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| **ROCK RIDGE SCHOOL DISTRICT-GILBERT CAMPUS** |
| **STUDENT HANDBOOK**  **2020-2021** |
|  |
| **Golden Bears** |
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| --- |
| Todd Griepentrog, Principal  Denise Berry, Secretary  Tara Fierke, School Counselor |

EVELETH-GILBERT (GILBERT CAMPUS) STUDENT HANDBOOK

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# 

# Introduction

DUE to the global COVID-19 Pandemic, items in this handbook are subject to change and many of the items pre-COVID have been purposefully left in this document. Please keep up to date, as changes may occur rapidly throughout the year. Rock Ridge School District has sent out information regarding the start of the school year and COVID-19 protocols and will also send periodic messages with updates and information as it changes.

This student manual should be used as a source of regulations, policies, and information for the student while attending Rock Ridge Schools, Nelle Shean and Junior High School. **Students should read the manual carefully, review it with their parents/guardians, and keep it as a reference.**

**Students and parents are responsible for knowing and following the rules, regulations, policies, and procedures contained in this manual.**

The rules, regulations, procedures, and articles described in this handbook have been established to create the best possible atmosphere for the education of all students. Your good use of this information will be to your advantage and will help the Gilbert Campus to continue to maintain the standards we have all come to expect. The importance of a good school record cannot be overemphasized. An excellent record in attitude, grades, attendance, citizenship, personality, and character should be every student’s goal.

**This handbook is not intended to represent a complete description of all district policies. A detailed description of all policies adopted by Rock Ridge ISD 2909 is accessible on the school district website. (**[**www.rrps.org**](http://www.isd2154.k12.mn.us)**). A printed copy is available upon request.**

This handbook may be changed or amended during the school year. Changes will be posted in the office of the Principal and relayed to the students by means of the Daily Bulletin. Any questions on the policies herein should be addressed to the Principal.

## 

**2020-2021**

**Eveleth-Gilbert Junior High School (7-8)**

**Class Schedule**

|  |
| --- |
| **Block 1 8:05-9:34 (89)** |
| **Block 2 9:41-11:10 (89)** |
| **Lunch 11:10 -11:40 (30)** |
| **Block 3 11:44-1:13 (89)** |
| **Block 4 1:20-2:50 (89)** |

**Wednesday Early Out Schedule**

|  |
| --- |
| **Block 1 8:05-9:19 (74)** |
| **Block 2 9:26-10:40 (74)** |
| **Lunch 10:40-11:10 (30)** |
| **Block 3 11:15-12:29 (74)** |
| **Block 4 12:36-1:50 (74)** |

**Nelle Shean Schedule 2020-2021 (5-6)**

Students enter the building at 8:05 (Staggered)

(With Teacher Escort from Playground)

Class begins at 8:10

6th grade lunch 12:00 - 12:25

6th grade recess 12:25 - 12:55

5th grade recess 12:00 - 12:30

5th grade lunch 12:30 - 12:55

School dismissed 2:45 (1:45 Wednesdays)

Release times will be staggered by classroom

**Eveleth-Gilbert Student Activity Calendar 2020-2021**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Eveleth-Gilbert Schools 2020-2021 Activity Calendar part of the Rock Ridge School District | | | | | |
| Aug 31, 2020 | Monday | Teacher In-Service | Feb 11-12, 2021 | Thur-Fri | State One Act |
| Sep 1, 2020 | Tuesday | Teacher In-Service | Feb 15, 2021 | Monday | NO SCHOOL Spring Break |
| Sep 2, 2020 | Wednesday | Teacher In-Service | Feb 16, 2021 | Tuesday | EGV JV Speech Invitational @ EGHS, 4 pm |
| Sep 3, 2020 | Thursday | Teacher In-Service | Feb 18, 2021 | Thursday | JH/SH Conferences Appointments Only, 3:30-7 pm |
| Sep 3, 2020 | Thursday | Open House **3:30-5:30 (Franklin) 2:30-5:30 (Sr High) 3-6 (Gilbert)** | Feb 22, 2021 | Monday | Orchestra gr. 5-8 Concert, 7 pm, VHS Aud. |
| Sep 7, 2020 | Monday | Labor Day, No School | Mar 8-9, 2021 | Mon-Tues | Section 7A Music Contest @ Mesabi East 8am-4pm |
| Sep 8, 2020 | Tuesday | First Day of School | Mar 11, 2021 | Thursday | Senior High Band/Orchestra/Choir Concert 7 pm EGHS |
| Sep 22, 2020 | Tuesday | Senior High School Pictures (Retakes Nov. 5) | Mar 13, 2021 | Saturday | EGV Varsity Speech Meet @ EGHS/Franklin |
| Oct 5-9, 2020 | Mon-Fri | Homecoming Week | Mar 15, 2021 | Monday | Conference comp day, no school |
| TBD | TBD | Gilbert Campus 5-8 School Pictures (Retakes Nov 14) | Mar 25, 2021 | Thursday | End of Quarter 3 |
| Oct 13, 2020 | Tuesday | Franklin School Pictures (Retakes Nov. 19) | Mar 26, 2021 | Friday | Teacher In-Service |
| Oct 15-16 | Thurs-Fri | Education Conference, No School | TBD | Tuesday | ACT Test (Juniors and Seniors) |
| Oct 24, 2020 | Saturday | Turnabout @ Eveleth Auditorium, Dinner at 6 pm | Mar 25-28, 2021 | Thurs-Sun | VEG Spring Musical, Goodman Aud, 7pm (2pm on 28th) |
| Oct. 22-23, 25, 2020 | Thurs, Fri, Sun | Senior High Fall Play (Thurs & Fri: 7 pm; Sunday: 1 pm) | Mar 29, 2021 | Mon | Speech Sub 7A-2 North @ Cherry HS, 4:00 pm |
| TBD | TBD | Senior Financial Aid Night, starts 4:30 pm | Mar 30, 2021 | Tuesday | SH Chamber Music Concert, 7 pm EGHS Media Center |
| Nov 5, 2020 | Thursday | Senior High Picture Retakes | Apr 1-5, 2021 | Thurs-Mon | NO SCHOOL Spring Break |
| Nov 6, 2020 | Friday | End of Quarter 1 | Apr 5-11, 2021 | Mon-Sun | Florida Band Trip |
| Nov 9, 2020 | Monday | Teacher In-Service Day | TBD | Tuesday | Makeup ACT Test |
| Nov 12, 2020 | Thursday | JH/SH Conferences, 3:30-7 pm | Apr 15,17-18, 2021 | Thur, Sat-Sun | EGV Spring Play, Boardman Auditorium, 7pm/2pm |
| Nov 9 & 11, 2020 | Mon & Wed | Nelle Shean Conferences, 3:30-7 pm | Apr 16, 2021 | Friday | Section 7A Speech, Marshall School Duluth, 3:00 pm |
| Nov 10 & 12, 2020 | Tues & Thurs | Franklin Conferences, 3:00-7 pm Tues/3:00-6 Thurs | Apr 23-24, 2021 | Fri-Sat | MSHSL State Speech |
| Nov. 9 & 10, 2020 | Mon & Tue | Junior High Fall Play, 7 pm | May 1, 2021 | Saturday | Prom |
| Nov 12, 2019 | Thursday | Senior High Band and Choir Concert, 7 pm | May 4, 2021 | Tuesday | Junior High Band and Choir Concert, 7pm |
| Nov 19, 2020 | Thursday | Franklin Picture Retakes | May 7, 2021 | Friday | Franklin Grades K-2 Spring Sing, 1:00 pm |
| Nov 26-27, 2020 | Thurs-Fri | Thanksgiving, No School | May 10, 2021 | Monday | Spring Orchestra Pops Concert gr. 5-12 @ VHS, 7 pm |
| Dec 1, 2020 | Tuesday | Junior High Band and Choir Concert, 7 pm | May 14, 2021 | Friday | Nelle Shean Spring Sing, 1:00 pm |
| Dec 2, 2020 | Wednesday | 11th Grade ASVAB Testing, HS Auditorium, 8:15 am | May 16, 2021 | Sunday | Senior High Band and Choir Concert, 7 pm |
| Dec 3, 2020 | Thursday | Orchestra Concert, grades 6-12 Gilbert Aud. 7 pm | May 17-21, 2021 | TBD | Orientation for Incoming Freshman, Day TBD |
| Dec 11, 2020 | Friday | Franklin Grades 3-4 Holiday Concert, 1:00 pm | May 17-21, 2021 | TBD | Senior High Awards Program, Day/Time TBD |
| Dec 23-Jan 1 | Wed-Friday | Winter Break, No School | May 26-27 | Wed-Thurs | Franklin Track and Field K-2 (26th)-3 & 4 (27th)Make-up 28th |
| Jan 4, 2021 | Monday | Classes Resume | May 27, 2021 | Thursday | Memorial Day Program |
| Jan 18-22 | Mon-Fri | Snow Week | May 21, 2021 | Friday | Nelle Shean Track and Field (Tues May 26 Rain Date) |
| Jan 18, 2021 | Monday | Teacher Inservice No School | May 31, 2021 | Monday | Memorial Day, No School |
| Jan 22, 2021 | Friday | End of Quarter 2/Semester 1 | Jun 3, 2021 | Thursday | End of Quarter 4/Semester 2, Last Day for Students |
| Jan 23, 2021 | Saturday | Preview of Plays Festival @ EGHS Aud, 9-4:30 pm | Jun 4, 2021 | Friday | Teacher In-Service |
| Jan 30, 2021 | Saturday | One Act Subsections @ EGHS Aud, 9-4:30 pm | Jun 4, 2021 | Friday | Graduation Ceremony, 7 pm |
| Feb 6, 2021 | Saturday | One Act Sections @ Aitkin |  |  |  |

## Gilbert Campus Staff/Contact List

## Voice Mail/Email

Dial into the District phone (218-744-2211) and put in the following extension number to leave a message for the instructor or staff member.

|  |  |  |
| --- | --- | --- |
| ***Name, Position*** | ***Extension*** | ***Email address*** |
| Bauman, Jeannine - FACS | 6306/6308 | jeannine.bauman@rrps.org |
| Belt, Natalie - 6th Grade | 5107 | natalie.belt@rrps.org |
| Berry, Dan - English | 4002 | dan.berry@rrps.org |
| Berry, Denise - Gilbert Campus Secretary | 1800 | denise.berry@rrps.org |
| Brunfelt, Amanda - 5th Grade | 5112 | amanda.brunfelt@rrps.org |
| Chad, Samantha - Health Services | 1808 | samantha.chad@rrps.org |
| Early Childhood Spec Ed (TBD) | 5114 |  |
| Custer, Deb - Art | 6302 | deb.custer@rrps.org |
| - ECFE and SR 3’s | 5001 | ecfe.sr@rrps.org |
| Fierke, Tara | 1833 | tarafierke@rrps.org |
| Forsman, Reida - Choir | 6206 | reida.forsman@rrps.org |
| Gibson, Josh - Math and Science | 4201 | josh,gibson@rrps.org |
| Griepentrog, Todd - Gilbert Campus Principal | 1803 | todd.griepentrog@rrps.org |
| Henderson, Robert - Special Education | 5110 | robert.henderson@rrps.org |
| Hoag, Mike - Maintenance/Transportation | 1948 | mike.hoag@rrps.org |
| Kemp, Angie - Math | 4202 | angie.kemp@rrps.org |
| Kunz, Dave - Social Studies | 4100 | david.kunz@rrps.org |
| LaLonde, Lori - 5th Grade | 5111 | lori.lalonde@rrps.org |
| Landwer, Stace - 6th Grade | 5106 | stace.landwer@rrps.org |
| Madden, Paul - Computers/Technology | 6311 | paula.madden@rrps.org |
| Nucech-Duesler, Crystal - School Readiness | 5005 | crystal.nucechduesler@rrps.org |
| - Title 1 5th and 6th | 5102 |  |
| Rengo, Dave - Special Education | 4102 | avid.rengo@rrps.org |
| Rice, Jacob - English and Speech | 4206 | jacob.rice@rrps.org |
| Schriber, Shelley - 5th Grade | 5101 | michelle.schriber@rrps.org |
| Streier, Sean - Health and Phy Ed | 4106/6309 | sean.streier@rrps.org |
| Szumal, Kevin - Band and General Music | 6202 | kevin.szumal@rrps.org |
| Wilcox, Sheila - Orchestra | 6201 | sheila.wilcox@rrps.org |
| Zika, Leigh - Media Center | 1836 | lzika@rrps.org |

## Direct Dial Phone Numbers – Junior High

Athletic Office 744-7712 District Human Resource Secretary 744-7700 Band Office 744-7782 Media Center 744-7780

Bus Garage Eveleth 744-7748 Nursing Office 744-7776

Bus Garage Gilbert 744-7788 Gilbert Principal 744-7773

Business Office 744-7705 Gilbert Campus Office 744-7770

Counseling Office 744-7775 Superintendent 742-3901

Cafeteria 744-7777 Superintendent’s Secretary 742-39000

# General Information

## Before and After School Hours

Due to COVID-19 we will ask that students do not arrive to campus before 7:45. Nelle Shean students can go to the playground as usual and JH students will wait at the front of the school and be invited in, once entering school, JH students will report to breakfast or directly to their block 1 class. 5th and 6th grade students will be escorted into the building when it is time to start school by their teacher. Breakfast will be available in the cafeteria beginning at 7:45 am. After school is released, students will be asked to leave the building and wait outside for rides or load the buses for departure. Parents, please do not enter the building unless you have an appointment scheduled. Call the main office at 744-7770 if you need assistance.

## Eveleth-Gilbert Schools Discipline

At the Gilbert Campus, as in any community, a system of rules is necessary for successful work and learning to take place and to ensure personal safety. It is crucial that students learn the school rules and understand the value and importance of staying respectful, both verbally and physically. We encourage students to accept and understand when they have made a poor choice or done something wrong, and accept the consequences for their behavior as part of their learning experience.

Students need to develop skills that will help them to become good citizens and community members. Included are a basic knowledge of personal rights and responsibilities, learning to resolve conflicts in appropriate ways and learning to make safe, healthy choices in their daily lives. It is important for students to learn to show common courtesy and respect to others. All students need to behave in a way that allows everyone, regardless of gender, race, disability, ethnicity, personal identity, and religious affiliation, to feel free of fear and intimidation. The consequences for misbehavior described in this regulation are designed to be fair, firm and consistent for all students in grades 5-8 in the Eveleth-Gilbert School District. They apply to the students while they are in school or any district building during regular school hours or at times they are attending district events outside the regular school day. They also apply while students are on any district property or in any district vehicle.

Administrators may involve the police and law enforcement authorities as necessary. If a student violates a district rule which is also a violation of the law, the student will be referred to the police in addition to being dealt with by the district staff

Behavior Expectations

## 

## **Be Prompt and Prepared**

1. Be on time
2. Bring the following to class on a daily basis:

* Appropriate text(s)/other materials (example: gym clothes)
* Notebook/folder
* Pen/pencil
* Daily planner (5th and 6th)
* iPad (7th and 8th)
* Completed assignments
* A leisure reading book (accelerated reader)

**Respect Authority**

1. Listen to authority
2. Follow directions promptly
3. Accept responsibility for your behavior

**Respect the Rights of Others**

1. Use appropriate voices
2. Allow others to remain focused and on task
3. Allow the teacher to teach without disruption

**Respect Property**

**Display a Concern for Learning**

1. Remain on task (pay attention, work on assignments)
2. Allow others to remain focused and on task
3. Allow the teacher to teach without disruption

**Display Appropriate Social Skills**

1. Accept disagreement, criticism, and compliments gracefully
2. Display courtesy and kindness to everyone
3. Use appropriate language at all times

## 

**DISCIPLINARY ACTION OPTIONS** (For full district policy on discipline, refer to School District Policy 506.)

**Gilbert Campus School-Wide Discipline Plan**

|  |  |  |
| --- | --- | --- |
| **Our school's mission is to provide a healthy learning environment for all. Restorative discipline is crucial in promoting self-control, teaching responsibility, and guiding thoughtful choices.** | | |
| **Minor** |  | **Actions** |
| **Individual student behaviors are handled at the discretion of the classroom teacher OR the attending adult.** | | |
|  |  |  |
| • Inappropriate classroom behavior |  | **Step 1:**  • Verbal reminder to the student of the expected behavior(s).  **Step 2:**  • Verbal reminder to the student of the expected behavior(s).  • Consequences applied by teacher / staff.  • Student complies / makes amends.  **Step 3:**  • Verbal reminder to the student of the expected behavior(s).  • Home contact made by the teacher. |
| • Inappropriate footwear |  |
| • Inappropriate hallway behavior |  |
| • Incomplete coursework / classwork |  |
| • Swearing (unintentional) |  |
| • Teasing / name-calling |  |
| • Unprepared for class |  |
| **Middle** |  | **Actions** |
| **Individual student behaviors are handled initially by the attending adult and are entered into Powerschool, but are referred to the administration if they become chronic.** | | |
|  |  |  |
| • Abuse / misuse of school property |  | **Step 1:**  • Verbal reminder to the student of the expected behavior(s).  • Parent contacted regarding behavior.  **Step 2:**  • Consequence applied by teacher / staff.  **Step 3:**  • Referral to administration. |
| • Assembly behaviors |  |
| • Cafeteria / playground behavior |  |
| • Cheating on classwork / coursework |  |
| • Destruction of personal property |  |
| • Disrespect teacher's personal space/desk |  |
| • Inappropriate clothing |  |
| • Inappropriate use of technology |  |  |
| • Non-compliance |  |  |
| • Pushing, shoving, personal contact |  |  |
| • Tardy |  |  |
| **Major** |  | **Actions** |
| **Individual student behaviors are immediately referred to the administration.** | | |
|  |  |  |
| • Bullying / fighting / intimidation |  | **Step 1:**  • Referral to administration.  • Home contact made by administration.  **Step 2:**  • Meeting with parents.  • Written apology to offended parties.  **Step 3:**  • In / Out of School Suspension.  **Step 4:**  • Reentry meeting with administration.  **Law enforcement may be contacted at the discretion of the administration.** |
| • Bus behaviors |  |
| • Cheating on assessments |  |
| • Discrimination |  |
| • Disrespect to staff |  |
| • Disruption to educational environment |  |
| • Inappropriate representation of school (field trips, athletics, performances, etc.) |  |
| • Leaving campus without permission |  |
| • Sexual behavior / sexual harassment |  |
| • Theft |  |
| • Tobacco / vaping / drugs / alcohol |  |
| • Vandalism-damage of property |  |  |
| • Weapons |  |  |
| **NOTE: The school administration reserves the right of expediting the disciplinary process pending circumstances.** | | |

The general policy of the school district is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district rules, regulations, policies, or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student’s misconduct, as determined by the school district.

Disciplinary action may include, but is not limited to, one or more of the following:

A. Student conference with teacher, principal, counselor, or other school district personnel, and verbal   
 warning;

B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing,   
 prohibited by, or used in violation of, any school district policy, rule, regulation, procedure, or state or   
 federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be   
 released only to the parent/guardian following the completion of any investigation or disciplinary action   
 instituted or taken related to the violation.

C. Parent contact;

D. Parent conference;

E. Removal from class;

F. In-school suspension;

G. Suspension from extracurricular activities;

H. Detention or restriction of privileges;

I. Loss of school privileges;

J. In-school monitoring or revised class schedule;

K. Referral to in-school support services;

L. Referral to community resources or outside agency services;

M. Financial restitution;

N. Referral to police, other law enforcement agencies, or other appropriate authorities;

O. A request for a petition to be filed in district court for juvenile delinquency adjudication;

P. Out-of-school suspension under the Pupil Fair Dismissal Act; 506-8

Q. Preparation of an admission or readmission plan;

R. Saturday school;

S. Expulsion under the Pupil Fair Dismissal Act;

T. Exclusion under the Pupil Fair Dismissal Act; and/or

U. Other disciplinary action as deemed appropriate by the school district.

## Cafeteria Information

Breakfast is served daily in the cafeteria at 7:45 AM. Junior High students may eat breakfast but must be in class by 8:05 AM, Nelle Shean students need to finish breakfast by 8:10 AM.

Lunch is served daily in the cafeteria. Cost for the meal is $2.60 for 5th/6th grade and $2.70 for 7th/8th grade. Free and reduced lunches are also available to qualified students. Applications have been mailed home to all families. If you need an additional form, please have your student pick one up in the office.

Food is not to be taken out of the cafeteria unless approved by the principal. Ala carte items may be sold in the cafeteria on a limited basis (Friday’s only for Nelle Shean). Only with the cooperation of all students can we keep the corridors neat and orderly in appearance. Students are to eat in the cafeteria during lunch hour, except for lunch detention. Students are not to eat lunch in classrooms, corridors, stairways, or the Media Center, unless you're with a supervisor/teacher.

## 

## Cafeteria Behavior

All students must remain in the school cafeteria during their lunch period, unless given permission to leave. Students are not to be wandering the halls during their lunch period. Classes are in session for the other grades.

(Social Distancing will be practiced, please follow traffic flow signs and be seated if you are not in line or throwing away trash) (You must only sit at marked locations, no exceptions)

All students are expected to follow these rules:

* Respectful behavior is expected at all times.
* Follow the directions of the cafeteria supervisors.
* Be on time.
* Talk quietly.
* Be respectful of others in the food lines.
* No throwing food or objects.
* Clean up your table.
* Place all trash in the proper receptacles.
* Keep hands, feet, and objects to self.
* Get permission to use the restroom or telephone from the lunchroom supervisors.
* All other school rules apply to the cafeteria as well. Electronics are not allowed in the cafeteria.

## Food and Drinks in Classrooms

Food items and beverages other than water are not allowed in the hallways, classrooms, computer labs, or Media Center! Teachers may give special permission on occasion. Students may need to eat in classroom spaces to help maximize our space in the cafeteria during the COVID-19 Pandemic.

## Bus Transportation of Students

1. The bus driver has complete authority on the bus. Follow all COVID-19 Protocols on the bus.

2. The school bus does not stop, nor does it wait for students who are not out at their designated school bus   
 pick up location. Students who miss their bus through their own negligence must find their own   
 transportation to or from school.

3. Students must ride their assigned bus to and from school unless administrative approval is granted. A   
 written request must be made by a parent and the office must sign the request.

4. Students must board and leave their bus at the location designated by the district.

5. Permanent changes to bus transportation (i.e. moving or change in before/after school care) must be made   
 at least one week in advance by filling out a Transportation Change Request Form. Forms are available   
 online or by contacting the office.

District Policy: Bus drivers will report serious and/or continued violations to the administration. Parents or guardians will be notified by letter. Transportation may be denied a student by school authorities for repeated or flagrant violation of bus rules. **NOTE: All School District Policies remain in effect while riding a school bus.**

**Student Counsel and Nelle Shean Ambassadors.** Student Council and Nelle Shean Ambassadors will be active student leadership groups in our school. Please consider applying to become a member. Listen for details during our daily announcements and from our teachers.

## Attendance Policy

## Tracking Attendance

Students in grades 5-12 are assigned the following attendance codes. Parents should check PowerSchool frequently to make sure their child is attending all classes regularly and on time.

A Absent Excused: parent has contacted the school and the absence was excused by school staff

T Tardy: student was late arriving for class

S School Activity: no note is required, student was absent with school group or team

M Medical: Student was at an appointment or absence was excused by professional office

U Unexcused Absence: parent contacted school, absence was determined unexcused by school staff

X TRUANT: Student is absent, no communication from home regarding absence

I ISS: Student was assigned In School Suspension

O OSS: Student was assigned Out of School Suspension

H Homebound: student is receiving homebound instruction deemed necessary by school

R Religious Release: student is at religious event

A parent or guardian must call the school or send a note when a student is absent. We prefer a phone call the day of the absence but will accept a call or note the following day. **A student has 1 day after their return to bring in a note or the absence will be unexcused.** The office will not call home upon the student’s return to clear the absence. It is the responsibility of the student and family to clear absences.

Excessive absences, whether excused or unexcused, cause significant disruption and academic hardship. Students who accumulate 5 absences (see codes above: A, U, or X are counted in this total) over the course of a term will be sent a letter reminding their families of the importance of school attendance. Students who are absent for 10 or more days (A, U, or X) in the year will be sent a letter that indicates a doctor’s note or principal permission is required to excuse any further absences. We strongly recommend acquiring a doctor’s note whenever possible in order to minimize the accumulation of these 10 absences. Any absence with documentation from a medical, dental, or mental health professional is marked “M” for Medical and does not count towards the total that trigger the absence letters. (For online students, attendance will be kept and counted, full participation of online activities and class meetings is expected)

Students who accumulate more than 7 **unexcused** absences (X or U) will be referred to the Multi-Agency Truancy Review Team. **At the secondary level, absences accumulate per class period, not just per day.** This means that a student who is absent unexcused for one or more class periods on 7 different days may be referred for Truancy Review Services.

Students will have 2 days to make up any missed work for every 1 day of excused absence. At that time, the assignment would be considered late and individual classroom late work policies will apply.

## Excused/Unexcused Tardy

Being on time and ready for class is important. Students who are tardy for class will receive a tardy. Any tardy that is more than 10 minutes late will be counted as a missed class period and will have to be made up in detention. Examples of **excused** tardies: doctor or dentist appointment, illness, court appearance. **Examples of unexcused tardies: missed bus, overslept, transportation trouble, parent or ride was late.** Even if a parent writes a note, these excuses may be considered **unexcused**. Students are allowed one “free” morning tardy per term. Following that, any student who is late for school will have to make up any and all missed class periods in detention.

## 

## Student Admits/Clearing Absences

Upon returning to school after an absence, students must report to the office to clear the absence. Parents may call in the day of the student’s absence to report the absence or send a note the day of their return to school.

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## Out-of-the-Building Passes/Signing Out

To leave the school during the school day, a student must have a parent/guardian phone the request into the school office. Students leaving the building without signing out will be considered truant. Reasons to leave the building, but not limited to: court appearances, probation visits, dentist and clinic appointments, church participation activity, family emergencies, funerals, and illness during the day.

## Daily Bulletin

Events of the day will be printed in the daily bulletin which is read to students and staff. It is posted on PowerSchool and, on the bulletin board at the canopy entrance and the cafeteria hallway bulletin board.

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## Hall Passes

Students must have a signed yellow hall pass from a teacher or the office when they go from place to place in the building during the day, unless they are under the direct supervision of a teacher. This includes passes to the Media Center and school nurse. (We will not be using paper passes during this year and we will limit all hallway traffic as much as possible)

## School Health Services

The Health Office is located in the Gilbert Office and is staffed by a nurse. The Health Service nurse is trained in CPR and First Aid. Students with special health problems should notify the school office and the nurse. Students are to report to the Nurse’s Office if they are ill with a pass from their teacher. Students must go to the nurse’s office for evaluation and a phone call to their parents before being sent home. Students must check out of the office if leaving school at any time. **Students may not call home to leave without first checking in and getting approval from the nurse or the office.** (We have a designated waiting room for students who are ill and have symptoms of COVID-19)

## Immunizations

As required by Minnesota Statutes Section 121A.15, children enrolled in a Rock Ridge Public Schools must receive immunizations required per the Minnesota School Immunization Law. Proof of immunizations must be provided prior to the student’s first date of attendance. All students entering grade 7 must show proof of 2 MMR vaccines, a series of 3 Hepatitis B vaccines, 1 Tdap vaccine, 3 polio vaccines, 1 Meningococcal vaccine and 2 Varicella vaccines or certify that the student had chicken pox. If immunization is medically contraindicated or if a parent or guardian wishes to be exempt based on beliefs from one or more immunization requirements then section 2 of the "Student Immunization Form" available on our school website must be completed and provided to the school health office. Students not in compliance will not be allowed to attend school.

## Medication Policy

Students may not have any over the counter or prescription medication with them at any time. If a student may need medication at some point, a parent or guardian must fill out a “Consent for Administration of Medication During School Hours” to be kept on file with the nurse. The medication, whether prescription or over the counter, MUST be in its original bottle and must have the student’s full name either on a prescription label or written on the over the counter bottle. The medication will then be kept in the office for dispensation as needed. Parents/guardians are responsible for providing and refilling medication.

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## School Lockers

School lockers may be assigned to 5th and 6th graders as needed. Junior High students will be expected to carry their items with them throughout the day in a backpack and water bottles are encouraged as water fountains will not be available. We do have one bottle filling station for student use.

Students and parents should familiarize themselves with the district policy relating to the search of student lockers located on the rrps.org website, under District Information, Policies. (See School District Policy 502)

## Cheating

Cheating on tests or assignments as determined by the classroom teacher will result in a zero for the particular assignment. Repeating offenses will result in further disciplinary action and possible failure for the quarter. Parents will be notified for each offense.

## iPads

Junior High Students will be using their iPads to access course material through Schoology, organize assignments and calendars. They are required to have their iPad with them, charged for use, at all times. Students are required to follow all guidelines set forth in the iPad Handbook and Technology Acceptable Use Policy, whether on or off school grounds, when using the district owned iPad.

## Public Parking

**No public vehicles may be in the bus pull through near the canopy entrance at any time unless you are dropping off a handicapped passenger.** There are bus runs all day and this space is needed for student loading at all times. There are parking lots on either end of the building and on nearby streets. Please follow signs for drop off and pick up. Many students will be transported by parents this year and your patience and understanding is much appreciated!

## Cell Phones/Other Electronic Devices

Technology is a part of life for many students and adults. However, their usage necessitates some rules in order to ensure that the environment of the school is not negatively affected. For that reason, technology use is allowed at lunch, during passing periods unless it becomes a tardy/truancy concern, before school, and after school. Cell phone use during class is determined by each individual teacher, which typically means it is allowed for educational purposes only. Cell phone usage is not allowed during lockdowns or fire drills. Students are not allowed to take pictures or videos of any student or staff member without the express written consent of all parties involved. We reserve the right to take devices away at any time for inappropriate use. Parents may be asked to pick up devices if needed.

Electronic video devices in any locker room is strictly forbidden. Student privacy needs to be maintained at all times. Penalties for non-compliance of this rule will be enforced.

This includes iPads, cell phones, and any other electronic device with photographic or video capabilities. In the event that the supervisor has the ability to place the devices in a locked cabinet upon entering the locker room, the devices must be secured and locked immediately.

## Appointments with School Personnel

Anyone desiring a conference with a staff member or a conversation regarding the progress of their son/daughter should call the instructor and leave a voicemail message. You may call 744-2211, and then enter the teacher’s 4-digit voicemail number, listed on page 5, to leave a message. You may contact the office if for any reason the instructor fails to return your call in a timely manner.

## School Dances

To attend any school sponsored dances or parties, a student may not have any outstanding disciplinary consequences, including detentions that have not been served. All other infractions will follow the district wide discipline policy for length of that violation. We do not allow visitors to dances. Only currently enrolled Eveleth-Gilbert 7th and 8th graders will be allowed entrance.

## Dress Code

The Gilbert campus follows school dress code policy. Any student found to be in violation of this policy will be asked to change and may call home to request a change of clothing if necessary.

The following is from our district Student Dress and Appearance Policy (504):

II. GENERAL STATEMENT OF POLICY

It is the policy of this school district to encourage students to be dressed appropriately for school and school related activities and in keeping with community standards. This is a joint responsibility of the student and the student’s parent(s) or guardian(s).

1. Appropriate body markings and clothing at school and school related activities includes, but is not limited to, the following:  
   1. **Clothing appropriate for the weather**.  
   2. Clothing or footwear (flip-flops) that does not create a health or safety hazard.

3. Clothing appropriate for the activity (i.e., physical education or the classroom).

1. Inappropriate body markings and clothing at school and school related activities includes, but is not limited to, the following:
2. “Short shorts,” skimpy tank tops, tops that expose the midriff, and other clothing that is not in keeping with community standards.
3. Pants/shorts/skirts that do not fit around the waist, are not belted, are torn above the mid-thigh or drags on the floor.
4. Clothing, face paint, or markings to the body with words or visuals that are sexually suggestive, lewd, vulgar, obscene, profane, abusive, degrading, or discriminatory.
5. Apparel or markings to the body promoting the use of drugs, alcohol, tobacco, or other products or activities that are illegal for use by minors.
6. See-through or sexually suggestive apparel which exposes the body in an inappropriate/suggestive manner.
7. Underwear that is visible.
8. **Pajamas**, unless part of a school approved activity.***(Pajama pants are NOT allowed, even though they may be sold in the regular clothing department.)***
9. Strapless and/or backless dresses or tops. Tank, tube, or halter tops or dresses. Dresses or tops with spaghetti straps, **plunging necklines**, or those which bare midriffs, any other similar clothing items which could be distracting or disruptive to the educational process.
10. Dresses/skirts/shorts that do not reach past mid thigh. Slits in dresses and skirts that are higher than mid-thigh*. (The Junior High definition of mid-thigh is slightly lower than the end of the fingertips when arms are hanging at side.).*
11. Headgear, including **hats, bandanas, hoods, and sunglasses**.
12. Gang-related apparel, clothing, jewelry, insignia, colors, paraphernalia, face painting, or materials worn or carried on campus or at school-sanctioned activities.
13. Spiked and long chain-linked jewelry. Electronic equipment (such as cell phones, MP3 players, hand-held video games, etc.) that are carried during the school day, as per the student handbooks.
14. Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances or provokes any form of religious, racial or sexual harassment and/or violence against other individuals.
15. Any apparel or footwear that would damage school property.

C. Hats are not allowed in the building except with the approval of the building principal (i.e., student undergoing   
 chemotherapy; medical situations, school activity).

III. PROCEDURES

1. **When, in the judgment of the administration, a student’s appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities, or poses a threat to the health or safety of the student or others, the student will be directed to make modifications, use clothing in the nurse’s office, bear den clothing closet, or a parent/guardian may be asked to bring in alternative clothing. Uncooperative students will receive progressive discipline as outlined in the Gilbert Campus School Wide Discipline Plan. Parents/guardians will be notified.**
2. Headgear, inappropriate accessories, and electronic equipment, worn or carried, may be confiscated by the teacher for the entire school day. On the first offense; parents may be called to retrieve items.
3. The administration may recommend a form of dress considered appropriate for a specific event and communicate the recommendation to students and parents/guardians.
4. Likewise, an organized student group may recommend a form of dress for students considered appropriate for a specific event and make such recommendations to the administration for approval.

# Bullying Prohibition Policy

For a full copy of the policy, please refer to the district website. This handbook includes portions of the full policy.

# GENERAL STATEMENT OF POLICY

* 1. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on school district property, school functions or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student’s act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, or other students, or materially and substantially interferes with a student’s educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyber bullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources.  
     
  2. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
  3. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
  4. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
  5. False accusations or reports of bullying against another student are prohibited.
  6. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district’s policies and procedures, including the school district’s discipline policy (See MSBA/MASA Model Policy 506).

The school district may take into account the following factors:

* + 1. The developmental ages and maturity levels of the parties involved;
    2. The levels of harm, surrounding circumstances, and nature of the behavior;
    3. Past incidences or past or continuing patterns of behavior;
    4. The relationship between the parties involved; and
    5. The context in which the alleged incidents occurred.

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

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

1. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

1. “Bullying” means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
   1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
   2. materially and substantially interferes with a student’s educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, “bullying,” specifically includes cyber bullying as defined in this policy.

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

C. “Immediately” means as soon as possible but in no event longer than 24 hours.

1. “Intimidating, threatening, abusive, or harming conduct” means, but is not limited to, conduct that does the following:
   1. Causes physical harm to a student or a student’s property or causes a student to be in reasonable fear of harm to person or property;
   2. Under Minnesota common law, violates a student’s reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
   3. Is directed at any student or students, including those based on a person’s actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

# REPORTING PROCEDURE

* 1. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
  2. The school district encourages the reporting party or complainant to use the report form available from   
     the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.
  3. The building principal, the principal’s designee, or the building supervisor (hereinafter the “building report taker”) is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

# SCHOOL DISTRICT ACTION

* 1. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.
  2. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students, or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
  3. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.

# RETALIATION OR REPRISAL

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

# Counseling and Academic Information

## Counseling and Guidance

The Gilbert Campus School Counselor will be available at the school on a full time basis. The counselor may also be reached by email and voicemail. Take care of your counseling or scheduling questions prior to the start of school, during lunch period, or between classes and make sure they are taken care of well in advance of a deadline. You may reach the counselor by phone/voice mail at 744-7775.

## Schedule Changes

Schedule Change Policy for the 2019-2020 school year is as follows:

Students will be held to their registration choices that were made during the scheduling process during the last school year. No changes will be allowed except for the following reasons:

* The student has a written doctor’s excuse and cannot take the class.
* The student has been accepted into a special program.
* An error has been made by the school.

Notice: Any student who drops a course after the first or third term will receive an F for the course.

## 

## PowerSchool

Parents may access their son/daughter’s grades, attendance, homework, etc. through the PowerSchool Program. Log on to www.rrps.org and click on the PowerSchool icon. Passwords will be given out at the beginning of the school year. Parents/guardians may also call the office to request their password. Log in information and passwords will ONLY BE GIVEN TO THOSE WITH LEGAL GUARDIANSHIP OR CUSTODY of the child.

## Report Cards

Report cards will be prepared four times a year. Students in grades 5 and 6 will be bringing home a copy of their report cards. The report cards will be available online through the Parent Portal of PowerSchool for everyone. **Paper report cards will not be printed and mailed home for 7th and 8th graders**. If parents or legal guardians do not have access to the internet, they may request that paper report cards be mailed home for the year. You only need to make this request once per year. If you would like to cancel the request, please contact the office. Midterm deficiency notices will **NOT** be mailed home. It is the responsibility of the parent or guardian to check PowerSchool.

## 

## Failures

If a student fails a core class, he/she may be required to repeat that class the following year. Students who fail multiple core courses over the school year may be required to repeat the entire grade.

## Grade Point Average Computations

Grades in all subjects are used to determine the student’s grade point average. Grade Point Average (GPA) equals the total number of points divided by the total number of courses.

## 

## Junior High Honor Roll

The Exemplary (4.0 GPA), A Honor Roll (3.6 to 3.99 GPA) and B Honor Roll (3.0 to 3.59 GPA) exist for the purpose of giving recognition to those students who do exceptionally well in their academic work. The Gold (3.6 and above GPA) and Silver (3.0 GPA) Honor Rolls exist for the purpose of giving recognition to those students who do exceptionally well in their academic work.

**Grade Point Limitations**

1. No student will be placed on the Honor Roll who receives and “F” in **any** subject.

## 

## Technology Resource Acceptable Use Policy

## and iPad Handbook

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A copy of the *Technology Resource Acceptable Use Policy* is available on the school district website. iPad Handbooks are also available on the district web site or may be obtained from the Gilbert Campus secretary (744-7770). **Students are not allowed access to school computers or devices until their signature pages have been signed by both the student and a parent or guardian and returned to school.**

# Eveleth-Gilbert Junior High School Media Center

## Mission Statement

The mission of the Eveleth-Gilbert Campus Media Center is to provide a learning environment with diversified materials and resources to support the curriculum and to promote lifelong learning and literacy.  Through interaction and cooperation with faculty, students will learn how to retrieve, interpret and synthesize information from a variety of sources to meet their individual needs.

## Hours

The Media Center is open from 7:45 AM – 3:20 PM.  This schedule may vary depending on faculty meetings and other events scheduled as needed.  Students who need to use the Media Center beyond these hours must make special arrangements in advance with Media Center personnel.

## Services

1. The print collection includes approximately 16,000 books and numerous subscriptions to current magazines.
2. Online resources include Internet access, access to the library catalog, and several other subscription research databases.
3. The non-print collection includes a variety of videotapes, DVDs, books on CD, and five Nook e-readers for student use.
4. Lamination, video and DVD production and duplication, letter making machines, book binding and many other production services are available upon request.
5. Software on various computers is available for word processing, creating databases, spreadsheets, and other computer generated presentations.

## Student Access to the Media Center

Individual students or students in small groups may use the Media Center from classes with permission from an instructor.

Individual instructors will arrange class use of the Media Center in advance.

Students are also encouraged to make use of the Media Center before school, during the lunch break, between classes and after school.

## Orientation and Policies

Students will receive in-depth instructions and information on Media Center use, services and policies, through scheduled sessions arranged through a classroom teacher sometime at the beginning of the school year.  Students will be notified of new services and materials on an ongoing basis as needed.

Students using the Media Center are expected to: Follow all Covid-19 protocols

1. Observe school rules regarding attire, food and beverages, mp3 players, cell phones, etc.
2. Display appropriate behavior, which is non-disruptive to others in the area.
3. Show proper respect for other persons and property, school district materials, equipment, furniture and supplies.
4. Follow other procedures for checking out and returning materials.
5. Use computers with complete knowledge and understanding of school district policies.

Disrespectful or disturbing behavior or abuse of materials or equipment will not be tolerated.  Students will be verbally warned and may be temporarily restricted from using the Media Center as a consequence for misbehavior.

**Parent/Guardian Guide to Statewide Testing**

This document provides basic information to help parents/guardians make informed decisions that benefit their children, schools and communities.

# Why statewide testing?

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

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

# Why does participation matter?

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

Students who do not participate will receive a score of "not proficient."

* Students who receive a college-ready score on the high school MCA are not required to take a remedial, non  
   credit course at a Minnesota State college or university in the corresponding subject area.
* Educators and policy makers use information from assessments to make decisions about resources and support  
   provided.
* Parents and the general public use assessment information to compare schools and make decisions about where  
   to purchase a home or to enroll their children.

School performance results that are publicly released and used by families and communities, are negatively impacted if students do not participate in assessments.

**Academic Standards and Assessments**

# What are academic standards?

The [*Minnesota K–12 Academic Standard*](http://education.state.mn.us/MDE/dse/stds/)*s* are the statewide expectations for student academic achievement. They identify the knowledge and skills that all students must achieve in a content area and are organized by grade level. School districts determine how students will meet the standards by developing courses and curriculum aligned to the academic standards.

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

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

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

## Based on the Minnesota Academic Standards; given annually in grades 3-8 and in high school in reading and mathematics; given annually in grades 5, 8 and in high school for science.

* Majority of students take the MCA.
* MTAS is an option for students with the most significant cognitive disabilities.

**ACCESS and Alternate ACCESS for English Learners**

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

**Why are these assessments effective?**

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

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

All of these provide students the opportunity to apply critical thinking needed for success in college and careers and show what they know and can do. Because test content represents the academic standards as completely as possible, preparing for and taking the assessments uses the very same knowledge, processes and strategies included in the standards.

# Are there limits on local testing?

As stated in 120B.301, for students in grades 1-6, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 10 hours per school year. For students in grades 7-12, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school year.

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

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

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

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

# When do students take the assessments?

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

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

# When do I receive my student’s results?

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

# How much time is spent on testing?

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

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

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

# Where do I get more information?

## Students and families can ﬁnd out more on our [Statewide Testing page](http://education.state.mn.us/MDE/fam/tests/) (education.state.mn.us > Students and Families >

Statewide Testing).

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

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

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

# Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ This form is only applicable for the 20\_\_\_\_ to 20\_\_\_\_ school year

Students First Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Middle Initial\_\_\_\_\_\_\_\_ Last Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Students Date of Birth\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Students School District\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Students Grade\_\_\_\_\_\_\_\_\_\_\_\_\_

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

## I received information on statewide assessments and choose to opt my student out. MDE provides a

*Parent/Guardian Guide to Statewide Testing* on the MDE website (Students and Families >Statewide Testing).

Reason for refusal: (Please complete) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

MCA/MTAS Reading MCA/MTAS Science

MCA/MTAS Mathematics ACCESS or Alternate ACCESS for ELLs

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

**I understand that by signing this form, my school and I may lose valuable information about how well my student is progressing academically. As a result, my student will not receive an individual score. Refusing to participate in statewide assessments may impact the school, district, and state’s efforts to equitably distribute resources and support student learning; for the purpose of school and district accountability calculations, my student will not be considered “proficient.”**

**If my student is in high school, I understand that by signing this form my student will not have an MCA score that could potentially save time and money by not having to take remedial, non-cr edit courses at a Minnesota State college or university.**

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

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

To be completed by school or district staff only. Student ID or MARSS Number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_