333-6734
Attendance Line: (507) 333-6701

WELCOME TO ROOSEVELT EARLY LEARNING CENTER



PRINCIPAL



EARLY LEARNING COORDINATOR

Welcome to Roosevelt Early Learning Center! We are genuinely excited to have you partner with us in your child's education and we hope it will be an enjoyable experience for you and your child. This student handbook has been developed to help provide information to caregivers. It addresses many areas so that students, caregivers and the district can work together collectively toward the common goal of providing an excellent education for students.

Faribault Public Schools provides ASL interpreting and other communication accommodations for individuals who are deaf or hard of hearing. To request services, please contact your student's school's main office at 507-333-6700.

*Early Childhood: Val Svenby
Kindergarten: Lisa Dwyer*

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SECTION 1 MISSION STATEMENT

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MISSION STATEMENT

Roosevelt Early Learning Center exists to educate every child for today and the future in a safer environment.

BEHAVIOR STATEMENT

Roosevelt Early Learning Center is a community where we take responsibility for our learning, show respect for others and promote a positive and safe environment!
(Policy 537)



CORE VALUES

At Roosevelt Early Learning Center we . . .

Set high learning expectations for all students.
Offer leadership, which allows these expectations to be achieved in a supportive, caring environment.
Place a high priority on spending the most time possible on facilitating learning, while utilizing a relevant and continuous curriculum.
Actively encourage parent and community involvement and support.

SECTION 2 INFORMATION

Arrival and Dismissal Times

Kindergarten

Classes begin at 8:15 a.m. and conclude at 2:55 p.m. Students who do not ride the bus should arrive at 8:00 a.m. On inclement weather mornings, students will be allowed to enter the building at 7:45 a.m. Staff are on duty from 7:45 a.m. to the opening bell in the morning. After school, students will be dismissed in an orderly manner by their classroom teacher. Please do not leave your car unattended at the curb during drop-off/pick-up times. Parents who prefer to come in and wait should park in the parking lot, enter ONLY through the main entrance and wait in the office. At the end of the day, children are expected to leave the school grounds and go directly home. The playground is not supervised after school. A before and after school childcare program called Kid's World is available before school from 7:00am-9:00am and after school from 2:55pm-5:00pm. We will also have all of our non-school day care at RELC this school year from 7:00-5:00. For more information, call KID'S WORLD at 507-330-1396.

First Bell is 8:00 a.m.

Tardy Bell at 8:15 a.m.

Dismissal is 2:55 p.m.

Preschool + Pre-K

Early Childhood preschool classes have up to 20 children, and meet 4-5 days of the week depending on programming and needs. The classes are held in the mornings, afternoons, and whole day programming. Children in preschool are able to access busing within district boundaries. Class times are listed below and children should arrive at school at the designated start time if they are being transported from home.

All Day Classes 9:00 am - 3:20 pm

Half Day AM 9:00 am - 11:40 am

Half Day PM 12:40 pm - 3:20 pm

District Calendar


FARIBAULT
PUBLIC SCHOOLS

phone 507-333-6000 | web faribault.k12.mn.us

2026-2027 Student Calendar

AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1	1 2 3 4 5	1 2 3	1 2 3 4 5 6 7	1 2 3 4 5
2 3 4 5 6 7 8	6 7 8 9 10 11 12	4 5 6 7 8 9 10	8 9 10 11 12 13 14	6 7 8 9 10 11 12
9 10 11 12 13 14 15	13 14 15 16 17 18 19	11 12 13 14 15 16 17	15 16 17 18 19 20 21	13 14 15 16 17 18 19
16 17 18 19 20 21 22	20 21 22 23 24 25 26	18 19 20 21 22 23 24	22 23 24 25 26 27 28	20 21 22 23 24 25 26
23 24 25 26 27 28 29	27 28 29 30	25 26 27 28 29 30 31	29 30	27 28 29 30 31
30 31				
JANUARY	FEBRUARY	MARCH	APRIL	MAY
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3	1
3 4 5 6 7 8 9	7 8 9 10 11 12 13	7 8 9 10 11 12 13	4 5 6 7 8 9 10	2 3 4 5 6 7 8
10 11 12 13 14 15 16	14 15 16 17 18 19 20	14 15 16 17 18 19 20	11 12 13 14 15 16 17	9 10 11 12 13 14 15
17 18 19 20 21 22 23	21 22 23 24 25 26 27	21 22 23 24 25 26 27	18 19 20 21 22 23 24	16 17 18 19 20 21 22
24 25 26 27 28 29 30	28	28 29 30 31	25 26 27 28 29 30	23 24 25 26 27 28 29
31				30 31
JUNE				
S M T W T F S				
1 2 3 4 5				
6 7 8 9 10 11 12				
13 14 15 16 17 18 19				
20 21 22 23 24 25 26				
27 28 29 30				

- No School
- First/Last Day of School
- Conferences - No School
- Graduation
- End of Quarter/Semester

SCHOOL BUILDING CLOSURES

When severe weather creates unsafe conditions, in-person classes and after-school activities may be canceled. If that happens, Falcon Flex Days will be implemented which means that students will learn from home using their take-home Falcon Flex Day plans or assignments on their school-issued devices. Parents will be notified by text, email or phone call.

QUARTERS FIRST Aug. 31 - Nov. 6 SECOND Nov. 9 - Jan. 15 THIRD Jan. 19 - Apr. 2 FOURTH Apr. 5 - Jun. 3


FARIBAULT
PUBLIC SCHOOLS

phone 507-333-6000 | web faribault.k12.mn.us

2026-2027 Student Calendar

Every Falcon. Every Day.

IMPORTANT DATES

Aug. 31 - Sept. 1	Meet & Greet K-5	Jan. 15	End of Semester 1
Aug. 31 - Sept. 4	PreK Conferences	Jan. 18	No School/Mix Jr. Day/ Falcon day
Aug. 31	First Day for grade 9 & ALC	Feb. 12	No School/Falcon Day
Sept. 1	First Day for grades 6, 10-12 & FOA	Feb. 15	No School/ President's Day
Sept. 2	First Day for 1-5 & grades 7-8	Mar. 5	No School
Sept. 7	No School/Labor Day	Mar. 8-12	No School/Spring Break
Sept. 8	First Day for PreK and K	Mar. 19	No School/Secondary Conferences/
Sept. 25	No School/Falcon Day		Falcon Day
Oct. 2	Homecoming	Mar. 26	No School/Elementary Conferences/
Oct. 14	No School/Falcon Day		Falcon Day
Oct. 15-16	No School/Fall Break	Apr. 23	No School/Falcon Day
Nov. 13	No School/Secondary Conferences/Falcon Day	May 28	Last Day for Seniors
Nov. 20	No School/Elementary Conferences/Falcon Day	May 31	No School/ Memorial Day
Nov. 25-27	No School/Thanksgiving Break	June 3	Last Day of School
Dec. 11	No School/Falcon Day	June 6	FHS Graduation Ceremony
Dec. 23	No School/Winter Break Begins	June 18	Observance of Juneteenth (June 16)
Jan. 1	No School/Winter Break Ends		

LOCATIONS PHONE

PRE-K & KINDERGARTEN
Roosevelt Early Learning Center 507-333-6700
925 Parshall Street

GRADES 1-5
Jefferson Elementary 507-333-6500
922 Home Place
Lincoln Elementary 507-333-6600
510 Lincoln Avenue

SECONDARY
Faribault Middle School 507-333-6300
704 17th Street SW
Faribault High School 507-333-6100
330 9th Avenue SW
Faribault Online Academy 507-333-6190
330 9th Avenue SW
Aero Learning Center 507-333-6051
930 4th Ave NW

DISTRICT FACILITIES
District Office & Community Education 507-333-6000
710 17th Street SW
Faribault Education Center 507-333-6477
340 9th Avenue SW

SECTION 2 INFORMATION

Falcon's Beyond

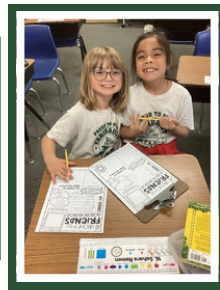
Falcons Beyond offers a range of activities for students and adults alike. This program is open to all students Kindergarten-12th grade from any Faribault Public School. Falcons Beyond also offers free dinners Monday-Friday from 4:30-5:00 p.m. at five Faribault Public Schools locations (Jefferson, Lincoln, Roosevelt, Faribault Middle School, and Faribault High School). If you would like more information about this program, please contact Amanda Beckler at (507) 333-6017.

Kid's World

A fee based, before and after-school program is available at Lincoln for students in Grades 1-5. Kids World is open from 7:00-9:00am and 2:55-5:00pm. For more information contact the program coordinator, Tiffany Reuvers, at 507-330-1396.

Community School

Community School offers a range of activities for students and adults alike. This program is open to all students Kindergarten-12th grade from any Faribault Public School. Community School also offers free dinners Monday-Friday from 4:30-5:00 p.m. at five Faribault Public Schools locations (Jefferson, Lincoln, Roosevelt, Faribault Middle School, and Faribault High School). If you would like more information about this program, please contact Warda Mohmoud at (507) 990- 3931 or Amanda Beckler at (507) 333-6017.



SECTION 2 INFORMATION

Faribault Public Schools Attendance Procedures

The Faribault Public Schools (FPS) Board believes that school attendance is important. Educators and parents must work together to prepare students to be successful. The stakes are high. Regular attendance at school maximizes learning for all students. FPS has designed programs to support families and children in keeping children in school and combating truancy and educational neglect. It is the district's obligation to have systems in place to work with children and families when children do not attend school.

Who is required to attend school?

Minnesota law requires that every child between seven and 17 years of age must receive instruction (Minn. Stat. 120A.22, Subd 5). Once a child under the age of seven is enrolled in kindergarten or a higher grade in public school, the child is subject to compulsory attendance provisions.

What is a tardy?

Elementary

A tardy is any time a student arrives to class after the bell. At the beginning of the day, a student who arrives within the first 120 minutes (8:15AM- 10:15AM) of the school day, will be marked tardy. After 120 minutes (after 10:16AM) the student will be marked absent.

What is an excused absence? (per School Board policy 503)

An excused absence is any absence that is reported by a parent or guardian to be due to:

Medical Illness. *

Serious illness in the student's immediate family.

A death or funeral in the student's immediate family or of a close friend or relative.

Medical, dental, or orthodontic treatment, or a counseling appointment.

Court appearances occasioned by family or personal action.

Religious instruction (3 hrs per week maximum).

Official school field trip or other school-sponsored outing.

Removal of a student pursuant to a suspension.

Family emergencies.

Administrative pre-approved absences.

* A doctor's note may be required for absences due to illness that exceed four (4) consecutive days.

What is an unexcused absences?

An unexcused absence is any absence that does not meet the definition of excused absence. For example, leaving school or assigned school area without permission.

SECTION 2 INFORMATION

15 Day Drop from Enrollment:

If a student misses fifteen (15) consecutive school days during the regular school year, without receiving instruction in the home or hospital setting, the School District must drop the student from its enrollment roll and classify the student as withdrawn. (Minn. Stat. 126C.05, Subd. 8). The School District may also be required to file an Educational Neglect or Truancy report with the student's county of residence.

What happens after the age of 17? (Minn. Stat. 120A.22, Subd. 8)

For any student between 17 and 18 years old who seeks to withdraw from school, the student's parents or guardians must 1) attend a meeting with school personnel to discuss the educational opportunities available to the student, including alternative educational opportunities and 2) sign a written election to withdraw from school.

What are the parent/guardian responsibilities?

Parents of school aged children are responsible for ensuring that their child attends school. Parents are required to report absences to the school as soon as they know that their child is not going to be in school on a particular day.

What is truancy? (Minn. Stat. 260C.007, Subd 19)

"Habitual truant" means a child under the age of 17 years who is absent from school without excuse for seven school days if the child is in elementary school or for one or more class periods on seven school days if the child is in middle school or high school or a child who is 16 or 17 years of age who is absent from school for one or more class periods on seven school days and who has not lawfully withdrawn from school.

What is Educational Neglect?

Educational neglect refers to a child under the age of 12 years who is absent from school without excuse for more than seven school days and is in need of protection or services due to habitual truancy. For students under the age of 12 years, absences from school without excuse is considered educational neglect by the parent rather than truancy by the child.

How will the district notify me if my child is absent from school?

Parents are expected to notify the school when their child will not be in school for any reason. When parents do not notify the school, the schools have procedures in place for notifying parents of student absences on the same day they are absent from school.

What does the district do to prevent truancy?

Faribault Public Schools offers many initiatives that are designed to engage learners and keep them connected to school. It is the district's intention to exhaust all non-judicial intervention strategies to keep students in school prior to making referrals to county agencies.

What is the procedure for Excused Absences?

The parent/guardian reports absences to the school if a student will be absent from school. If the parent/guardian does not notify the school, the parent/guardian will be notified by the school on the day of the absence. An absence is considered unexcused until the parent/guardian has provided an explanation that meets the requirements of an excused absence.

*** Individual circumstances will be considered in regards to the number of days missed and the need to require a doctor's excuse.

SECTION 2

INFORMATION

What is the procedure for Unexcused Absences?

Step 1: Parents report absences to the school if a student will be absent from school. If the parent does not notify the school the parents will be notified by the school on the day of the absence. An absence is considered unexcused until the parent has provided an explanation that meets the requirements of an excused absence.

Step 2: When a student has three unexcused absences, contact is made to the parent/guardian notifying them of their child's attendance and the consequences of continued unexcused absences.

Step 3: When a student has five unexcused absences, contact is made to the parent/guardian notifying them of their child's attendance and the consequences of continued unexcused absences. The school may implement a number of interventions to reduce barriers and help the family/student improve attendance going forward.

Step 4: When a student has seven unexcused absences, contact is made to the parent/guardian notifying them their child is habitually truant and the possible consequences of continued unexcused absences. A phone contact is made by a member of the attendance team to arrange a meeting with the family to discuss attendance concerns.

Step 5: Any further unexcused absences may result in an educational neglect report/filing of truancy petition with the county attorney.

What is a School Attendance Review Board (SARB)?

Faribault Public Schools, in collaboration with Rice County Social Services and Rice County Mental Health and Rice County Corrections, has established a School Attendance Review Board (SARB) to oversee referrals of truant students and to ensure the provision of appropriate intervention and services. The board has procedures in place to document student attendance and verify actions and interventions with respect to truant students and their families.

Who are the members of the SARB?

The School Attendance Review Board (SARB) Members may include:

1. A building administrator
2. A School Counselor, School Psychologist or School Social Worker.
3. A representative from Social Services
4. A representative from Rice County County Attorney's Office
5. The parent/guardian of the student who is truant (required)
6. The student who is truant (required)
7. A cultural liaison if necessary

What is the authority of the SARB?

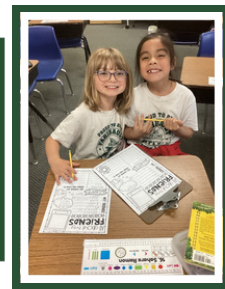
The School Attendance Review Board has authority under MN Statute 260A.05 to develop a course of action for continuing truants and to make referrals to the county attorney when those actions are not effective in increasing school attendance.



SECTION 2 INFORMATION

What is the procedure for chronic absenteeism? A student will be considered to be consistently attending school if they attend more than 90 percent of school days. When a student drops below this level, the school may engage in any of the following actions:

- Phone calls/messages home
- Letters/support resources sent home
- Individual meeting with families and a staff representative to develop an individualized attendance success plan
- Referral to Rice County



SECTION 2 INFORMATION

Complaints- Students, parents/guardians, employees, or other persons may report concerns or complaints to the school district. Complaints may be either written or oral. People are encouraged, but not required, to file a written complaint at the building level where appropriate. The appropriate administrator will respond in writing to the complaining party regarding the school district's response to the complaint.

Employment Background Checks- The school district will seek criminal history background checks for all applicants who receive an offer of employment with the school district. The school district also will seek criminal history background checks for all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether compensation is paid. These positions include, but are not limited to, all athletic coaches, extracurricular academic coaches, assistants, and advisors. The school district may elect to seek criminal history background checks for other volunteers, independent contractors, and student employees.

Fees- Materials that are part of the basic educational program are provided with state, federal, and local funds at no charge to a student. With the district participating in School Supplies for all, students are not expected to provide their own pencils, pens, paper, erasers, notebooks, and other personal items. Students may be required to pay certain other fees or deposits, including (not an inclusive list):

- Admission fees or charges for extracurricular activities, where attendance is optional and where the admission fees or charges a student must pay to attend or participate in an extracurricular activity are the same for all students, regardless of whether the student is enrolled in a public or a home school.
- Cost for materials for a class project that exceeds minimum requirements and is kept by the student.
- Security deposits for the return of materials, supplies, or equipment.
- Personal physical education and athletic equipment and apparel.
- Items for personal use or products that a student has an option to purchase such as student publications, class rings, annuals, and graduation announcements.
- Field trips considered supplementary to the district's educational program.
- Voluntarily purchased student health and accident insurance.
- Use of musical instruments owned or rented by the school district.
- A school district-sponsored driver or motorcycle education training course.
- Transportation to and from school for students living within two miles of school.
- Transportation of students to and from optional extracurricular activities or post-secondary instruction conducted at locations other than school.

Students may be charged for textbooks, workbooks, and library books that are lost or destroyed. The school district may waive a required fee or deposit if the caregivers are unable to pay. For more information, contact the building Principal.

SECTION 2

INFORMATION

Library and Media Center- The media center is open from 9:00am-2:55pm when school is in session.

Parent-Teacher Conferences- Parent and teacher conferences will be held 2 times during the school year. For more information, contact the building principal.

Notice of Violent Behavior by Students- The school district will give notice to teachers and other appropriate school district staff before students with a history of violent behavior are placed in their classrooms. Prior to giving this notice, district officials will inform the student's parent or guardian that the notice will be given. The student's caregivers have the right to review and challenge their child's records, including the data documenting the history of violent behavior.

Interviews of Students by Outside Agencies- Students may not be interviewed during the school day by persons other than a student's caregivers or school district officials, employees, and/or agents, except as provided by law and/or school policy.

Student Publications and Materials- The school district's policy is to protect students' free speech rights while, at the same time, preserving the district's obligation to provide a learning environment that is free of disruption. All school publications are under the supervision of the building principal and/or sponsor. Non School-sponsored publications may not be distributed without prior approval.

Student Records- Student records are classified as public, private, or confidential. State and federal laws protect student records from unauthorized inspection or use and provide caregivers and eligible students with certain rights. For the purposes of student records, an "eligible" student is one who is 18 or older or who is enrolled in an institution of post-secondary education.

Student Surveys- Occasionally, the school district utilizes surveys to obtain student opinions and information about students. A complete copy of the school district's "Student Surveys" policy may be obtained on the Faribault Public School's Website.

Grades-

Kindergarten: Students' grades will be reported 4 times during the year. Report cards will be sent to parents/guardians for review.

Preschool/Pre-K

September	November	January	March	May
FAST- Reading	Conferences <i>TS gold report card</i>	FAST- Reading	Conferences <i>TS gold report card</i>	FAST- Reading/Math
	TS Gold (entry)	<i>(TS Gold Winter Submission)*</i>	TS Gold (exit)	Progress Report
	Educlimber TS gold report card uploaded for each child		Educlimber TS gold report card uploaded for each child	Print and send home PR from Educlimber

REIMBURSABLE BREAKFAST AND LUNCH

Our Food Service Provider

Faribault Public Schools partners with Taher, Inc., a contracted food service management company, to operate our school cafeterias and provide daily breakfast and lunch to students. Taher's team works alongside district staff to plan menus, maintain nutrition standards, and keep meal service running smoothly at every school. For menus, program details, or general food service information, visit the Faribault Public Schools Food Service webpage. Families may also contact our Food Service Director, Maddy Berndt, at mberndt@faribault.k12.mn.us, with questions or concerns.

School Meals Policy (Policy 534)

The district's School Meals Policy is built around one goal: every student should have access to the nutrition they need, served with dignity and without shame or embarrassment. Key points families should know: 1. Meal accounts. Each student has a meal account. If the balance reaches zero, a student may still charge a reimbursable meal, but a la carte items and snacks cannot be charged while an account is negative. 2. Low or negative balance notices. The district will make reasonable efforts to notify families by phone, text, or letter when a balance is low or negative, and will work with families to resolve unpaid charges. 3. Delinquent debt. Balances over \$60 unpaid by the end of the school year may be referred for collection, but the district will never restrict a student's participation in extracurriculars, activities, graduation, or access to materials or technology because of an unpaid meal balance. 4. Sibling accounts. A single payment intended to cover multiple siblings must specify how funds should be divided; funds cannot otherwise be moved between siblings; accounts without written parent/guardian permission.

The full text of Policy 534 is available on the district website and from the Food Service office upon request.

Meal Prices

Under the Minnesota Free School Meals for Students program, all students receive one free breakfast and one free lunch every school day — no application or eligibility determination is required for this benefit. Students who would like an additional meal, or adults purchasing a meal, may do so at the following prices:

Meal	Student Price	Adult Price
Breakfast (second student meal)	\$2.50	—
Lunch (second student meal)	\$5.05	—
Adult Breakfast	—	\$2.50
Adult Lunch	—	\$5.05

Adding Money to a Student's Meal Account

Money can be added to a student's meal account (for second meals, a la carte purchases, or to cover a balance) in any of the following ways: online through the parent portal, in person at each school site, in person at the District Office, by mail or drop-off to the Food Service office.

Checks should be made payable to: Faribault Public Schools Food Service.

Free and Reduced Meal Applications

Even though every student already receives a free breakfast and lunch each day, the district still asks every family to complete a Free and Reduced-Price Meal Application each school year. These applications are sent home to all families annually and are also available at any time from each school's administration office.

Completing this application matters, even when meals are free, because it directly affects:

- Federal and state funding, since many funding formulas for schools are based on the number of students who qualify for free or reduced-price meals.
- Fee waivers and discounts, such as reduced costs for testing fees, activity fees, and other school expenses that are often tied to meal application status.
- Additional family benefits, including some community, technology, and internet assistance programs that use meal application eligibility to determine who qualifies.

We encourage every family to complete and return the application each year, even if you do not expect to need extra assistance — it helps ensure Faribault Public Schools receives the full funding and resources it is eligible for on behalf of all students.

SECTION 2 INFORMATION

FREE AND REDUCED MEAL APPLICATIONS

We do need free and reduced applications to be filled out for tracking purposes and other benefits the school can receive through the USDA. These applications are sent home at the beginning of the school year and are available in the school office. Applications must be made annually. Meals are on a prepay system.

LUNCH TIMES AND OUTSIDE MEALS

Lunch times for individual classrooms vary. If you would like to visit school and have lunch with your child, please contact the school office at 333-6700 for more information and to find out what time your child's class has lunch. Due to federal guidelines, we ask that the parent either purchases a school lunch or brings a home lunch. Outside vendors are strongly discouraged.

Please see school board policy 534 for further information.



SECTION 2 INFORMATION

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COMMUNICATION

Open communication between home and school is critical to your child's success. We will keep you informed through SeeSaw, Parent Square, Infinite Campus Messenger, monthly newsletters, classroom weekly PEEKS, conferences, report cards and open houses. Classroom teachers send weekly peeks to communicate important information from the classroom.

CHANGES IN STUDENT/FAMILY INFORMATION

We ask that parents/guardians update their contact/emergency information via Infinite Campus Parent Portal on an annual basis. It is critical that school personnel have current emergency/family information. Caregivers must notify the school office with changes in the information during the school year. It is important for you to communicate important information with us, such as: change of address, telephone numbers, place of employment, and emergency contacts.

INTERPRETERS/TRANSLATORS

Interpreters/translators are available for Deaf/Hearing Impaired and ESL parents as needed. Requests for any interpreter/translator services must be made by the caregivers, with the school's office, at least one week in advance. These services are provided at no charge.

SECTION 2 INFORMATION

PAGE 15

DISCIPLINE PLAN AND BEHAVIOR MATRIX

Roosevelt Early Learning Center uses the Positive Expectations Policy approved by the Faribault Public School's School Board as its guideline when disciplining a child. Please see [Behavior Matrix](#) for further information. School discipline/consequences strive to be consistent, reasonable, fair, age appropriate, and matched to the severity of the student's misbehavior. Disciplinary and restorative interventions may include an array of different interventions that range from conference with the student, parent contact, loss of privilege up to suspension or expulsion. Building principals/administration will identify and investigate misconduct; recommend and implement discipline; notify a disciplined student's parent of the specific misconduct the student engaged in and any disciplinary action respondents take; and enforce discipline.

	I am Safe	I am On Task	I am Accountable	I am Respectful
Arrival/Dismissal	- Walk with feet on the floor - Stay with your class	- Follow your schedule - Walk right to where you're going	- Be in charge of your own body - Set a good example	- Use kind words - Take turns - Use personal space
Classroom/Specialist	- Sit in your seat - Stay in your classroom	- Listen to directions - Do your best	- Clean up after yourself - Follow your schedule	- Share - Take turns - Use kind words
Bathroom	- Feet on floor - Wash hands	- Go, flush, wash, and return	- Flush the toilet - Trash in trash can	- Give privacy - Use quiet voice
Hallway	- Walking feet - Stay with your class	- Walk with purpose - Stay in your line	- Stay on schedule - Set a good example	- Stay in your space - Use quiet voice
Lunchroom	- Sit at table - Clean up after self	- Eat your food - Follow directions	- Clean up your area - Use trash can	- Use kind words - Wait your turn
Recess/Playground	- Use walking feet near others - Keep body to yourself	- Follow playground rules - Use time wisely	- Be in charge of your own body - Take care of toys	- Share and trade - Be fair - Take turns
Assembly	- Stay in your spot - Walking feet	- Listen to the speaker - Look with your eyes	- Set a good example - Use your body the right way	- Clap and listen kindly - Keep hands to yourself
Bus	- Sit in your seat - Stay seated	- Watch for your stop - Look and listen	- Use a quiet voice - Follow directions	- Thank the driver - Be kind to others

SECTION 3

STUDENT EXPECTATIONS

GIFTS AND PARTIES/SNACKS AND TREATS

Deliveries of flowers, balloons, etc. will not be made to classrooms. Please note that FPS are latex free environments, only mylar balloons are allowed. Students will be called to the office at the end of the school day to pick up deliveries. Please be advised that balloons of any kind are not allowed on the bus.

The district's Wellness Policy was updated in June of 2024, and there is a key change that will impact families. We know this is a big change for many families who have historically brought in treats to celebrate a special occasion.

Families are no longer allowed to bring in classroom snacks
They can still send individual snacks for their child(ren) No
birthday snacks or celebrations

If your child is celebrating with a party at home, please send invitations to classmates/friends outside of school hours or through other means. Distributing invitations at school can create disruption in the classroom and hurt feelings for those students who may not be included.

STUDENT DRESS CODE

Articles of clothing advertising or promoting drug/tobacco use, violence, gang insignia/colors, sexual practices or containing profanity will not be allowed. Students may wear the article "inside out" or call home for a more appropriate garment. Clothing that reveals undergarments or the bare midriff or bare lower back will not be allowed.

Students are expected to bring the following items to school every day in the winter months: warm winter coat, hat, mittens/gloves, scarf, snow pants, and boots. Our policy is that all students will go outside for recess in the winter months unless the temperature is below zero. We require these items because we want our students to be safe and remain healthy, so they can be in school. Please help us keep all of our students warm and safe this winter and send the proper attire to school each day.

LOST AND FOUND

Please label your child's clothing, backpacks, etc. Labeling items is the only way that we can return lost articles to the owner. Students and staff who find lost articles are asked to put them in the designated area. Lost articles, which are not claimed within a reasonable time, will be donated to organizations that provide free or low cost clothing. Students are advised to leave valuables (jewelry, cell phones, smart watches and devices, etc.) at home.

Students are expected to be responsible for the safekeeping of their own belongings.

TELEPHONE USE

Each classroom is equipped with a telephone, although students must have permission from their classroom teacher to make phone calls. There is not a student phone in the main office. At the risk of your child's teacher not retrieving an important voice mail message in time, arrangements for after school activities, transportation, etc. should be made prior to arriving at school and not at the end of the day. If a message must be passed on to your child, please call the office before 2:30 PM.

Because use of personal cell phones (or other smart devices such as smart watches, iPods, etc) would interfere with the learning environment and may interfere with communications during emergencies, the administration reserves the right to restrict their use at school. Personal cell phones are not allowed to be used at school. If a cell phone/smart device is brought to school for use after school, it is to remain in the students backpack or coat. If the device is brought out or used during school hours it will be confiscated and will need to be picked up at the school office by an adult.

SECTION 4

STUDENT SAFETY

BIKE SAFETY

Any child riding his/her bike to school must walk his/her bike once they are on school property. Bikes must be locked in the bike rack. The school assumes no responsibility for damaged or stolen bicycles.

SKATEBOARDS, ROLLERBLADES, HEELEYS, SCOOTERS

Skateboards, rollerblades, wheelies, and scooters are not permitted at school.

SEVERE WEATHER

In the event of severe weather, schools may close for the entire day, dismiss early, or delay in starting. Radio stations KDHL (920 AM dial) and WCCO (830 AM dial) are notified immediately of any decision. You may also obtain information on school closings by calling our phone line dedicated to school emergencies at the Emergency Information Line - 333-6057. Please also look at the district website for weather information at www.faribault.k12.mn.us.

PLEASE DO NOT call the school or administrative office, as phone lines are needed to make calls to parents/guardians, the bus company, and radio stations.

Parents may pick up their children early at any time during inclement weather. Parents may keep their children home if they feel the weather is too severe to send them to school even though school may be conducted. Please be sure your child knows what to do if there is no one home when school has been dismissed early.

EARLY RELEASE PROCEDURES

An Early Dismissal Procedure notice will be sent home with each child this fall. At that time, parents will be asked to discuss family procedures in case of early dismissal and return the completed form (to be maintained on file by the classroom teacher.) In the case of early closing, students will be expected to follow your families' early dismissal plan. Students will not be allowed to call home for instructions, as we need to keep our lines open for emergency and incoming calls.

PETS AT SCHOOL

Due to the Clean Air Act and because of health and safety concerns, pets are not allowed at school. Students are invited to share their pets via photographs or videotape. When the school curriculum calls for animals in the classroom, they will be allowed for the period necessary for study.

SAFETY DRILLS

Fire and severe weather drills are practiced during the school year. Each year we will conduct 5 fire drills, 5 lockdown drills, and 1 tornado drill. A district-wide comprehensive emergency/safety plan is in place and will be followed for all drills and emergency situations.

SECTION 4

STUDENT SAFETY

TRANSPORTATION- FARIBAULT TRANSPORTATION COMPANY

Whether a student rides the bus to and from school or for special events/activities, they are expected to follow rules of good conduct and safety with regard to their bus ride in order that the ride is safe and enjoyable for everyone. Students are allowed to ride only their assigned bus. Riding the school bus is a privilege, not a right. Specific consequences are outlined in policy 707 for school bus behavior which is available in the school office or at the District Office. If you have questions or concerns, please contact Faribault Transportation at 507-334-5121.

CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

Riding the school bus is a privilege, not a right. Students are expected to follow the same behavioral standards while riding the school bus as are expected on school property or at school activities, functions or events. All school rules are in effect while a student is riding a bus or at a bus stop.

Consequences for misconduct will be imposed by the Building Principal or the Principal's designee. In addition, serious misconduct will be reported to the District's Director of Operations and the Department of Public Safety.

School Bus and Bus Stop Rules

The School District school bus safety rules are to be posted on every bus. If these rules are broken, the School District's discipline procedures will be followed. Consequences are progressive and may include suspension of bus privileges.

Rules at Bus Stop and Boarding the Bus

Go directly from your house to the bus stop; arrive at the bus stop five minutes before your scheduled pick up time.

Stay away from the street, road or highway when waiting for the bus. Wait until the bus stops and the door is opened before approaching the bus.

Stay off private property and out of the street.

Use appropriate language.

If you must cross the street to get to the bus stop, wait until the bus stops and the driver signals you to cross, look left, right, and left again. If clear, walk quickly across the street.

Get on the bus in a single file line and hold on to the rail to keep from slipping, falling, or tripping.

Go directly to your seat and sit down.

No fighting, harassment, intimidation, or horseplay.

No use of alcohol, tobacco, or drugs.

No pets, live insects, reptiles, or animals allowed on the bus.

SECTION 4

STUDENT SAFETY

Rules on the Bus

Respect and obey the bus driver at all times.

Cross 10 feet in front of the bus when crossing a roadway.

Only riders assigned to the bus can ride, students must be on time at their designated stops.

Do not damage the bus. Bus vandalism such as cutting/ripping seats is strictly prohibited.

Keep all your articles and school supplies in a backpack on your lap and keep the aisles clear at all times.

Make room for others needing a seat. Respect other students and their property at all times.

Keep your hands and head inside the bus. Windows open to the halfway point only, if the driver gives you permission.

Remain seated and facing forward at all times.

Absolutely no tampering with the bus radio, controls, equipment, or exit doors.

Talk quietly and use appropriate language.

Video or picture taking of any kind is strictly prohibited.

Weapons or dangerous objects i.e. skateboards, pets, glass, knives, etc. are not allowed on the bus.

No eating, drinking, gum chewing, smoking, tobacco use or drugs allowed.

No fighting, harassment, intimidation, or horseplay.

Do not ignite matches or start a fire.

Exiting the Bus

Stay seated until the bus is completely stopped and the door opens. Use handrail to exit.

When leaving the bus, if you drop something, **DO NOT GO BACK TO PICK IT UP!**

Walk 10 steps on the sidewalk or the side of the road away from the bus. Always walk in front of the bus.

If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.

Always cross in front of the bus.

Go directly home! Don't "hang around" the bus stop.

Consequences Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's ability to ride the bus in connection with co- curricular and extracurricular events (for example, field trips or competitions) will be in the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.

VISITORS AT ROOSEVELT EARLY LEARNING CENTER

All daytime visitors to our school (including parents) are required to pre-arrange all visits and first report to the main office. All parents, visitors or volunteers have to be "buzzed in" at the main entrance and provide a photo ID to be processed through the district's visitor management system. Parents picking up their child(ren) during the school day should do so from the office, and will be asked to provide photo ID to process the check out. All entrance doors other than the main entrance door will be locked once the students have arrived. Together we can ensure your child's safety. Please see school board policy 903 for further information.

SECTION 4

STUDENT SAFETY

Searches

In the interest of student safety and to ensure that schools are drug free, district authorities may conduct searches. Students violate school policy when they carry contraband on their person or in their personal possessions or store contraband in desks, lockers, or vehicles parked on school property. "Contraband" means any unauthorized item, the possession of which is prohibited by school district policy and/or law. If a search yields contraband, school officials will seize the item(s) and, when appropriate, give the item(s) to legal officials for ultimate disposition. Students found to be in violation of this policy are subject to discipline in accordance with the school district's "Student Discipline" policy, which may include suspension, exclusion, expulsion, and, when appropriate, the student may be referred to legal officials.

Lockers and Personal Possessions Within a Locker

Under Minnesota law, school lockers are school district property. At no time does the school district relinquish its exclusive control of lockers provided for students' convenience. School officials may inspect the interior of lockers for any reason at any time, without notice, without student consent, and without a search warrant. Students' personal possessions within a school locker may be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school officials will provide notice of the search to students whose lockers were searched, unless disclosure would impede an ongoing investigation by police or school officials.

Desks

School desks are school district property. At no time does the school district relinquish its exclusive control of desks provided for students' convenience. School officials may inspect the interior of desks for any reason at any time, without notice, without student consent, and without a search warrant.

Personal Possessions and Student's Person

The personal possessions of a student and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

Vehicles on Campus

School officials may conduct routine patrols of student parking lots and other school district locations and routine inspections of the exteriors of the motor vehicles of students. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

SECTION 4

STUDENT SAFETY

Distribution of Nonschool-Sponsored Materials on School Premises

The school district recognizes that students and employees have the right to express themselves on school property. This protection includes distributing nonschool- sponsored material, subject to school district regulations and procedures, at a reasonable time and place and in a reasonable manner.

School-Sponsored Media

The school district may exercise editorial control over the style and content of student expression in school-sponsored media as defined in Policy 512 and activities. School district policy 512 sets forth the rights and responsibilities of student journalists. Student media advisers shall supervise student writers journalists to ensure compliance with the law and school district policies. Students producing school-sponsored media and participating in school activities will be under the supervision of a student media adviser and the school principal. Expression in school- sponsored media or school-sponsored activity is prohibited when the material:

1. is obscene to minors;
2. is defamatory;
3. is profane, harassing, threatening, or intimidating;
4. constitutes an unwarranted invasion of privacy;
5. violates federal or state law;
6. causes a material and substantial disruption of school activities;
7. is directed to inciting or producing imminent lawless action on school premises or the violation of lawful school policies or rules, including a policy adopted in accordance with Minnesota Statutes, section 121A.03 or 121A.031;
8. advertises or promotes any product or service not permitted for minors by law;
9. expresses or advocates sexual, racial, or religious harassment or violence or prejudice; or
10. is distributed or displayed in violation of time, place, and manner regulations.

Expression in school-sponsored media or school-sponsored activity is subject to school district editorial control over the style and content when the school district's actions are reasonably related to legitimate pedagogical concerns. School-sponsored media may be distributed at reasonable times and locations.



SECTION 5

HEALTH INFORMATION/HEALTH SERVICES

The health office is open from 7:45 am– 3:15 pm on school days. The health office can be reached at 333-6704. Parents have the primary responsibility for their children's health. The health office nurse does not medically diagnose or prescribe. Parents who are in doubt as to the condition of their child should consult a physician. It is the responsibility of the parent to inform the health office staff of any health conditions the student may have and may request further documentation for the student's health file.

Students should stay home and will be asked to go home if any of the symptoms below are present:

- A fever over 100 degrees (stay home 24 hours after temperature is back to normal without fever reducing medicine)
- Vomiting or diarrhea (stay home 24 hours after last episode)
- Any undiagnosed rash
- Strep throat (return to school 12 hours after antibiotics are started)
- Any undiagnosed draining wounds
- New Onset or Persistent Cough

Parents must inform the school within 24 hours if their child has a communicable disease. These may include but are not limited to: covid, influenza, head lice, ringworm, scabies, impetigo, chicken pox, and pink eye.

The health office nurse may excuse a student twice from physical activity due to illness or injury. If a student requires longer or further restrictions from a class a doctor's note determining duration and specific restrictions will be required.

All medication must be administered through the school health office. Children's Acetaminophen and children's Ibuprofen can be administered by health office staff with written parental authorization, up to a maximum of 5 times a month. Students will need to have their own supply in the health office. The supply must be consistent with children's dosage ages 2-11 in an unopened, manufacturer labeled container. All other medications require a Medication Authorization Form from their Health Care Provider and signed by a guardian. The school district does not supply Acetaminophen or Ibuprofen.

SECTION 5 HEALTH INFORMATION/HEALTH SERVICES

All other medications that are administered at school must be:

- 1) Accompanied by a Medication Authorization Form signed by a prescribing Health Care Provider. The Medication Authorization will state medication, dosage, time, duration, and medical reason for medication, other medications this student is taking and side effects of medications.
- 2) Administered only if a parent has signed the medication authorization form.
- 3) In the original pharmacy labeled container marked with the student's name, medication name, dosage, times to be given, and route of administration.
- 4) Any controlled substance medication will be brought to the school and picked up at the school by an adult.

Please see school board policy 516 for more information.

If your child has any allergies, provide documents from your Health Care Provider stating what foods/substances/etc. should be avoided. If food accommodations are necessary at school, a USDA Special Diet Statement must be completed by a Health Care provider and returned to Health Office staff. This information will be shared with staff on a "need to know" basis and shared with food services staff so they can appropriately substitute food items. Parents can choose to send a cold lunch from home.

Faribault Public Schools are latex free environments. Please do not bring any latex containing products into any of the buildings. Only Mylar balloons are allowed inside the school buildings.

Minnesota Law requires that all students be up to date on their immunizations or have a notarized exemption on file in the health office. The health office staff will send home requests for student immunization records as needed. If the student does not meet this requirement, they may be held out of school per the district immunization policy #530 and state statute 121A.15.

If your child has a health or medical condition that could potentially cause a life-threatening emergency while being transported by school bus, it is the parent's responsibility to notify the Faribault Transportation Company at 507-333-6001 or 507-334-5121.

Seizure Action Plan

When a parent or guardian notifies the school district that a student has a diagnosed seizure disorder and has seizure rescue medication or medication prescribed by the student's licensed health care provider to treat seizure disorder symptoms, the school district will create an individualized seizure action plan.

[NOTE: Minnesota Statutes 121A.24 (Seizure Training and Action Plan) establishes the school district's responsibilities.]

READING/LANGUAGE ARTS

The vision of the Language and Literacy framework is that the process of learning to read and write should be motivating, captivating, enjoyable, and rewarding so that all students read and write with passion and purpose. Classrooms dedicate 150 minutes each day to literacy instruction including the major literacy components of reading, writing, spelling, and vocabulary/word study. Reading instruction includes direct instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. English Language teachers push into the reading block to support students who are learning English. Reading intervention supports are provided during “What I Need” (WIN) Time in which all students are placed in groups according to specific skills they are developing. Interventions may be led by a reading intervention teacher, an EL teacher, Special Education teachers, or classroom teachers. These groups change throughout the year. The main curriculum resources provided for the literacy block include Benchmark Literacy, Bridge2Read, PRESS, UFLI, as well as a wealth of classroom library books. Our Local Literacy Plan can be found on our website under: Departments – Teaching & Learning – Literacy Plans.

MATHEMATICS

K-5 Math Curriculum incorporates the best practices as described in the MN Sci-Math Frameworks and embeds the Minnesota Preparatory Standards. The curriculum is supported by My Math. Classrooms spend an average of 60 minutes per day in math instruction.

SOCIAL STUDIES

The Minnesota academic standards in Social Studies are taught through an interdisciplinary approach in the classroom. The standards cover the areas of Citizenship and Government, Economics, Geography, History, and Ethnic Studies. The primary curriculum resource is Studies Weekly.

SCIENCE

The science program is a blend of hands-on science experiments and inquiry lessons. Students also have the opportunity to visit the River Bend Nature Center for life science learning experiences.

ART

The elementary art curriculum provides students with opportunities to develop the necessary skills for self-expression. An appreciation of art is taught with a hands-on approach to creating art. Both flat and dimensional projects are chosen to expose children to a variety of materials. The Minnesota academic standards in the area of visual arts are covered in this class.

SECTION 6 STUDENT CURRICULUM: K

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STEM&M

Students engage in learning in the areas of Science, Technology, Engineering, Mathematics, and Media each week. The Minnesota science standards are used to frame instruction and a priority is placed on hands-on and inquiry-based learning experiences. Additional Science instruction and experiences are offered in the classroom and through field trips to River Bend Nature Center.

MUSIC

The music curriculum provides every student with an opportunity to experience singing, moving, playing instruments, the use of technology and composing.

PHY ED

Students strive for personal growth, development and fitness in the physical education classes. Physical Education contributes to the improvement of motor skills for efficiency in the activities of everyday living and leisure-time use. Students are required to have tennis shoes for Phy. Ed. classes as a safety precaution.

If, for some reason, a child is unable to participate in physical education class, specific written notification must be provided. If the student is unable to participate for more than one day, a doctor's statement identifying specific restrictions may be required.

SPECIAL EDUCATION

Support services are available for students who meet State/Federal guidelines for Special Education services.

ENGLISH AS A SECOND LANGUAGE

Students with limited English proficiency will receive services to increase language and classroom skills.

SOCIAL EMOTIONAL

Students develop a range of skills in social-emotional development through their day-to-day interactions as well as through direct instruction in emotional intelligence and prosocial behaviors. The district provides Second Step as a curriculum resource to meet these needs through classroom lessons.

SECTION 6 STUDENT CURRICULUM: PRE-K

Approaches to Learning: Our teachers and support staff are trained in the Pyramid Model (PBIS) which uses evidence based practices and approaches to promote young children's social emotional competence and address challenging behavior. Pyramid Model practices are based on research around effective instruction for young children, and promotes social and emotional skills. Our preschool program does not suspend or expel students; we believe in partnering with you to teach acceptable behavior.

Curriculum: Scholastic's Pre-K On My Way curriculum builds skills at the child's ability level in: Oral Language, Vocabulary, Pre-reading and Writing, Listening Skills, Social Studies, Science, and Math.

Creativity and the Arts: Our classrooms encourage the use of a variety of art materials and provide experiences in music and movement as a part of our daily activities aligned with the Early Childhood Indicators of Progress.

Physical and Motor Development: Early childhood preschool programs engage in activities that help strengthen gross and fine motor skills, brain development, increase attention, and promote physical health. We utilize spaces including motor rooms, gyms, and outside play areas in addition to in-class activities.

SECTION 6 STUDENT CURRICULUM: ALL

PAGE 30



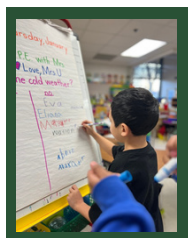
ADSIS READING SUPPORT SERVICES

Reading Intervention teachers are available to support all students who require additional support in reading. This service primarily occurs during “What I Need” (WIN) time and students are not removed from core classroom instruction.



ADSIS BEHAVIOR SUPPORT SERVICES (SUCCESS COACH)

The Roosevelt Success Coach is available to support students whose parents apply for additional behavior and social support.



SCHOOL SOCIAL WORK SERVICES

Social Work services are available to any and all students and families. These services are provided in order to improve and address issues regarding the social and emotional development of our students. These services may be provided at the classroom level, within small groups, and on a one to one basis.

SECTION 6 STUDENT CURRICULUM: K

TESTING

The district uses the FastBridge assessment to measure progress in the reading, math, and social/behavioral domains. These score reports are used for screening, skill analysis, instructional planning, and more to ensure educators have the right data to provide timely and targeted support. An additional layer of screening for grades four and five is the Capti ReadBasix diagnostic reading assessment. The Minnesota Comprehensive Assessments (MCAs) are administered in the spring to all third through fifth grade students. Third and fourth graders are tested in Reading and Math. Fifth graders are tested in Reading, Math, and Science.

Please take the time to read the Parent/Guardian Guide to Statewide Testing that is on the next two pages of the student handbook. This will answer many questions you might have about testing. If you choose to opt out of state testing for your student, please make sure to return the required form as soon as possible. This form must be signed each year.

WHAT DOES IT MEAN?

Education incorporates many different acronyms and abbreviations into its vocabulary. This list may help you understand them better.

ASD	Autism Spectrum Disorder	AOM	Assurance of Mastery Grades 4-5
DAPE	Developmental Adaptive Physical Education	DOL	Daily Oral Language
EBD	Emotional/Behavior Disorder	ESL	English as a Second Language
ELL	English Language Learner	IEP	Individual Education Plan
SLD	Specific Learning Disability	LEP	Limited English Proficiency
DCD-MM	Development Cognitive Delay- Mild to Moderate	DCD-SP	Development Cognitive Delay – Severe to Profound
OT	Occupational Therapy	PE	Physical Education
PT	Physical Therapy	Title I	Targeted Reading Support in Grades K-5

SECTION 6

STUDENT CURRICULUM

PARENT/GUARDIAN GUIDE TO STATEWIDE TESTING



Statewide Assessments:

Parent/Guardian Participation Guide and Refusal Information

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

Assessments Connect to Standards

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

Minnesota Comprehensive Assessments (MCA)

MCA and the alternate assessments (Minnesota Test of Academic Skills (MTAS)/Alternate MCA) are the annual assessments in reading, mathematics and science that measure a snapshot of student learning of the Minnesota K–12 Academic Standards.

ACCESS and WIDA Alternate ACCESS for English Learners

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

Statewide Assessments Help Families and Students

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

- For Postsecondary Enrollment Options (PSEO) in grade 10.
- For course placement at a Minnesota State college or university. If students receive a college-ready score, they may not need to take a remedial, noncredit course for that subject.

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

Taking Statewide Assessments Helps Your Student's School

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

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

Student Participation in Statewide Assessments

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

SECTION 6

STUDENT CURRICULUM

PARENT/GUARDIAN GUIDE TO STATEWIDE TESTING

Consequences of Not Participating in Statewide Assessments

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

Explore the
[Statewide
Testing page](#)
for more
information.

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

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

Additional Information

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

Statewide Assessment: Parent/Guardian Decision Not to Participate

By completing this form, you are acknowledging that your student will not participate in statewide assessments and will not receive individual assessment results.

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

Date of Birth: _____ Current Grade in School: _____ Student ID Number (if known): _____

School: _____ District: _____

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____ Date: _____

Reason for Refusal: _____

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

☐

MCA/MTAS Reading

☐

MCA/Alternate MCA Science

☐

MCA/MTAS Mathematics

☐

ACCESS/WIDA Alternate ACCESS

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

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



Early Childhood Special Education Process *An Overview*

Child Find

- Child Find is a continuous process of public awareness activities. It is our obligation to locate, identify and evaluate children who might need special education services beginning at birth.
- Help Me Grow is a referral system in Minnesota to support Child Find.

Screening & Referrals

- Screening for students takes place for children ages 3-5 years old. If your child does not pass screening, they will be referred to our special education team.
- A child may also be referred to the special education team from a classroom teacher after specific in-class interventions are completed.
- A parent may request an evaluation at any time.

Evaluation

- With parental consent, special education staff will conduct an evaluation.
- Evaluations must be completed in 30 school days for students 3-5 and 45 calendar days for students who are birth through age two.
- Timelines begin with signed permission for 3-5 and date of referral for birth through two.
- Evaluations are comprehensive and will be conducted by educational professionals specific to the area(s) of concern.

Eligibility

- An eligibility determination meeting will take place before the timelines conclude.
- If a student meets eligibility criteria in one or more of the 13 special education disability categories, they move to IEP (individual education program; 3-5) or IFSP (individual family service plan; B-2) planning.
- If a student does not meet eligibility criteria, a PWN (prior written notice) is sent to parents explaining why services will not be initiated.

IEP/IFSP

Individual Education Plans | Individual Family Service Plans

- An **individualized family service plan (IFSP)** is developed for a child meeting eligibility criteria in order to address the priorities and concerns (outcomes) of the family.
 - The IFSP outlines how, when, and where early intervention services are provided to help the family work toward meeting the outcomes.
 - A periodic review will occur no more than 6 months from the initial IFSP team meeting and an annual IFSP will be developed no more than 6 months from the periodic review.
 - When a child is between 2 years 3 months and 2 years 6 months the team will hold a transition conference to provide information about the the transition of services when a child turns 3.
-
- An **individualized education program (IEP)** is developed for a child meeting eligibility criteria to address the specialized instruction, supports, and services needed for a child to be successful in school.
 - Goals are created to help the child make progress in his or her identified areas of need. Team members outline the goals, minutes, adaptations, accommodations, and present levels in the IEP.
 - Annual meetings with parents and school members are held to review progress. Parents are viewed as active, important members of the IEP team.

We believe every family should have access to quality early learning programming for their child and we take pride in our effort to provide caring, nurturing environments to support learning and development.

- Payments for preschool classes are due on the first of each month.
- A late fee of \$5.00 is accrued each day payment is past due.
- We accept cash, credit cards, and checks.

Families who do not pay after two weeks will be contacted to assess their financial agreement.

Scholarships and sliding fee scales are considered.

Families may be subject to suspending care if payment is not received. Families are required to sign a financial agreement prior to the start of their child's schooling. ***Two week notice is required for families wishing to un-enroll their child.***

Any unpaid balance is placed for collections with Advantage Faribault, Inc.

What is Voluntary PreK?

Voluntary Prekindergarten (VPK) is high-quality, publicly funded prekindergarten programs. Programs across Minnesota are able to serve over 12,000 children throughout the state in 208 school districts and charter schools.

A child is eligible for VPK Preschool in Faribault if they are four years of age as of September 1 in the calendar year in which the school year begins and meet one of the following criteria:

- Qualify for educational benefits
- Qualify using state general financial eligibility requirements
- Is an English language learner
- Is an American Indian
- Has experienced homelessness in the last 24 months
- Is identified through health and developmental screening with a potential risk factor that may influence learning
- Is in foster care, kinship care, or is in need of child protection services
- Has a parent who is a migrant or seasonal agricultural laborer
- Has a parent who is incarcerated

* Additional specific district defined criteria for eligibility included in district's enrollment paperwork.

Preschool/Pre-K students must fill out paper enrollment forms and will be contacted if there is a spot available for enrollment.

Students are required to be three or four years old on or before September 1 of the school year. No exceptions.

FPS Preschool is a 4 Star Parent Aware rated program and accepts Pathway I scholarships.

THE FOLLOWING ARE A SUMMARY OF SOME OF OUR SCHOOL POLICIES. ALL POLICIES ARE AVAILABLE ON OUR DISTRICT WEBSITE AT: WWW.FARIBAULT.K12.MN.US.

HARASSMENT AND VIOLENCE PROHIBITION

The purpose of this policy is to maintain a learning and working environment free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability (Protected Class). Please see School Board Policy 413 for more information.

SCHOOL WEAPONS

The purpose of this policy is to assure a safe school environment for students, staff and the public. No student or nonstudent, including adults and visitors, shall possess, use, or distribute a weapon when in a school location except as provided in this policy. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer or member of the public who violates this policy. Please see School Board Policy 501 for more information.

CHEMICAL USE AND ABUSE

The schoolboard recognizes that chemical use and abuse constitutes a grave threat to the physical and mental well-being of students and employees and significantly impedes the learning process. Chemical use and abuse also creates significant problems for society in general. The school board believes that the public school has a role in education, intervention, and prevention of chemical use and abuse. The purpose of this policy is to assist the school district in its goal to prevent chemical use and abuse by providing procedures for education and intervention. Please see School Board Policy 417 for more information.

TOBACCO-FREE SCHOOLS; POSSESSION AND USE OF TOBACCO, TOBACCO RELATED DEVICES, AND ELECTRONIC DELIVERY DEVICES

The purpose of this policy is to maintain a safe and healthful environment for employees and students by prohibiting the use of alcohol, toxic substances, medical cannabis, non intoxicating cannabinoid, edible cannabinoid products, and controlled substances without a physician's prescription. A violation of this policy occurs when any student, teacher, administrator, other school district personnel, or member of the public uses or possesses alcohol, toxic substances, medical cannabis, non intoxicating cannabinoids, edible cannabinoid products, or controlled substances in any school location. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or member of the public who violates this policy. Tobacco-Free Environment - The purpose of this policy is to maintain a learning and working environment that is tobacco free. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district, or person smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased and all vehicles that a school district owns, leases, rents, contracts for, or controls. This prohibition includes all school district property and all off-campus events sponsored by the school district. Please see School Board Policy 418 and 419 for

BULLYING PROHIBITION (SCHOOL BOARD POLICY 514)

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent and disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidations, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

GENERAL STATEMENT OF POLICY

An act of bullying, by either an individual student or a group of students, is expressly prohibited: on the school premises, at the school functions or activities, on the school transportation; by the use of electronic technology and communications on the school premises, during the school functions or activities, on the school transportation, or on the school computers, networks, forums, and mailing lists; or by use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment. A school-aged child who voluntarily participates in a public school activity, such as a co curricular or extracurricular activity, is subject to the policy provisions applicable to the public school students participating in the activity.

BULLYING PROHIBITION (SCHOOL BOARD POLICY 514) CONT.

This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources. This policy also applies to sexual exploitation.

Malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity as defined in Minnesota Statutes, chapter 363A is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other school personnel.

Malicious and sadistic conduct and sexual exploitation by a school district or school staff member, independent contractor, or enrolled student against a staff member, independent contractor, or student that occurs as described in Article II.A above is prohibited. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.

Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited. False accusations or reports of bullying against another student are prohibited. A person who engages in an act of bullying reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See MSBA/MASA Model Policy 506). The school district may take into account the following factors:

- The developmental ages and maturity levels of the parties involved;
- The levels of harm, surrounding circumstances, and nature of the behavior;
- Past incidences or past or continuing patterns of behavior;
- The relationship between the parties involved; and
- The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial or positive behavioral interventions up to and including suspension and/or expulsion. The school district may employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent and community participation.

Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.

The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

SECTION 8

POLICIES

BULLYING PROHIBITION (SCHOOL BOARD POLICY 514) CONT.

DEFINITIONS For purposes of this policy, the definitions included in this section apply. A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. The term, "bullying" specifically includes cyberbullying, malicious and sadistic conduct and sexual exploitation.

B. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network, internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

C. "Immediately" means as soon as possible but in no event longer than 24 hours. D. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:

1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;
2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to students performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA).

However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA. E. "Malicious and sadistic conduct" means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.

SECTION 8 POLICIES

BULLYING PROHIBITION (SCHOOL BOARD POLICY 514) CONT.

“On school premises, on school district property, at school functions or activities or on school transportation” means all school district buildings, school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student’s walking route to or from school for purposes of attending school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

G. “Prohibited conduct” means bullying, cyberbullying, malicious and sadistic conduct, sexual exploitation, or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about prohibited conduct.

H. “Remedial response” means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.

I. “Student” means a student enrolled in a public or charter school.

REPORTING PROCEDURE

A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.

C. The building principal, the principal’s designee, or the building supervisor (hereinafter the “building report taker”) is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.

SECTION 8

POLICIES

BULLYING PROHIBITION (SCHOOL BOARD POLICY 514) CONT.

- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

SCHOOL DISTRICT ACTION

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (See MSBA/MASA Model Policy 506) and other applicable school district policies; and applicable regulations.
- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

BULLYING PROHIBITION (SCHOOL BOARD POLICY 514) CONT.

RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

TRAINING AND EDUCATION

A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.

B. The school district shall require ongoing professional development, consistent with Minn. Stat. § 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:

- 1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
- 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
- 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
- 4. The incidence and nature of cyberbullying; and
- 5. Internet safety and cyberbullying.

C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.

BULLYING PROHIBITION (SCHOOL BOARD POLICY 514)

The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.

E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students. The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct. The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

- 1. Engage all students in creating a safe and supportive school environment;
- 2. Partner with parents and other community members to develop and implement prevention and intervention programs;
- 3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
- 4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
- 5. Teach students to advocate for themselves and others;
- 6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
- 7. Foster student collaborations that, in turn, foster a safe and supportive school climate.

F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See MSBA/MASA Model Policy 515) in the student handbook.

H. The school district designates Amy Bouma as the primary contact person in the school building to receive reports of prohibited conduct.

BULLYING PROHIBITION (SCHOOL BOARD POLICY 514) CONT.

NOTICE

The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.

B. This policy, or a summary thereof, must be conspicuously posted in the administrative offices of the school district and the office of each school.

C. This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.

D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See MSBA/MASA Model Policy 506) distributed to parents at the beginning of each school year.

E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.

F. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

IX. POLICY REVIEW

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minn. Stat. § 121A.031 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

School Board Policy 514

PROTECTION AND PRIVACY OF STUDENT RECORDS

The school district recognizes its responsibility in regard to the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes. The procedures and policies regarding the protection and privacy of parents and students are adopted by the school district, pursuant to the requirements of 20 U.S.C. 1232g, et seq., (Family Educational rights and Privacy Act (FERPA)) 34 C.F.R. Par 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and Minn. Rules Parts 1205.0100-1205.2000. Please see school board policy 515 for complete policy. Please see School Board Policy 536 regarding retention of Special Education records.

STUDENT DISABILITY NONDISCRIMINATION

The purpose of this policy is to protect students with disabilities from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973 (Section 504), need services, accommodations, or programs in order that such learners may receive a free and appropriate public education. Please see School Board Policy 521 for more information.

TITLE IX SEX NONDISCRIMINATION POLICY

The school district does not discriminate on the basis of sex in its education programs or activities, and it is required by Title IX of the Education Amendments Act of 1973, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The school district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment. The Title IX Coordinator for FPS is Nicole Yochum, Director of Human Resources (nyochum@faribault.k12.mn.us, 507-333-6013). Please see School Board Policy 522 for more information.

HAZING PROHIBITION

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times. Please see School Board Policy 526 for more information.

IMMUNIZATION REQUIREMENTS

The purpose of this policy is to require that all students receive the proper immunizations as mandated by law to ensure the health and safety of all students. All students are required to provide proof of immunizations, or appropriate documentation exempting the student from such immunization, and such other data necessary to ensure that the student is free from any communicable diseases, as a condition of enrollment. Please see School Board Policy 530 for more information.

STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN

The purpose of this policy is to provide guidance to professional staff, parents, and students regarding student promotion, retention and program design. The school board expects all students to achieve at an acceptable level of proficiency. Parental assistance, tutorial and remedial programs, counseling, and other appropriate services shall be coordinated and utilized to the greatest extent possible to help students succeed in school.

- 1.Promotion - Students who achieve at levels deemed acceptable by local and state standards shall be promoted to the next grade level at the completion of each school year.
- 2.Retention - Retention of a student may be considered when professional staff and parents feel that it is in the best interest of the student. Physical development, maturity, and emotional factors shall be considered, as well as scholastic achievement. The superintendent's decision shall be final.
- 3.Program Design - The superintendent, with participation of the professional staff and parents, shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A process to assess and evaluate students for program assignment shall be developed in coordination with such programs. Opportunities for special programs and placement outside of the school district shall also be developed as additional options. All programs will be aligned with creating the World's Best Workforce.

Please see School Board Policy 513 for more information.

INTERNET ACCEPTABLE USE AND SAFETY

General Statement of Technology Use

Faribault Public Schools offers technology to students for a multitude of reasons. One key benefit is access to a vast amount of information and resources. The internet and digital tools allow students to delve deeper into subjects, conduct research beyond textbooks, and explore topics that may not be covered in traditional lessons. Technology can also personalize learning by catering to different student paces and interests. Interactive tools and online platforms can make learning more engaging, while digital assignments can be tailored to individual strengths and weaknesses. Furthermore, technology fosters important 21st-century skills. Faribault Public Schools' staff works to equip students with the ability to navigate digital platforms, collaborate online, and effectively communicate using technology, preparing them for a world where these skills are increasingly crucial for success.

Acceptable Uses

Acceptable student uses of technology are those that are facilitated by staff to engage, enhance, or extend learning opportunities. Faribault Public Schools is aware that most of this learning takes place inside the school buildings, however, use of school district technology outside the buildings, should also be targeted toward the learning goals for the students.

Unacceptable Uses

Generally, the technology provided by Faribault Public Schools will not be used in any way that violates state or federal laws, violates school board policies, or as a means to access materials that are considered harmful to children or materially disruptive to the educational process.

Faribault Public Schools' technology will also not be used to:

post, transmit, or distribute defamatory, harassing, prejudicial, or discriminatory attacks (including bullying and cyberbullying),
vandalize, damage, or disable property of others or disrupt access for others,
gain unauthorized access to materials or information of others without their permission,
share the private information about others,
violate copyright laws or other intellectual property rights, and
conduct unrelated financial business.

Faribault Public Schools also has a substantial interest in the unacceptable use of technology outside of school and the school day. Often situations that arise outside of school may disrupt the safe learning opportunities for other students. In these cases, appropriate actions may be taken by administrators

*While not an exhaustive list, the entire
Policy 524 - Internet Acceptable Use and Safety Policy can be found at
<https://faribault.k12.mn.us>.*

Faribault Public Schools utilizes filtering on district owned networks and devices to ensure compliance with CIPA and encourage an educational use of technology.

Applications with Access to Student Information

Faribault Public Schools has partnerships with vendors and their applications for many different learning experiences. In accordance with Minnesota Statute 13.32 and to protect student data and privacy, technology vendors and providers are vetted for their handling of student data. The list of approved applications can be found on the district website at <https://faribault.k12.mn.us>.

Limit on Screen Time for Children in Preschool and Kindergarten

In accordance with Minnesota Statute 124D.166, Faribault Public Schools provides students in preschool and kindergarten opportunities to learn with technology in ways that encourage engagement from teachers and/or the students' peers.

SECTION 8 POLICIES

INTERNET ACCEPTABLE USE AND SAFETY CONT.

Technology Support

Staff and students are encouraged to inform the technology department of issues with technology. In these situations, teachers or students may submit a technology support request through Incident IQ. Understandably, families may also have issues with district technology such as communications platforms, student information systems, or simply supporting their children at home. Families may submit technology support requests via email to techsupport@faribault.k12.mn.us

Positive School Expectations

At Faribault Public Schools, students are taught, and expected to be, Safe, Respectful, and Responsible (Policy 537 - Positive School Expectations). These are expectations for peer interactions, classroom time, lunch, activities, property, technology and much more. In order to do this, students at Faribault Public Schools develop Digital Literacy skills in the areas of Relationships, Self-Management, Responsible Decision Making, Social Awareness, and Self-Awareness. Given that these skills are learned, it's important that students and families recognize that mistakes may happen, and that learning from them, with school staff, is paramount to success. We encourage students to notify staff if any of the unacceptable uses occur, accidentally or intentionally, so we can be proactive in creating a safe, respectful, and responsible learning environment.

Cell Phone Use

Cell Phones and smartphones are ubiquitous in society today. It is important to recognize that these devices have incredible uses in communication, safety, and even learning. Faribault Public Schools understand this and the rules for the carrying and use of cell phones is specific to each individual school building and may be different from teacher to teacher. Generally, it is important to know that the use of these devices may create a disturbance to learning for one or many other students and that their use in schools may be limited at some or all, times during the school day.

Faribault Public Schools Referenced Policies Policy 524 - Technology Acceptable Use and Safety Policy Policy 537 - Positive School Expectations

PLEDGE OF ALLEGIANCE

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

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

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

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

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

SECTION 8

POLICIES

VISITORS TO SCHOOL DISTRICT BUILDINGS AND SITES

The school board encourages interest on the part of parents and community members in school programs and student activities. The school board welcomes visits to school buildings and school property by parents and community members provided the visits are consistent with the health, education and safety of students and employees and are conducted within the procedures and requirements established by the school district. The school board reaffirms its position on the importance of maintaining a school environment that is safe for students and employees and free of activity that may be disruptive to the student learning process or employee working environment. Please see School Board Policy 903 for more information.

NON-CUSTODIAL PARENTAL RIGHTS TO INFORMATION

Custodial and Non-Custodial parents have the right to make inquiries and be informed about their child's educational program and progress in school. Custodial and non-custodial may visit school at any time and attend conferences as a matter of statutory right regardless of the desires or requests of the other parent.

The law states: Family Law-Chapter 668, Sec. 12, Subd 3 Custody Order

(a) Upon adjudging the nullity of a marriage, or in a dissolution or separation proceeding, or in a child custody proceeding, the court shall make such further order as it deems just and proper concerning: (1) the legal custody of the minor children of the parties which shall be sole or joint; (2) their physical custody and residence; and (3) their support. In determining custody, the court shall consider the best interest of each child and shall not prefer one parent to the other solely on the basis of the sex of the parent.

(b) The court shall grant the following rights of each of the parties unless specific findings are made under paragraph

(c) and every custody order must include the following notice of the parties: Each party has the right of access to and to receive copies of school, medical, dental, religious training, and other important records and information about the minor children.

Presentation of a copy of this order to the custodian of a record or other information about the minor children constitutes sufficient authorization for the release of the record or information of the requesting party. Each party shall keep the other party informed as to the name and address of the school of attendance of the minor children. Each party has the right to be informed by school officials about the children's welfare, educational progress and status, and to attend school and parent-teacher conferences.

The school is not required to hold a separate conference for each party. In case of an accident or serious illness of a minor child, each party shall notify the other party of the accident or illness, and the name of the health care provider and the place of treatment. Each party has the right to reasonable access and telephone contact with minor children. The court may waive all or part of the notice required under paragraph (b) if it finds that it is necessary to protect the welfare of a party or child. Staff at Roosevelt Earling Learning Center will, on request, send report cards and hold conferences with a non-custodial parent, unless there is a court order or legally binding instrument prohibiting such contact. Our school complies with the Family Education Rights and Privacy Act of 1974. If you desire to have a copy of your child's report card sent to a non-custodial parent, please notify us

PESTICIDE

INTEGRATED PEST MANAGEMENT
NOTIFICATION 2024-25



Janet B. Johnson Parents' Right-To-Know Act of 2000

All Minnesota schools are required to inform parents/guardians and school employees that they may request to be notified prior to pesticide application on school property. Pesticides include chemicals which are used to control insects, weeds, rodents or other pests as defined by the law (M.S. 123B.575, Subd. 9).

To provide the required information, schools must maintain a list of parents/guardians and school employees who request notification. Schools must also provide information about individual pesticide applications upon request, including the name of the pesticide product, and the time and location of the planned application. An estimated schedule of pesticide applications is available for review or copying at the Buildings & Grounds office.

Pesticides and non-chemical treatments may be used in combination in and around schools for a variety of reasons, including the control of pests which have the potential to bite, sting, spread disease, cause asthma, and/or trigger an allergic reaction. Pesticides may also be used to prevent or control damage to materials within the school building or to the school building itself, or to control pests or weeds that are seen as a nuisance.

The long-term health effects on children from the application of such pesticides or the class of chemicals to which they belong may not be fully understood. Children may be more susceptible to pesticides than adults due to their smaller size and rapid growth and development. Also, their playful behavior may expose them to more pesticide residue.

To limit the potential pesticide exposure, this school follows safety regulations to ensure pesticides are applied properly. All pesticide products, which are used in and around school buildings, are required to be registered with the Minnesota Department of Agriculture and the U.S. Environmental Protection Agency. In addition, school employees and certified and licensed applicators are required by state and federal law to comply with all requirements of the pesticide label, including building sites, application rates, re-entry intervals, posting, use of personal protective equipment, use restrictions, and disposal on the product label.

If you would like to be notified prior to pesticide applications made on days other than those specified in the estimated schedule (excluding emergency applications), please contact Kain Smith, at 507-333-6027.

ASBESTOS

If you are interested in seeing the asbestos plan, you can request a copy by contacting Kain Smith at KSmith@Faribault.k12.mn.us.

LEAD IN SCHOOL DRINKING WATER

You can find information about this topic on the Faribault Public Schools Health and Safety webpage.

WELLNESS POLICY 533

Purpose- The purpose of this policy is to set forth methods that promote student wellness, prevent and reduce childhood obesity, and assure that school meals and other food and beverages sold and otherwise made available on the school campus during the school day are consistent with applicable minimum local, state, and federal standards.

D. Other Foods and Beverages Made Available to Students

- 1.Student wellness will be a consideration for all foods offered, but not sold, to students on the school campus, including those foods provided through:
 - a.Celebrations and parties. The school district will provide a list of healthy party ideas to caregivers and teachers, consisting of non-food celebration ideas. [Note: Healthy party ideas are available from the USDA.]
 - b.Classroom snacks will not be allowed to be brought by caregivers.
 - c.Due to concerns about food safety and food allergies, children may be recognized on their birthdays by being given special privileges, such as being line leader or teacher’s helper for the day. No food will be brought into the classroom.
 - d.Rewards and incentives. Schools are prohibited from using foods or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student’s individual education plan or behavior intervention plan) and should encourage physical activity as a reward when feasible. During the school day, students shall not be required to engage in physical activity as punishment.
- 2.Fundraising. The school district will make available to caregivers and teachers a list of suggested healthy fundraising ideas.
- 3.All foods sold to students and staff outside of school meals shall meet district nutrition standards during the school day.

SEE THE LOCAL WELLNESS POLICY IN ITS ENTIRETY ON THE FPS DISTRICT WEBSITE.

E-LEARNING DAY PLAN

Faribault Public Schools will no longer be implementing traditional, "Snow Days," instead, we will have Falcon Flex days. If severe weather causes us to close our buildings, instruction will take place from home. Students will either follow their take-home Falcon Flex Day learning plans or participate in online learning assignments.

Parents, please follow this chart:

Early Childhood

Please have your early childhood student check their backpack for their Falcon Flex Day learning plans.

Elementary

Please have your elementary student check their backpack for their Falcon Flex Day learning plans.

Middle School

Please have your middle school student check Schoology for their snow day learning plans on their school-issued iPad.

High School

Please check Schoology for assignments or assessments on your school-issued iPad.

ALC

Please check Google Classroom for assignments or assessments on your school- issued iPad.

Falcon Online Academy

Please continue working on assignments in your online classes.

Faribault Adult Education

Please work on student lessons in Burlington English.

On Falcon Flex Days, teachers and support staff will be available to students and families (via email) from 10 AM to 3 PM. If your student needs tech assistance from home, please follow our Tech Help procedure.

All buildings: Faribault School District Office, Faribault Education Center, Faribault Area Learning Center, Faribault High School, Faribault Middle School, Roosevelt Elementary, Lincoln Elementary, Jefferson Elementary, and McKinley Early Childhood Center will be closed

Kids World child care will be canceled/closed

All daytime and after-school Community Education programs including Community School and Falcons Beyond will be canceled/closed

Adult Education classes will be canceled

A decision regarding afternoon/evening district-sponsored athletics and activities will be determined by 1 p.m. Please look for messages from your coach or activity lead regarding these activities.

**ADDITIONAL POLICIES AND INFORMATION
IS AVAILABLE THROUGH OUR FARIBAULT
PUBLIC SCHOOLS WEBSITE.
WWW.FARIBAULT.K12.MN.US**

