

OSSEO AREA SCHOOLS

ISD  279

WELCOME



2023-2024

ELEMENTARY TEACHER HANDBOOK

At Osseo Area Schools, we inspire and prepare each and every scholar to achieve their dreams, contribute to community, and engage in a lifetime of learning. Our scholars benefit from exceptional opportunities, support and partnerships that help them graduate with the confidence, courage, and competence to make their dreams a reality.



A message from Dr. Kim Hiel, Superintendent

Welcome to the 2023-34 school year!

First, thank you for choosing Osseo Area Schools. You are important to our organization, and we need each one of you in order to help our scholars succeed and to support each other in our work. Our goal is to ensure you know that you are valued in Osseo Area Schools and along with this is to ensure all are heard.

As I start as new superintendent in our district, I can see the incredible and dedicated work that the staff has done to help Osseo Area Schools be successful. With the new strategic plan completed (more will be shared at sites this fall) we have a roadmap created to help move our district forward. This work will include supporting all staff and scholars in our district.

This year, our strategic plan work starts with a school building needs ask to community members – *Building a Better Future, Phase II*. Please visit district279.org/BetterFuture to learn more. Each of us are ambassadors for our district so please do all you can to be informed yourself and to also inform others. Reach out to BetterFuture@district279.org or your supervisor with any questions you may have on this.

Our work ahead may have its challenges but know collaborative work will occur in order to keep our work moving forward. I am here to support you and look forward to making many more connections.

Goal: Osseo Area Schools: One Community for All... all voices valued and heard.

Again, thank you for all that you do!

Kim Hiel, Ed.D
Superintendent



MISSION STATEMENT

Our core purpose

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

CORE VALUES

Drivers of our words and actions

HONOR AND INTEGRITY

Holding ourselves, each other and our system to the highest standards to create the best conditions for learning.

BELONGING

Developing meaningful relationships that build trust, understanding and community.

INCLUSION

Intentionally engaging diverse voices and perspectives equitably and respectfully.

INNOVATION AND EXCELLENCE

Cultivating creativity, ideas, confidence and transformational growth.

TRANSPARENCY

Communicating, modeling, and making decisions clearly, equitably and openly.

INTRINSIC VALUE

Each scholar, staff member and family is valued and respected for their perspective, experience and contributions.

VISION STATEMENT

What we commit to create

Unleash and enhance the brilliance of our scholars to thrive and change the world.

STRATEGIC DIRECTIONS

Prioritized focus of our time and resources

- Create safe, welcoming and inclusive learning environments that foster global curiosity, belonging, innovation and engagement.
- Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways.
- Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication.
- Create a system of operational innovation, excellence, accountability and sustainability.
- Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement.

district279.org/StrategicPlan

Table of Contents

Organization Framework	6-7
2023-2024 School Start & Dismissal Times	8
Directory of Elementary Schools	9
279 Insider	10
Absence & Attendance	10-12
Activities: Non-School or District Sponsored	13
Behavior	13
Building Access & Equipment Use - Security	13-14
Bullying & Hazing Prohibition	14
Chemical Use & Abuse	14
Chewing Gum	14
Communications	14
Conflict	15
Copyright	15
Curriculum & Instruction	15-18
Damage to School Property	18
Death of a Student or Staff	18
Digital Resources & Technology Acceptable Use	19
Discipline - PBIS	20
Dismissal	20
Dress & Appearance	20
Electronic Devices	20
Emergency Information	20-21
Enrollment Center	21
Fees	21
Field Trips	21
Fifth Grade Commemoration	22
Fundraising	22
Gifts	22
Grade Recording	22
Guest Speakers	22
Hallway Monitoring	22-23
Health	23-24
Interpretation & Translation Resources	24
Information & Instructional Technology Team	24-25
Lockers/Student Personal Possessions	25
Mailbox	25
Maintenance	25-26
Meals - Breakfast & Lunch	26-27
My279 Staff Portal	27

Parental Custody	27
Parent-Teacher Conferences	27
Parties, Treats, & Outside Deliveries	28
Pledge of Allegiance	28
Preventing Improper Use of Taxpayer Funds	28
Purchasing Goods & Contracting for Services	28-29
Questioning Students	29
Records & Rights	29-30
Record Filing	31-32
Report Cards	33
Restrooms	33
Retentions	33-34
Security & Emergency Management	34-37
Soliciting & Advertising	37
Special Education Programs	37-38
Student Teacher	38
StudentVUE/ParentVUE	38-39
Substitute Teacher Folder	39
Supervision	39
Teacher Workday	39
Telephone Use	40
Testing Program	40
Transportation	40-41
Community Education & Services	42-44
District 279 Foundation	44-45
Publications Department	45
6-Day Calendar	46

Organization Framework

BOARD OF EDUCATION

Jacqueline Mosqueda-Jones	Chairperson
Tanya Simons	Vice Chairperson
Thomas Brooks	Director
Sarah Mitchell	Director
Heather Douglass	Treasurer
Tamara Grady	Clerk

CABINET

Dr. Kim Hiel	Superintendent of Schools
Dr. Bryan Bass	Assistant Superintendent of Equity & Achievement
Dr. Stephen Flisk	Assistant Superintendent of Elementary Schools
Kelli Parpart	Assistant Superintendent of Secondary Schools
Laurel Anderson	Executive Director, Human Resources
John Morstad	Executive Director, Finance & Operations
Anthony Padnos	Executive Director, Technology
Brian Siverson-Hall	Executive Director, Community Engagement & District 279 Foundation
Kay Vilella	Executive Director, School/Community Relations
Amy Moore	General Counsel

SUPERINTENDENT

Dr. Kim Hiel	Superintendent of Schools
Kay Vilella	Executive Director, School/Community Relations
Amy Moore	General Counsel

COMMUNITY ENGAGEMENT (CE)

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

HUMAN & ADMINISTRATIVE RESOURCES TEAM (HART)

Laurel Anderson	Executive Director, Human Resources
John Morstad	Executive Director, Finance & Operations
Jeff Ansoerge	Director, Food & Nutrition
Kelly Benusa	Director, Business Services
Dale Carlstrom	Director, Facilities & Transportation Operations
Lisa Chang	Director, Human Resources
Bouakham Moua	Director, Human Resources
Troy Schreifels	Director, Transportation & Security & Emergency Management
Jeff Arthurs	Assistant Director, Facilities Operations
Irfan Chaudhry	Assistant Director, Food & Nutrition
Mike Hueller	Assistant Director, Business Services
Dave Moredock	Assistant Director, Security and Emergency Management
Eric Welle	Assistant Director, Transportation
Colleen Fairbanks	Coordinator, Food Services
Katie Kern	Coordinator, Human Resources
Rachel Koehler	Coordinator, Health & Safety

Michelle Larson
Lisa McLearen
Collin O'Brien
Anne Ramsey
Donald Hanson
Terry Woodworth
Melanie Gates

Coordinator, Accounting/Payroll
Coordinator, Labor Relations
Coordinator, Facilities Project Management
Coordinator, Purchasing
Assistant Coordinator, Custodial Services
Assistant Coordinator, Custodial Services
Supervisor, Food Services

INSTRUCTIONAL & INFORMATION TECHNOLOGY TEAM (I²T²)

Anthony Padrnos
Johannah Arndt
Gerald Edwards
Lisa Sjogren
Jen Thomas

Executive Director of Technology
Coordinator, Technology Support Services
Coordinator, Information Systems
Coordinator, Instructional Systems
Coordinator, Enterprise Technology

LEADERSHIP, TEACHING AND LEARNING (DLTL)

Dr. Bryan Bass
Dr. Stephen Flisk
Kelli Parpart
Amy Tollefson
Sonni Buerskin
Robin Gunsolus
Duane Wardally
Jill Lesne
Jill Kind
Jan Bitzer
Andrea Bodeau
Jamie Boyle
Patrick Clymer
Lawrence Coleman
Tammy Djerf
Godfrey Edaferierhi
Michelle Humphrey
BJ Irmiter
TBD
Dr. Sarah Lancette
Dr. Laura McLuen
Kiersten Nicholson
Melissa Sennes
Angela VanHee
Kari Vollrath
Emily Woosley
Jessica Stein

Assistant Superintendent of Equity & Achievement
Assistant Superintendent of Elementary Schools
Assistant Superintendent of Secondary Schools
District Level Principal
Director, Student Services
Director, Learning & Achievement
Director, Educational Equity
Assistant Director, Student Services
Assistant Director, Learning & Achievement
Coordinator, Special Education
Coordinator, Digital Learning & Instructional Media
Coordinator, Elementary Curriculum & Instruction
Coordinator, Special Education
Coordinator, Special Education
Coordinator, Research, Data & Assessment
Coordinator, Career & Technical Education
Coordinator, Special Education
Coordinator, K-12 Operations
Coordinator, Secondary Curriculum & Instruction
Coordinator, Special Education
Coordinator, Special Education
Coordinator, English Learners
Coordinator, Health Services
Coordinator, Special Education
Coordinator, Multi-Tiered System of Supports
Coordinator, K-12 Operations
Business Manager, Division of Leadership, Teaching & Learning

ENROLLMENT CENTER

Jim Greeley

Coordinator, Enrollment Services

2023-2024 School Start & Dismissal Times

ELEMENTARY SCHOOLS

Basswood Elementary 8:50 a.m. - 3:20 p.m.	763-494-3858	Oak View Elementary 9:30 a.m. - 4:00 p.m.	763-425-1881
Birch Grove Elementary School for the Arts 9:30 a.m. - 4:00 p.m.	763-561-1374	Palmer Lake Elementary 8:50 a.m. - 3:20 p.m.	763-561-1930
Cedar Island Elementary 9:30 a.m. - 4:00 p.m.	763-425-5855	Park Brook Elementary 8:50 a.m. - 3:20 p.m.	763-561-6870
Crest View Elementary 8:40 a.m. - 3:20 p.m.	763-561-5165	Rice Lake Elementary 8:50 a.m. - 3:20 p.m.	763-420-4220
Edinbrook Elementary 8:50 a.m. - 3:20 p.m.	763-493-4737	Rush Creek Elementary 9:30 a.m. - 4:00 p.m.	763-494-4549
Elm Creek Elementary 8:50 a.m. - 3:20 p.m.	763-425-0577	Weaver Lake Elementary A Science, Math, & Technology School 9:30 a.m. - 4:00 p.m.	763-420-3337
Fair Oaks Elementary 9:30 a.m. - 4:00 p.m.	763-533-2246	Woodland Elementary 9:30 a.m. - 4:00 p.m.	763-315-6400
Fernbrook Elementary 8:50 a.m. - 3:20 p.m.	763-420-8888	Zanewood Community School :A Science, Technology, Engineering, Arts & Math School 9:30 a.m. - 4:00 p.m.	763-561-9077
Garden City Elementary 9:30 a.m. - 4:00 p.m.	763-561-9768		

Directory of Elementary Schools

279ONLINE

763-391-8670 Absence Line: online@district279.org

Principal – Kristen Hauge

Assistant Principal – Michelle Munkholm

Assistant Principal – Ryan Bisson

Assistant Principal– Ben Karls

BASSWOOD ELEMENTARY

15425 Bass Lake Road, Maple Grove MN 55311

763-494-3858 Absence Line: 763-494-3858, ext. 1

Principal - Dr. Steven Schwartz

Assistant Principal – Karen Kennedy

BIRCH GROVE ELEMENTARY

SCHOOL FOR THE ARTS

4690 Brookdale Drive, Brooklyn Park MN 55443

763-561-1374 Absence Line: 763-561-1374, ext. 1

Principal - Dr. Ronald Salazar

Assistant Principal – Lindsey Patterson

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 – Stephanie Webster

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

FAIR 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: 763-420-8888, 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 - Ann Mock

Assistant Principal - Jody Seppala

PALMER LAKE ELEMENTARY

7300 W. Palmer Lake Dr., Brooklyn Park MN 55429

763-561-1930 Absence Line: 763-561-1930, ext. 1

Principal - Sarah Schmidt

Assistant Principal – Jennifer Zipf

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 – Diane Bagley

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 - Terri Jackson

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

EARLY CHILDHOOD & FAMILY EDUCATION

Arbor View: 9401 Fernbrook Lane 763-391-8777

Maple Grove Fax: 763-391-8762

Willow Lane: 7020 Perry Ave N 763-585-7330

Brooklyn Center Fax: 763-585-7303

Site Coordinator - Sally Nault-Maurer

EARLY CHILDHOOD SPECIAL EDUCATION

Arbor View: 9401 Fernbrook Lane 763-391-8786

Maple Grove Fax: 763-391-8762

Willow Lane: 7020 Perry Ave N 763-585-7300

Brooklyn Center Fax: 763-585-7303

Site Coordinator - Jan Bitzer

279 Insider

[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 & Attendance – Student Attendance Reporting

Teachers submit daily attendance online using [Synergy](#) at the beginning of the school day.

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: childcare 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 ..."

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. Authorization must be provided by the parent/caregiver.
- 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/caregiver 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.

Educational 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](#)."

Absence & Attendance Management – Teachers

CONTACT INFORMATION:

Megan Loveland, Attendance Specialist

Email: LovelandM@district279.org

Phone: 763-391-7096

Timecards and Payroll Questions:

Email: payroll@district279.org

Phone: 763-391-7283

Other Information:

Contract Can Be Found: <https://staff.district279.org/human-resources/contracts>

Frontline login: <https://www.frontlineeducation.com/signin/>

Setting Up a Frontline Account:

An account must be created to enter absences, check your leave balances, enter your assigned hours, create a preferred sub list, see past absences and more. To create a log in, go to <https://www.frontlineeducation.com/signin/>. Once an account is created on the computer, we highly suggest downloading the Frontline App. Having the App on your smartphone, will make entering an absence as soon as possible easy and efficient. If you are unable to log in, please contact Megan Loveland, Attendance Specialist to assist you. If you **DO NOT** have an account with Frontline, an invitation will be sent to you with instructions on how to set up an account. If you have an account but forgot your username or password, your username can be given to you and a password reset email will be sent to your district email account.

Checking your Leave Balances:

It is your responsibility to know how much time off you can take off without going in the negative. **Accruals for the following month/year CANNOT be used ahead of time.**

- Sick Leave Accruals are put into your account on the 5th of every month.
- Personal day(s) are put in your account annually.
- Vacation (if applicable): Enter annually

1. Log into your Frontline account

2. On the left-hand menu, select **ACCOUNT**.

3. Select the **ABSENCE REASON BALANCES** Tab.

4. There are four columns listed.

- a. Absence Reason** – the type(s) of paid absences you can take.
- b. Initial** – Your absence balance(s) as of July 1 of this year. July 1st is when the new school year begins.
- c. Used** – How many hours you have used since July 1.
- d. Pending** – If any future absences are entered. The total amount will be in the pending section. This does not mean they have been removed from your balance. The hours are removed from your balance on the day of the absence.
- e. Balance** – How many hours you currently have and what your total will be after any pending hours.

ENTERING AN ABSENCE

It is your responsibility to enter your own absences As Soon As Possible! All teachers are covered by the “Teachers Terms and Conditions of Employment” meaning, anytime a teacher will be absent from their daily assignment, an absence should be entered into the system regardless, if a substitute is needed or not.

Teacher Contract Days Include:

- Student Contact Days
- Staff Development Days
- Workshops
- Mark Reporting Days
- Conferences (a half day sick day should be entered if conferences are missed)

Absences should be entered no later than 2 hours before your start time.

To enter an absence:

- Log into your Frontline Account
- Select Advance Mode

- Select the Absence Date, correct School and Absence Reason.
** If you work at more than one school, an absence will need to be entered for each location **
- Verify the absence times entered are your correct hours. Absences may only be entered as half or full days. Absence time CANNOT be customized. Substitutes start and end times can be customized.

Absence Reasons are as Follows:

Bereavement <ul style="list-style-type: none"> • No Pay • Personal • Sick 	5 days for immediate family 3 days for non-immediate family
Chaperone/Planning	<ul style="list-style-type: none"> • Coaching • Chaperoning field trips • Staff Planning • IEP/ intake meetings
Jury Duty / Court	PF 22 leave form and Summons should be submitted to HR, Attendance Specialist for further instructions.
Personal	Personal day * Must be entered 3 days in advance*
Personal/ Sick Leave Option	Personal leave must be exhausted. Absence can be entered with notes OR contact HR to enter the absence for you
Religious <ul style="list-style-type: none"> • Comp • No Pay • Personal • Sick 	3 days can be used for Religious Holidays per year. PF22 must be approved by HR a minimum of 5 days before the holiday. HR will enter the absence if it is approved
Short Term Leave	PF22 must be approved by HR minimum of 5 days before the absence. HR will enter the absence if it is approved. ** See contract for more information**
Union Leave	Must be approved by HR, Connect with HR Attendance Specialist a minimum of 5 days before leave. If approved, HR will enter hours into Frontline.
Workshop/ Staff Development	Covers the following Absences: <ul style="list-style-type: none"> • District Workshop • Travel & Preapproval Forms • Due Process

Notes to Administrator – these are notes for your supervisor and Human Resources.

Notes to Substitute

Writing any notes for our substitutes is greatly appreciated. **Our Substitutes have expressed they will pick up a shift with notes before absences with no notes included.**

These notes can be simple, where to check in, a coworker to connect with, class(s) you may assist in etc. There is an option of attaching a file to your absence for a substitute. Word documents work extremely well and are recommended by our substitutes. If you are interested in a word doc template, please reach out to the HR Attendance Specialist OR your Building Administrator.

Once all your information has been entered into the absence the absence can be saved:

- Create Absence – the system will find a substitute for your position.
- Create Absence & Assign Sub – will allow you to assign a sub. Please make sure you have communicated with the sub before assigning them.

Long Term or Medical Leaves

For childcare, medical, or other leaves exceeding 10 days, please follow the steps below:

- Fill out a PF22
- Have your supervisor sign the form
- E-mail form to your HR Business Partner for processing

Activities: Non-School or District Sponsored

Teachers are strongly discouraged from acting as hosts for non-school events for students unless it is through a different organization 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 teacher's union.

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 & 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/ACCESS CARD

All employees are issued an all-in-one identification badge/access card. All staff 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 Security and Emergency Management at 763-391-7247 immediately to deactivate your card and issue you a new one.

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 & 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.

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 & 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.

With the ability to communicate to families via email, Talking Points, and other means, staff need to be considerate to not over communicate and overwhelm families.

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 to 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 Staff Portal, under [Guidance for Leaders](#).

Curriculum & 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 their 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. Grades K-2 should plan an additional 10-20 minutes outside of the reading and writing block for phonics instruction.

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

In elementary school, your students will be challenged and engaged through the differentiated learning experiences offered through Talent Development, Academic Challenge and Gifted Support (TAG) programming. Students deserve and need challenging learning opportunities that help them discover their unique interests and strengths. Our programming is designed to meet the needs of all students, including those who have demonstrated high performance or show the potential for high performance relative to others of their age, experience or environment.

TALENT DEVELOPMENT, ACADEMIC CHALLENGE AND GIFTED SUPPORT

Talent Development - All Students

Rigorous and enriching opportunities are provided for all students.

The TAG specialist supports classroom teachers as they differentiate instruction to provide 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.

Academic Challenge - Some Students

English Language Arts: A flexible group of students will be identified for additional support based on progress towards MN ELA Standards, observation, and formative assessments.

Math: A compilation of challenging mathematical tasks aligned with Bridges in Mathematics will provide an opportunity for students to be mathematically challenged every day. Students will self-select these tasks when a challenge is desired.

Gifted Support - Some Students

Students may be 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:

- Early entrance to kindergarten
- Full grade acceleration
- Participation in advanced coursework through university partners or other agencies

Additional after-school enrichment opportunities are available at many sites, including:

- Math Masters
- Destination Imagination
- District 279 Children's Chorus
- WordMasters
- Community Education classes

For more information regarding Talent Development, Academic Achievement and Gifted Education programming contact your school's TAG Specialist.

INSTRUCTIONAL MEDIA & 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; and
- training and staff development in the effective integration of technology.

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 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

Grs K-5: Your Health, *Harcourt*, 2003

Grades 4-5 Human Sexuality Curriculum can be found on the [Learning & Achievement \(L&A\) Website](#).

HUMAN SEXUALITY CURRICULUM

Grades 4-5 Human Sexuality Curriculum can be found on the [Learning & Achievement \(L&A\) Website](#).

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 schoolwork 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

Grs K-5: Share the Music, *MacMillan/McGraw-Hill, 2003*

READING/LANGUAGE ARTS

For information regarding resources for literacy instruction, please visit our Literacy Google sites:

- Grs K-5 Benchmark Literacy/Phonics
- Grs K-5 Benchmark Writers Workshop

SCIENCE

Grs K-5: Amplify Science, *Amplify, 2018*

SOCIAL EMOTIONAL LEARNING

Grs K-5: Harmony SEL, *Harmony, 2022*

Diversity and Inclusion

- discover shared interests, explore how each person is unique, and build a sense of community within the classroom

Empathy and Critical Thinking

- have opportunities to learn about feelings, empathy, and stereotypes, and put that knowledge into practice

Communication

- identify communication dos and don'ts and practice listening attentively and responding appropriately

Problem Solving

- learn to resolve interpersonal conflict, develop cooperation skills, and practice self-regulation

Peer Relationships

- focus on attitudes and behaviors that are critical for maintaining positive and supportive relationships

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

Damage to School Property

Students are expected to take care of the items issued to them. School textbooks, technology, and other instructional materials are expensive. If these items are damaged, lost, or not returned, building personnel may seek restitution or replacement costs.

Death of a Student or Staff

We want to support the class, school, and family during this time. School counselors and crisis management will be available. Site leaders will provide guidance related to attendance at services as outlined in the [leader's guide](#) on the my279 Staff Portal.

Digital Resources & Technology 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](#).

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 district's 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 materials that use language or images that advocate violence or discrimination toward other people or that may constitute harassment or discrimination.
- Unauthorized access (hacking); violation of copyright, trademark, or other laws protecting intellectual property; and other activities online that violate state or federal law; or
- Unauthorized disclosure, use and dissemination of personal identification information regarding minors.

LIMITED LIABILITY

The district assumes no responsibility for any loss or corruption of data resulting from the use of district digital technologies and digital systems. The school district will not be responsible for financial obligations arising through unauthorized use of the school district digital systems, digital technologies, or digital resources. The district technology department makes a strong effort to protect authorized users' digital work from being lost. In order to provide added protection, we encourage users to backup or save important digital work to the user network drives or Google Drive. These systems have processes in place to provide data loss protection. These same protections do not extend to local computer drives.

POLICY VIOLATION

Staff infraction of these expectations will be referred to the appropriate supervisor for action. District employees who use district digital technologies and digital resources in violation of school board policy are subject to discipline up to, and including, termination of employment.

Discipline - Positive Behavior Intervention & Supports (PBIS)

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

Building PBIS expectations should be posted in each 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, or follow the building's plan for release of students within the duty time to allow for orderly boarding of buses and so on. 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 & 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

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 39.

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 Administrative Assistant 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/caregiver's responsibility to make arrangements for their 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 the [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.

Enrollment Center

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

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 through grade 12 (Max age of 21), with the exception of the Osseo Area Learning Center (OALC).

Enrollment Center staff coordinates open enrollment and in 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

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. Due to continued Bus Driver shortages, field trip transportation has become challenging. Requesting transportation times outside of prime home to school operations will be more successful. Additionally, modifications may need to be made to accommodate for daily staffing availability. All field trips must follow the approved schedule. Deviations to approved schedules cannot be accepted.

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 to conduct student fundraising activities per [School Board Policy 511](#). Student participation in fundraising is optional.

Gifts

If you receive a gift from a student or their family, you can accept the gift so long as acceptance of the gift does not violate your professional code of ethics. 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 schoolwork 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 licensed staff member 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.

Twenty minutes of duty time before and after school is not considered additional preparation time and can be specifically directed for supervision purposes by supervisors. Special Education staff members can be assigned to their time only if they are directly

supervising students receiving special education students who need support above and beyond what is required for general education students.

Health

STUDENTS

The prime responsibility for a student's healthcare 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's [Health Services webpage](#) 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.

- Procedures provision: Direct health care (g-tube feedings, catheterization, etc.) beyond medication administration shall be authorized by physician order and parent/caregiver signature. Orders must be renewed at least yearly or at the time of any procedural changes.
- Case management: The Registered Nurse or Licensed School 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 will have a 1:1 nurse 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 Health Services Coordinator. 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/caregiver 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 the student's name, diagnosis, name of medication, dose, time to be given, and signatures of the parent/caregiver 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/caregiver 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/caregiver.
- Tylenol or other over-the-counter medicines will be administered to children only with a physician's written order, in addition to the parent authorization as required above. Over-the-counter medication must be in the original container.

Interpretation & Translation Resources

Teachers are encouraged to use the Pacific Interpreters/Language Line Connect system as needed when communicating with multilingual parents/guardians via phone. Talking Points is a text-based communication tool you can also use to communicate with multilingual families in their preferred language. You can find all of the [interpreting and translating resources](#), including information on how to request a translation and hire an interpreter, on the [my279 Staff Portal](#) under the Services menu.

Information & Instructional Technology Team

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 achieve the district mission effectively and efficiently.

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 Staff Portal → Services → [Technology Support](#)



Lockers/Student Personal Possessions

[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](#)). Consistent with [School Board Policy 505](#), student personal electronic devices are subject to search only upon a determination that reasonable suspicion exists that the device has been used in a manner that violates the law or school policy. Any search of a student’s personal electronic device must be conducted at the direction of the building administrator and must be narrowly tailored to respect a student’s privacy.

Mailbox

A mailbox for each member of the faculty is located in the office. Check your mailbox each day.

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 desktops, 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 their care.
- Pupils should be taught the correct use of public property in the classroom.
- Fines may be assessed for damage to school property.

Meals - Breakfast & Lunch

STUDENTS

Beginning in the school year 2023/2024, the Minnesota Free School Meals bill will take effect. On academic school days, students that attend school in person, will be eligible to receive one reimbursable breakfast and one reimbursable lunch per day at no cost. Food and beverage items outside of a reimbursable meal as defined by the USDA will be considered a la carte items and will be charged accordingly. To purchase a la carte items a student must have funds available in the meal account, or in hand.

To deposit funds in a student's meal account, families can utilize [EduTrakConnect](#) for online payments or send cash or check with their student for deposit at the school. If sending cash or check, please make sure the student's pin number and name is identified to ensure the money is deposited to the proper account.

To deposit funds electronically families must have an online meal account setup with [EduTrakConnect](#). This can be accessed from the [district 279 Nutrition Services webpage](#). For assistance, please call 763-391-7129.

Account balances carry over to the following school year. If a student transfers to another school district, a refund may be requested. Or, if a student graduates, the funds can remain in the family account for the use of a sibling. To obtain a refund, a parent/caregiver must complete the Meal Refund form found on the [district 279 Nutrition Services page](#). All refunds will be issued via check and may take up to three weeks for processing.

APPLICATION FOR BENEFITS

Parents/guardians may complete an Application for Educational Benefits at any time during the year. If approved, the family may qualify for reduced fees for musical equipment, internet costs, sporting and activity fees. The Application for Educational Benefits can be completed either online at [district279.org](#), or with a paper form obtained from the school office. A student's benefits eligibility status is confidential information. If you require more information on eligibility, please contact the Foodservice office at 763-391-7129.

STAFF

Meals are available for purchase for adults and are reflective of the menu offering for the school they work at. Please check for adult pricing. Staff may deposit cash or check into their accounts on site or may utilize the online [EduTrakConnect](#) payment system. Staff should contact the Foodservice office at 763-391-7129 for assistance setting up their account. If a staff member has a negative meal account balance at the end of the school year or when an employee leaves the district, a deduction will be made on the June 20th paycheck for the incurred debt.

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 eat and make healthy food choices. 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 their lunch, including soda. We can only discourage it, because it is not promoting good health and nutrition.

PRINCIPAL

- Makes all final decisions on cafeteria procedures including dealing with children who have been removed from the cafeteria.
- Meets 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 always.
- 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.

My279 Staff Portal

The employee intranet, [my279 Staff Portal](#), 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 [staff.district279.org](#).

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

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 their child's welfare, educational progress, and status. The school is not required to hold a separate conference for each parent. ([MN Statute 12A.22 Subd. 1a](#), and [518.17, Subd 3](#))

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 or orders for protection 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.

* ISD 279 and its employees are not responsible for resolving custody or visitation disputes between parents. Parents are expected to resolve such matters between themselves or with the assistance of the court. Teachers should avoid involvement in disputed custody matters between parents or guardians.

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 their needs. Parents/guardians are encouraged to ask for additional conferences at any time.

Parties, Treats, & 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](#).

Preventing Improper Use of Taxpayer Funds

Pursuant to the Every Student Succeeds Act Section 9203, this notice is displayed so that any individual who observes, detects, or suspects improper use of taxpayer funds can easily report such improper use to the Office of Inspector General of the Department of education (1-800-MIS-USED or 1-800-647-8733).

Purchasing Goods & Contracting for Services

A very limited number of District employees have purchasing and/or contractual signing authority. Employees without this designated authority are not authorized to place an order, commit to a future order, or contractually or financially obligate the School District. Employees are not allowed to sign contracts, agreements or other documents that contractually or financially obligate the School District. To purchase goods and services and/or to contract for services, contact the school Resource Manager

The chart below indicates some Do's and Do Not's when it comes to purchasing.

Do's (this is ok to do)	Do Not's (this is not ok to do)
<ul style="list-style-type: none"> ✓ Always work directly with your Resource Manager regarding purchasing or rental of goods and/or services. 	<ul style="list-style-type: none"> ⊘ Work with any vendor without your Resource Manager's knowledge and approval. ⊘ Invite a vendor to the school without the Purchasing Department's approval.
<ul style="list-style-type: none"> ✓ Have vendor provide you pricing information <i>in writing</i> when Resource Manager is aware and approves of vendor contact. 	<ul style="list-style-type: none"> ⊘ Order, pre-order, or commit to an order with a specific vendor. Purchasing department will always make the vendor selection. ⊘ Accept <i>verbal</i> pricing from a vendor. ⊘ Provide a vendor with another vendor's pricing to beat.
<ul style="list-style-type: none"> ✓ Search for products from Approved Vendor websites or resources provided by your Resource Manager. 	<ul style="list-style-type: none"> ⊘ Spend time shopping for best pricing.
<ul style="list-style-type: none"> ✓ Inform your Resource Manager of the product or service you need. 	<ul style="list-style-type: none"> ⊘ Order or purchase products with your personal funds without approval from your Resource Manager.
<ul style="list-style-type: none"> ✓ Ask your Resource Manager for direction on next steps to request a purchase be made. 	<ul style="list-style-type: none"> ⊘ Contact the Purchasing Department directly. Your Resource Manager is the liaison between you and purchasing.

Employees without designated purchasing authority are not authorized to place an order, purchase, or contractually or financially obligate the School District. Orders placed, or purchases made without Purchasing Department authority are considered unauthorized, and payment may be the responsibility of the employee placing the order. School District purchases must be made in accordance with federal regulations, Minnesota Statutes, School Board Policy, and the School District’s Administrative Procedures. [Administrative procedures](#) are available on my279 Staff Portal under the Toolbox menu. Violation of these procedures may result in disciplinary action including potential termination of employment.

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](#)-Interviews of Students by Outside Agencies.

Records & 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 always follow data privacy laws regarding student information, including at the employee’s work sites, other district sites, and throughout the community. Employees should avoid using personal or non-district provided devices to maintain or store student data. 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 their 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.

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 Tennesen 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 is inaccessible to anyone who does not have authority to access it. Employees should avoid using personal or non-district provided devices to maintain or store student data. Employees should also avoid maintaining or storing student data on third party applications or websites.

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.

Non-Compliance: Employees who violate [Policy 515](#) or the requirements of the Minnesota Data Practices Act 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 certain videos that would not generally be considered harmful or an invasion of privacy if disclosed); 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 the 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 regard 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 their 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: Students and employees have the right to review data when they are the subject of the data and the data is not otherwise deemed as “confidential data”. Students and employees will also be informed of the content and meaning of that data upon request. In most cases, requests to review private data will be granted within ten business days.

Right to respond and challenge: Students and employees may contest the accuracy of completeness of data when they are the subject of such data or they may submit a response or rebuttal to such data maintained by the district.

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

Health records are maintained in the Health Office and are considered part of the cumulative file, although kept in a separate location.

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. See [Policy 515-Appendix I](#): **The latest test protocols are kept in a separate file in the special education area.**

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 send health records separately on the same record transfer day associated with their building.

SPECIAL EDUCATION: All special education records pertaining to any particular individual student will be transferred in the same manner as all other cumulative records as the special education records are part of the student's cumulative record.

Report Cards

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:

MARKING CODE DESCRIPTION

4	Excellent, exceptional or extended work on grade-level standards
3	Proficient, consistent, accurate work on grade-level standards
2	Basic, simple, inconsistent work on grade-level standards
1	Limited evidence of understanding on grade-level standards
M	Meets Expectation
I	Inconsistently Meets Expectation
D	Does Not Meet Expectation

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 their 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 the 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, which would be given by the school counselor.

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

- 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.

Security & Emergency Management

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 Security and Emergency 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 and receive annual training through the district staff learning management system. Staff that have a blood or bodily fluid spill need to contact a building custodian for proper cleanup. 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 Security and Emergency 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 CANCELLATIONS

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.

FLEX LEARNING DAYS

Flexible learning days are intended to counter the loss of instructional time resulting from school cancellations due to weather. The flex learning days will provide our district options to meet the statutory regulations related to student instructional time besides making up school days for weather-related cancellations.

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.

PROGRAMS, ACTIVITIES, EVENTS

When schools close, all after-school and evening activities and programs are generally canceled, 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 canceled.

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 the 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 (Care Programs)

In the event of an emergency, Kidstop will send notifications to families via email. Kidstop and Four Star are closed if the school or district is closed. If the district dismisses early, Kidstop and Four Star 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:** We use evacuation anytime a building is unsafe, for example: Visible smoke or fire, a gas leak or other chemical leak inside the school, or a credible bomb threat. 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*:** We shelter in place any time conditions outside the school may not be safe, for example: Police activity in the area of the school, or a hazardous chemical release that is outside the school. 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 chemical has been released into the environment, ventilation systems will be temporarily disabled to keep out contaminants.
- **Lockdown*:** We lockdown when conditions inside the school may not be safe and activate the blue emergency strobes outside the school to inform anyone outside that it is not safe to enter the school, for example: An agitated person inside the school, or an unknown person who may pose a danger. All students and staff will secure their areas by locking interior doors and all windows. Public access to the school will be temporarily suspended.
- **Severe Weather Shelter:** We move to severe weather shelters when the National Weather Service issues a tornado warning or if there are reports of sustained straight-line winds in excess of 70 mph. 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 and caregivers. After the emergency response action is lifted, visitors will be allowed to enter the building.

Children will only be released to their parents, caregivers, 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 the name of the chemical and 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 Security and Emergency Management at 763-391-7191.

ERGONOMICS

Information about proper lifting techniques, workstation design, and other ergonomic issues is available from security and emergency 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 Security and Emergency Management department. Security and Emergency 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 Security and Emergency 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. Extension cords/power strips are to be plugged directly into an outlet and not "daisy chained" together.
3. Personal appliances are not allowed in classrooms or offices. Coffee makers listed for "commercial use" may be used in designated areas.
4. Storage must be kept at least 18 inches below sprinkler heads.

PEST MANAGEMENT

If you would like to review a copy of the schedule or request notification prior to applications of pesticide 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 Security and Emergency 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) provided at your site. Suggestions can be made anonymously. Questions should be directed to the principal or the district's Coordinator of Security and Emergency Management at 763-391-7191.

STOPit TIP LINE

The district has established the STOPit tip line for students, staff, and the community to report bullying, weapons, drugs, racial harm, unsafe conditions, and violence. All tips may be provided anonymously. If you have information regarding something that may happen or an incident that has already occurred, please call 763-265-3636 to report it or you may also submit an anonymous STOPit tip form online. A link to the [STOPit](#) tip form can be found at the bottom of any district webpage. All tips are forwarded to the appropriate principal or administrator to investigate.

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](#);

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:

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

Soliciting & Advertising

SOLICITORS

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 Programs

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.

If you suspect a student may have a disability, please contact your school principal or school psychologist.

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 Education Building Contact (SEBC) assigned to the building who works with staff, parents, and the principal to meet the needs of students with disabilities and may be contacted to assist with special education programs.

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 50 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 51 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.

StudentVUE/ParentVUE

[ParentVUE](#) is a web/mobile application that can be used to access your student's academic information, including:

- A centralized location for messages from your student's teachers and school
- A summary of your student's attendance and days missed
- The ability to schedule parent-teacher conferences
- Report cards
- Access to your student's information such as, lunch pin and bussing information
- A quick link to SmartSchool K-12 to add money to lunch accounts and make online payments for various store items including tech. and book fees

[ParentVUE](#) also features an online registration form, which can be used to update your address, contact information, emergency contacts, and student information, as well as directly uploading documents for a change in address.

Students have access to [StudentVUE](#). This will give our students the opportunity to stay on top of their attendance, view report card grades and transportation information. 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.

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. Instructing before school or after school activities with additional compensation are not included in the aforementioned statements.

Teacher Workday

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 workdays, 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 Use

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

You should not use phones for texting or personal calls during the teaching day. Personal cell phones should only be used for personal matters during your prep or lunch times. Personal cell phones may be used for education purposes if a staff member so chooses, but it is not required.

Family, children, or those with similar relationships to the staff member should have the building phone number to contact staff members in the event of an emergency. In a situation where immediate communication is necessary, staff will provide coverage for your classroom as your personal cell phone should be turned off, and you will be afforded a private place to have a conversation away from students.

Do not allow students to use the telephone unless it is an emergency or as directed by a staff member.

Testing Program

The district-wide 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 FastBridge reading and math assessments. 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 763-391-7092.

Transportation

STUDENT RESPONSIBILITY

- Students who are *physically disabled, permanently or temporarily*, and unable to walk to school shall be transported under a 504plan or IEP. A physician's statement and/or other proper forms should be submitted to the school nurse.
- 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, string 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 bus; 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/caregiver, 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.
- Rideshare services such as Lyft and Uber cannot be used for student transportation. Please contact the Transportation Department for assistance with special transportation needs.

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.

Position	Contact Number	Information Provided
Transportation Secretary: Charter/field Trips	(763) 391-7037/x27037	Responsibilities: Charter/Field Trip information, McKinney—Vento Student information.
Transportation Analyst	(763) 391-7043/x27043	Responsibilities: Transportation billing, State report, MARSR coding, Non-Public Student Data
Transportation Secretary: Special Education	(763) 391-7042/x27042	Responsibilities: Special Education Student information, ESP issues, ESP payroll
Transportation Router: Special Education	(763) 391-7276/x27276	Responsibilities: Special Education routing, ECSE, Title 1, Teen Parent Programs, Adaptive Sports, ESY, McKinney—Vento
Transportation Router: Field Safety	(763) 391-7263/x27263	Responsibilities: Bus accidents, student management, video requests, crossing guards, parking lots, bus stop safety, bus safety equipment.
Transportation Router: General Education	(763) 391-7295/x27295	Responsibilities: Routing for general education, in-district magnet, administrative transfers, Safe @ Home, care and treatment, 504, McKinney – Vento
Technical Support Specialist	(763) 391-7164/x27164	Responsibilities: Transportation applications support and user setup. Bus conduct, Routefinder Plus, Viewfinder, Tripfinder, Infofinderi, online forms (jotform)
Coordinator of Transportation	(763) 391-7045/x27045	Responsibilities: Overall leadership of department, contractor issues, ESP issues, transportation staff concerns

Community Education & Services

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)

ABE welcomes all adults who would like to learn English, increase their academic skills (reading, writing, math), earn a high school credential (GED or Adult Diploma), learn with their youngest children in Family Literacy, or participate in career training programming. Classes are held at the Northwest Family Service Center and Willow Lane Early Childhood Center, as well as partner sites. Some classes are also offered online. The ABE program has a range of volunteer opportunities for both day and evening classes.

For more information, please call 763-566-5452 or check out our website at www.district279.org/abe.

ADULT ENRICHMENT PROGRAM

Adult enrichment programs offer a wide variety of engaging learning opportunities for you to gain job skills, develop dynamic hobbies, manage your money, and more. Browse our class catalog and uncover something that sparks your interest. Enroll today and begin your journey in a lifetime of learning. Or, become a valued instructor. If you possess a skill or expertise in a specific area and wish to teach a course, please contact Community Education to learn more or check out the district web page under [Community Education](#) for details.

To find the most current program information and to access our convenient registration system, log on to www.osseo.ce.eleyo.com or watch your mail for our Community Education catalog. Follow us on Facebook @[CommEd279](#) or for more information call 763-391-7242.

EARLY CHILDHOOD PROGRAMS

Early Childhood Family Education (EC&FE)

EC&FE classes and play times are for parents and children birth to five. Classes provide a fun and safe space to nourish a child's natural curiosity and learning and opportunity to explore parenting strategies, child development and parent education topics. We encourage all families to participate. EC&FE classes are on a sliding fee scale based on household income. Fees can be waived at any income level if family circumstances would make payment a hardship. Classes for parents and infants are free. Free transportation is available, if needed to participate. 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 [EC&FE program website](#) to register for a class, visit www.osseo.ce.eleyo.com or call 763-391-8777 for support with registration or to request a current brochure by mail. En Español, Lus Hmoob, Bằng Tiếng Việt: 855-938-0586.

Early Childhood Screening

A free service for all children ages three to five. Screening is a simple check of a child's development to help identify children who may benefit from resources to help in their development.

- In Minnesota, all children complete Early Childhood Screening prior to entering kindergarten.
- Screening is a FREE service to all Osseo Area Schools children ages 3 to 5.

Screening appointments 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

Sign-up for an appointment online at www.osseo.ce.eleyo.com or call 763-391-8777. En Español, Lus Hmoob, Bằng Tiếng Việt: 855-938-0586

PRESCHOOL AND PREK

Osseo Area Schools Early Childhood & Family Education (EC&FE) Preschool and PreK programs provide:

- Welcoming, nurturing, and engaging classes to help children grow and develop.
- Curriculum to ensure the success of every child.
- Highly trained and caring teaching staff.
- Inclusive classrooms that honor your child's strengths and experiences.
- Opportunities to partner on learning goals and engage in your child's experience at school.
- A variety of class options: mornings or afternoons, two to five days a week at multiple locations in the community.
- Orientation days and parent-teacher conferences.

The program supports scholar's learning and development through social and emotional development, physical development, language and literacy, creativity and art, mathematical and scientific thinking, that aligns with the district kindergarten curriculum. Teachers are licensed in Early Childhood and/or Parent Education.

Monthly tuition is on a fee scale based on family size and annual household income. Early Learning Scholarships are available for eligible students.

Preschool for Three to Fives

- For children who turn age 3 on or before September 1, 2023.
- Locations: Arbor View Early Childhood Center, Willow Lane Early Childhood Center and Cedar Island Elementary.

PreK for Fours and Fives

- For children who turn age 4 on or before September 1, 2023.
- Classes are scheduled two to five days per week mornings or afternoons depending on location.
 - Locations: Arbor View Early Childhood Center, Cedar Island Elementary, Elm Creek Elementary, Oak View Elementary, Rice Lake Elementary, Willow Lane Early Childhood Center and Woodland Elementary.
- Free, limited transportation may be available to scholars attending PreK classes who qualify based on home address and school attendance area.

For more information, visit <https://www.district279.org/academics/preschool-prek> to register for a class, visit www.osseo.ce.elevo.com or call 763-391-8777 for support with registration or to request a current brochure by mail. En Español, Lus Hmoob, Bằng Tiếng Việt: 855-938-0586.

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, Oak View, 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 early childhood options below:

- Integrated into the elementary school experience with regular access to building physical education teachers, music teachers, and media specialists.
- Led by staff who have obtained significant levels of experience in Early Childhood Educations, potential Licensed Early Childhood Educators and/or 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

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.

EARLY DISMISSAL: Kidstop will close at the same time school closes on early dismissal days.

For additional information visit us [online](#) or call 763-585-7281.

ACT PREP, 1:1 TUTORING AND SKILLS BOOST SMALL GROUP TUTORING PROGRAMS

ISD 279 tutoring services provide families with ACT Prep, 1:1 Tutoring and Skills Boost Small Group Tutoring. All programs are taught by highly qualified licensed teachers. Each program offers customized instruction, focused on district and state outcomes. The delivery of the material is meant to be engaging, interesting, and challenging for your student. Call 763-391-7242 for more information.

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 www.osseo.ce.elevo.com.

FACILITIES SCHEDULING

District schools are owned by and operated for community residents. The school board welcomes and encourages public use of school facilities per [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 <https://www.district279.org/services/facility-rentals>, then click on "ONLINE FACILITY RENTALS". 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

Supporting Students in Osseo Area Schools

District279Foundation.org

Serving the community for over 30 years, **District 279 Foundation** is a nonprofit 501(c)3 organization that seeks to support students in Osseo Area Schools.

OUR MISSION is to support and enhance the district's dedication to all students.

OUR VISION is to provide learning opportunities for students in Osseo Area Schools by funding programs, projects, and other opportunities that are not presently available through the district's budget.

OUR CORE VALUE We believe that there is a moral, social, and economic imperative to support student success and equitable student achievement.

AREAS OF FOCUS

- 1) Support students by funding innovative and creative projects that enhance curriculum, provide experiential learning opportunities, or contribute to community.
- 2) Recognize the achievements of students and staff in Osseo Area Schools at the annual Investment in Youth celebration.

Grant Opportunities

District 279 Foundation's [grants program](#) provides learning opportunities for students in Osseo Area Schools by funding programs, projects, and other opportunities that are not presently available through the district's budget. Any district employee, school volunteer, or community member may apply for consideration. Applicants are strongly encouraged to review the application information posted at [district279foundation.org/classroom-grants](#) prior to starting a request to verify if your project is eligible for funding. District 279 Foundation seeks to support innovative and creative projects that align with the following areas:

- **Enhance Curriculum** - Requests may be submitted that will support the enhancement of the current district curriculum. (This category requires pre-approval from the Department of Curriculum, Instruction and Educational Standards.)
- **Experiential Learning** - Requests may be submitted for opportunities which help students develop knowledge, skills, and values from direct experiences that may be unique within or outside a traditional academic setting. Activities may include leadership development, mentorship, intergenerational learning, diversity awareness, or character education.
- **Contribute to Community** - Requests may be made to facilitate connections and/or provide an opportunity for students to contribute to our community. This experience should help students become responsible, confident, caring, and contributing citizens. Activities may include providing a performance, community service, volunteering, attending a community meeting, tidying up a local area, or helping a neighborhood.

Stay Informed

Sign up for our newsletter at [District279Foundation.org](#) and follow us on Facebook [@D279F](#).

TARGETED SERVICES PROGRAMMING

The 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 needs. The mission of Targeted Services is an intervention/prevention program 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 students are doing during the school day. If you are interested in starting a class 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 [staff.district279.org](#) under Services, [Community Engagement](#). You will find a handbook and forms for the program there.

Publications Department

Need Printing?? Order through District 279 Publications Department!

- Color & Black and White Printing
- Large Format Printing (Posters and banners)
- Mailing Services
- Graphic Design
- We accept both work-related (*paid by budget code*) and personal jobs (*paid by employee*)

FULL COLOR COPIES

Flyers
Brochures
Postcards
Athletic Booster books
Invitations
Envelopes

POSTER PRINTER

Vinyl banners
Large posters/signs
Stand-up Banners

GRAPHIC DESIGN

Logo design
Editing

ORDER ONLINE!

Find the link at:

my279 Staff Portal → Services & Departments → [Publications](#)

Contact us for a FREE ESTIMATE!

Clay Sawatzke at 763-391-7172

6-Day Calendar

The purpose of the elementary 6 day cycle is to align with the specialist (PE and Music) schedules. This assists elementary staff to plan their daily schedules accordingly.

SUBJECT(S) _____ GRADE _____ TEACHER/BUILDING _____

X = NO SCHOOL

First Student Day: September 5 Last Student Day: June 7					Student Asynchronous Remote Learning Days: January 12 & April 19					Last Licensed Staff Day: June 10					Tri 1: Sept. 5- Nov. 30 Tri 2: Dec. 4- March 7 Tri 3: March 11- June 10				
September 4-8					September 11-15					September 18-22					September 25-29				
X	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1
October 2-6					October 9-13					October 16-20					October 23-27				
2	3	4	5	6	1	2	3	4	5	6	1	2	x	x	3	4	5	6	1
October 30 - November 3					November 6-10					November 13-17					November 20-24				
2	3	4	5	6	1	x	2	3	4	5	6	1	2	3	4	5	6	x	x
November 27 - December 1					December 4-8					December 11-15					December 18-22				
1	2	3	4	x	5	6	1	2	3	4	5	6	1	2	3	4	x	x	x
December 25-29					January 1-5					January 8-12					January 15-19				
x	x	x	x	x	x	5	6	1	2	3	4	5	6	1	x	2	3	4	5
January 22-26					January 29 - February 2					February 5-9					February 12-16				
6	1	2	3	4	5	6	1	2	3	x	4	5	6	1	2	3	4	5	6
February 19-23					February 26 - March 1					March 4-8					March 11-15				
X	1	2	3	4	5	6	1	2	3	4	5	6	1	x	2	3	4	5	6
March 18-22					March 25-29					April 1-5					April 8-12				
1	2	3	4	5	X	X	X	X	X	6	1	2	3	4	5	6	1	2	3
April 15-19					April 22-26					April 29 - May 3					May 6-10				
4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	x	1	2	3	4
May 13-17					May 20-24					May 27-31					June 3-7				
5	6	1	2	3	4	5	6	1	2	X	3	4	5	6	1	2	3	4	5

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 status, 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.

OSSEO AREA SCHOOLS

ISD  279