Welcome to the 2019-2020 School Year!

Dear Colleagues:

I’m honored to serve as your new superintendent and to work alongside you as we inspire and prepare all students with the confidence, courage and competence to achieve their dreams; contribute to community; and engage in a lifetime of learning.

In the short time I’ve been here, I’ve learned a great deal about the outstanding work Osseo Area Schools staff is doing to achieve our mission for every child. I’m a strong believer in honoring the past while focusing on the future, and I look forward to working with all of you as we take on the priority work (seen in the next couple of pages) outlined in our district’s strategic plan.

Please refer to this handbook for helpful information and important guidelines and procedures. If you have any questions, please talk with your site leader. If you have questions or suggestions about how we can improve as a district, please contact me at mcintyre@district279.org or ext. 27222.

I look forward to meeting each of you, and I wish you a successful and rewarding school year!

Cory McIntyre
Superintendent

facebook.com/OsseoSchools
@CoryHMcIntyre
Mission

Our mission is to inspire and prepare all students with the confidence, courage, and competence to achieve their dreams; contribute to community; and engage in a lifetime of learning.

Goals

- Each student articulates, plans for, and progresses toward his/her evolving dreams.
- Each student chooses to contribute to community in a mutually meaningful way.
- Each student demonstrates initiative and persistence to continually learn that which is important to him/her.
- Each student is ready for kindergarten.**
- Each third-grader can read at grade level.**
- Each student graduates from high school.**
- Each student is ready for college and career.**
- The achievement gap is closed on all state-mandated measures.**

** Indicates one of Minnesota's World's Best Workforce goals

Strategies

- Create transformational system change to ensure equitable student achievement.
- Develop understanding and support of our district's mission and core values among members of our community.
- Engage students and families as partners to achieve our mission and strategic objectives.
- Leverage and align the talents of our employees and the assets of our system to achieve our mission and strategic objectives.

Our Core Values

We believe that--
- lifelong learning is essential for the individual and community to thrive;
- everyone has equal intrinsic value;
- trust is essential to sustaining successful relationships and to achieving results;
- better decisions emerge when diverse perspectives are intentionally included in a collaborative process;
- everyone benefits when cultural differences are acknowledged and understood, and individuals are treated respectfully and equitably; and
- everyone can learn more.
Priority work for 2019-2020

We will create transformational system change to ensure equitable student achievement.*
- All sites will engage in the use of culturally responsive instructional strategies.
- At every elementary site, student outcomes and measurements of achievement are aligned, and PreK is integrated into all school processes.
- All sites will implement culturally responsive, research-based positive behavior intervention practices that include the use of trauma-informed and restorative practices.
- All sites engage in the use of differentiated instructional strategies to support language learner success.
- Students will experience learning that is personalized in path, place, and pace through strengthening teaching and learning practices that support student success.

* Equitable student achievement means:
1. Ensuring high levels of achievement for all students, and
2. Accelerating growth for students of color and other underperforming groups, in order to
3. Close the achievement gap on all state-mandated measures.

We will engage students and families as partners to achieve our mission and strategic objectives.
- The district will implement a systemwide plan to engage and empower families to support their student(s).

We will leverage and align the talents of our employees and the assets of our system to achieve our mission and strategic objectives.
- Employees will identify and respond to the influence of race and culture on learning.
- Effective staff recruitment and retention practices will build toward a workforce that reflects the demographics of enrolled students.
- Implementation of the Enrollment and Capacity Management Framework will lead to increased community trust in the school district through engagement in long-range planning for enrollment and building use.

Additional School Board Priorities for 2019-2020
1. Onboarding of new superintendent
2. Strategic planning
3. Referendum decision

Strategy Delimiters
We will not adopt any new program or service unless it is consistent with and contributes to our mission, and is accompanied by the staff development needed for effective implementation; accept any behavior that demeans the worth of any person; and allow past practice to interfere with the consideration of new ideas.

Approved by the School Board June 21, 2019
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BOARD OF EDUCATION
Mike Ostaffe ....................................................................... Chairperson
Jessica Craig ................................................................... Vice Chairperson
Heather Douglass .............................................................. Clerk
Tanya Simons .................................................................... Treasurer
Kelsey Dawson Walton ........................................................ Director
Jackie Mosqueda-Jones ....................................................... Director

CABINET
Cory McIntyre ................................................................. Superintendent of Schools
Ronald Meyer ................................................................. Executive Director of Finance & Operations
Laurel Anderson ............................................................... Executive Director of Human Resources
Dr. Stephen Flisk ................................................................ Assistant Superintendent of Leadership, Teaching & Learning
Patrick Smith ................................................................. Interim Assistant Superintendent of Leadership, Teaching & Learning
Kelli Parpart ....................................................................... Assistant Superintendent of Leadership, Teaching & Learning
Brian Siverson-Hall ....................................................... Executive Director of Community Engagement & District 279 Foundation
Tim Palmatier .................................................................. General Counsel
Anthony Padmos ............................................................... Executive Director of Technology

SUPERINTENDENT
Cory McIntyre .................................................................. Superintendent of Schools
Barbara Olson .................................................................. Director of School/Community Relations
Tim Palmatier .................................................................. General Counsel

COMMUNITY ENGAGEMENT (CE)
Brian Siverson-Hall ....................................................... Executive Director of Community Engagement
Carrie Cabe ......................................................................... Assistant Director, Community Engagement-21st Century & Targeted Services
Susan Wineland ............................................................... District 279 Foundation—Development Director
Deb Anderson .................................................................. District 279 Foundation—Administrative Coordinator
Melissa Henderson ............................................................ Coordinator, Marketing & Enrichment
Carrie Larson .................................................................. Coordinator, Facilities & Volunteers
Jim Greeley ........................................................................ Coordinator, Enrollment Services
Kristy Johnson .................................................................. Coordinator, Kidstop & Four Star Express
Sally Nault-Maurer ............................................................... Coordinator, Early Childhood Family Education
Emily Watts ........................................................................ Coordinator, Adult Basic Education Programs

HUMAN & ADMINISTRATIVE RESOURCES TEAM (HART)
Ronald Meyer .................................................................. Executive Director, Finance and Operations
Laurel Anderson ............................................................... Executive Director, Human Resources
Joel Milteer ....................................................................... Director, Human Resources
Kelly Benusa ................................................................. Director, Business Services
Dale Carlstrom .................................................................. Director, Facilities & Transportation Operations
Troy Schrefels .................................................................. Director, Facilities & Transportation Operations
Kathleen Eiland-Madison .................................................. Director, Human Resources
Jeff Artz .............................................................................. Coordinator, Facilities Operations
Cindy Brown .................................................................... Coordinator, Accounting/Payroll
Donald Hanson .................................................................. Assistant Coordinator, Custodial Services
Terry Woodworth ............................................................ Assistant Coordinator, Custodial Services
Craig Wokson .................................................................. Assistant Coordinator, Maintenance Services
Mike Hueller ....................................................................... Coordinator, Accounting/Payroll
Nick Martini ........................................................................ Coordinator of Transportation
Katie Kern .......................................................................... Coordinator, Human Resources
Lisa McLean ....................................................................... Coordinator, Labor Relations
Melanie Gates ..................................................................... Supervisor, Food Services
Colleen Fairbanks ............................................................ Coordinator, Food Services
Rachel Koehler .................................................................. Coordinator of Risk Management
Dave Moredock .................................................................. Coordinator of Risk Management
Jeff Anborge ....................................................................... Director, Food & Nutrition
Irfan Chaudhry .................................................................. Assistant Director, Food & Nutrition
Anne Ramsey .................................................................... Coordinator, Purchasing
INSTRUCTIONAL & INFORMATION TECHNOLOGY TEAM (I^2T^2)
Anthony Padrnos ...........................................Executive Director of Technology
Gerald Edwards ...........................................Coordinator, Information Systems
Jay Durbin ..................................................Coordinator, Technology Support Services
Lisa Sjogren ..................................................Coordinator, Instructional Systems
Jen Thomas ..................................................Coordinator, Enterprise Technology

LEADERSHIP, TEACHING AND LEARNING (DLTL)
Dr. Stephen Flisk ...........................................Assistant Superintendent
Kelli Parpart ..................................................Assistant Superintendent
Patrick Smith ..............................................Interim Assistant Superintendent
Sara Vernig ..................................................District Level Principal
Jeremy Willey ..............................................Director, Learning and Achievement
Robin Gunsolus ............................................Assistant Director, Learning and Achievement
Dr. Rev Hillstrom ..........................................Director, Educational Equity
Kate Emmons ................................................Director, Student Services
Jill Lesne ....................................................Assistant Director, Student Services
Joy Fredrickson ...........................................Coordinator, Special Education
Candace Larson ...........................................Coordinator, Special Education
Jeanette Bitzer ...........................................Coordinator, Special Education
Angela VanHee ...........................................Coordinator, Special Education
Dr. Courtney Holmes ...................................Coordinator, Special Education
Patrick Clymer ...........................................Coordinator, Special Education
Michelle Humphrey ......................................Coordinator, Special Education
Tammy Djerf ................................................Coordinator, Research, Assessment & Accountability
Godfrey Edaferierhi ....................................Coordinator, Career & Technical Education
BJ Irmiter ....................................................Coordinator, K-12 Operations
Emily Woolsey ...........................................Coordinator, K-12 Operations
Andrea Bodeau ...........................................Coordinator, Digital Learning & Instructional Media
Kiersten Nicholson .......................................Coordinator, English Learners
Ryan Bisson ................................................Coordinator, Elementary Curriculum & Instruction
Jill Kind .....................................................Coordinator, Secondary Curriculum & Instruction
Tammi Provart ...........................................Coordinator, Title I and TAG
TBD ..........................................................District Nurse

ELEMENTARY SCHOOL PRINCIPALS, AND ECFE & ECSE SITE LEADERS - PAGE 5

SECONDARY SCHOOL PRINCIPALS
Kim Monette ..............................................Brooklyn Middle School
Lisa Hartman ..............................................Maple Grove Middle School
Diana Bledsoe ...........................................North View Middle School
Brian Chance ..............................................Osseo Middle School
Dr. Bart Becker .........................................Maple Grove Senior
Michael Lehan ...........................................Osseo Senior
Heather Miller-Cink ..................................Park Center Senior Int’l Baccalaureate World School
Kristen Hauge ...........................................Osseo Area Learning Center

SITE COORDINATORS
Kandi Larson ...............................................Willow Lane ECSE
Sally Nault ...............................................Arbor View ECFE
Angie VanHee ...........................................ACHIEVE/OSTC

ENROLLMENT CENTER
Jim Greeley ..............................................Coordinator, Enrollment Services
### Elementary Schools

<table>
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<tr>
<th>School</th>
<th>Phone</th>
<th>Start Time</th>
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<tr>
<td>Basswood Elementary</td>
<td>763-494-3858</td>
<td>8:50 a.m.</td>
<td>3:20 p.m.</td>
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<tr>
<td>Birch Grove Elementary School for the Arts</td>
<td>763-561-1374</td>
<td>9:30 a.m.</td>
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<tr>
<td>Cedar Island Elementary</td>
<td>763-425-5855</td>
<td>9:30 a.m.</td>
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<tr>
<td>Crest View Elementary</td>
<td>763-561-5165</td>
<td>8:40 a.m.</td>
<td>3:20 p.m.</td>
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<tr>
<td>Edinbrook Elementary</td>
<td>763-493-4737</td>
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<td>3:20 p.m.</td>
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<tr>
<td>Elm Creek Elementary</td>
<td>763-425-0577</td>
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<td>3:20 p.m.</td>
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<tr>
<td>Fair Oaks Elementary</td>
<td>763-533-2246</td>
<td>9:30 a.m.</td>
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<tr>
<td>Fernbrook Elementary</td>
<td>763-420-8888</td>
<td>8:50 a.m.</td>
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<tr>
<td>Garden City Elementary</td>
<td>763-561-9768</td>
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<tr>
<td>Oak View Elementary</td>
<td>763-425-1881</td>
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<td>4:00 p.m.</td>
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<tr>
<td>Palmer Lake Elementary</td>
<td>763-561-1930</td>
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<tr>
<td>Park Brook Elementary</td>
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<td>3:20 p.m.</td>
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<tr>
<td>Rice Lake Elementary</td>
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<td>3:20 p.m.</td>
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<tr>
<td>Rush Creek Elementary</td>
<td>763-494-4549</td>
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<td>Weaver Lake Elementary, A Science, Math, &amp; Technology School</td>
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<td>Woodland Elementary</td>
<td>763-315-6400</td>
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<td>Zanewood Community School, A Science, Technology, Engineering, Arts &amp; Math School</td>
<td>763-561-9077</td>
<td>9:30 a.m.</td>
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### Secondary Schools

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<td>763-391-8890</td>
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<td>Osseo Secondary Transition Center</td>
<td>763-315-7470</td>
<td>7:30 a.m.</td>
<td>2:00 p.m.</td>
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www.district279.org  | Teacher Handbook  | 4
DIRECTORY

ELEMENTARY SCHOOLS

BASSWOOD ELEMENTARY
15425 Bass Lake Road, Maple Grove MN 55311
763-494-3858  Absence Line: 763-494-3858, ext. 1
Interim Principal - Dr. Steven Schwartz
Assistant Principal - Dimitri Russell

BIRCH GROVE ELEMENTARY
4690 Brookdale Drive, Brooklyn Park MN 55443
763-561-1374  Absence Line: 763-561-1374, ext. 1
Principal - Dr. Ronald Salazar
Assistant Principal - Keisha Davis

CEDAR ISLAND ELEMENTARY
6777 Hemlock Lane, Maple Grove MN 55369
763-425-5855  Absence Line: 763-425-5855, ext. 1
Principal - Dan Wald

CREST VIEW ELEMENTARY
8200 Zane Avenue N., Brooklyn Park MN  55443
763-561-5165  Absence Line: 763-561-5165, ext. 1
Principal - Shawn Stibbins

EDINBROOK ELEMENTARY
8925 Zane Avenue N., Brooklyn Park MN 55443
763-493-4737  Absence Line: 763-493-4737, ext. 1
Principal - Aaron Krueger

ELM CREEK ELEMENTARY
9830 Revere Lane N., Maple Grove MN 55369
763-425-0577  Absence Line: 763-315-7692
Principal - Elizabeth Ness

FAI OAKS ELEMENTARY
5600 65th Avenue N., Brooklyn Park MN 55429
763-533-2246  Absence Line: 763-533-2246, ext. 1
Principal - Sara Looby

FERNBROOK ELEMENTARY
9661 Fernbrook Lane, Maple Grove MN 55369
763-420-8888  Absence Line: 763420-8888, ext. 1
Principal - Jeff Zastrow

GARDEN CITY ELEMENTARY
3501 65th Ave. N., Brooklyn Center MN 55429
763-561-9768  Absence Line: 763-549-2363
Principal - David Branch

OAK VIEW ELEMENTARY
6710 E. Fish Lake Rd., Maple Grove MN 55369
763-425-1881  Absence Line: 763-425-1881, ext. 1
Principal - Bill Kuendig
Assistant Principal - Stephanie Webster

PALMER LAKE ELEMENTARY
7300 W. Palmer Lake Dr., Brooklyn Park MN 55429
763-561-1930  Absence Line: 763-561-1930, ext. 1
Principal - TBD
Assistant Principal - Sarah Schmidt

PARK BROOK ELEMENTARY
7400 Hampshire Ave. N., Brooklyn Park MN 55428
763-561-6870  Absence Line: 763-549-2408
Principal - Scott Taylor

RICE LAKE ELEMENTARY
13755 89th Ave. N., Maple Grove MN 55369
763-420-4220  Absence Line: 763-420-4220, ext. 1
Principal - Margo Kleven

RUSH CREEK ELEMENTARY
8801 County Road 101, Maple Grove MN 55311
763-494-4549  Absence Line: 763-315-9774
Principal - Josie Johnson

WEAVER LAKE ELEMENTARY:
A SCIENCE, MATH & TECHNOLOGY SCHOOL
15900 Weaver Lake Rd., Maple Grove MN 55311
763-420-3337  Absence Line: 763-391-8882
Principal - Lena Christiansen

WOODLAND ELEMENTARY
4501 97th Ave. N., Brooklyn Park MN 55443
763-315-6400  Absence Line: 763-315-6400, ext. 1
Principal - Robert Nelson

ZANEWOOD COMMUNITY SCHOOL:
A Science, Technology, Engineering, Arts and Math School
7000 Zane Ave. N., Brooklyn Park MN 55429
763-561-9077  Absence Line: 763-549-2439
Principal - Adrain Pendelton
Assistant Principal - Courtney Gulyard

EARLY CHILDHOOD OFFICES

EARLY CHILDHOOD FAMILY EDUCATION
ARB: 9401 Fernbrook Lane 763-391-8777
Maple Grove  Fax: 391-8762
WL: 7020 Perry Avenue North 763-585-7330
Brooklyn Center  Fax: 585-7303
Site Coordinator - Sally Nault-Maurer

EARLY CHILDHOOD SPECIAL EDUCATION
ARB: 9401 Fernbrook Lane 763-391-8786
Maple Grove  Fax: 391-8762
WL: 7020 Perry Avenue North 763-585-7300
Brooklyn Center  Fax: 585-7303
Site Coordinator - Candace Larson
279 Insider is our district’s weekly e-newsletter for employees. Published during the school year by the Community Relations department, 279 Insider is the primary vehicle for sharing important news with employees districtwide.

ABSENCE AND ATTENDANCE—STUDENTS ATTENDANCE REPORTING

Teachers submit daily attendance online using Synergy.

ABSENCES

Excused
A reasonable amount of school absences will be excused for dentist, doctor, mental health professional, or orthodontist appointments; as well as legal matters, funerals, illness, in- or out-of-school suspension, late bus, religious reason, or severe weather. School absence may be excused at the principal’s discretion for adoption or birth of a sibling, family/student/personal concern, family illnesses, or prearranged vacations.

Unexcused
School absences will not be excused for the following: child care of siblings; no stated reason; missed the bus; and non-school extracurricular activities, such as dance, music, or gymnastic lessons. MN Statute 260C.163, Subd. 11(a), states, “A child's absence from school is presumed to be due to the parent's, guardian's, or custodian's failure to comply with compulsory instruction laws, if the child is under 12 years old and the school has made appropriate efforts to resolve the child's attendance problems …”

Partial-Day
Partial day absences are recorded when a child in grades K-5 misses one hour or less of instructional time during the school day.

Half-Day
Half day absences are recorded when a child in grades K-5 misses more than one hour of instructional time during the school day.

Full-Day
A full-day absence will be recorded when a child in grades K-5 is not in attendance for the day, has accumulated two half-day or six partial-day absences, or has been late at least 20 minutes four or more times.

EXCUSE FROM SCHOOL DURING SCHOOL DAY

Students may be excused from school only if they have permission from the school office or principal. Follow this procedure closely due to the liability involved. You do not have to release a student from school during school hours. When in doubt about a child's safety, it is permissible to retain the child in school. Note the following for release:

♦ Teachers are not to release a child from school unless notified by the school office.
♦ All requests for a child’s release must be referred to the school office.
♦ A child may be sent home during school hours with another authorized reliable adult only if the parent is not available. Written authorization must be provided by the parent/guardian.
♦ Office staff will check requests carefully to be certain that the person representing the parent is authorized. A check can be conducted by telephoning the parent/guardian for confirmation or by having the child identify the caller.
♦ In cases of family dissension, a request often comes to prohibit one party in the conflict from taking the child from school. The principal must be aware of and approve handling of these cases.
♦ The person removing a child from school must go to the office to sign out the student.

EXCESSIVE ABSENTEEISM

Minnesota statute defines excessive absences as seven unexcused absences or fifteen excused absences. This is considered a serious problem because it disrupts academic instruction.

Continuing Truant
According to MN Statute 260A.02, Subd. 3, when a child has three unexcused days, the child is considered a continuing truant. The principal will send one letter to the parents. After six unexcused absences, a referral will be made to the Hennepin County Attorney’s Office for a parent group meeting (PGM). After the PGM, if there are three additional days of unexcused absences, a referral will be made to the Hennepin County Attorney’s Office for educational neglect.

Habitual Truant
MN Statute 260C.007, Subd.19, defines habitual truant as “a child under the age of 16 years who is absent from attendance at school without lawful excuse for seven school days if the child is in elementary school…” The school determines if excessive absenteeism will be reported to county officials. Once reported, the parent and child may be subject to juvenile court proceedings.

Neglect
MN Statute 626.556, Subd. 2(f)(4), states, “Neglect means failure to ensure that the child is educated as defined in sections 120A.22 and 260C.163, Subd. 11.”
For additional assistance with requesting time off, please refer to the Memorandum that is emailed to licensed staff each fall of terms and conditions of employment. Approval from Human Resources. The form must be completed and submitted to Human Resources in accordance with the teachers’ substitute deduction (cost of a substitute), as provided in your terms and conditions of employment. Please contact your principal regarding specific procedures.

Absence from work due to jury duty, court appearance, short term, long term, extended, medical (4 days or longer), religious leave, substitute deduction day, and federal programs require an absence request form (PF22), prior approval from your principal, and approval from Human Resources. The form must be completed and submitted to Human Resources in accordance with the teachers’ terms and conditions of employment. Contact your principal regarding specific procedures. If the leave will be 10 days or less, you are responsible for recording the approved leave of absence in Absence Management and requesting a substitute teacher. For leaves more than 10 days, Human Resources staff will determine the process for documenting your absence, and coordinate the assignment of a substitute teacher with your principal, if necessary.

For additional assistance with requesting time off, please refer to the Memorandum that is emailed to licensed staff each fall from Human Resources. If you have additional questions regarding requesting time off, please connect with your Human Resources...
ACTIVITIES: NON-SCHOOL OR DISTRICT-SPONSORED

Teachers are discouraged from acting as hosts for non-school or district-sponsored after-school, evening, and weekend activities for current or former students. Use or maintenance of directory information for non-school purposes is prohibited. If you wish to maintain student contact information for personal use, you must obtain addresses, phone numbers, and related information directly from parents with permission.

Events not endorsed by the district must be planned outside of any school buildings and grounds, without the use of district funds, time, directory data, or equipment to produce or prepare for the activity. Invitations must be at personal expense and should clearly state that the activity is a personally sponsored event.

Teachers sponsoring non-school or school district sponsored activities are advised to check their personal liability coverage, and the level of coverage they personally have and/or may be advised to purchase for their protection through the teachers union.

ASSEMBLY PROGRAM

Teachers must accompany their students to the gymnasium and supervise as directed by the principal. Check with your principal for seating arrangements.

BEHAVIOR

School Board Policy 506-Student Discipline

The School Board recognizes that in order for the District to achieve its mission, a safe and healthy learning environment is essential. Students, therefore, must conduct themselves in a manner that maintains a climate in which learning can take place. It is the School Board’s position that when it becomes necessary to implement disciplinary measures, those measures should be implemented in a manner that is fair and equitable and that provides a learning opportunity for students that forms a basis for future self-discipline and student achievement. The district-wide, unacceptable student behaviors that are subject to disciplinary action include, but are not limited to 1) assault against one or more people; 2) vandalism and theft of school or personal property; 3) sexual, religious, racial, and other harassment and violence; 4) threats and disruptions to school operations; 5) insubordination; 6) trespassing; 7) hazing; 8) weapons; 9) tobacco and chemical use; and 10) truancy and unauthorized absences.

BUILDING ACCESS AND EQUIPMENT USE—SECURITY

DISTRICT-OWNED EQUIPMENT AND FACILITIES

ISD 279 does not allow the use of district-owned equipment for personal use. School facilities will be treated as professional workstations. All employee usage after the regular school hours shall be confined to the employee's immediate workstation or other authorized areas necessary for conducting district business. Gyms, pools, cafeterias, and shops shall not be considered employee workstations before or after normal school hours. If you would like to use these facilities after hours, a permit may be requested through the Community Education department’s facilities schedulers.

IDENTIFICATION BADGE

All employees must wear district-issued identification badges while working on district property. Identification badges shall be readily visible between the waist and neck. Employees shall not alter or deface their identification cards. If a badge is lost, contact Human Resources.

KEYS

Keys are not to be lent to students or outsiders at any time. Contact your building principal or resource manager for a building key card. You will be provided keys by your resource manager, as necessary, to access your workstation. The resource manager will track all keys issued using the district’s Key Control Form. Keys will be collected at the conclusion of the school year by the resource manager.

Employees are responsible for the security of their keys and any assigned assets. No keys shall be duplicated, except by the district locksmith. When a key is lost, the maintenance department should be notified immediately, so the corresponding lock can be changed.
LATCH AND LOCK
For the safety of our students and staff, all exterior doors, except for the main entrance, will remain locked during the school day. Exterior doors must not be propped open, as this jeopardizes building security. Employees should verify that exterior doors latch and lock after they enter and again when they leave.

TRESPASSING ON SCHOOL PROPERTY
MN Statute 609.605, Subd. 4: “It is a misdemeanor for a person to enter or be found in a public or non-public elementary, middle, or secondary school building unless the person:
- is an enrolled student in, a parent or guardian of an enrolled student in, or an employee of the school or school district;
- has permission or an invitation from a school official to be in the building;
- is attending a school event, class, or meeting to which the person, the public, or student’s family is invited; or
- has reported the person’s presence in the school building in the manner required for visitors to the school.”

It is a misdemeanor for a person to enter or be found on school property within one year after being told by the school principal or the principal's designee to leave the property and not to return, unless the principal or the principal's designee has given the person permission to return to the property.

BULLYING AND HAZING PROHIBITION
SCHOOL BOARD POLICY & PROCEDURE 514
The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, and other similar disruptive behavior. A safe and civil environment is needed for students to learn and attain high academic standards and to ensure a healthy school climate. Bullying, like other violent or disruptive behavior, is conduct that interferes with students’ ability to learn and teachers’ ability to educate students in a safe environment. It is the school district’s intent to prevent bullying and to take action to investigate, respond, remediate, and discipline those acts of bullying which have not been successfully prevented. In compliance with MN Statute 121A.0695, the district prohibits any act of bullying by any individual student or group of students.

It will be a violation for any student, employee, or agent of the district to bully a student, employee, or agent of the district through conduct or communication in person or through misuse of technology (cyber-bullying) of a bullying/intimidating nature as defined by School Board Procedure 514. It will also be a violation for any student, employee, or agent of the district to engage in bullying conduct at any time or any place that interferes with or obstructs the mission or operations of the school district by affecting the safety or welfare of the student, other students, or employees. 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.

CHEMICAL USE AND ABUSE
STUDENTS
If you know, or have reason to believe, that a student is using, possessing, or transferring alcohol, a controlled substance, or a substance used for mood-altering effects while on school premises, involved in school-related activities, or in a school vehicle, immediately notify the school’s Student Assistance Team as required by MN Statute 121A.26 and School Board Policy 541. Concerns regarding a student’s chemical abuse can be directed to the ISD 279 Student Assistance Counselors. Refer to procedure 541 for chemical abuse forms and detailed procedures.

CHEWING GUM
For safety and maintenance reasons, children are not allowed to chew gum at school.*

* Exceptions may be provided for students with special needs.

COMMUNICATIONS
Written communication to parents concerning classroom or grade-level activities requires your principal’s authorization. Activity examples include field trips, plays, requests for materials, summary of happenings, and upcoming events.
COMPETITIONS

Competition among elementary students should focus on striving to improve past performance. Research regarding children’s emotional growth indicates that an unfavorable atmosphere may be created when students at various grade levels, either within their school or between schools, compete among themselves.

CONFLICT

PARENT COMPLAINTS

When a parent has a concern or a complaint, it is best to use conflict resolution strategies. First, repeat what you believe the concern might be and then ask them, “How can I help?” Next, let them talk and give you their perspective. When they have finished, ask some clarifying questions to make sure you understand the issue. Ask them, “What would you like to see happen?” Usually, parents just want someone to listen to them. If the complaint is in an email, the same type of mindful inquiry applies; however, if the issue is not resolved in an email exchange or two, it is always best to schedule a time to call to talk about it to keep the lines of communication open and resolve the issue in a timely manner.

When a parent sends an email, it may be best to call, or respond that you will call them. Emails can be misinterpreted easily.

COPYRIGHT

All employees are expected to comply with copyright laws. Violators will be held responsible for their actions. Copyright guidelines are available on my279.org.

CURRICULUM AND INSTRUCTION

INSTRUCTIONAL MATERIALS

Elementary teachers are responsible for using district purchased curricular materials as their primary source for instruction in accordance with School Board Policy 616, which stipulates that “Teachers, under the supervision of principals, are responsible for teaching the school district curriculum to students.”

CURRICULAR ASSIGNMENTS

Elementary classroom teachers have primary responsibility for ensuring student learning in all of the elementary curriculum areas. Class preparation should be such that all materials are at hand and lessons are well planned. Assignments should be clear, appropriate, and at the student’s level of ability. If a student has been absent from school, assign tasks that provide an overview of what happened during his/her absence.

We use a balanced literacy framework for reading/language arts instruction. Teachers should plan 90 minutes daily for reading instruction and an additional 30 minutes daily for writing.

LESSON PLANS

The following protocol has been designed by the elementary leadership team and reviewed by Education Minnesota in order to delineate the expectation for quality classroom instruction and to create an accountability mechanism that respects the professional integrity of the teacher:

1. As instructional leaders, principals set expectations for the elements of quality, effective lesson plans.
2. Lesson plans must be at the teaching station and available for the classroom teacher, a substitute teacher, or the principal and/or site administrator at any time.

Principals and site administrators may request that teachers submit lesson plans to them for a variety of reasons for a designated period of time at the principal’s discretion. For example, principals and site administrators may:

• ask all staff members to turn in their lesson plans prior to the lesson for them to review and respond to as an instructional tool;
• ask for weekly documentation on what a teacher has done toward a school improvement goal;
• ask for a weekly response to progress toward a certain subgroup, identified through data as needing improvement;
• request probationary or high cycle teachers to turn in their lesson plans for their review; and
• have a reason to be concerned about adequate preparation (substitute report or parent concern) and request to review lesson plans for a period of time.

All lesson plans must be turned in to the office at the end of the year to be filed for one year. These plans must document for parents our teachers’ comprehensive planning. Lesson plans also verify required discussions on bus safety and handbook guidelines.
TALENT DEVELOPMENT, ACADEMIC CHALLENGE AND GIFTED SUPPORT
Program services are provided at each elementary school to support the needs of kindergarten through fifth grade. The continuum of service at each site is dependent on the site goals, grade level of the student, and the academic need.

LEVELS OF TALENT DEVELOPMENT, ACADEMIC CHALLENGE AND GIFTED SUPPORT

**Level One - All Students**
Enrichment opportunities are provided for all students. Level One opportunities may include: Classroom lessons, Maker’s Space, Genius Hour, Engineering Projects, guest speakers, Community Building or Community Service events. Lessons are focused on creative thinking skills, analogies, growth mindset, mindfulness are a few possibilities for whole classrooms to work with the TAG (Talent Development, Academic Challenge and Gifted Support) Specialist at each site. The goal of this level of service is to provide rigorous and enriching opportunities for all students.

Differentiated support is provided by the TAG specialist to classroom teachers in order to support all students with challenging learning opportunities that help them discover their unique interests and strengths.

All students are placed in heterogeneous classrooms. “Clustering” is used to create instructional groups in each third through fifth grade classroom. This practice will reduce the range of the instructional groups within a classroom, allowing the teacher to better provide a differentiated learning experience for each student. This “clustering” approach is based upon the Total School Clustering Model developed by Marcia Gentry at Purdue University.

**Level Two - Some Students**
Enrichment and enhancement opportunities are provided through pull-out classes. These sessions focus on Verbal, Non-Verbal and Quantitative skills. Level Two services, while targeting specific ability areas are designed to introduce and build 'How to Learn' skills in our students. These skills include, but are not limited to, becoming creative thinkers, problem solvers, strategic researchers and skilled communicators, while efficiently using technology, as well as determining how to best share information with a targeted audience producing a desired result.

**Level Three - Some Students**
Extension and challenge is provided through pull-out sessions. Sessions may include a more rigorous version of Level Two programming. Additional core course extensions such as Continental Math League and Word Masters may also be provided.

**Level Four - Few Students**
Students are involved in independent investigations which are designed to provide opportunities to investigate a special area of interest. Students will develop a project and share their findings. These independent study projects will be facilitated by the TAG Specialist. In addition to independent investigations, the following may be an option for some students:

- Full grade acceleration
- Single subject acceleration
- Participation in advanced coursework through university partners or other agencies

In addition to the TAG services offered during the school day. Afterschool enrichment options are available at many of our sites. These options may include:

- Math Masters
- Destination Imagination
- Children’s Choir
- Wordmasters
- Community Education Classes

For more information regarding Talent Development, Academic Achievement and Gifted Education programming contact your school’s TAG Specialist.
INFORMATION LITERACY & TECHNOLOGY PROGRAM

The instructional media and technology program develops 21st century learners by:

- teaching and collaborating to integrate information literacy and technology skills into the curriculum;
- providing access to information and facilitating the use of a variety of resources;
- designing strategies to stimulate interest in reading, viewing, listening, collaboration, and presenting; and
- enhancing learning through the inquiry process to develop learners who have excellent research skills and are critical thinkers.

The instructional media and technology program is supported by:

- library media specialists (LMS) who collaborate with classroom teachers, the building principal, and building and district media staff to support the instructional program for the district, school and classroom;
- technology integration specialists, who partner with LMS, to support teachers who integrate technology within the curriculum to create an interactive, student-centered, and engaging classroom;
- digital resources selected and implemented to support 21st century curriculum needs;
- training and staff development in the effective integration of technology; and
- a shared collection of instructional and professional resources.

MUSIC EDUCATION

Music specialists provide instruction for all students in grades K-5. Instruction is provided for 90 minutes per six-day cycle.

Elementary school provides the entry point for the instrumental music program in ISD 279. Students in grade 5 have the opportunity to participate in the instrumental music program. Orchestra and band instruction begins in grade 5. Small group instruction is given to students during the school day once each week. Students combine into a large group band or orchestra to perform a variety of concerts for the public.

Grade 5 students are offered beginning instrumental instruction during the school day. Intermediate instruction is provided in middle school, and advanced opportunities continue throughout high school. Students interested in playing an orchestra or band instrument should start in elementary school.

PHYSICAL EDUCATION

Physical education encompasses the development of the total child through cognitive, affective and psychomotor domains of learning. Physical education specialists provide core objective instruction, teaching students for 90 minutes per six-day cycle. The curriculum is theme-based using the following categories: propelling, receiving, body control, fitness, and striking. Activities selected to teach the themes come from the following areas: rhythms, outdoor education, individual/dual and group activities.

RELIGION IN SCHOOLS

Teachers should exercise caution when engaging in activities that may be religious in nature. This three-part Supreme Court test can be used in determining the constitutionality of activities:

- Activity must reflect a clearly secular purpose.
- Activity must have a primary effect that neither advances nor inhibits religion.
- Activity must avoid excessive entanglement with religion.

If in doubt about an activity for school/classroom use, consider your educational objective: Why did you choose that particular activity? Is it part of the curriculum? You may inform your students about a religion if that is relevant to the curriculum being taught, but you may not endorse any religion or teach students how to practice any religion. The school principal has final responsibility for determining seasonal activity acceptability. Review your plans with your principal.
TEXTBOOKS & CORE INSTRUCTIONAL MATERIALS

ART
District-produced teacher art guides

HEALTH
Grades 4-5 Human Sexuality Curriculum can be found out on the Learning & Achievement (L&A) Website on My279.org.

HUMAN SEXUALITY CURRICULUM
Positive Learning Options for Students Opting Out
Parents must contact the principal or teacher to let them know that they would like to have their child/ren opt out of the program. This can be done through a telephone call or a form filled out by the parent. The parents will choose the option they would like their child/ren to participate in during the opt-out time.
Option 1: Student will work in a supervised area on a grade-appropriate health unit that does not include Human Sexuality instruction.
Option 2: Student will complete school work in a supervised area.
Option 3: Student will use parent-provided materials in a supervised area.

MATHEMATICS
♦ Grs PreK-5: Bridges in Mathematics, Math Learning Center, 2016

MUSIC

READING/LANGUAGE ARTS
For information regarding resources for literacy instruction, please visit our Literacy Google sites:
♦ Grs K-5 Benchmark Literacy
♦ Grs K-5 Benchmark Writers Workshop

SCIENCE
District and FOSS science kits, FOSS science stories, Lab Aids kits, and other resources such as the elementary science curriculum guide to meet the Minnesota Academic Science Standards.

SOCIAL STUDIES
Houghton Mifflin Social Studies Liberty © 2008
♦ Gr K: My World
♦ Gr 1: School and Family
♦ Gr 2: Neighborhoods
♦ Gr 3: Communities
♦ Gr 4: States and Regions
♦ Gr 5: U.S. History: Early Years

TECHNOLOGY LITERACY
District-produced teacher computer literacy guides
DEATH OF A STUDENT

We want to support the class, school, and family during this time. School counselors and crisis management may be available. Site leaders will provide guidance related to attendance at services as outlined in the leader’s guide on My279.org.

DISCIPLINE—POSITIVE BEHAVIOR INTERVENTION & SUPPORTS (PBIS)

DISCIPLINE AND RECOGNITION
Each building has its own PBIS and recognition plan. Be sure you are aware of your building’s plan and understand its implementation.

You should have your building PBIS expectations posted in your classroom.

DISMISSAL
Throughout the building, all classes are to be dismissed by the teacher, not by the bell. The bell is merely a signal to the teacher that it is time to dismiss class. However, teachers should dismiss classes immediately after the bell rings. Students should be directed to leave the building promptly at the close of the school day, unless detained by a teacher.

Each teacher should accompany the students to the door, unless other procedures are identified by the principal. It is the duty of all teachers to ensure orderly traffic throughout the building.

DRESS AND APPEARANCE

STUDENTS
Students are expected to be dressed appropriately for the school day. Articles of clothing must not be destructive to school property, offensive, or interfere with the educational process; clothing must also comply with requirements for health and safety.

ISD 279 is committed to its schools being free from tobacco, drugs, and violence. Therefore, words or symbols on clothing or personal property that advertise products or actions which are illegal or harmful for children will not be permitted. Examples of unacceptable clothing/appearance include, but are not limited to, the following:

- Sexually obscene and/or profane language, slogans, emblems, or pictures
- Advertisements for alcohol or tobacco products
- Gang symbols or emblems on clothing worn in a manner to identify gang affiliation
- Immodest or sexually provocative clothing, words, or symbols
- Headwear, except during school-sponsored events and/or for cultural, religious, or medical reasons, with the principal’s approval

EDUCATIONAL SUPPORT PROFESSIONAL (ESP) DUTIES

The building principal will determine the description of duties and scheduling of time for ESPs.

ELECTRONIC DEVICES

STUDENTS
Students may use cell phones and other personal electronic devices for educational purposes when allowed by the teacher. Use of any electronic device must be aligned with Policy 441, Technology and Internet Acceptable Use by Students, or may result in disciplinary action. Bringing any personal electronic devices is at the student’s risk. School personnel are not responsible for investigating lost or stolen personal cell phones or other devices.

TEACHERS
See TELEPHONE USAGE located on page 35.
EMERGENCY INFORMATION

STUDENTS
At the beginning of each school year, emergency information for each student is sent to schools. Open house is an excellent time to ask parents to review their information. Please inform your office secretary whenever you receive pertinent emergency information. In the case of a medical emergency or illness, school personnel will immediately attempt to notify parents/guardians. If a child has an accident or is too ill to remain in school, it is the parent/guardian’s responsibility to make arrangements for his/her proper care and transportation. For urgent emergencies, call 911 and provide a copy of the child’s emergency information to the ambulance attendant.

TEACHERS
Review and update your emergency information through Employee Access Center (EAC) each year. In order to receive phone calls to all staff regarding weather-related cancellations, the most current phone number must be on file.

ENERGY CONSERVATION

These energy reduction strategies will help save money:

- Turn your computer monitor off at night.
- Whenever appropriate, turn lights off, especially when leaving your room.
- Keep windows closed during the heating and cooling seasons.

ENROLLMENT CENTER

7051 Brooklyn Blvd, Brooklyn Center, MN  55429, 763-585-7350. Located on the first floor.

Refer families who say they will be moving or would like to attend your school to the ISD 279 Enrollment Center. Staff members at the Enrollment Center enroll students in early childhood special education (ages 3-5), Voluntary Pre-K (VPK)/Free Pre-K and kindergarten to age 21, with the exception of the Osseo Area Learning Center (OALC).

Enrollment Center staff coordinates School Choice and Early Entrance to Kindergarten programs, and the change of address process.

Services offered to families at the center include:

- EL staff and interpreter services will be available for non-English-speaking families
- Counseling for student services concerns
- English language (EL) testing
- Immunizations and health history review
- Information about busing
- Northwest Family Immunization Clinic
- District Homeless Liaison
- Family Advocate
- Referrals to district programs and community resources
- Special education placements

FEES

Students may be required to furnish personal or consumable items including pens, pencils, notebooks, paper, erasers, and assignment notebooks. However, per School Board Procedure 545, fees cannot be required for mandatory field trips, parties, supplies purchased at school, and student fees. To ensure parents/guardians understand fees are a voluntary donation, clearly state the complete purpose for the donation. Students must be allowed to complete any ISD 279 course without paying a fee.
FIELD TRIPS

There are various times during the school year when buses are in high demand, so frugal planning and high selectivity is important when choosing educational experiences. Meet with your principal to review your trip’s objectives and activities. It is most important to discuss the relationship between the field trip and the specific subject/topic being studied. Supervisors should enforce good bus behavior. The supervisory ratio is approximately one adult per ten students.

Parents must return a signed field trip form to the school office each time students leave the building to attend a program. Students are transported by bus to school functions; only the students and teachers involved, and adult chaperones, may attend. Field trip chaperones may be required to ride the bus. Work with your resource manager to file charter and field trip bus requests with the transportation department at least two weeks ahead of schedule. It is important that you adhere to the time frame a field trip was originally requested. Field trips are required to leave on time during the school day, as those buses are used for A.M. and P.M. take home at the schools.

FIFTH GRADE COMMEMORATION

Fifth-grade commemoration guidelines seek to keep the fifth grade end-of-year celebration at a level appropriate for the age of the children and the emphasis deserved, and to make the celebration available to all children at the school, regardless of a family's income.

GUIDELINES

- Fifth grade teachers and principals provide guidance and are responsible for seeing that planning committees work within these guidelines.
- The focus of the event should be on achievement, recognition, celebration, and a milestone toward high school graduation.
- To keep the event age appropriate, groups should refrain from using the term “graduation” and instead use terms like “recognition,” “achievement,” etc.
- The event should be held during the school day.
- The event should take no more than three hours, but can take considerably less time if desired by the planning committee.
- This event should not cost more than $4-$6 per student.
- No fundraising activities should be held for this purpose.
- No student should be denied the opportunity to participate for financial reasons.

Events vary from school to school.

FUNDRAISING

Approval from the building principal and the School Board is required in order to conduct student fundraising activities. Student participation in fundraising is optional.

GIFTS

If you receive a gift, thank the child privately; accept the gift with sincerity; and make no issue of it in front of other children. Gifts from vendors, providers, and contractors are subject to restrictions set forth in Policy 421 and state gift laws.

GRADE RECORDING

All teachers are expected to maintain a grade book. Calling out grades is a data privacy violation and an unacceptable practice. The practice of students correcting other students’ papers is discouraged for school work that is entered into the grade book. School volunteers should not correct students’ papers or enter grades in grade books. During parent/teacher conferences, please be aware of privacy issues when sharing information or viewing your grade book.
GUEST SPEAKERS
Submit a building speaker information form to your principal a minimum of five (5) days prior to a presentation. The form is available in your school office.

HALLWAY MONITORING
Each teacher is responsible for the conduct of students in the halls. Since various schedules are staggered, the halls must be kept quiet so the rooms holding classes are not disturbed. Classes should be kept together and students should walk when entering, leaving, or passing another classroom. As a general rule, teachers should accompany their classes when they are moving to another part of the building.

HEALTH

STUDENTS
The prime responsibility for a student’s health care rests with the parent or guardian.

Health File
Each student has a health file that is kept separately from the cumulative file. Questions or concerns about a student’s health should be addressed to the building nurse (referred to as nurse throughout this section). Health information will be shared with staff on a need-to-know basis. Teachers are asked to report any health information that has been shared with them by the family, such as illnesses or health condition changes, to the nurse, so appropriate follow-up care can be provided and records kept up to date.

Illness
Students should not come to school if they are ill. If a student appears ill during the school day, send him or her to the nurse’s office. If you have questions or concerns, please consult your nurse.

Immunizations
The purpose of determining immunization compliance is to protect students from the common childhood communicable diseases, thereby reducing illness, absenteeism, and permanent health conditions that impact the ability to learn. Visit the district website to review immunization requirements.

Screening: Vision and Hearing
Vision/hearing testing will be done for students in grades one, three, and five, and as requested by parents and teachers. Males in grade one will be screened for color vision. The nurse will contact parents if a referral is necessary. You may contact the nurse any time you have a concern about a student’s vision, hearing or health.

Section 504
This Federal Rehabilitation Act of 1973 provision ensures access to free and appropriate public education (FAPE) by ensuring protection against discrimination that could result from a physical or mental disability. Students who qualify within the definition of Section 504 require reasonable accommodations to access regular education. A 504 plan should be considered when a physical or mental impairment exists which substantially limits a major life activity and, without accommodation, would result in discrimination on that basis.

Special Health Needs Procedures
Students with special health needs have chronic health problems that require specialized health support beyond routine medication administration during the school day in order to attend school. These students may or may not require special education.

Purpose
School health service is supportive health care that enables education of the student in a safe manner. These students shall be covered with an IEP or a Section 504 plan that specifies services to be delivered.

Implementation
Students with special health care needs must be identified and appropriate initial plans developed before attending any ISD 279 school. A team meeting that includes parents/guardians, student (if reasonable), nurse, appropriate teacher, and others as directed by the principal shall be held for the purpose of establishing the student’s needs and care plan (individualized healthcare plan or IHP) and initiating a 504 plan or IEP process, if indicated.

If a parent's request for service does not match the team's expectation of required care or is considered not to be a school health service, an independent evaluation by a neutral physician may be required and will be paid by the school district.
HEALTH (CONTINUED)

- Procedures provision: Direct health care (g-tube feedings, catheterization, etc.) beyond medication administration shall be authorized by physician order and parent/guardian signature. Orders must be renewed at least yearly or at the time of any procedural changes.
- Case management: The Registered Nurse is responsible for the case management of all special health needs and may delegate health care in accordance with the Minnesota Nurse Practice Act when necessary. A regular, documented training and supervision program for appropriate teachers and other involved school personnel will be required.
- IHP: An individualized healthcare plan (IHP) documents a student’s health concern or need, plan of care, and goals/desired outcomes. This plan is the result of the initial team conference, written by the Registered Nurse, and filed in the student's health file. The IHP should also include an emergency plan, if a student's condition may predictably result in an emergency situation.
- Sharing information: A student’s health needs will be considered private in accordance with federal and state data practices law. It will only be shared with personnel who must know the information in order to effectively work with that student.
- Provision: The provision of special health care will be done in a manner that will protect privacy, promote developmentally appropriate student independence, and minimize interruption to the education of the individual student and other students in the classroom. The location of services will be determined on an individual basis with the previous factors, safety, and classroom needs in mind.
- Equipment: The student and his or her family supply and maintain equipment that is particular to a student’s needs, beyond what is routinely used for his or her general health needs. Students with tracheostomies must have an emergency kit with them at all times.
- Health service off school grounds: While off school grounds during the school day for school-related activities, requests for health service will be evaluated on a case-by-case basis in consultation with the district nurse. An invitation may be extended to the parents to attend and provide for their student's unique health needs. In the absence of parent help, a plan will be made to accommodate students with special health needs.

Medication Policy
Diagnosis, treatment of illness, or prescribing drugs and medications are never responsibilities of school personnel. The only medications that will be dispensed are those prescribed by a physician. When possible, medication doses should be given at home to avoid interruptions in the school day.
If medication is needed during the school day, the policy is as follows:
- Parents/guardians must inform the nurse when a student requires medication. Students observed by school personnel self-administering unauthorized medications will be reported to their parents/guardians.
- The parent/guardian and physician authorizing medication dispensation must complete the medication administration consent form; thereby releasing school personnel from liability should reactions result from the medication. The form must include student's name, diagnosis, name of medication, dose, time to be given, and signatures of the parent/guardian and physician. Forms are available in your school’s health office.
- Medication must be in pharmacy-labeled containers indicating pharmacy name and phone number, student and physician names, and dosage. The parent/guardian should ask the pharmacist to split medication into duplicate bottles: one for home and the other for school.
- In the absence of the nurse, medication will be dispensed by a principal designee in consultation with the nurse. In situations of potential emergency, students may carry and self-administer medications only with written permission from the physician and/or parent/guardian.
- Over the counter medicines, e.g., Tylenol, will be administered to a student only with a physician's written order and parent authorization as described above, and in their original containers.

HOMEWORK

Homework should reinforce learning that has taken place at school. Research does not support homework as a means to increase academic growth. Reading each night at home is important.

ILLNESS
Assignments may be modified for students absent due to illness, and should be given for concepts already taught, not future work. Expect all work assigned to be completed and returned in a reasonable length of time once the student returns to school.

VACATIONS
Always encourage students to do pleasure reading while on vacation. Homework should not be assigned prior to vacations but when the student returns, and may be modified by the classroom teacher. You may suggest that while the child is vacationing, he or she could complete a scrapbook, picture diary, journal, or map marked with places/dates.
The vision of I2T2 is that technology in Osseo Area Schools will provide accessible, equitable and user-friendly systems with training that supports all users to effectively and efficiently achieve the district mission.

Our team assists with technology projects across the district by providing planning services, technical support, and access to technology resources to support instructional and business operations.

The I2T2 division consists of four departments:

- **Information Systems** – system-wide software systems, like Schoology, Synergy, and eFinance Plus.
- **Instructional Systems** – #DL4A (Digital Learning for All) hardware/software management.
- **Network Services** – system-wide communication and connectivity systems, such as the telephone system, voicemail, email, wired and wireless networks, Internet services (including filtering) and network storage.
- **Technology Support** – installation, repair, and support of all classroom technology and other technology like clocks, bells, HVAC, and digital signage; and various district-approved software packages, like Microsoft Office and Google Docs. Also provides the help desk support.

Work orders for wiring, installations, and repair begin with the creation of a help desk ticket, and are coordinated through the resource manager, Tech ESP in your building, or your assigned Tech Support Specialist. Help desk tickets can be created by logging in to the help desk software called Request Tracker (logo on your desktop), emailing help@district279.org, or calling extension 27180 (or 763-391-7180).

Resources are also available on My279.org -> toolbox -> Tech Self Help and Tech Help Desk

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**LOCKERS**

School Board Policy 502 states, “School lockers and desks are the property of the district and are provided for the convenience of students. At no time does the district relinquish its exclusive control of lockers or desks. Inspection of the interior of lockers or desks may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students, whether within or outside of school lockers or desks and/or a student's person, may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school authorities must provide notice of the search to the students whose lockers or desks were searched unless disclosure would impede an ongoing investigation by police or school officials.” (MN Statute 121A.72, Subd. 1)
MEALS

STUDENTS
Meals may be purchased with cash, credit card, or prepayments made to students’ individual accounts. Charging is allowed, but discouraged. All charges should be paid in full by the end of the school year.

Parents/guardians may pay for their children’s meals with either a credit card or bank electronic transfer using the online payment system. Contact the food service department at 763-391-7129 if you have any questions.

A student’s account balance continues to the following school year. If a student transfers to another school district, a refund may be issued. To obtain a refund, a parent/guardian must complete and sign a voucher request form (BA9) and submit the completed form to the school cashier. BA9 forms are available from the school office. Cash refunds will be issued for amounts under $20 and amounts of $20 or more will be refunded by check.

Free or Reduced Price Meal
Parents/guardians must complete a free or reduced meal application, Application for Educational Benefits, either online at district279.org or with a form obtained from the school office which must be submitted to the school to determine eligibility. A student’s free or reduced meal status is private and available to the cafeteria cashier.

TEACHERS
Staff meals are served daily in the school cafeteria. Portions of the daily menu and salads are available at a la carte prices. Checks are accepted for deposit in your meal account. Staff may also make deposits into their meal account using the online payment system.

DUTIES
Refer to the building handbook for procedures specific to your building. The principal will furnish each teacher with a cafeteria schedule, indicating arrival times. You should adhere as closely as possible to the arrival time to facilitate the movement of all students in a timely manner; and observe students’ eating habits at various times, encouraging them to taste all foods. The meal program lends itself to the teaching of proper and adequate nutrition. If a child brings lunch from home, we cannot approve or disapprove of items in his/her lunch, including soda. We can only discourage it, because it is not promoting good health and nutrition.

PRINCIPAL
♦ Make all final decisions on cafeteria procedures including dealing with children who have been removed from the cafeteria.
♦ Meet periodically with the cafeteria supervisor to assess general conditions and operating procedures.
♦ Assigns the specific duties of the cafeteria supervisor.

SUPERVISOR, i.e. ESP
♦ Assume responsibility for general student supervision.
♦ Move continually through the eating areas for awareness of concerns.
♦ Encourage children to speak in low voices with immediate neighbors.
♦ Treat children in a caring manner at all times.
♦ Refer unusual problems to the teacher of the specific child involved for follow-up.
♦ Handle other duties assigned by the principal.

TEACHER
♦ Establish an orderly procedure for your class to enter and leave the cafeteria.
♦ Encourage and expect proper behavior of students, as well as good eating habits.
♦ Work closely with the cafeteria supervisor and follow up on any discipline questions.
MAINTENANCE

CLASSROOM
- Students should assist in keeping classrooms neat by keeping the inside of their desks clean, picking up papers and other garbage off the floor, cleaning the whiteboards, etc. Before students leave at the end of the day, they should clear their desk tops, pick up any floor debris and put their chairs upside down on top of their desks.
- Garbage and recycling bins should be kept directly inside the classroom door for quick emptying by custodial staff.
- Scotch or packing tape is not to be used on whiteboards, walls, woodwork, windows, furniture, floors, etc. Thumbtacks, pins, nails, etc. will be used only on bulletin board surfaces. Masking tape may not be used on whiteboards and must not be left on other surfaces for extended periods of time. Ceiling clips should be used and nothing should be hung from lights or fire sprinkler pipes.
- The responsibility of keeping a classroom neat and orderly rests primarily with the teacher assigned to the room.
- Personal items should not be brought into the building without site administration approval. The district shall not be held responsible for inadvertent damage to personal items.

SCHOOL PROPERTY
- Each teacher will be held responsible for the furniture and other school property left in his/her care.
- Pupils should be taught the correct use of public property in the classroom.
- Fines will be assessed for damage to school property.

MY279.ORG

The employee intranet, my279.org, is an online clearinghouse that helps employees find information they need, learn more about district operations, and connect with each other. Whether you’re looking for forms, enrollment data, presentation templates, or the district logo, start your search on my279.org.

NETWORK/INTERNET ACCEPTABLE USE

This summarizes the expectations for staff using Osseo Area Schools technology and digital networks. This is a summary of and not a full replacement for the entire board policy 441. The complete policy can be found on the district website, www.district279.org.

GENERAL PURPOSE
Digital resources are provided to staff to further educational and professional goals consistent with the policies and mission of the school district. Use of school district digital resources is to support the curriculum and enhance student learning opportunities; support accurate and appropriate communication of district information; and increase efficiency and effectiveness of school district work. District staff may review files, system use and communications to maintain system integrity and ensure that users are using the system responsibly. Users should not expect that digital files created and/ or stored on district digital resources will be private. This policy applies on and off campus while utilizing district digital technologies or digital resources.

SECURITY
Digital security is critical for the protection of the districts technology infrastructure and data privacy of students and staff. To ensure digital protections of our resources and data, authorized users are expected to follow district security protocols.
- Users may not allow anyone else to use their credentials to access district digital technologies or systems;
- Users may not leave their accounts logged in on unattended technology;
- Users should not store credential where others may access them; and
- Users should immediately report to the technology help desk (i.e. within 24 hours if possible) when they believe that a digital technology under their control has been lost, stolen, compromised or significantly damaged.

UNACCEPTABLE USE
District employees may not use the district digital technologies and resources while on or off school district property for any of the following purposes:
- Personal gain or profit
- To advocate directly or indirectly for or against a ballot proposition or election to any person to any office;
- To access, review, upload, download, create, store, print, post, receive, transmit, or distribute any visual depictions or materials that are obscene, sexually explicit, child pornography, or harmful to minors; and
PARENTAL CUSTODY

The school should have documentation of custody and visitation rights in cases where parents are separated, divorced, or never married. This is particularly true when one parent has sole legal and/or physical custody, or when there is a legal restriction on the non-custodial parent’s access to the children or their school record.

NON-CUSTODIAL PARENT

MN Statute 120A.22, Subd. 1a, and 518.17, Subd. 3: Upon request, a non-custodial parent has the right to access and receive copies of school records and information; attend conferences; and be informed about his/her child’s welfare, educational progress, and status. The school is not required to hold a separate conference for each parent.

RESPONSIBILITIES

The custodial parent is responsible for the following:

- Provide a copy of the signed and certified court order to the school
- Provide the school with any court order revisions/updates that affect custody, visitation, or record-access rights

ISD 279 is responsible for the following:

- Maintain a copy of the relevant sections of the court order
- Inform appropriate school personnel of the provisions or restrictions in the court order
- Reasonable efforts should be made to abide by the provisions and/or restrictions most recently ordered by the applicable court.

PARENT—TEACHER CONFERENCES

Parent-teacher conferences contribute to a mutual understanding and a positive relationship between home and school. Conferences are scheduled twice a year. Information regarding specific dates and times will be sent home with each student. This connection provides parents, guardians and teachers with the opportunity to discuss the student’s growth and plan cooperatively to meet his/her needs. Parents/guardians are encouraged to ask for additional conferences at any time.

PARTIES, TREATS, AND OUTSIDE DELIVERIES

During the school year, a maximum of three parties may be held in the classroom. These activities are well planned and the treats are simple and sensible. The parties are limited to approximately one hour. Food for these parties must be commercially prepared to avoid the danger of improperly handled foods. Parents wishing to commemorate events, such as birthdays or personal achievements, should check with the school office personnel for protocols. Personal outside deliveries, such as flowers and non-latex balloons, are discouraged. If delivered, they will be kept in the office until the end of the school day. Parents will be responsible to transport the items home that day. Latex balloons are not allowed due to allergies.

The school district will encourage all students, staff, and parents to make age appropriate, healthy selections.
PLEDGE OF ALLEGIANCE
Each school building will conduct a recitation of the Pledge of Allegiance at least weekly. Participation will be voluntary. Anyone who does not wish to participate may elect not to do so. Staff and students must respect another person’s right to make that choice. For additional information, refer to School Board Policy 647.

POST OFFICE BOX
A post office box for each member of the faculty is located in the office. Check your post office box each day.

PURCHASING SUPPLIES AND MATERIALS
All purchases of goods and services, including electronic subscriptions/renewals must be processed through the District’s Purchasing Department. This process starts with submission of a purchase requisition, form PU 101 or form PU 110 by the Elementary Resource Manager. Orders placed without Purchasing Department authority are considered unauthorized and payment may be the responsibility of the staff placing the unauthorized order. District purchases must be made in accordance with federal regulations, Minnesota Statutes, Board Policy, and Administrative Procedures. Administrative procedures are available on my279.org under the Toolbox – Forms.

QUESTIONING STUDENTS
A request by police officers or other parties to question children at school must be made through the building principal or administrative assignee. Please refer to School Board Policy 519-Interview of Students by Outside Agencies.

RECORDS AND RIGHTS
STUDENT RECORDS
Each teacher is responsible for keeping students’ permanent record files up to date. The principal will make arrangements for teachers to complete this task.

PROTECTION AND PRIVACY OF EDUCATION RECORDS
This section will provide a summary of key information to assist you in accessing and sharing student information in accordance with the law and school board policy/procedure 515 – Protection and Privacy of Student Records.

EMPLOYEE OBLIGATIONS
Most information school district employees know or possess about students is private data e.g.; academic, personal, attendance, medical, disability status, special education services, and discipline records. Employees must follow data privacy laws regarding student information at all times, including at the employee’s work sites, other district sites, and throughout the community. There are three classifications of data pertaining to student information: 1) private; 2) public directory; and 3) confidential.

PRIVATE DATA
In general, all student information is private data and cannot be released by school district employees to the public. “Members of the public” include school district employees who do not have a legitimate educational interest and students and their parents who are not the subject of the data.

Accessing: A student or parent may gain access to his/her own private data, but there are exceptions listed in policy/procedure 515. School district employees may gain access to this data if they have a legitimate educational interest in the information, or the information.

Collecting and using: When requesting that an individual supply private or confidential data the school district employee must inform the student or parent of the purpose, intended use, obligation to provide or consequences of failing to provide the data, and to whom the information may be disclosed. This requirement is sometimes called a Tennessen Notice.

Storing: Private data must be maintained in a secure manner. District employees who have private educational data must take precautions to ensure that the data are inaccessible to anyone who does not have authority to access it.

Sharing: If you receive a request to release private educational data, go to your principal or administrator for assistance in compliance with the law and school board policy. Employees who violate this policy may be subject to discipline, including termination and civil/criminal penalties.
DIRECTORY (PUBLIC) INFORMATION

While all educational data about students is presumed to be private, state law allows certain information to be made public. “Directory information” generally is information in a student’s record not considered to be harmful or an invasion of privacy if disclosed. Policy 515 defines the following directory information regarding students: a) student and parent’s name; b) school of attendance; c) dates of attendance; d) grades completed; e) degrees and awards received; f) participation in officially recognized activities and sports; g) height and weight of members of athletic teams; h) student’s photograph (including most videos); and i) any information regarding a student stated or written in district or school publications that would not be objectively viewed as harmful or an invasion of privacy if disclosed. (If you have questions about use of student photographs, please call the Community Relations Department, 763-391-7002.) Student telephone numbers and e-mail addresses are not directory information. There is a specific procedure in place for parents to stop the district from releasing directory information; therefore, it is important to determine (by checking with your building administrator or the district information systems coordinator) whether or not such a request has been made before releasing directory information.

Please refer to Policy 515 for information in regards to “limited directory information”

CONFIDENTIAL DATA

Certain educational data, such as abuse/neglect reports, chemical assessments, or some investigation materials, are classified as confidential, and cannot be disclosed to the public, or even to the student or his/her parent who is the subject of the data. Confidential data also must be stored separately from private information.

EMPLOYEE DATA

Minnesota Government Data Practices Act, Minnesota Statute Chapter 13, governs information retained by the district on employees.

All data maintained by the district because an individual is or was an employee, applicant for employment, contractor or volunteer with the district is personnel data. Although most personnel data is private, the following is public:

1. name; employee identification number; actual gross salary; salary range; terms and conditions of employment relationship; contract fees; actual gross pension; the value and nature of employer-paid fringe benefits; and the basis for and the amount of any added remuneration in addition to salary;
2. job title and bargaining unit; job description; education and training background; work-related continuing education; and previous work experience;
3. date of first and last employment;
4. the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in disciplinary action;
5. the final disposition of any disciplinary action together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the public body;
6. the terms of any agreement settling any dispute arising out of an employment relationship; including a buy-out agreement;
7. work location; a work telephone number; badge number; and honors and awards received; and
8. payroll time sheets or other comparable data that are only used to account for employee’s work time for payroll purposes, except to the extent that release of time sheet data would reveal private data.

NOTE: Employee home addresses and home telephone numbers are not public.

RIGHTS OF SUBJECTS OF DATA

Right of access: An employee has the right to review personnel data and have it explained to him/her. In most cases, requests to review private data will be granted within ten business days.

Right to respond and challenge: The subject of data may contest the accuracy or completeness of data. Further, individuals may submit a response or rebuttal to any data maintained by the district.

Right-to-know reasons for data collection: Individuals have the right to know why data is being collected, how it will be used, who will have access to it, whether the individual can refuse to provide the data, and what the consequences are for supplying or refusing to supply the data.
RECORD FILING

CUMULATIVE
The cumulative record file for each child contains valuable information for both the classroom teacher and specialist staff. When you are taking cumulative records out of the file, you sign them out. Check with your school office for building procedures. To expedite the location of information, it is suggested that materials in the student’s cumulative file be separated into the six sections shown below. Examples of record information commonly found in a file are included.

1. ENROLLMENT AND FAMILY INFORMATION
   - Picture card
   - Dated and signed portion of old cumulative folder
   - Original and subsequent enrollment forms

2. ACADEMIC PROGRESS REPORTS - unstapled
   - Progress reports (report cards) beginning with the most current
   - Promotion (blue/green card - optional) with current progress report
   - End-of-year ExCEL reports

3. TESTING DATA
   - Pre-school screening
   - Individual learning plan (blue)
   - Title I COMPACT form

4. TALENTED DEVELOPMENT
   - Acceleration protocol - content or grade

5. SPECIAL REPORTS
   - Counseling forms
   - Legal documents (name change, adoption, custody, juvenile court disposition orders, etc.)
   - Red folder containing all active court orders
   - All chemical violation forms
   - Behavioral reports
   - Documented interventions
   - Significant correspondence between home and school
   - Significant inter-staff correspondence
   - Denial of release of directory information form
   - All Section 504 plans
   - Requests for information from outside agencies

6. ENGLISH LEARNER (EL)
   - EL Learner Program Intake Form
   - EL exit form (if applicable)
   - Most recent refusal of EL services form (if applicable)
   - Most recent EL-related state and federally required test data: ACCESS for ELLs
   - Most recent EL service plan
   - English Learner Program Status request Form (if applicable)

HEALTH
Folders are sent separately to the building nurse.

SPECIAL EDUCATION
All special education due process records (evaluation summary reports, individual educational plans, etc.) are maintained with student cumulative records. Materials should be organized in chronological order; current in front or as designed by principal. See Policy 515-Appendix I: The latest test protocols are kept in a separate file in the special education area.
RECORD FILING (CONTINUED)

TRANSFERS TO MIDDLE SCHOOL

REMOVE ALL CUMULATIVE FOLDER PROCEDURE SHEETS

- A list of ALL students who have ACTIVE court orders should either be included in the cumulative folders’ box or emailed to the receiving building.
- Alphabetize records BY STUDENT LAST NAME and each folder filed with most recent documents in front.
- SEND ONLY THE MOST RECENT COPIES OF STUDENT INFORMATION.

BOX THE FOLLOWING FOLDERS SEPARATELY (A-to-Z), unless otherwise directed by the middle school office:

CUMULATIVE: Each student cumulative file should include the following with the most recent on top:
1. Enrollment and Family Information
   - Original and subsequent enrollment forms
2. Academic Progress Reports
   - Most recent progress report (report cards)
   - Most recent student placement cards, e.g., blue/green card
3. Testing Data
   - Most recent Title I parent permission
   - Most recent Title I/Champ personalized education plan
   - Most recent individualized learning plan (blue, one page plan)
4. Special Reports
   - Red folder containing all active court orders
   - Counseling forms
   - Legal documents (name change, adoption, custody, juvenile court disposition orders, etc.)
   - Chemical violation forms
   - Behavioral reports
   - Denial of release of directory information form
   - All Section 504 plans
   - Requests for information from outside agencies
5. English Learner (EL)
   - EL parent notification/consent form
   - EL registration form
   - EL exit form (if applicable)
   - Most recent refusal of EL services form (if applicable)
   - Most recent EL-related state and federally required test data: ACCESS
   - Most recent EL interim progress report (if applicable)

HEALTH: Building nurses are responsible for maintaining these records in a separate file.

SPECIAL EDUCATION: It is the responsibility of the special education staff to maintain these records, normally in a separate file in the special education area.
STANDARDS-BASED GRADING
School Board Policy 626 - Grading and Reporting Student Achievement. The school board recognizes that in order to achieve its mission, communication of student achievement and progress must be meaningful, accurate, consistent, and supportive of learning. It is the school board’s position that a standards-based grading system designed to accurately report student achievement of academic standards by providing consistency in grading practices across schools and classrooms, and aligning grading and reporting with standards-based instruction and graduation requirements, supports student learning and provides the most meaningful, accurate and consistent communication of a student’s progress. Each child will receive a progress report at the end of each trimester: December, March, and June.

♦ Student academic grades will communicate academic achievement based on clearly defined academic performance standards.
♦ Academic achievement will be separated from all other non-academic behaviors when teachers assign student grades.
♦ Quality assessments and properly recorded evidence of achievement will be used when determining grades on student work.
♦ Term grades will be determined in a manner that accurately represents students’ attainment of the standards and promotes student learning.
♦ Teachers will involve students in the assessment and grading process throughout the learning cycle in an age-appropriate manner.

REPORTING STANDARDS
Student achievement will be organized on each report card according to reporting standards (which are based on state content standards and benchmarks) using the following marking codes and descriptions:

<table>
<thead>
<tr>
<th>MARKING CODE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Excellent, exceptional or extended work on grade level standards</td>
</tr>
<tr>
<td>3</td>
<td>Proficient, consistent, accurate work on grade level standards</td>
</tr>
<tr>
<td>2</td>
<td>Basic, simple, inconsistent work on grade level standards</td>
</tr>
<tr>
<td>1</td>
<td>Limited evidence of understanding on grade level standards</td>
</tr>
<tr>
<td>M</td>
<td>Meets Expectation</td>
</tr>
<tr>
<td>I</td>
<td>Inconsistently Meets Expectation</td>
</tr>
<tr>
<td>D</td>
<td>Does Not Meet Expectation</td>
</tr>
</tbody>
</table>

RESTROOMS
It is recommended that teachers set a time for students to use the restroom each day. Teachers should check the facility periodically as well. Students must be excused from the classroom individually, in a timely manner, to go to the restroom as needed.

RETENTIONS
Retaining a student is a serious decision and is made only with early, extensive parent, principal and district staff team involvement. First there should be an agreement that retaining the child will be beneficial to his/her future success. The suggested procedure is as follows:

♦ A teacher who is experiencing a student’s lack of success is responsible for contacting the parent early in the school year to share the problem and seek appropriate suggestions/insight. Early discussion with the principal and other colleagues may be helpful in finding ways to a student’s success.
♦ By midyear, alert your principal about a student’s potential lack of success. The principal will discuss with you the alternate instructional procedures/materials you have tried to assure success of the child, and what help you have sought or gained from other classroom/support staff members. Completion of any necessary communications will also be confirmed at this time.
♦ In-depth study and examination of a child’s progress (or lack of) may be facilitated by the use of data such as Light’s Retention Scale or other similar instruments.

If a parent decides to retain their child, that decision is final.

The building principal is the one with authority to make a decision regarding retention.
By spring conference, if the teacher and/or parent continue to feel the need for considering retention, arrangements must be made with the principal to review in-depth what has been done, and discuss and plan for the involvement of the building staffing team. The teacher, parent, and principal must be involved in this team meeting. By May 15, it is expected that the staffing team, parent, and teacher will have arrived at a mutual decision concerning the retention of the student. In the event that no decision/agreement is reached concerning retention or non-retention, a written summary statement outlining the non-agreement must be signed by the parent, teacher, staffing team and principal and placed in the student’s cumulative file as a part of the permanent record.

**ACCESSIBILITY NOTICE**

The Americans with Disabilities Act (ADA) requires that our programs and services be accessible to individuals with qualifying disabilities. If you need accommodations to do your job, contact your supervisor or the human resources department. If a parent or guardian needs a sign language interpreter or other reasonable accommodation to participate in a school conference or event, the district will provide this service. Contact your school’s resource manager to schedule an interpreter. Questions should be directed to the principal or the district’s Coordinator of Risk Management at 763-391-7191.

**ASBESTOS**

The Asbestos Hazard Emergency Response Act (AHERA) requires that each school district notify parents and employees annually regarding asbestos-related activities. In 1988, all of our school buildings were inspected by accredited personnel for asbestos-containing materials. Since that time, we have conducted surveillance checks every six months and re-inspected our buildings every three years as required. This is done to ensure that the asbestos is properly maintained. Except for floor tile, most of the asbestos in our district is limited to non-public areas, such as mechanical rooms and above ceilings. When properly maintained, asbestos does not present a hazard. ISD 279 has limited its asbestos removal to areas where renovation or maintenance activities are planned. Management plans are on file and available for review in each building with asbestos-containing materials. Questions regarding this notice should be directed to the district’s Coordinator of Risk Management at 763-391-7191.

**BLOODBORNE PATHOGENS & INFECTIOUS AGENTS**

Employees who clean up or otherwise come into contact with bodily fluids must wear protective gloves. Procedures for limiting your exposure can be found in the district’s exposure control plan which is available in your building nurse’s office. Universal precautions include treating all bodily fluids as if they are infected. Any blood-to-blood or blood-to-mucus membrane (eye, nose, or mouth) contact is considered an exposure incident under the OSHA bloodborne pathogens standard. Exposure incidents should be reported to the building nurse as soon as possible. Exposed employees will be referred to a physician and offered the hepatitis B vaccination series within 24 hours. Questions should be directed to the school nurse or the district’s Coordinator of Risk Management at 763-391-7191.

**BUS/BIKE/PEDESTRIAN SAFETY**

MN Statute 123B.90 requires all districts to provide annual bus safety training to all students in grades K-10. Students in grades K-5 may receive bicycle and pedestrian safety training.

Instruction and review in bus, bike, and pedestrian safety should occur at least three times each year. Initial activities include communications to parents and a special "BUS SAFETY WEEK" the third week of school. Teachers provide grade-level appropriate instructional and review materials.
SEVERE WEATHER PROCEDURES
Generally, you can expect that school will be held, even in severe weather. If school is held on a day you believe the weather is hazardous, you may keep your child home. Please call your school’s absence line to report the absence. The absence will be excused.

SCHOOL CANCELLATION
District administrators consider the combined effects of snow, ice, and wind chill when determining if school will be held. If the National Weather Service predicts the wind chill to remain at or drop below -35°F (below zero), school may be canceled. We attempt to make the decision by 5:30 a.m. after surveying conditions, monitoring weather reports, and consulting with transportation vendors.

EARLY RELEASE/DISMISSAL
Early dismissal is unlikely, due to the complexity of student transportation. However, if a storm worsens during the day, the superintendent may decide to close school early. Staff would attempt to make such a decision by 11 a.m.

- Mid-day dismissal: Lunch may be served, and schools will be released in normal order, so older siblings are home first to await younger brothers/sisters.
- Tornado warning or other severe weather: Buses will not be loaded, and students will remain at school.

NO LATE STARTS
Due to the complexity of student transportation (e.g., students coming from other districts for magnet schools, homeless student transportation, and transportation to out-of-district special education programs), Osseo Area Schools currently does not offer late starts. At the time this handbook was published, however, the district was studying the feasibility of weather-related two-hour late starts. Families will be updated if late starts become an option.

PROGRAMS, ACTIVITIES, EVENTS
When schools close, all after-school and evening activities and programs are generally cancelled, as well, including extra-curricular activities and community education programs (youth/adult classes; preschool and Kidstop programs; adult basic education; early childhood). Privately sponsored activities scheduled through the school district’s facilities reservation department are also cancelled.

COMMUNICATING ABOUT EMERGENCIES
If school is canceled or dismissed early, we inform staff and families as follows:

- Telephone/email: We will call and/or email you using an automated messaging system. Please be sure to submit or update your contact information through Employee Access Center.

- Online: Whenever possible, emergency information will be posted on the district’s website—www.district279.org—and the district’s Facebook page—www.facebook.com/OsseoSchools.

- Broadcast: Information will be submitted to major radio and TV stations as “Osseo District 279.”

KIDSTOP & Four Star & SPOT (Care Programs)
In the event of an emergency, Kidstop will send notifications to families via email. Kidstop, Four Star, and SPOT are closed if the school or district is closed. If the district dismisses early, Kidstop, Four Star, and SPOT will remain open until all children have been picked up. Kidstop closes at 6:00pm and late fees will apply. We encourage you to pick up your child(ren) early.
EMERGENCY PREPAREDNESS

ISD 279-Osseo Area Schools has developed a comprehensive emergency plan with the help of local law enforcement, emergency management, and public health officials.

The district’s emergency plan is based on an “all-hazard” approach that incorporates four universal response actions. Universal response actions are clear, standardized directives that can be implemented quickly in a variety of emergency situations. When an emergency happens, the school principal or district administrator will implement one of the following response actions:

- **Evacuation**: All students and staff will exit the building. If the school grounds are not safe, students may be relocated to another site.
- **Shelter-in-Place***: All students and staff will move into the building. Exterior doors and windows will be locked and public access to the school will be temporarily suspended. If a potentially hazardous substance has been released into the environment, ventilation systems will be temporarily disabled to keep out contaminants.
- **Lockdown***: All students and staff will secure their areas by locking doors and windows. Public access to the school will be temporarily suspended.
- **Severe Weather Shelter**: All students and staff will move to designated shelter areas within the building. If severe weather strikes during dismissal, buses may be delayed.

Emergency drills are routinely held in all schools to prepare students and staff.

*Please note that during a Shelter in Place or Lockdown, access to the building will be restricted to the public, including parents. After the emergency response action is lifted, visitors will be allowed to enter the building.

Children will only be released to their parents or individuals authorized on the student’s emergency card.

While emergency events are rare, parents can be assured that the district works closely with emergency partners, including police, fire and medical, to be prepared. All of our plans are focused on protecting the health and safety of our students.

EMPLOYEE RIGHT TO KNOW

Employees should understand the hazards involved with the chemicals they use and other potentially harmful physical or infectious agents to which they may be exposed. The district has established an Employee Right-To-Know plan that includes a copy of the OSHA standard, safety data sheets, infectious agent fact sheets, and hazard communication labels. Copies of the plan are available in each building.

The district will provide employees with safety training and personal protective equipment (e.g. gloves, glasses, goggles), when necessary. Employees are responsible for completing required training, labeling secondary use containers (spray bottles) with hazard communication information, and wearing appropriate personal protective equipment, provided to employees free of charge. Questions should be directed to the district’s Coordinator of Risk Management at 763-391-7191.

ERGONOMICS

Information about proper lifting techniques, workstation design, and other ergonomic issues is available from risk management staff. If an employee experiences discomfort at the workstation and would like to request an assessment of their work area, they should contact the Risk Management department. Risk Management will provide suggestions to improve the employee’s workstation. The district attempts to be proactive in assisting employees by providing ergonomic assistance when needed. If Risk Management has ergonomic tools or equipment available, they may be provided on a first come first served basis. Otherwise the expense to purchase ergonomic supplies must be covered by the employee’s worksite, if funds are available. Please consult with your supervisor on your needs.

If an employee is under medical care related to ergonomic issues the employee should contact Human Resources.

FIRE SAFETY

To provide a safe environment for students and to maintain compliance with the fire code, the following rules have been established:

1. Extension cords are not allowed, except for temporary use.
2. Personal appliances are not allowed in classrooms or offices. Coffee makers listed for “commercial use” may be used in designated areas.
3. Storage must be kept at least 18 inches below sprinkler heads.
4. Exit doors and corridors must be kept clear at all times.
5. Artwork and other paper goods cannot cover more than 20% of corridor walls.
6. Immediate access to safety equipment including fire extinguishers, eyewashes, emergency showers and electrical panels shall be maintained at all times.
7. Flammable and combustible liquids need to be stored in an approved cabinet.
8. Furniture must be purchased or approved by ISD 279.
9. Questions should be directed to the district’s Coordinator of Risk Management at 763-391-7191.

HAZARDOUS WASTE
Waste chemicals/products are often classified as hazardous and must be disposed of properly. All ISD 279 schools have been licensed by the Environmental Protection Agency (EPA) as hazardous waste generators. The Educational Service Center (ESC) is licensed by the Minnesota Pollution Control Agency (MPCA) as a hazardous waste consolidation site. Under this license, common hazardous wastes can be shipped to the ESC throughout the year. Examples of wastes that are accepted include: used oil and filters, fluorescent light bulbs/ballasts, paint-related wastes, solvents, batteries and photographic chemicals/negatives. If you have any of these wastes to dispose, contact your building engineer. Contact the district’s Coordinator of Risk Management at 763-391-7191 if you need waste evaluated or have questions regarding labeling, storage, or disposal requirements.

INDOOR AIR QUALITY
The district has established an Indoor Air Quality (IAQ) Management Plan that includes procedures for maintaining good air quality. If you have an IAQ concern, there are IAQ forms available at your site and on the district intranet website my279.org, under Services & Departments select Risk Management: Health and Safety, the form can be found under “Health & Safety Forms”. The building engineer will conduct an initial investigation. If the problem cannot be resolved, the district health & safety department will follow up and perform testing as needed. Questions should be directed to the principal or the district’s Coordinator of Risk Management at 763-391-7191.

ALLERGIES AND ASTHMA
The district tries to limit the following in our buildings to improve the IAQ for our building occupants

Animals
Due to potential health implications for students with allergies and asthma, animals are not allowed in school without permission from the principal. We must first make sure students in the affected area will not be negatively affected by the animals. Certified therapy dogs may be permitted up to three days per week.

Latex
The district has taken steps to minimize exposure to natural rubber latex. No latex balloons are allowed, except when used for curriculum purposes with prior approval from the principal. Employees with latex allergies should notify the school nurse so accommodations can be made.

Scents
Colognes and perfumes can be triggers for individuals with asthma or chemical sensitivities. We urge employees to use restraint in wearing personal fragrances. Scented air fresheners (spray or plug-ins) are not allowed.

INJURIES

EMPLOYEES
Notify your supervisor or building administrator immediately if you experience an injury while on the job. The resource manager must complete and submit an employee injury form within 24 hours. Questions should be directed to the district’s Risk Management Analyst at 763-391-7051.

PESTICIDE NOTICE
According to MN Statute 121A.30, Pesticide Application at Schools, schools must inform parents and employees if they apply certain pesticides on school property. Specifically, the law requires schools that apply these pesticides to maintain a schedule of applications and make the schedule available for review or copying at each school office. Parents must be notified that 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. Because the district only uses pesticides when non-chemical methods have been ineffective, some applications are not scheduled.
If you would like to review a copy of the schedule or request notification prior to applications on days other than those specified (excluding emergency applications), contact your building principal. Questions regarding this notice should be directed to the district’s Coordinator of Risk Management at 763-391-7191.

SAFETY COMMITTEES
Each school has a joint labor-management safety committee. The committee meets at least quarterly to review accidents and injuries, conduct safety inspections and make recommendations to the principal. Meeting minutes will be distributed or posted. Employees who are not on the committee can voice safety concerns using the hazard identification-safety suggestion form (SA200) located in the main office. Suggestions can be made anonymously. Questions should be directed to the principal or the district’s Coordinator of Risk Management at 763-391-7191.

TIP LINE
The district has established a tip line for people to report bullying, weapons, drugs, and violence. Callers may leave messages anonymously. If you have information regarding something that may happen or an incident that has already occurred, please call 763-391-8660 to report it. You may also complete an anonymous Tip Line form on the district website. All messages will be forwarded to the principal or administrator.

TOBACCO VIOLATION
School Board Policy 506 and MN Statute 144.4165: All ISD 279 - Osseo Area Schools buildings are tobacco-free environments 24 hours per day. Use or possession of tobacco, including electronic cigarettes, is illegal.

STUDENTS
No student, regardless of age, may possess, use, sell, or distribute tobacco, tobacco paraphernalia, or electronic cigarettes in any form or at any time as follows: all school-related activities, trips, functions, etc.; bus stops and on school buses; in school buildings and school/school contracted vehicles; school grounds, including the entrance and departure from school premises, property, or events.

WEAPONS
School Board Policies & Procedures: 506 - Student Discipline; 550 - Suspension; 551 - Expulsion and Exclusion

Students and non-students, including adults and visiting youths, are forbidden to possess, store, transmit, or use any instrument that is considered a weapon or a look-alike weapon in school, on school grounds, at school activities, at bus stops, on school buses, school vehicles, or school-contracted vehicles, or entering upon or departing from school premises, property, or events. Except for weapons or look-alike weapons at official school sponsored activities such as weapons safety or marksmanship activities. This ban applies to:

a. All firearms, whether loaded or not
b. Other guns of all types, including, but not limited to, pellet, B-B, paintball, non-functioning, or toy
   c. Knives, including, but not limited to, switch blades, automatically opening knives, box cutters, or razor blades
   d. Explosives, including, but not limited to, live ammunition and fireworks
   e. Flammable liquids or combustibles

Any elementary student who possesses, uses, or distributes a firearm/gun (loaded or unloaded) including, but not limited to, B-B or pellet guns, will be suspended and a recommendation for expulsion will be made to the school district office.

Any elementary student who possesses, uses, or distributes any other weapon, including any gun not specifically listed in the above paragraph; knives, included, but not limited to, switch blades, automatically opening knives, box cutters, or razor blades; explosives, including, but not limited to, live ammunition and fireworks; flammable liquids, or combustibles will have the weapon confiscated and a conference with the parent(s)/guardians(s) will take place. Additional disciplinary action taken by the elementary building principal may include detention, dismissal, suspension, or a recommendation for expulsion.
RISK MANAGEMENT (CONTINUED)

WINDOW COVERING
The district has a standard in place regarding classroom and office window coverings. This standard is intended to maximize student/staff safety and insurance liability protections.

1. Interior windows must be unobstructed and provide visibility into the space during normal operating hours. This visibility facilitates supervision and the protection of students and staff from violent activities, as well as allegations of inappropriate behaviors.
2. Windows may be temporarily covered during specific emergency situations, such as lockdowns, to reduce the danger to students and staff from intruders. Refer to emergency plan procedures.

Windows may be decorated with seasonal, student, or other visual materials as long as at least 50% of the glass surface remains open to provide observation into the space.

STUDENTVUE/PARENTVUE
Osseo Area Schools offers parents/guardians access to ParentVUE, an online service, that is easy to access and will enhance teacher/parent communication. ParentVUE provides parents with the opportunity to go online and find information about their child’s academic performance, schedule, attendance, food service account and transportation information. Users are able to view current academic progress reports and unofficial transcripts. It also allows you to subscribe to an email alert system that will automatically send an email when your child is absent. In addition, parents may use Synergy to update their phone numbers and email address.

Students have access to StudentVUE. Students will be expected to periodically review their academic progress via StudentVUE online grading software, accessible from any internet-connected computer. This will give our students the opportunity to stay on top of their own attendance and classroom assignments. It is the responsibility of the student to maintain the security of his or her username and password information. Attempts to tamper with other students’ accounts will result in discipline following the Osseo Area Schools Internet Acceptable Use and Safety policy.

SOLICITING AND ADVERTISING
Solicitors and salespeople generally are not permitted to contact teachers at school.

ADVERTISEMENTS
Public school buildings may not be used to promote the interests of any commercial or non-school agency. Any sign or poster of that nature to be displayed, or literature to be distributed in the school building or on school grounds, requires prior approval from the principal. Refer to Procedure 923 for more information.

SPECIAL EDUCATION PROGRAM
Special education means specially designed instruction to meet the unique needs of a child with a disability and includes instruction conducted in the classroom, in the home, and in other settings; and instruction in physical education. Students receiving special education services are found eligible for services through an evaluation and must meet criteria in one of the state disability categories. Documented interventions are planned and implemented in general education to help the student make progress in the general curriculum prior to referral for a special education evaluation. The purpose is to develop interventions that are effective and lead to progress for the student. A referral for a special education evaluation is not needed after a successful intervention.

Teachers licensed in special education provide special education services along with related service providers, such as school psychologists, occupational therapists, speech/language pathologists, social workers and physical therapists. An individual education program (IEP) is developed to address the needs that result from the student’s disability. The IEP planning team must include the student’s IEP manager, general education teacher, a district representative, and the parent. The plan must be designed to ensure a student is able to access the general education curriculum and be with their peers to the greatest extent possible. Specially designed instruction involves adapting, as appropriate to the needs of the eligible student, the content, methodology, or delivery of instruction that is needed to facilitate success.

Students receiving services have disabilities in one or more of the following categories: autism spectrum disorder, deaf-blindness, emotional or behavioral disorders, deaf/hard of hearing, developmental cognitive disabilities, other health disabilities, physically impaired, severely multiply impaired, specific learning disabilities, speech or language impairments, visually impaired, traumatic brain injury, and developmental delay.
All elementary schools have a special education team that includes licensed special education teachers, a school psychologist, a school social worker, an occupational therapist and speech/language pathologist. Some schools also have special education classrooms designed for students needing special education small group instruction for 60% or more of the school day. Each elementary school has a special services coordinator assigned to the building who works with staff, parents, and the principal to meet the needs of students with disabilities.

**PARENT INVOLVEMENT**

It is extremely important that parents be included in the education of their children. Whenever a child appears to have a special problem that needs attention, a conference should be arranged with the child's parents. Parents must be involved in decisions regarding placement in special education programs or removal of a child from such a program. Student services and special education staff are available to assist you with parent conferences regarding students with special needs. Parents may refer their child to the child study team for assessment. In the event that this occurs, the child must be assessed.

**REFERRALS TO OUTSIDE AGENCIES**

All referrals that are made for students requiring services not offered directly by our school district must be cleared through the Director of Student Services, as appropriate for the specific concern. This is very important as costs may be incurred whenever we ask for services from other school districts or other agencies. If you have questions about referring children to other agencies do not hesitate to discuss your questions with your principal and/or Student Services Coordinator.

**EARLY CHILDHOOD SPECIAL EDUCATION (ECSE)**

Early intervention for students with disabilities enhances school success. ECSE provides early intervention services for children with disabilities, from birth to kindergarten. Families are encouraged to assume an important role in the development and delivery of services for their child. Professional staff members work with families to develop an IEP. Services are provided in a variety of places, including the student’s home, center-based classrooms, and community preschool classrooms.

ECSE is located at Arbor View Early Education Center in Maple Grove; Willow Lane Early Childhood Center in Brooklyn Center; and several other sites in the district. The program focuses on the development of the student’s skills in one or more of the following areas: speech/language, social/emotional development, self-help, motor and pre-academic. Parents can call to discuss concerns about the development of their child and refer their child for services. The ECSE phone number is 763-585-7300.

**STUDENT TEACHER**

To host students for practicum or observation, less than 40 contact hours, teachers must have one or more years of teaching experience, be licensed in the area requested, and secure the approval of their supervisor or Principal. These placements are made at the site level.

To host teacher candidates for student teaching, more than 41 contact hours, cooperating teachers must have 3 or more years of teaching experience in the district, be on continuing contract, be licensed in the requested area, fill out the spring survey to be on the roster of cooperating teachers, secure the approval of their supervisor or Principal and have a desire to serve in a mentor role. These placements are made through Human Resources.

Each spring, Human Resources will send out a survey to determine who has an interest in serving as a cooperating teacher for the following school year. You need to renew your interest each school year.

**SUBSTITUTE TEACHER FOLDER**

Prepare a substitute teacher’s folder within the first two weeks of school. The format for providing that information and the specific detail needed is contained in the directions provided by your principal. Review and update student information in the substitute folder at least one time per trimester.

**SUPERVISION**

Teachers are responsible for their students from the time they enter the building until they leave for the day. Students must not be left unsupervised in a classroom at any time. When you leave the room at the end of your session, check the room to be sure all students have left. Students are not to remain in the building after school, unless the teacher in charge has granted special permission and stays with the student.

Typical teacher duties include extracurricular, co-curricular, and supervisory activities, as determined by the principal, superintendent, or school board. In addition to the basic school day or week, teachers will be required by the school board or its designated representatives to participate in school activities.
TEACHER WORK DAY

The professional work week is 40 hours. Teachers should report for duty not less than 20 minutes before the opening of school and remain at least 20 minutes after students are dismissed. Please respect your responsibility to your job and colleagues. Preparation time during the school day is provided. The goal is to provide approximately 60 minutes per day or five hours per week for prep time during the student instructional day. Time may vary according to building schedules and size, weather, and availability of substitutes for specialists.

The twenty minutes before and after student contact time is the minimum hours for the day, but does not total the hours for the work week.

Staff members’ children should not be in the school during staff work days, in-service sessions, or faculty/team meetings. High school or college students may assist you when they are completing volunteer hours that they document with your school’s volunteer coordinator.

DUTIES

TEACHER CONTRACT ARTICLE XI, SECTION 3

Normal duties include meetings called by principals, department chairpersons/team leaders and school district administrators, which may necessitate a longer teacher’s day or week. Moreover, an important function of a teacher is to work with students; and to accomplish this, a longer teacher’s day or week may be necessary.

TELEPHONE USAGE

Telephone calls for teachers during class hours are allowed in emergency situations only. If you receive a call, you will be informed by e-mail, a note in your post office box, or some other method determined by the building principal.

You should not use phones for texting or personal calls during the teaching day unless absolutely necessary. Personal cell phones should be turned off, except during your prep or lunch times.

Do not allow students to use the telephone unless it is an emergency or as directed by a staff member. ISD 279 is not responsible for lost and/or stolen items.

TESTING PROGRAM

The districtwide testing program for instructional evaluation and improvement utilizes a range of standardized tests and local objective referenced tests (LORTs). The latter are criterion referenced instruments based on ISD 279 goals and objectives. They were developed by teacher writing teams and administered as part of the program improvement cycle.

Students in Grades 2-8 take Northwest Evaluation Association’s (NWEA) Measures of Academic Progress (MAP) assessments in reading and math. Assessments for talented and gifted education (TAG) and special education programs are carried out by staff in those areas.

Our schools also participate in state mandated testing such as, Minnesota Comprehensive Assessments (MCA), in accordance with accountability legislation and in National Assessment for Educational Progress (NAEP) testing on a sampling basis. More information is available on the district website, district279.org. If you have questions about the testing program, please contact the ISD 279 Director of Learning and Achievement, at 763-391-7143.
TRANSPORTATION

STUDENT RESPONSIBILITY
- Students who are **physically disabled, permanently or temporarily**, and unable to walk to school shall be transported under a 504 plan or IEP. A physician's statement and/or other proper forms should be submitted to transportation.
- Elementary students who live 0.8 miles or more from school will be eligible for transportation.
- Students are permitted to **board or leave** a school bus at their **approved stops only**. The transportation system is not designed to permit children to go on different buses or to other bus stops because of special occasions, e.g., birthday parties and clubs. Parents need to find other options for meeting these needs.
- **Pets**, animals, fish, or plants of any kind are not allowed on buses.
- **Hazardous items** such as skis, sleds, breakable glass, and skateboards should not be brought on the bus. Ice skates and other items must be encased so other students are not injured. Large science projects, art projects, skis, ski poles, sleds, skateboards, hockey sticks, and lacrosse sticks are not allowed.
- **Musical instruments** are permitted on the bus as long as the students can hold them on their laps. Other provisions must be made to transport larger instruments such as cellos, sting bass and tubas.
- **Ill students** cannot be sent home on buses. Parents must pick up their children in these situations.
- **Consumption** of food, candy, or beverages is not allowed on the bus.

EMPLOYEE RESPONSIBILITY—FIELD TRIPS ARE ON PAGE 16
- Be on duty ten minutes prior to the first bell and ten minutes after dismissal to monitor early and late arrivals, unusual incidents, or unsafe conditions; and to assist in dismissing the buses promptly and orderly.
- Specially transported students are often met at the bus by staff members.
- Morning bus may differ from afternoon one; so make sure students board the correct bus in the afternoon.
- Bus loading areas should not be used for other vehicles.
- Encourage students at all times, whether bus riders or walkers, to go directly home from school or the bus stop.
- School bus drivers may issue bus conduct reports to students who fail to conduct themselves properly on school buses. After investigation and notification of the parent/guardian, building principals may deny transportation to students for misconduct on the school bus.
- Unless there is an unusual reason, principals will not detain or permit students to be detained for disciplinary reasons causing them to miss bus transportation. The building principal is responsible for making the decision.
- The Director of Facilities & Transportation Operations shall establish rules and regulations for student behavior on the buses as necessary for the safety of the passengers.
- Staff members are not allowed to transport students in personal vehicles, except in emergency situations and two adults are required.

CONTACT INFORMATION
Transportation staff positions and information/support they provide are listed below. If you are unsure who to contact, all transportation staff will assist or direct you to the appropriate person. Call 763-391-7244 or email busquestions@district279.org.

<table>
<thead>
<tr>
<th>Position</th>
<th>Contact Number</th>
<th>Information Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation Secretary:</td>
<td>(763) 391-7295/x27095</td>
<td>Responsibilities: Charter/Fieldtrip information, McKinney—Vento Student information.</td>
</tr>
<tr>
<td>Charter/field Trips</td>
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<tr>
<td>Transportation Analyst</td>
<td>(763) 391-7043/x27043</td>
<td>Responsibilities: Transportation billing, State report, MARRS coding, Non-Public Student Data</td>
</tr>
<tr>
<td>Transportation Secretary:</td>
<td>(763) 391-7042/x27042</td>
<td>Responsibilities: Special Education Student information, ESP issues, ESP payroll</td>
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<tr>
<td>Special Education</td>
<td></td>
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<tr>
<td>Transportation Router:</td>
<td>(763) 391-7276/x27276</td>
<td>Responsibilities: Special Education routing, ECSE, Title 1, Teen Parent Programs, Adaptive Sports, ESY, McKinney—Vento</td>
</tr>
<tr>
<td>Special Education</td>
<td></td>
<td></td>
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<tr>
<td>Transportation Router:</td>
<td>(763) 391-7263/x27263</td>
<td>Responsibilities: Bus accidents, student management, video requests, crossing guards, parking lots, bus stop safety, bus safety equipment.</td>
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<tr>
<td>Field Safety</td>
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</tr>
<tr>
<td>Transportation Router:</td>
<td>(763) 391-7037/x27037</td>
<td>Responsibilities: Routing for general education, in-district magnet, administrative transfers, Safe @ Home, care and treatment, 504, McKinney—Vento</td>
</tr>
<tr>
<td>General Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Support Specialist</td>
<td>(763) 391-7164/x27164</td>
<td>Responsibilities: Transportation applications support and user setup. Bus conduct, Routefinder Pro, Infofinderle, Infofinderi, online forms (jotform)</td>
</tr>
<tr>
<td>Coordinator of Transportation</td>
<td>(763) 391-7045/x27045</td>
<td>Responsibilities: Overall leadership of department, contractor issues, ESP issues, transportation staff concerns</td>
</tr>
</tbody>
</table>
Community Education creates opportunities that positively impact our whole community through innovative and responsive programs and services.

There is something for everyone! Community education programs draw local resources together to meet the social, educational and recreational needs and interests of people of all ages. Your public schools play a central role in this effort.

**ADULT BASIC EDUCATION**

ABE offers free classes for adult learners in English learning (EL), academic skills (reading, writing, math), adult diploma, GED prep, family literacy, and career training programming. Free day and evening classes are held at the Northwest Family Service Center and Willow Lane Early Childhood Center. Online GED instruction is also available for students meeting eligibility criteria. Volunteer opportunities are also available in both day and evening classes. For more information, please call 763-566-5452.

**ADULT ENRICHMENT PROGRAM**

Adult enrichment programs offer a wide variety of learning opportunities for you to gain job skills, develop hobbies, manage your money, get creative, and more. According to participants, adult enrichment classes come with a 96% satisfaction rate. Browse our catalog and discover a class that sparks your interest. Try one today and engage in a lifetime of learning. Or, become a teacher. If you have a skill or expertise in a specific area and wish to consider teaching a course, please contact Community Education to learn more or check out the district web page under Community Ed/Enrichment Instructors.

To find the most up-to-date program information and our easy, convenient 24-hour registration, log on to osseo.ce.eleyo.com and click on Adult and Youth Programs. Watch your mail for Community Education catalogs. Follow us on Facebook @CommEd279 or for more information call 763-391-7119.

**EARLY CHILDHOOD PROGRAMS**

**EARLY CHILDHOOD FAMILY EDUCATION (ECFE)**

ECFE is a program for parents and their children, ages birth through pre-kindergarten. ECFE provides support and education to families with young children through a variety of opportunities to explore, learn and play together. The lessons learned in classrooms mirror our district curriculum and are designed to prepare all children with an educational foundation for kindergarten and beyond and ECFE fees are determined by a sliding fee scale based on family income. By state statute, no one is denied participation for inability to pay. Classes are available at the following locations:

- Arbor View Early Childhood Center
  9401 Fernbrook Lane North, Maple Grove
- Willow Lane Early Childhood Center
  7020 Perry Avenue North, Brooklyn Center

For more information, visit the website at www.osseoec.org. To register visit https://osseo.ce.eleyo.com or call 763-391-8777.

**EARLY CHILDHOOD SCREENING**

Early Childhood Screening is a free and simple check of a child’s health and development. All 3 to 5 year old children in Minnesota are required to complete an Early Childhood Screening prior to kindergarten. Ideally, Early Childhood Screening should be completed between a child’s third and fourth birthday to determine if a child needs any additional support or services to prepare them for kindergarten. Appointments can be scheduled online at www.osseo.ce.eleyo.com or by calling 763-391-8777.

**PRESCHOOL AND PREK**

Preschool/PreK supports a child’s development, and creates a foundation for a child’s future academic, emotional and social success. Teachers are licensed in Early Childhood and/or Parent Education. Curriculum and activities focus on building confidence, independence, academic and social skills so children enter kindergarten ready to continue to learn.

Preschool and PreK curriculum is based on the Minnesota Early Childhood Indicators of Progress and is designed to prepare children for kindergarten. Kindergarten and early childhood teachers work together to ensure the preschool concepts and skills lay the groundwork for those taught in kindergarten. There is a strong emphasis on growth, development, and learning. Parent involvement is critical to a child’s learning. We provide various opportunities for parents to support the child’s work both in the classroom and at home.
PRESCHOOL FOR THREE AND FOUR YEAR OLDS
*Children must be age 3 or older on or before September 1, 2019
- Emphasis on social-emotional development such as how to be part of a group, take turns and share, and ask a teacher for help
- Play-based learning in literacy areas (talking, listening, writing), math/science, motor development and movement, creative arts, and more!
Classes are held at Arbor View Early Childhood Center, Willow Lane Early Childhood Center, and Cedar Island Elementary.

For more information, visit the website at www.osseoec.org. To register visit https://osseo.ce.eleyo.com or call 763-391-8777 with questions.

PREK FOR FOUR AND FIVE YEAR OLDS
*Children must be age 4 or older on or before September 1, 2019
- Emphasis on school readiness skills in these areas: social-emotional, literacy, math/science, motor development & movement, creative arts, and more!
Classes are held at the following elementary schools: Cedar Island, Elm Creek, Fernbrook, Oak View, Rice Lake, Woodland Elementary, and Willow Lane Early Childhood Center.

For more information, visit the website at www.osseoec.org. To register visit https://osseo.ce.eleyo.com or call 763-391-8777 with questions.

PRESCHOOL FOR THREEs / PREK FOR FOUR AND FIVE YEAR OLDS WITH PARENT CONNECTION
*Children must be age 4 or older on or before September 1, 2019
Emphasis on school readiness skills in these areas: social-emotional, literacy, math/science, motor development & movement, creative arts, and more!
As the child’s first and most important teacher, parents attend one day each week for enhanced learning time with their child, other parents, and a licensed parent educator. Benefits of Parent Connection include the following:
- Greater awareness of teaching and learning + teacher modeling + reinforcement at home = maximized learning
- Teachers offer in-depth activities
- Meet other parents for support and discussion
- Receive information from licensed parent educators about latest research in the parenting field
Classes are held at Arbor View and Willow Lane Early Childhood Centers.

For more information, visit the website at www.osseoec.org. To register visit https://osseo.ce.eleyo.com or call 763-391-8777 with questions.

FOUR STAR EXPRESS
A fee-based childcare school readiness program that supports the care and early learning needs of families with four-year-old children in ISD 279. Programs collaborative with elementary sites are offered at Basswood, Cedar Island, Fernbrook, Rice Lake, Rush Creek, Woodland, and Weaver Lake Science, Math, & Technology, and Woodland elementary schools. For information, call 763-585-7281 or visit us at www.FourStarExpress279.org.

The following information applies to the preschool options below:
- Integrated into the elementary school experience with regular access to building physical education teachers, music teacher, and media specialists.
- Led by staff who have obtained significant levels of experience in Early Childhood Educations, Licensed Early Childhood Educators and those pursuing their license in Early Childhood Education.
Curriculum aligns with the district and focuses on kindergarten readiness in math, literacy, and social-emotional development.
KIDSTOP - TUITION-BASED PROGRAMS

Kidstop is a choice-based school age care program, which seeks to foster healthy and independent thinking, decision making and exploration within all program participants. We offer quality, enriching and fun activities that are appropriate to the developmental level of program participants.

<table>
<thead>
<tr>
<th>Early Start Sites</th>
<th>Late Start Sites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basswood</td>
<td>Birch Grove*</td>
</tr>
<tr>
<td>Elm Creek</td>
<td>Oak View</td>
</tr>
<tr>
<td>Palmer Lake*</td>
<td>Rush Creek</td>
</tr>
<tr>
<td>Rice Lake</td>
<td>Woodland</td>
</tr>
<tr>
<td></td>
<td>Zanewood</td>
</tr>
</tbody>
</table>

* Birch Grove, Palmer Lake, Park Brook, and Fair Oaks students bus to/from Zanewood

For additional information visit us online at www.Kidstop279.org or call 763-585-7281.

EARLY DISMISSAL: Kidstop will close at the same time school closes on early dismissal days. For emergency closing go to page 27.

1:1 TUTORING AND SKILLS BOOST SMALL GROUP TUTORING PROGRAMS

ISD 279 tutoring services provide families with both Skills Boost Small Group Tutoring and 1:1 Academic Tutoring. Both programs are taught by highly qualified licensed teachers. Each program offers customized instruction, focused on district curriculum and outcomes. The delivery of the material is meant to be engaging, interesting, and challenging for your child. Skills Boost small group tutoring is located at ISD 279 facilities. Call 763-391-7223 for more information.

VOLUNTEER PROGRAM

Parent, youth, and community involvement in various volunteer activities is welcomed and encouraged in all schools. Volunteers of all ages donate thousands of hours each year in many different areas: tutoring; chaperoning field trips; speaking in classrooms; and assisting with art work, special events, and projects. Part-time site volunteer coordinators assist in creating a comfortable and rewarding experience. Anyone interested in volunteering may contact the school volunteer coordinator. For a directory of volunteer coordinators, go to district279.org/volunteer, click “Volunteer Coordinator Directory.” For general information, you may contact the Community Education Coordinator, at 763-391-7112.

YOUTH ENRICHMENT PROGRAMS

Studies show that youth who participate in youth enrichment activities will:
- increase in academic achievement and engagement;
- improve emotional adjustment and connections to their school and community;
- suffer less from obesity; and
- continue in learning throughout their life.

Youth enrichment programs offer educational and enriching activities for children of all ages. Your child will discover hands-on learning in a safe, exciting environment. Look for activities that spark your child’s interest, provide continued learning that aligns with the school day, and allows him/her to discover talents and develop skills. Programs are offered for K-5th grade students, as well as middle school students, throughout the district. After school enrichment classes include: chess, art, theater, engineering, sports and more. Camp ROCKS! (Really Outrageous Camp for Kids) is offered during the summer months and includes summer school and enrichment camps. Watch for information to come home either in your Wednesday Peachjar electronic mail or check online for current options at osseo.ce.eleyo.com.

FACILITIES SCHEDULING

District schools are owned by and operated for community residents. The school board welcomes and encourages public use of school facilities (Board Policy 902 - Use of School District Facilities and Equipment).

To reserve district facility space for a school, district or community activity or event, please go to district279.org/ Community Ed / Facility Scheduling, then click on "Online Facility Reservation". Please call facilities scheduling at 763-391-7123 or 763-391-7121 with any scheduling questions.
OTHER COMMUNITY EDUCATION PROGRAMS AND SERVICES

- Community involvement through the Community Education Program Advisory Council (CEPAC)
- Resource for additional services available through community agencies
- High school completion programs

DISTRICT 279 FOUNDATION

District 279 Foundation was founded in 1991 to support and enhance the district’s dedication to all students. All schools have a Foundation Liaison who can keep you informed about Foundation activities.

The focus of the foundation is to:

1) Support students through innovative and creative projects that enhance curriculum, experiential learning opportunities or contribute to the community. Any district employee, school volunteer or community member may submit an application for consideration.

2) Recognize the achievements of students and staff in Osseo Area Schools at the annual Investment in Youth celebration.

Key District 279 Foundation events include the following:
- Saturday, August 10, 2019: Reading is Fun 5K Run/Walk
- Early October: Employee Annual Giving Campaign
- Friday, February 7, 2020: A Night Out—Silent auction, dinner and program
- Sunday, May 3, 2020: An Investment in Youth – a celebration of individuals in Osseo Area Schools

For additional information, contact your school’s Foundation Liaison, visit the Foundation’s website (district279foundation.org) or call the Foundation office at 763-391-7118.

TARGETED SERVICES PROGRAMMING

Its purpose is to provide funding for out-of-school time programs for students K-8 who are determined to be at risk of not graduating due to academic and/or social issues. The mission of Targeted Services is an intervention/prevention to assist students to be successful and to remain in the traditional school. Targeted Services classes provide a variety of learning techniques and experiences different from what they are doing during the school day. If you are interested in starting or getting involved in Targeted Service at your site, please speak to your site leadership or call 763-391-7142 to learn more about programming. You can also find all the Targeted Services information on My279.org under Teaching and Learning, Targeted Services: there is a handbook and forms listed there.

21ST CENTURY COMMUNITY LEARNING CENTERS

The 21st Century Community Learning Center grant provides free afterschool and summer programming at Brooklyn Middle School, North View Middle School, TreeHouse, and Zanewood Recreation Center. We provide a range of high-quality services to support student learning and development, which includes tutoring and mentoring, homework help, academic enrichment and community service opportunities, as well as music, arts, sports and cultural activities. At the same time, we help working parents by providing a safe environment for students during non-school hours or periods when school is not in session. Staff are encouraged to teach and be involved in these programs, please reach out to the Facilitators at Brooklyn Middle or North View Middle to help support this great opportunity for students, or connect with site leadership to learn more You may also call 763-391-7142 to learn more on how you can get involved, give feedback, and/or suggestions.
Need Printing?? Call the District 279 Publications Department!
- High quality printing, color copying and graphic design services at low, low cost!
- Convenient for Osseo Area Schools employees
- Full printing services
- Outstanding customer service
- We accept both work-related (paid by budget code) and personal jobs (paid by employee)

FULL COLOR COPIES   POSTER PRINTER   GRAPHIC DESIGN
Flyers            Large vinyl banners  Logo design
Brochures         Large posters/signs
Postcards         Athletic Booster books
Athletic Booster books Invitations
Invitations       Envelopes

ORDER ONLINE!
Find the link at:
MY279—Services & Departments—Publications

Contact us for a FREE ESTIMATE!
Stephanie Kabachenko at 763-391-7172 or kabachenkos@district279.org
## 2019-2020 Elementary 6-Day Calendar – Numbered

<table>
<thead>
<tr>
<th>SUBJECT(S)</th>
<th>GRADE</th>
<th>TEACHER/BUILDING</th>
<th>Last Student Day: June 5</th>
<th>Last Licensed Staff Day: June 8</th>
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<th>September 9 – 13</th>
<th>September 16 – 20</th>
<th>September 23 – September 27</th>
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<th>October 21 – 25</th>
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<th>May 4 – 8</th>
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<th>May 18 – 22</th>
<th>May 25 – May 29</th>
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2.14.2019
EQUAL OPPORTUNITY POLICY
Independent School District 279, in compliance with current state and federal statutes and regulations, and in recognition of its obligation to provide equal opportunity for education and employment for all persons within its jurisdiction, affirms that it will not discriminate on the basis of race, color, creed, religion, national origin, sex, age, marital or parental statuses, status with regard to public assistance or disability.

CONTACT INFORMATION
Laurel Anderson, District 279 Human Rights Officer
11200 93rd Avenue North, Maple Grove, Minnesota 55369
Phone number: 763-391-7008

REHABILITATION ACT OF 1973, SECTION 504
No discrimination against any person with a disability will knowingly be permitted in any of the programs and practices in the school system. Contact your building principal if you have any questions.