Family Handbook & Calendar

2017-2018

Mission – We exist to ensure that all students learn.

Vision – Every child college and career ready.

2600 44th Avenue North | Minneapolis | MN  55412
Main Office: (612) 668-2060 | Fax Number: (612) 668-2070
Health & Attendance: (612) 668-2066 | District Transportation: (612) 668-2300
Ryan Gibbs, Principal  
Ryan.Gibbs@mpls.k12.mn.us

School Hours

Kindergarten – 5th Grade  8:40am to 3:10pm  
High Five  AM = 8:40am to 11:40am  
PM = 12:10pm to 3:10pm

My Child’s Teacher ____________________________
My Child’s Bus Number ________________________

Attendance Line: (612) 668-2066
Health Office: (612) 668-2066
Social Worker: (612) 668-2067
Lunchroom Coordinator: (612) 668-2068
Loring Transportation: (612) 668-2060
District Transportation: (612) 668-2300
Loring Transportation: (612) 668-2064

Follow our Website for up to date information  
http://loring.mpls.k12.mn.us

An Award Winning school of excellence
Dear Loring Community,

Welcome back to another amazing school year! There have been many exciting changes over the summer that I’d like to share with you as well as some of our strategic planning for the 2017/2018 school year. This summer we were blessed to have the Target playground and garden refresh. Students will come to school and will see the exciting changes to their classroom garden. Community volunteers Robin and Starla Krause from KidsCook created the garden twelve years ago. Both Robin and Starla were a huge part of the new planning and construction to our garden classroom.

One of the themes we have this year for our scholars is stewardship. This is also a part of our district’s strategic plan. At Loring we will be focusing on civic and environmental stewardship. Our work will be to help teach our scholars the responsible use and protection of our natural environment through conservation and sustainable practices. We will also look at ways we can incorporate more civic volunteering within our school community. We will work with our PTA/LCC to look at ways we can promote stewardship in our community.

In May, the Loring staff took a look at learning spaces for our scholars as well as traffic flow throughout the building. We decided to make some significant changes to where grade levels are housed based on room size and the flow in the hallways. Our driving question was, what is best for students? Here are the room changes and staffing changes for each grade level:

<table>
<thead>
<tr>
<th>High Five</th>
<th>First Grade</th>
<th>Second Grade</th>
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<tbody>
<tr>
<td>Elizabeth Saemann 110</td>
<td>Krista Lima 102</td>
<td>Jenna Peterson 106</td>
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<tr>
<td>Renee Benecke AE 110</td>
<td>Stafford Gutknecht 108</td>
<td>Linda Farnell 210</td>
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<tr>
<td>Kindergarten</td>
<td>Mark Forsline 104</td>
<td>Karla Anderson 208</td>
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<td>Lisa Alm-Plaziak 105</td>
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<td>Diane Archie 101</td>
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<td>Michelle Donahue 103</td>
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<td>Third Grade</td>
<td>Fourth Grade</td>
<td>Fifth Grade</td>
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<tr>
<td>Heidi Begin 209</td>
<td>Robyn Eller 202</td>
<td>Michele Hartnett 207</td>
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<td>Linda Siverson-Hall 201</td>
<td>Jolene Tomihiro 204</td>
<td>Greg Mantras 203</td>
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<td>Elliot Kohl 205</td>
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<tr>
<td>English Language Learner's</td>
<td>Special Education</td>
<td>Social Worker</td>
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<tr>
<td>Sarah Campbell</td>
<td>Tara Brower</td>
<td>Sheila Webb</td>
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<td>Naomi Sajadi</td>
<td>Ted Harding</td>
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<td>Annamary Boler</td>
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<td>Katy Haglin</td>
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<td>Associate Educator's</td>
<td>Special Education Assistants</td>
<td>Specialists</td>
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<td>Jose Bedoya</td>
<td>Clarissa Gracie</td>
<td>Ann Mogilevsky Tech 109</td>
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<td>Maloney Yang</td>
<td>Harina Yacob</td>
<td>Nancy Duwenhoeegger Gym</td>
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<td>Stephanie Peterson</td>
<td>Neville McKinnie</td>
<td>Austin Ertelt Music 211</td>
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<td>Engagement Dean's</td>
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<td>Lindsey Baldwin Art 206</td>
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<td>Ernest Tucker</td>
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<td>Kristian Lee</td>
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<td>Office Support</td>
<td>Support Staff</td>
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<td>Noy Sithiphong Secretary</td>
<td>John Raidt</td>
<td>Ryan Gibbs 612-668-2060</td>
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<td>Kendall Ray Family Liaison</td>
<td>Morgan Stangl</td>
<td><a href="mailto:rgibbs@mpls.k12.mn.us">rgibbs@mpls.k12.mn.us</a></td>
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<td>Custodian’s</td>
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<td>Jane Erickson Health Office</td>
<td>Annie Reynolds</td>
<td>Nancy Duwenhoeegger Gym</td>
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<td>Community Education TBD</td>
<td>Charlotte Woods</td>
<td>Austin Ertelt Music 211</td>
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<td>MPS Kids TBD</td>
<td>Food Service</td>
<td>Lindsey Baldwin Art 206</td>
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Our strategic planning (SIP) will focus on the following three areas:

1. **Balanced Literacy** – Minneapolis has adopted a new K-5 literacy curriculum. Classroom teachers will be incorporating this material into our balanced literacy model. Students will be provided with standard’s based instruction that is differentiated to meet their needs in both small and large group settings.
   - **Family Engagement Component** – Teachers will communicate with families about the new curriculum and will provide individual and group feedback on how students are progressing towards the standards throughout the year. Curriculum nights will focus on the new literacy curriculum.

2. **Mathematics** – Minneapolis has adopted the workshop model for mathematics instruction a few years ago and it’s really paying off for our scholars. Students rotate through guided math instruction with an emphasis on differentiated instruction that is standards based.
   - **Family Engagement Component** – Teachers will communicate with family’s regular progress about their scholars as well as provide assessment information throughout the year.

3. **Positive School Climate and Social Emotional Learning** – Loring staff will be utilizing ENVOY as our professional development focus for the next three years. ENVOY is a part of our positive behavior intervention system along with our anti-bully and social emotional curriculum. ENVOY is a non-verbal classroom management system that removes all the management words that you hear from adults which allows us to focus more on curriculum and instruction words. This system will help staff preserve relationships with students and increase engagement in standards based instruction.
   - **Principal Gibbs** will provide an evening training for families on the components of our social-emotional program and will show ways that families can support their scholars with these important skills. An emphasis will be on ENVOY and our anti-bully program. We will also be partnering with families interested in joining our CPEO (Connecting Parents with Educational Opportunities) program in the winter.

We can’t wait to see all of you on August 24th from 2:00-4:00 for our Open House. We will have the building open until 6:00 on August 24th for families who are unable to make the earlier time. We’d also like to invite all of you over to the Patrick Henry Community Welcome Back BBQ on August 24th from 4:00-7:00. There will be a Loring PTA table with families available to answer questions about our amazing school.

Have a wonderful school year!

Ryan Gibbs  
Principal Loring Community School  
rgibbs@mpls.k12.mn.us
Loring History

Charles Morgridge Loring, the namesake of Loring School, was born on November 13, 1833. Loring, a mill owner, is often referred to as “the Father of the Minneapolis Park System”. In 1883 when the City of Minneapolis created the Minneapolis Park Board, Charles Loring became its first president. During Loring’s nine-year tenure, Minneapolis added 36 parks to the three already existing, for a total of 39, an increase of over 1,400 acres of parkland. Charles Loring also pushed for the creation of a memorial drive to honor the war dead of WWI which would have a tree and a marker for each of those from Hennepin County who died in the war. Charles Loring bought many of the bonds sold to pay for the drive, paid for the 500 plus trees and also gave $50,000 to maintain the memorial drive. Charles Loring’s last public appearance was on June 11, 1921, at the dedication of the Victory Memorial Drive he had worked so hard to build. He passed away on March 18, 1922, and was buried in Lakewood Cemetery. In 1924, a new wooden school was built along the Victory Memorial Drive (to be replaced in 1928 with a brick building), and only one namesake could be suitable- Charles M. Loring.

LORING COMMUNITY SCHOOL/PTA

Our Mission
We exist to ensure that all students learn.

Our Vision
Every child college and career ready.

We Value
• Each individual child as an important member of the school and as an important member of the classroom community.
• High standards and expectations for all children that foster growth academically, socially and personally.
• A safe and joyful learning environment.
• Problem solvers who are both creative and critical thinkers.
• Our diversity.
• The importance and role of family involvement in the educational success of children.

LORING COMMUNITY SITE COUNCIL/PTA

The Loring Community School Council is our leadership committee made up of staff and parents. The council is responsible for overseeing Loring’s mission and school improvement process; developing and implementing family involvement activities; providing input and direction for school and district initiatives; responding to parent concerns; and organizing fundraising activities.

The Loring Community School Council meets monthly. All families are encouraged to attend LCC meetings. Your voice is important to us.

If interested in learning more or volunteering, contact Kendall Ray at 612-668-2065.
Title I Family/School Compact
Loring Community School
2017-2018

Student's Name:______________________________________________________

Grade & Room #:_______________________________________________________

Teacher:________________________________________________________________

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As a Staff, we agree to:

- Create and maintain a supportive and safe learning environment in which families are welcome partners and students can be successful
- Explain expectations, curriculum, assessments, and state standards to families
- Welcome families as volunteers, visitors in the classroom and participants in decision making opportunities
- Be available to families to explain or answer questions

Principal's signature: ____________________________ Date: 8/24/17

Teacher's signature: ____________________________ Date: ___________________

As the Parent/Guardian, I agree to:

- Check my child’s backpack and homework every day
- Get my child to school each day prepared at 8:25 a.m.
- Respect and encourage my child’s ideas and growth
- Work with teachers and school staff to support my child
- Provide a quiet place for my child to do homework
- Let my child's teacher know when my child is struggling
- Stay aware of what my child is learning by asking questions about school and attending conferences
- Believe that my child can and will learn
- Volunteer as I am able

Parent/Guardian signature: ____________________________ Date: ______________

As the Student, I agree to:

- Come to school each day prepared at 8:25 a.m.
- Know and obey all school, classroom, and bus rules
- Have a positive attitude towards self, others, school, and learning
- Work as hard as I can in school and on assignments
- Ask my teacher questions when I don’t understand
- Empty my backpack, complete my homework, and return it to my teacher on time
- Share with my family about school
- Believe that I can and will learn

Student's signature: ____________________________ Date: ______________
ATTENDANCE

Attendance to Achieve
Regular attendance is important to school success. We expect children to attend daily and be on time. The school day ends at 3:10 p.m. Please avoid taking students out of school early. They lose important learning time. If it is absolutely necessary for your child to leave before dismissal time, please notify the school office by no later than 12 PM, NOON. Please refer to the MPS Attendance Policy in the back of this handbook.

Call the attendance line at 668-2066 if your child is going to be absent. Please send a note when your child returns to school after an absence. Give the following information in the phone call/note: Child’s name, homeroom number or teacher’s name, reason for absence along with parent/guardian name and phone.

Unexcused absences and those absences not acknowledged by note or telephone call are subject to truancy/attendance procedures. All students enrolled at Loring are subject to Minnesota’s compulsory attendance laws. Schools are required to notify parents and Hennepin County Juvenile Court when a child is deemed truant.

The Board of Education permits us to excuse students for the following reasons:

Excusable absences (no prior notice required):
- Illness – If a student has three (3) or more days in a row due to illness, either a health professional note, or a conference with the school nurse is required for excuse. If a student has eight (8) or more absences accumulated during a school year due to illness, the same documentation is required to excuse the absences.
- Funeral Attendance – up to four days, but you may request a longer period from the principal if needed for travel or cultural observances.
- Family Emergency – up to three days accumulative in a school year. If the emergency is due to relocation or moving, it should be limited to one day.
- Transportation problems – when a scheduled bus stop was not made, or was made late, or the bus experienced mechanical failure. Please call Transportation at 612-668-2300 if the bus does not show up at your stop.
- Transportation interruption – when the student’s relocation requires a new bus stop where none exists, and the parent is unable to transport the student to school, and the student lives within the attendance area for the school; or when the student is relocated and qualifies as homeless or highly mobile and a new stop is not immediately available.
- Extreme weather conditions – the parent may determine if the weather is too extreme for the student to attend school.
- Student appointments with health care providers or other professionals when the appointment cannot be made outside of school hours – the appointment must be verified in writing by the professional.

Doctor/Dentist Appointments
A written note, signed by the doctor’s/dentist’s office, must be brought to school if your child missed school due to an appointment. Additionally, if your child is frequently absent from school for health issues, a doctor’s note may be required.

Excusable absences (prior notice required):
- Religious observance.
- District recognized cultural observance (see district calendar for recognized cultural observances)
- Family activity – up to five (5) days in one school year. Notice must be ten (10) school days in advance of the first absence, missed schoolwork must be made up, the student must have shown adequate progress and attendance prior to the request; no family activity absences will be approved during state-wide testing days.
- Appearances in a court, or quasi-judicial meeting ordered by a court, when the meeting cannot be scheduled outside of school hours
The safety of our students is critical when they enter and leave school. Building staff supervise as children enter in the morning and dismiss in the afternoon. Crossing guards are provided at appropriate corners. Children brought to school by parents should be instructed to cross at the corners with crossing guards.

**Children should not arrive at school before 8:25 a.m. and must be picked up by 3:15 p.m. There is no supervision on the playground before or after school.**

**Parent Pick Up**: Parents picking up their children should not park on the west side of Sheridan Avenue or the north side of 44th Avenue where our buses load and should always cross their children in designated cross walks. Loring staff will only release a student to non-school personnel who are parents or other lawfully authorized persons. If you or someone else is picking up your child either during the day or after school, please come to the school office to sign them out. If the office staff does not know you, please be prepared to show identification. If your student is being picked up instead of taking the bus, please contact the office NO LATER THAN 12 PM, NOON. This is so that we are able to notify the appropriate staff and student. We will not be able to accommodate changes at bus dismissal time, such as pulling students off of the bus, or switching them to a different bus. Please be prepared to meet your student at their regular assigned stop.

**Before a student leaves the school building, his/her parent or guardian must sign the student out. Proper Identification may be requested.**

**Students going home on their own (Walkers/Bikers):** If your student is getting home on their own after school they must have a permission on file with the office prior to going home by themselves. Students are expected to go directly home when dismissed unless scheduled to stay for an after-school activity.

**Student going home with another student:** If your child is going home with another student or riding a different bus for a specific day, a written request must be submitted to the school office before 12 PM, NOON.

**Bicycles:** The school has bicycle racks for locking bicycles however, locks are the students’ responsibility. Student should practice safe riding habits with proper protection (i.e. helmet). The school does not accept responsibility for stolen bicycles and equipment.

**We welcome visitors to our school**
We have cameras and entrance buzzers for anyone entering the school during the day. These are safety procedures for all Minneapolis Schools. Please do not be offended if we ask you to identify yourself before entering the building. We welcome parent visits. **All** parents and visitors must proceed to the office to sign in and obtain a visitor’s badge upon arrival. Enter through the parking lot, Door 1, or the main door on 44th Avenue, Door 9.

**SCHOOL CLOSING**

We consider closing school when:
- Wind chill is at **-35°F (-37°C)** or colder at **6:30 a.m.**
- More than **6 inches** of snow fall in **12 hours**
- More than **8 inches** of snow falls in **24 hours**

We try to tell parents:
- By **6:00 p.m.** the day before the cancellation, or
- By **5:30 a.m.** the day of cancellation

You’ll hear from us via:
- Phone calls
- Text
- Website
- Facebook
- Twitter
- Radio
- TV (“Minneapolis Public Schools”)

**We will not dismiss students when we are taking shelter for bad weather.**

**Practiced Safety Procedures**
- Fire Drills
- Severe Weather/Tornado Retention Drills
- School Lock Downs
Illnesses and Accidents: If your child shows any symptoms of illness such as nausea, sore throat, rash, etc., please keep him/her home until you can determine how serious the condition may be. We ask that your child be kept home 24 hours after a fever. This will help reduce the spread of infections throughout the school. It is important to notify the school of any contagious condition, such as strep throat or head lice, which your child may develop. The Health Assistant will be informed and will be able to take the proper measures to help protect other students.

It is extremely important that you have a plan for care of your child when you are not at home. In addition to the parent’s name, we must have at least two names and numbers to contact in the event of an emergency or illness. If we are unable to contact you, we will:
1. Call other persons listed on the Emergency Card.
2. Call the doctor listed on the Emergency Card (if necessary).
3. Send your child to the emergency room at Hennepin County Medical Center (if necessary).

Please keep us updated with any changes in your address or phone numbers (home and work) by calling 612-668-2060.

Immunizations: To go to school in Minneapolis, students must prove that they are up to date with their immunizations or that they are exempt from the requirements for medical reasons or the beliefs of the Parent/Guardian.

Children entering Kindergarten must provide documentation of a physical examination and full immunizations.

Medications: According to Minneapolis Public Schools policy, medication will be administered only in exceptional cases when failure to take the prescribed medication will be detrimental to the child’s health. Any medication (including over the counter medication) administered by school personnel requires a completed medication consent form signed by the physician and parent.

Short term medications such as antibiotics usually can be taken before and after the school day.

All medication must be administered by school personnel and we require a complete medical consent form signed by the physician and parent. You may obtain a form by contacting the Health Office at 612-668-2066.

Wellness: Loring School actively promotes wellness through physical activity and healthy eating. Our physical education classes and recess are to help your child develop an active lifestyle.

Students receive nutritious breakfasts and lunches appropriate for their age. Please do not send additional snacks (such as chips and pop) to supplement their school meals. Students are welcome to bring lunch from home.

Treats at School: Food is no longer permitted to be brought in for personal celebrations (birthdays, etc.). Check the Loring website at https://www.loring.mpls.k12.mn.us for other options for celebrating your child’s special day here at school.
School bus service will be provided for all students who live outside the designated walking boundaries but within our busing area. “Riding the school bus is a privilege not a right.”

Children should be at the bus stop five to ten minutes before and after the scheduled pick up time. When there are adverse weather conditions, the buses will be running late. You may always call the district transportation department at 612-668-2300 to receive information on your bus. Please be aware that during inclement weather there may be long wait time on the phone.

If your student needs to ride a different bus for the day, such as to a friend’s house or family member, we need a written request by a parent/guardian turned in no later than the morning of the day desired so that a bus pass can be issued by the office. The request should include:
- Student first and last name
- Homeroom
- Address and phone number of where the pass is needed for
- Parent/Guardian name & phone

If a student moves or requests a bus for a daycare address, contact the school Transportation coordinator either by note, phone, or email. Please be specific as to if it is a permanent change of address or if it is a daycare and if it is for AM, PM, or BOTH stops. Please include a contact name and phone for the daycare if it is a daycare and your phone number.

The MPS District strongly suggests that students who ride the bus only have no more than 2 bus stop addresses assigned to them in order to better serve all students and families.

**Student Bus Behavior Expectations**
- Board the bus only at the assigned bus stop.
- Take a seat promptly and remain seated.
- Talk to adults about bus problems.

**School bus rules issued by Minneapolis Public Schools**
- Stay out of the “danger zones” outside the bus.
- Follow the driver’s instructions.
- Be 5 minutes early to your bus stop.
- Always stay seated.
- Be respectful. No fighting, swearing or yelling.
- No eating or drinking.
- Keep the bus clean.
- Keep your head and arms inside the bus.
- Windows may not be more than halfway open.

**Consequences for students who do not follow the rules:** Please refer to supplemental sheet for Pre-K to 5th Grade Behavior Guidelines and Consequences.

**Please practice the route s/he takes to school and be sure to discuss crossing busy streets safely.**

**FIELD TRIPS**

Loring School supports field trips that are connected to classroom learning. Students **MUST have written permission** to participate on a field trip. Verbal telephone permission is **not allowed** unless approved by the Principal.

Fundraising by the LCC supports the cost of the buses. To cover the costs of the field trip a donation may be requested.
Loring School is your child’s place of work. Dress at school should be comfortable and appropriate. Loring School is not air conditioned and can become quite warm during the fall and spring. Please dress in cool attire during the warm days.

1. Clothing should be appropriate for the age of the student.
2. Shoes: Students are active during recess and physical education. **Students are required to wear tennis shoes to school.** Flip flops and other loose fitting sandals inhibit your child’s ability to participate and are not allowed in the gym. On gym days, your child should be non-marking sole tennis shoes.
3. Head wear are allowed for medical and religious reasons only.
4. Written messages on clothing should be appropriate for school.

Please clearly mark your child’s name on their belonging such as mittens, boots, caps, lunch boxes, book bags, etc. A lost and found coat rack is maintained by the gym. Urge your child to look for his/her lost belongings. We invite you to check there as well.

**RECESS**

Students go outdoors for recess everyday unless it is raining or temperatures fall below zero, which is determined by principal/office. Students are allowed to stay indoors if they have medical reason with a note from their doctor.

A student’s participation in recess or other unstructured time will not be denied as a form of discipline or punishment, or used for instructional makeup time. In certain cases teacher’s may decide to use a structured recess format to address social skills or to help support individual students who may need more help with specific skills. This may include hosting a responsive classroom game, a group walk/run, or a large group game like kickball or soccer.

**Telephone**

Students may only use school telephones with teacher permission in emergency situations. Children or teachers are not called out of the classroom when school is in session. If you need to talk to your child or the classroom teacher, the office staff will assist you in delivering a message. If you are contacting the school office about a change in where the child is going after school, call the school office **by noon.**
Parent involvement is vital to Loring School. There are many ways to be involved. We welcome help with field trips (background check required), attending day or evening programs for parents, or participating in a committee. Parent help is appreciated, whether one time or weekly. The school is enriched by the many talents and interests of Loring parents.

We encourage you to volunteer.

Contact: Kendal Ray, Family Liaison/Volunteer Coordinator at 612-668-2065.

The Loring calendar and/or newsletter is an important source of information about upcoming events and meetings, volunteer opportunities, news about school activities, important notices and other district information. Your child will carry notices home in their backpacks, so please check daily. E-mail addresses from parents are requested each year. These addresses are used to send school and LCC information in a timely manner.

POSITIVE CURRICULUM IN SOCIAL SKILLS FOR ALL STUDENTS

The Responsive Classroom is an approach to teaching and learning that seeks to balance the teaching of academic skills with the teaching of social skills as an integral part of everyday school life. It is an approach to curriculum, classroom organization and management, and parental involvement grounded in the rich theory of child development, learning theory and developmental psychology.

We believe that there is a specific set of social skills that children need in order to be successful academically and socially. These are taught in the classroom and all areas of the school. Every month Loring students gather in an assembly to celebrate C.A.R.E.S. that they are learning. Students and classrooms are recognized for demonstrating the positive elements of C.A.R.E.S.

WHAT WE BELIEVE ABOUT C.A.R.E.S.

C – COOPERATION Children must have the opportunity to practice working together in many and varied ways all through the day. We can better accept differences when we work together and feel a sense of community and belonging together.

A – ASSERTION is the ability to stand up for one’s own ideas without hurting others and without negating others. Children must be coached and taught to do this. Children must be given the chance to practice in a “safe” environment where dialogue about one’s ideas and feelings is encouraged. Without many opportunities to practice, children will have difficulty thinking for themselves in the face of peer pressure.

R – RESPONSIBILITY The only way to learn to be responsible is to have many opportunities to practice being responsible. Children need to begin with small amounts of responsibility and then gradually be given more as they meet with success. As adults, our most powerful teaching tool is trust and belief in children’s ability to come through in responsible ways. This we show in our words and in our actions.

E – EMPATHY Our world is growing more and more diverse and complex. The only answer to survival is to learn how to accept and celebrate differences. Parents and educators want children to be capable of carrying out conflict resolution. Children must have empathy in order to do conflict resolution. Adults must have empathy in order to teach children and their parents. Empathy gives us the capacity to care. Empathy comes from “knowing” others – Empathy grows from the practice of building relationships.

S – SELF CONTROL The ultimate goal of discipline is that children will be in control of their own behavior and behave in an ethical manner. This skill comes like that of responsibility. In order to be in control of yourself, you must have many opportunities to truly practice the skills that are involved. The opportunities need to come in small increments that are manageable and will lead to success. In being proactive, teachers make sure children understand what’s expected and give many opportunities to practice before they’re expected to do so on their own. The reward for ethical behavior is intrinsic – the good, proud feeling inside that comes from having done the “right thing”. Like responsibility, self-control comes when adults trust and believe in the children they work with.
Responsive Classroom

Responsive classroom is a very positive approach which emphasizes learning positive social behaviors. Children learn positive routines and behaviors. All classrooms begin their day with a morning meeting where students build relationships with each other to build a positive, productive classroom community.

Some of the Responsive Classroom terms you may hear at home are:

**Hopes and Dreams** – Hopes and Dreams are developed with the students as a means of setting a goal and expectations for themselves during the year. Classrooms have their Hopes and Dreams displayed to revisit and assess progress during the year. Look for them in your child’s classroom.

**Morning Meeting** – Each classroom has a morning meeting to create a warm and productive classroom community. During this time students:
- Learn skills of cooperation, sometimes through games.
- Set goals and plan for the day’s learning.
- Learn conflict resolution through cooperative problem solving.
- Develop positive relationships with each other through structured activities.

**You Break It – You Fix It** – Logical consequences are in place for mistakes.

**Take A Break and Buddy Break** – This is a tool for helping students become reflective and self-correcting if they misbehave. If a student is not following the classroom expectations, the teacher calmly says, “Take a Break”. Students have been taught and have practiced moving themselves to a designated chair in the room. The teacher continues teaching while the student in “Take a Break” thinks about how they should more appropriately behave. The student then takes responsibility for returning to their seat and joining the whole group again. The student and classroom have lost no instructional time, and the student has learned to reflect on their behavior and correct it.

In the rare occasion that this is not successful, the teacher may again direct the student to a second “Take A Break”.

This time the student must conference with the teacher before returning to their seat. While in “Take A Break”, the student is still hearing the lesson and the teacher is able to continue to teach the class.

Very rarely, a student may need to move to the “Buddy Break”. This is used when a student is not cooperative in the classroom “Take A Break” chair. The student goes to another classroom for a time to think about how to fix their behavior. A student – teacher conference is required to come back to their own classroom. A Student Engagement Dean is available to assist the teacher with counseling the student, also.

The goal of this behavior learning and support plan is to keep students in the classroom where they can learn without disrupting the teaching of other students.

**Peace Parties** – These parties are held monthly to celebrate and recognize academic and social achievement as well as stewardship and service learning for scholars.

Parents are always welcome to attend. Watch for newsletters for time and dates.
CLASSROOM ADJUSTMENT POLICY

Our goal at Loring is to create an optimal learning environment for all children and each year we work hard to balance our classrooms based on academic abilities, social-emotional skills, gender and race. However, it typically takes 3-4 weeks at the start of a new year to get to know students and classroom groups. It’s for this reason that we are beginning a new policy at Loring.

During the first 3-4 weeks of school we will take time assessing students and getting to know their strengths and growth areas. At the end of that period, grade level teams will come together to assess the dynamics of their classrooms to determine if some students may need to be switched to other rooms in order for them to have a more successful experience.

Prior to making any room adjustments we will contact families to set up a brief conference with administration and classroom teachers to get your input on the potential changes.

Students Rights regarding Homelessness and High Mobility

If your family is staying in an emergency shelter, temporarily doubled up, or moving frequently, you may be considered homeless or highly mobile by law. Let the School Social Worker know this.

If your family is homeless or highly mobile, your child has a right:
- To immediately enroll in school.
- To continue at the same school if transportation is feasible.
- To attend special programs and afterschool activities.
- To automatically qualify for free and reduced lunch.
- To have school supplies.
- To receive needed services as all other students.

When enrolling your child in school, you do not need to immediately provide:
- Proof of residency,
- Immunization records,
- Birth certificate, or
- Previous school records.
Menu and Nutrition Information: The Food Service Department provides nutritious, well prepared foods at reasonable prices. Menus and nutrition information are available at http://nutritionservices.mpls.k12.mn.us/

Breakfast includes an entrée, milk and up to two fruit servings. Breakfast is available at 8:25 a.m. to 8:40 a.m.

Lunch includes an entrée, milk and up to three fruit or vegetable servings. The full student lunch price is $2.40 in elementary and middle schools and $2.60 in high schools; milk only cost is fifty cents. Free lunches are available to students that qualify.

Free Meals
Free lunches are available to students that qualify based on household income or participation in the MFIP or Food Stamp programs. Many students are directly certified by the MN Department of Education and do not need to submit an application. Students that are eligible for free meals based on direct certification will receive an eligibility notification letter from the Food Service Department. Applications are mailed to households in August and are also available at schools or the Nutrition Center. Only one application should be completed per household, regardless of the number of MPS schools attended by students in the household. Eligibility notification letters are mailed to households once an application is processed.

APPLICATIONS
The Application for Educational Benefits can now be completed at SchoolCafé.com.

1. Visit SchoolCafé.com and login with your username and password.
2. Click on Eligibility Benefits, then click on Apply.
3. Follow the instructions to complete your online application.

An eligibility notice letter will arrive in the mail within 10 business days.

Do I need to fill out this form if we received Free/Reduced Meals last year?
Yes, all families are asked to fill out this form every year.

I have a student in my household that does not go to a Minneapolis Public School, do I include them on the application?
Yes, include all students in the Minneapolis Public School District on the top portion of the application where it asks for Student information. On the bottom half of the application it asks for household members. Here you will add the person who is filling out the forms information, any spouses, cousins, sisters, brothers, aunts uncles, boyfriends, girlfriends, nephews, nieces, longtime friends, infants, ANYBODY that lives in the house, their information is included in the household members portion of the application – EVEN if they do not receive any income.

When visiting schoolmealapp.com select the “Register” tab do not select the “I received a letter” tab. Parents will be prompted to create an account that includes a username and a password. Make sure to write this information down as it will be needed for the completion of the application. In order to submit the application parents will need to enter their “household pin” which is the password they used to create the schoolmealapp.com account. Once they have completed the application process they will be able to access schoolcafe.com.

Prepaid Accounts
In order to increase the speed of service in the cafeterias, cash transactions will no longer occur at the registers. Students must prepay for their meals and a la carte by bringing cash or checks to the cafeteria prior to the meal service period. Change will not be available. Money can also be added to a student’s meal account online at https://schoolcafe.com/ Parents can also monitor students’ account balances and purchases once an account is set up on https://schoolcafe.com/. There is no charge to the parent or student for transactions via the https://schoolcafe.com/ website.
MINNEAPOLIS PUBLIC SCHOOLS Policy 5201
BULLYING AND HAZING PROHIBITION POLICY

I. Purpose
The purpose of this policy is to maintain a safe learning environment for students and staff that is free from bullying or hazing. The District cannot monitor the activities of students at all times and eliminate all incidents of bullying between students or hazing, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the District’s schools and the rights and welfare of its students and is within the control of the District in its normal operations, it is the District’s intent to prevent bullying and/or hazing. It is also the District’s intent to take action to investigate, respond to, remediate, and discipline those acts of bullying and hazing which have not been successfully prevented.

II. General Statement of Policy
A. Bullying or hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.
1. This policy applies to any student whose conduct at any time or in any place constitutes bullying that interferes with or obstructs the mission or operations of the District or the safety or welfare of the student, other students or employees of the District.
2. This policy applies to any misuse of technology including, but not limited to conduct that is:
   1. teasing,
   2. intimidating,
   3. defaming,
   4. threatening, or
   5. terrorizing.
3. This policy applies to any misuse of technology that directs the conduct identified above toward any student, teacher, administrator, volunteer, contractor or other personnel of the District.
4. This policy applies to any misuse of technology that is bullying or hazing behavior regardless of whether such acts are committed on or off District property and/or with or without the use of school district resources.
B. No student, employee or other personnel of the District shall plan, direct, encourage, aid or engage in bullying and/or hazing.
C. No employee or other personnel of the District shall permit, condone or tolerate bullying and/or hazing.
D. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
E. In the case of behavior that constitutes hazing this policy applies to behavior that occurs on or off school property and during and after school hours.
F. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
G. It shall be a violation of this policy to retaliate against any person who:
   1. makes a good faith report of alleged bullying or hazing,
   2. acts as a witness in any fact finding or investigation,
   3. testifies, assists or participates in any
      a) fact-finding investigation,
      b) hearing, or
      c) proceeding
H. Submission of a good faith complaint or report of bullying or hazing will not affect the complainant or reporter’s future employment, grades, course credit acquisition, or work assignments.
I. Any student or employee who supplies information in a complaint or investigation that is determined to have been falsely and maliciously supplied shall be subject to discipline.
J. The District shall act to investigate all complaints of bullying or hazing.
K. The District shall discipline or take appropriate action against any student, employee or other personnel of the District who is found to have violated this policy. Discipline shall be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act, school district policies and regulations.

III. Responsibility
A. The Superintendent is authorized to promulgate regulations to support the implementation of this policy.
B. Notice of this policy shall be given to students, parents, employees and other personnel of the district.
C. Teachers, administrators, volunteers, contractors and other personnel of the school district shall be particularly alert to possible situations, circumstances or events which might include bullying and hazing. Any such person who receives a report of, observes, or has other knowledge or belief of conduct which may constitute bullying and hazing shall inform the building principal or site administrator immediately.
D. The District will provide information and applicable training to school district staff regarding this policy.
E. The administration of the District is directed to implement programs and other initiatives to prevent bullying, provide education and information to students regarding bullying and to respond to bullying in a manner that does not stigmatize the victim, and to make resources or referrals available to victims of bullying or hazing.
F. The District may implement violence prevention, character development and pro-social skills education programs to prevent and reduce policy violations.
Everyone in the Minneapolis Public School District has a right to feel respected and safe. This is a summary of MPS Policy 4002 against harassment and violence. A complete policy may be found at [http://policy.mpls.k12.mn.us/4000_Personnel.html](http://policy.mpls.k12.mn.us/4000_Personnel.html), Policy 4002, in the Principal’s office at your school or from the Office of Equity and Diversity at school district headquarters.

1. Discrimination, harassment and violence are against the law and will not be tolerated in the Minneapolis Public Schools.
2. A harasser may be a student or an adult.
3. Behavior constitutes harassment when any of the following is based on religion, race, color, national origin, gender, sexual orientation, affectional preference, disability or age:
   a. name calling or passing or creating rumors;
   b. jokes;
   c. pulling on clothing;
   d. graffiti;
   e. notes or cartoons;
   f. unwelcome touching of a person or their clothing;
   g. offensive or graphic posters, book covers, or
   h. any words or actions that make you feel uncomfortable, embarrass you, hurt your feelings or make you feel bad.
   a. You may make a verbal report to a teacher, counselor, school social worker, assistant principal, principal or the District’s Equal Opportunity Officer (see below).
   b. You may make a written report of harassment. Give the report to a teacher, counselor, school social worker, principal, assistant principal of the District’s Equal Opportunity Officer.
5. Investigation of reports.
   a. Your school and District take very seriously all reports of harassment or violence and will take appropriate actions based on your report.
   b. All school staff will notify the principal of any report received whether verbal or written, unless the report concerns the principal, in which case they will notify the District’s Equal Opportunity Officer directly.
   c. Principals will notify the District’s Equal Opportunity Officer of any report received by them.
   d. The privacy of the person reporting will be respected as much as is possible.
6. Discipline
   a. Based on the report and the results of the investigation, the district will take appropriate disciplinary action based on the citywide discipline policy and district policies.
   b. The District will all take disciplinary action against any person who tries to intimidate you or take action to harm you because you have reported, or have indicated that you will report harassing behavior.
7. Contacts
   a. Students and staff may contact their principal with any reports of harassment or reprisal, or
   b. Students and staff may contact James Burroughs, II, Director of Equity and Diversity, 807 N.E. Broadway, Minneapolis, MN 55413-2398. 612.668.0018
   c. Students with disabilities may also contact Amy Moore, 504 Coordinator, 807 N.E. Broadway, Minneapolis, MN 55413-2398 612.668.0486
   d. Employees with disabilities may contact the Director of Equity and Diversity, James Burroughs, II, 807 N.E. Broadway, Minneapolis, MN 55413-2398. 612.668.0018

### MANDATORY SUSPENSIONS

<table>
<thead>
<tr>
<th>Code</th>
<th>Category</th>
<th>Description</th>
<th>Intervention plus suspension</th>
<th>Police Referral</th>
<th>Recommend for Transfer</th>
<th>Recommend for Expulsion</th>
</tr>
</thead>
<tbody>
<tr>
<td>(S1)</td>
<td>Weapons</td>
<td></td>
<td>K-5</td>
<td>6-12</td>
<td>K-5</td>
<td>6-12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1-5 days</td>
<td>5 days</td>
<td>May</td>
<td>Yes</td>
<td>May</td>
</tr>
<tr>
<td>(S2)</td>
<td>Assault</td>
<td>Physical; sexual</td>
<td>1-5 days</td>
<td>5 days</td>
<td>May</td>
<td>Yes</td>
</tr>
<tr>
<td>(S3)</td>
<td>Fighting</td>
<td></td>
<td>1-3 days</td>
<td>3 days</td>
<td>No</td>
<td>May</td>
</tr>
<tr>
<td>(S4)</td>
<td>Alcohol and other drugs: possession and / use</td>
<td>First offense</td>
<td>1 day</td>
<td>3 days</td>
<td>May</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Repeat offense</td>
<td>1 day</td>
<td>5 days</td>
<td>May</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Updated: 8/25/17
<table>
<thead>
<tr>
<th>(S5) Bomb / terroristic threats</th>
<th>1-5 days</th>
<th>5 days</th>
<th>May</th>
<th>May</th>
<th>May</th>
<th>May</th>
<th>May</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>(S6) Sale alcohol or other drugs</td>
<td>5 days</td>
<td>5 days</td>
<td>Yes</td>
<td>Yes</td>
<td>May</td>
<td>Yes</td>
<td>May</td>
<td>Yes</td>
</tr>
</tbody>
</table>

## GUIDELINES FOR OTHER OFFENSES

<table>
<thead>
<tr>
<th>(Code) Category</th>
<th>Description</th>
<th>K-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>(E1) Threats</td>
<td>Threats; Extortion</td>
<td>All: Intervention Plus Police Referral</td>
</tr>
<tr>
<td>(E2) Physical Aggression</td>
<td>Pushing, poking, shoving, scuffling; unfriendly touch, biting, spitting, hazing</td>
<td>0-5 days May</td>
</tr>
<tr>
<td>(E3) Defiance</td>
<td>Defiance; failure to comply with request or direction from an adult; persistent lack of cooperation</td>
<td>0-3 days</td>
</tr>
<tr>
<td>(E4) Verbal abuse / disrespect</td>
<td>Disrespect to adult or student; gestures of disobedience</td>
<td>0-3 days</td>
</tr>
<tr>
<td>(E5) Harassment</td>
<td>Sexual, racial, cultural, religious, disability</td>
<td>0-5 days May</td>
</tr>
<tr>
<td>(E6) Tobacco possession or use</td>
<td>First offense</td>
<td>0-1 day May</td>
</tr>
<tr>
<td></td>
<td>Repeat offense</td>
<td>0-5 days May</td>
</tr>
<tr>
<td>(E7) Property offenses</td>
<td>Vandalism; theft; possession of stolen property; unauthorized use of school equipment</td>
<td>0-5 days May</td>
</tr>
<tr>
<td>(E8) Trespassing</td>
<td>0-5 days May</td>
<td></td>
</tr>
<tr>
<td>(E9) Fire alarms</td>
<td>0-2 days May</td>
<td></td>
</tr>
<tr>
<td>(EA) Other safety violations</td>
<td>Willful neglect of safety of self or others; fireworks, stink-bombs</td>
<td>0-5 days May</td>
</tr>
<tr>
<td>Bus discipline</td>
<td>When suspension is given, misbehavior coded by categories above. Days of transportation privileges denied determined by principal.</td>
<td>0-5 days</td>
</tr>
<tr>
<td>(EB) Other</td>
<td>As deemed necessary by school administrator</td>
<td>0-5 days</td>
</tr>
</tbody>
</table>

**Note:** the Discipline Policy is being revised. If discipline measures change, notice will be given to parents and students.

Notify the school principal as soon as possible if you do not want the District to release this information.

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The records the District maintains in its files that identify you or discuss your accomplishments or needs as a student are private information under the Minnesota Government Data Practices Act and the federal Family Education Rights and Privacy Act (FERPA). These laws allow the District to release these records under certain circumstances listed below. These laws also give parents or guardians of students under 18 (or 18-year-old students) certain rights concerning these records listed below.
1. Your records will be released to District officials with legitimate educational interests. Legitimate educational interest means that the official needs to review the record in order to fulfill his or her professional responsibility. District officials include, for example, District teachers, aides, office staff, volunteers, medical staff and people who work for consultants who provide services to the District.

2. Certain information is classified as Directory information. Directory information, even though it identifies you, can be released to the public without your consent. In MPS, directory information consists of the following:
   a. Name, height and weight of individual members of athletic teams;
   b. Name of recipient and name of awarded scholarship;
   c. Names of participants in officially recognized school activities;
   d. Names of students receiving recognition by their teachers, buildings, district administration or the School Board as the result of positive accomplishments for academic achievement, good citizenship, and adherence to the standards of conduct of District as well as a description of the accomplishment, grade, achievement and/or award.

3. If an emergency occurs and knowledge of the information is necessary to protect you health and safety or that of other individuals, the school can release information about you to appropriate parties, like a hospital or emergency medical technician.

4. In the event you transfer or apply to another school, including any school that you might attend after high school, the District will transfer your records to that school if requested by the school. The District will transfer all records including any formal suspension, expulsion, and exclusion disciplinary action.

5. The District will release the names, addresses, and home telephone numbers of high school students to military recruiting officers unless your parents notify the school principal that he or she should not release that information.

6. The District will release the names, addresses, and home telephone numbers of high school students to colleges unless your parents notify the school principal that he or she should not release that information.

7. The District will bill your health care provider for health care services required in an IEP if you have an IEP.

8. You or your parents may inspect or review your school records within 10 school days of sending a written request to your school principal.

9. If you or your parents believe that a school record is not accurate or complete, you may notify your principal in writing about what you believe is inaccurate or incomplete and what you would like done to correct the information. If your principal decides not to change the record, the principal will notify you about additional steps you can take.

10. You may authorize school officials to release your private education records by signing a written authorization specifying the information you’d like released and the person you would like to receive the information.

11. You may file a complaint with the U.S. Department of Education concerning alleged failures by Special School District #1 to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office

    U.S. Department of Education
    400 Maryland Avenue, SW
    Washington, DC 20202-5920

MPS School Board Policy #1040, 5350
Minn. Stat. Chapter 13, § 13.32

**Notice to Parents**

The safety of all children enrolled in this District or participating in extracurricular activities sponsored by this District is of highest importance. Because of this, and following Minnesota Law, all persons hired by the District, and any person who provides services as an athletic coach, academic coach, or through other co-curricular or extracurricular activities, whether paid or not, must submit to a criminal history background check.

Our Community Partners – organizations that provide services to students – are required to submit to criminal background checks for their employees or volunteers who work with our students. Individual volunteers may also be required to submit to a criminal background check.

Criminal background checks are done at the individual’s expense.

The person may be offered conditional employment or access to schools or students pending the return of the criminal history background check. If a criminal background check is returned with a finding that the individual has a criminal history, the application of the individual to be an employee, a coach, or a provider of services to students, whether paid or not, may be denied, and any conditional employment or access may be terminated.
The District will inform the individual that the decision to deny employment or access to schools and students as a volunteer was as a result of the criminal history background check.

**Legal Reference:**
Minn. Stat. §123B.03 (Background Check)

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**Minneapolis Public Schools Policy  5680**

**Search of Students/ Lockers/ Desks, Motor Vehicles**

School officials may search students for items that may be harmful to themselves or to others and to detect items that are prohibited from being on school grounds or other places under supervision of school personnel, i.e. busses, field trips. Consent of the student is not required prior to the search. Except for lockers and desks, all searches will be based upon reasonable suspicion.

Student lockers are school property and remain at all times under the control of the school; however, students are expected to assume full responsibility for the security of their lockers. Periodic general inspections of lockers may be conducted by school authorities for any reason at any time without notice, without student consent, and without a search warrant.

School desks are school property and remain at all times under the control of the school. Periodic general inspections of desks may be conducted by school authorities for any reason, at any time without notice, without student consent, and without a search warrant.

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**Parent Notice regarding Student Computer and Internet Access and District E-mail Accounts**

Access to the school district computer system and to the Internet enables students to explore thousands of libraries, databases and other resources while exchanging ideas with people around the world. Electronic information research skills are now fundamental to preparation of students to be citizens and future workers. It is an important part of a student’s education to learn skills needed to be responsible users of Internet and internet tools. The District will partner with parents to teach their students safe guidelines for Internet use. As part of that partnership, Minneapolis Public Schools wants parents to know:

- Students will be given access to District Computers appropriate to their age and preparation for computer use.
- Students will be given access through an individual account. There is no expectation that this account is a private one. The District continues to have ownership of all files created on its system.
- Students will be given a district e-mail address to be used for school purposes. There is no expectation that this account is a private one. The District continues to have ownership of all messages created on its system, which it may view at any time.
- Access to the District Computer system is for educational purposes, such as participating in distance learning activities, doing research, asking questions of experts, communicating with other student and their teachers regarding school work, accessing information and resources for their career development needs.
- Parents should know that while the District limits access to sites considered not appropriate for school use the school environment is not the only access to electronic information available to students. The school will not condone the use of inappropriate materials and will not allow their use in the school environment. Students who use those materials are subject to discipline.
- The District provides its computer system on an “as is, as available” basis and does not guarantee the availability of electronic information or files created on the system at any particular time.
- Parents may request to review their student’s electronic files or e-mail files. Access to these files will be provided as soon as is practicable.
- Parents may request to have their student’s internet access account, or e-mail account terminated.
Purpose

The purpose of this policy is to establish and define District rules for attendance. The goal of the MPS attendance policy is to promote student attendance and assure that absences are effectively addressed. Assuring student attendance requires a joint effort among school staff, students, families and the community. This policy does not apply to those periods during which a student is enrolled in an authorized foreign study exchange program.

General Rules

Kindergarten – Grade 12 – Once a student has been enrolled in kindergarten (regardless of the student’s age) attendance is required until the student is properly withdrawn, transferred or graduated. Ninety-five percent (95%) attendance is set as the district minimum standard.

Pre-Kindergarten programs – Students enrolled in a pre-kindergarten program who fail to meet the District minimum standard of ninety-five percent (95%) will lose their placement in the program.

District Attendance Adopted Values

1) Student academic achievement is the primary goal of Minneapolis Public Schools. Although learning occurs in a variety of settings, time in class is essential to learning so that students can receive instruction and contribute as members of the community of learners.

2) School staff, students, families and the community share responsibility for student attendance.
   a) Families have the responsibility for making decisions about their children’s schooling.
   b) School staff has responsibility for communicating with families about student attendance.

3) All students receive equitable opportunity and treatment. Students have individual needs that must be considered.

Withdrawing from school

Students under age seven (7) – may be withdrawn by the parent if
1. the student is enrolled in another school; or
2. the student is registered or enrolled in a home school; or
3. the parent declares in writing that the withdrawal is due to the immaturity of the child.

Students between ages 16 and 18 (16-18) – may be withdrawn by the parent if
1) the parent and student attend a meeting with school personnel to discuss educational opportunities available to the child including alternative schools; and
2) the parents and student sign a written election to withdraw from school

Students age 18 and over are adults and may withdraw from school on their own written election.

Absences
Procedures to obtain excuses from attendance, interventions for absences, and procedures for excuse from compulsory education are found in Superintendent Regulations 5100 A, B, C and D

Eligibility for co- and extra-curricular activities based on attendance is determined in Superintendent’s Regulation 5100 A.

MPS Attendance Rules and Procedures, Expectations and Interventions
Regulations 5100 A (Rules and Procedures) 5100 B (Expectations and Interventions)

Full texts can be found at the District Online Policy Manual at http://policy.mpls.k12.mn.us/

This is a summary of essential information for parents and students regarding attendance expectations, interventions, rules and procedures. For complete information see the online policy manual noted above.

### Attendance Taking and Equivalency

**Responsibility** – Principals are responsible for making certain attendance decisions. They may delegate these decisions to an assistant principal or school social worker. Principals or their designees may excuse absences that for confidential reasons may not have one of the excusable reasons recorded when necessary to protect the privacy of the student or the student’s family. Teachers are responsible for taking attendance. **Elementary Students** – Attendance is taken daily. Partial day absences are generally recorded as half days. Tardiness is based on the school start time.

**Secondary Students** – Attendance is taken hourly. Tardiness is based on class times. Absence in one or more classes during the day is equivalent to a full day’s absence for the limited purpose of determining eligibility for co-curricular or extra-curricular activities.

### Excused Absences – Types and Procedures

Students age eighteen and over (≥18) may provide their own written excuses for excusable absences.

Parents may excuse a student from school by either sending a signed note with the student, calling the school attendance office, or supplying other required documentation.

**Excusable absences (no prior notice required):**

- **Illness** – If a student has three (3) or more days in a row due to illness, either a health professional note, or a conference with the school nurse is required for excuse. If a student has eight (8) or more absences accumulated during a school year due to illness, the same documentation is required to excuse the absences.
- **Funeral Attendance** – up to four days, but you may request a longer period from the principal if needed for travel or cultural observances.
- **Family Emergency** – up to three days accumulative in a school year. If the emergency is due to relocation or moving, it should be limited to one day.
- **Transportation problems** – when a scheduled bus stop was not made, or was made late, or the bus experienced mechanical failure.
- **Transportation interruption** – when the student’s relocation requires a new bus stop where none exists, and the parent is unable to transport the student to school, and the student lives within the attendance area for the school; or the student when the student is relocated and qualifies as homeless or highly mobile and a new stop is not immediately available.
- **Extreme weather conditions** – the parent may determine if the weather is too extreme for the student to attend school.
- **Student appointments with health care providers or other professionals when the appointment cannot be made outside of school hours** – the appointment must be verified in writing by the professional.

**Excusable absences (prior notice required):**

- **Religious observance.**
- **District recognized cultural observance** (see district calendar for recognized cultural observances)
- **Family activity** – up to five (5) days in one school year. Notice must be ten (10) school days in advance of the first absence, missed schoolwork must be made up, the student must have shown adequate progress and attendance prior to the request; no family activity absences will be approved during state-wide testing days.
- **Appearances in a court, or quasi-judicial meeting ordered by a court, when the meeting cannot be scheduled outside of school hours**
- **College visits** – up to two days per school year
- **Non-District competitions or events** – documentation from the sponsor must accompany the request; missed schoolwork must be made up by the student.
**Changes in Entered Attendance Records**

Excusable absences that do not require prior notice that have had unexcused absences recorded in the student’s record may be changed if the parent or adult student provides the necessary written excuse or required documentation within three (3) school weeks (holidays and release days included. Only the principal or the order of a court can excuse an entered unexcused absence after that period.

**Appeals from Attendance Decisions**

Parents or adult students may appeal an attendance decision made by the principal or the principal’s designee to the appropriate associate superintendent. Decisions of Associate Superintendent are appealed to the Superintendent of Schools. Decisions of the Superintendent of Schools are appealed to the Board of Directors.

All appeals must be in writing and submitted no more than ten (10) days of the receipt of the decision being appealed.

**Tardiness**

Students are expected to be on time and in class ninety-five (95%) of the time. Individual schools may establish their own local rules and procedures to address tardiness. School rules and procedures must be consistent with District policy and values. Suspension or removal from instruction may not be used as a consequence for tardiness.

**Interventions**

Teachers shall provide an opportunity for students to make up work missed due to excused absences. Teachers may establish a reasonable limit of time to make up work missed. Teachers may allow students to make up work missed during an unexcused absence but are not required to do so. Attendance alone cannot be used to determine whether or not a student is making adequate academic progress. Absence, whether excused or unexcused, may not be used to reduce a grade earned through school work. Schools must intervene when attendance issues intervene with student academic success, or when three unexcused absences have occurred in one school year. Excessive absences must be reported to law enforcement authorities.
Dear Parents:
The following rules and regulations have been adopted by the Minneapolis Public Schools District No. 1 School Board. It is hoped that these guidelines will help us to provide safe transportation to and from school for your student. Students should be at the bus stop five minutes prior to the scheduled time. As per MN. Statute 123.7991. "Riding a bus is a privilege, not a right."

BUS DISCIPLINE POLICY
Students who have the opportunity to ride district school buses may do so as long as they display behavior that is reasonable and safe. Choosing to follow unacceptable behavior will result in loss of bus privileges. The bus driver/aid is responsible for the safety and discipline of students on the bus. The building principal is available to give assistance to the driver and will determine consequences of misbehavior and the reinstatement of bus privileges for the offending students should a suspension become necessary. A suspension applies to all buses unless otherwise designated by school officials. The responsibility for student supervision by the District shall begin when the student boards the bus in the morning and is retained until the child leaves the bus at the end of the day; or until released to the parent/guardian in a manner consistent with guidelines on release of students.

TRANSPORTING OF SCHOOL RELATED/ NON-RELATED ITEMS
Under the Laws and rules for the Operation of School Buses in the State of Minnesota, it is stated: "...no materials, including guns, loaded or unloaded; gasoline cans, empty or full; animals or any other object of dangerous or objectionable nature are transported in the school bus when children are being transported.

ASSIGN

CLASS 1 OFFENSES
1. Spitting
2. Excessive noise
3. Excessive horseplay
4. Eating/drinking/littering on the bus
5. Leaving seat/standing without permission from driver
6. Use of liquid containers in any form
7. Profanity, verbal abuse, harassment, obscene gestures or possession of unacceptable material
8. Disobedient to driver/aid
9. Riding unassigned bus or using unassigned bus stop.
10. Opening window past safety line
11. Other offenses as reported by the driver or principal

CLASS 2 OFFENSES
1. Hanging out of window
2. Throwing/shooting of any object
3. Physical aggression or bullying against any person
4. Profanity/threats directed toward bus driver/aid.
5. Possession/use of tobacco or any controlled substance
6. Vandalism to bus (restitution will be made)

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<tr>
<th>Consequences that may apply</th>
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<tbody>
<tr>
<td>Flammable object or substance</td>
</tr>
<tr>
<td>Unauthorized entering or leaving bus through 12. Other</td>
</tr>
</tbody>
</table>

CLASS 1

<table>
<thead>
<tr>
<th>1st Offense</th>
<th>2nd Offense</th>
<th>3rd Of</th>
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<tbody>
<tr>
<td>Warning or 1-5 Days Suspension</td>
<td>1-5 Days Suspension</td>
<td>5-10 Days Suspension</td>
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CLASS 2

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<th>5 Days Suspension</th>
<th>5-10 Days Suspension</th>
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**The bus is an extension of the school day. Bus consequences may be superceded by the principal. The personnel listed in the sexual harassment policy and the code of conduct may be enforced on the bus as well as at school. **SEE OTHER SIDE FOR CSP ACTIVITIES and SUMMER SCHOOL GUIDELINES

Last Updated: 8/25/17
**Loring Creed To Succeed**

“What Does A Leopard Do?”

I will face the challenges before me.
    I will not run and hide.
    I know my teachers love me.
    They will always be by my side.

But when it comes to my success,
    There are things that I must do.
I must think, act, and show, that I can handle anything new.

Leopard claws will always guide me.
    No more working to just get by.
I will have courage to learn, achieve, win and succeed.
    And I will hold these claws up high.
Because when it comes to my success,
    There are things that I must do.
I must think, act, and show that I can handle anything new.

When I walk through these doors every day,
    My work will be done with pride.
I will listen to what others have to say,
    And my dreams will not be denied.

Because when it comes to my success,
    There are things that I must do.
I must think, act and show, that I can handle anything new.
I WILL think, act and show, that I can handle anything new!