



*East Metro Arts and Science School*

2006-2007

# PARENT/GUARDIAN HANDBOOK



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Mr. Roger Kocinski, Principal (651) 379-2601

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September 2006

Dear Crosswinds School Families:

Welcome to our ten-district Crosswinds community. We look forward to an exciting and productive 2006-2007 school year.

The purpose of this handbook - which includes our school calendar, descriptions of program components, behavior and academic expectations, e-mail and phone directory, and other pertinent school information - is to keep you informed about school policies, events, procedures and personnel. It is continually being updated and we invite your suggestions about things to add in the future to help parents feel better connected of our school community.

Parents are important partners in the education process. We hope that this handbook, along with ParentLink calls, monthly updates, conferences, our website, and parent meetings will help you stay connected with your child's experience here at Crosswinds. We also invite you to visit the school often and become involved directly in any way that you feel comfortable. There are many opportunities for parent involvement, at home and at school. Your modeling, shaping, communicating and facilitating can make the difference between a mediocre and highly successful school experience.

Let us know how we can help you stay connected and involved.

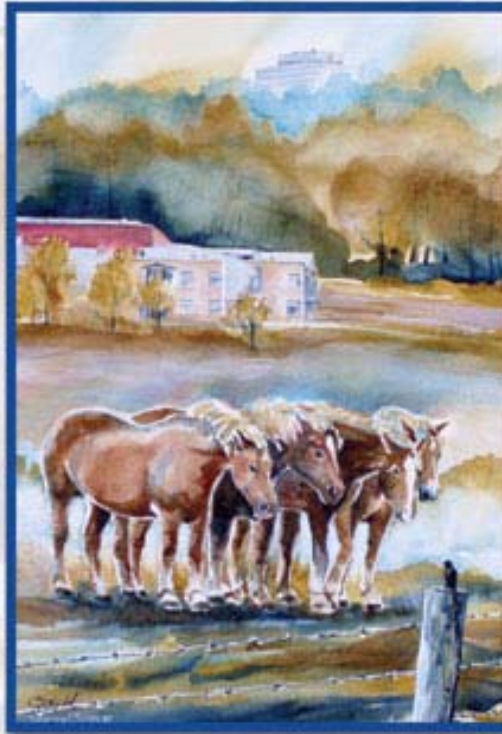
Most sincerely,

Roger Kocinski, Principal

# Crosswinds East Metro Arts & Science

## Vision Statement:

A culturally diverse education community where each student's special talents and needs are nurtured & developed as he/she becomes a responsible global citizen and environmental steward.



## Mission Statement:

Provide academic and artistic opportunities for sixth through tenth grade students from urban and suburban neighborhoods to achieve continuing successes in a year-round program.

## **CONTINUOUS IMPROVEMENT GOALS FOR 2006-2007**

### **GOAL #1:**

The number of Crosswinds students proficient in MCA Math and Reading tests will increase by 5% in all subgroups for the year 2006-2007.

### **GOAL #2:**

Crosswinds will increase student engagement in the classroom during the school year 2006-2007.

### **GOAL #3:**

Crosswinds will increase time on task by reducing the percentage of daily student absences throughout the school year 2006-2007.

## WHO TO CALL

Administrative Assistant .....	Torria Randall.....	379-2603
After School Activities.....	Teng Xiong.....	379-2607
Attendance Clerk.....	Rachel Verdoorn.....	379-2609
Attendance Line .....	.....	379-2695
Behavior Specialist.....	Kristy Pierce.....	379-2647
Behavior Specialist.....	Patrick Gee.....	379-2686
Building Engineer .....	Jim Sullivan.....	379-2616
Bus Questions .....	Brenda Hullopeter.....	379-2600
Computer Support Technician.....	Luis Cabrera.....	379-2621
English Language Learner Specialist.....	Julie Lindholm.....	379-2649
Family Involvement Coordinator.....	Kirsten Kuhnly.....	379-2622
Food Services .....	Carol Rydeen.....	379-2612
Gifted & Talented .....	Molly Bates.....	379-2636
Guidance Counselor.....	Lisa Cherry.....	379-2604
Intersession Coordinator .....	Stephanie Bergh.....	379-2606
Media Specialist .....	Sande Lee.....	379-2624
Nurse .....	Tara Goebel.....	379-2610
Psychologist .....	Marilyn Liefgren.....	379-2637
Receptionist.....	Brenda Hullopeter.....	379-2600
Room Reservations .....	Torria Randall.....	379-2603
Social Worker .....	Stacey Grenz.....	379-2608
Sports Director .....	Justin Lorang.....	379-2617
Technology Specialist.....	David Manolis.....	379-2625

## **East Metro Integration District (EMID) 6067**

**The East Metro Integration District (EMID)** brings students together from ten school districts, urban and suburban, and successfully educates students in a voluntary integration program. EMID is preparing today's students for tomorrow's changing world. The EMID schools are more than your neighborhood schools, they are the East Metro's Schools as well.

EMID is collaboration between ten school districts: South St. Paul-ISD 006 / West St. Paul-Mendota Heights-Eagan-ISD 197 / Inver Grove Heights-ISD 199 / North St. Paul-Maplewood-Oakdale-ISD 622 / Roseville Area-ISD 623 / White Bear Lake Area-ISD 624 / Saint Paul Area-ISD 625 / Mahtomedi-ISD 832 / South Washington County-ISD 833 / Stillwater Area-ISD 834.

EMID currently consists of four projects: Crosswinds Arts and Science School, Harambee Community Cultures/Environmental Science Elementary School, Multicultural Resource Center, and collaborative initiatives including professional development and youth programming.

**Crosswinds Arts and Science School** is a year-round, multi-age (6th-10th grades), inter-disciplinary program using the International Baccalaureate Middle Years Program (IBMYP) academic framework, and Responsive Classroom as a social skills building model. It is a collaborative effort among all ten districts in the EMID District (mentioned above). The school's academic program integrates arts and inquiry into all subject areas and emphasizes hands-on group work to help students understand the connections between what they are learning and the real world. To learn more about this program call 651-379-2600.

**The Harambee Community Cultures/Environmental Science School** is a year-round, multi-age, K-5 school program located in Maplewood. It is a collaborative effort among all ten districts in the EMID District (mentioned above). The mission of the school is to create a community of learners whose achievement and well-being are enhanced by diversity which is valued and celebrated. For more information call 651-379-2500.

**Multicultural Resource Center (MRC)**, is a resource that is available to all East Metro Integration District member teachers and educators. The MRC has materials available for check out that will assist educators in implementing multicultural and interdisciplinary learning in their classrooms. The MRC offers books, videos, artifacts, realia, periodicals, and more, available to help educators create an inclusive learning environment in classrooms and educational settings. The MRC is located on the first floor, inside of Arlington Senior High School, at 1495 Rice Street, located just off of Rice Street, on Nebraska Avenue.

# WHAT IS CROSSWINDS ARTS AND SCIENCE SCHOOL ALL ABOUT?

## About Us

Crosswinds, in its ninth year, brings students together from ten suburban and urban school districts. Participating school districts include South St. Paul, West St. Paul/Mendota Heights/Eagan, Inver Grove Heights, North St. Paul/Maplewood/Oakdale, Roseville, White Bear Lake, St. Paul, Mahtomedi, South Washington County, and Stillwater.

The Crosswinds Arts and Science School supports a year-round 45/15 calendar. Being year round encourages a constant high level of interest and gives us the opportunities to create enriching Intersession programming during our breaks.

The school's academic program integrates arts and inquiry into all subject areas and emphasizes hands-on, group work to help students understand the connections between what they are learning and the real world. Our school building on Battle Creek Lake in Woodbury opened its doors to 250 students in the fall of 2001. We are expecting a student population of 550 for the 2006-2007 school year.

## An Arts and Science Magnet School

At Crosswinds School, we take our art and science focus areas very seriously. We believe strongly that art and science are not simply subject areas but opportunities for students to engage in meaningful, hands-on learning. We look at everything in our curriculum through both an art (creative) and a science (inquiring) lens. Through residencies with community artists and scientists and an enriched art and science curriculum, students begin to think and see their world as artists and scientists do. Graduates report being far ahead of their high school peers in these focus areas.

Where the world ceases to be the scene of our personal hopes and wishes, where we face it as free beings, admiring, asking, and observing, there we enter the realm of Art and Science. — *Albert Einstein*

The one thing that we have the most of in the world is mystery. Arts and science are a way of understanding it. [Paraphrased from *Einstein*]

Ask courageous questions. Do not be satisfied with superficial answers. Be open to wonder and at the same time subject all claims to knowledge, without exception, to intense skeptical scrutiny. — *Carl Sagan*

**Philosophy** (adapted from the International Baccalaureate Middle Years philosophy)

### Crosswinds aims:

Through interdisciplinary art and environmental science curriculum

Coupled with challenging assessments

To develop the individual talents of young people  
Beyond intellectual rigor and high academic standards

By teaching them to relate the experience of the classroom  
To the realities of the world outside  
Placing emphasis on the ideals of international understanding

To the end that students may become critical and  
compassionate thinkers

Lifelong learners and informed participants  
Conscious of the shared humanity that binds people together

While respecting the variety of cultures and attitudes that make up the richness of life.

## Science

Science at Crosswinds is an inquiry based, hands-on, interdisciplinary program. We meet all Minnesota standards in living systems, earth systems, and physical systems. Students starting in 6th grade and proceeding through the Crosswinds science program will be prepared to enter 11<sup>th</sup> grade science.

**6<sup>th</sup> Grade:** Students at this level are introduced to the process of inquiry and experiential science. During each quarter, they are introduced to a new area of science; geology, cells and microscopic life, machines and forces of motion and plants and water quality.

**7-8<sup>th</sup> Grade Living systems:** Focuses include: "Who am I, who are we" as individuals (genetics) and as a species (human anatomy). We also



look at urban environments — living and nonliving. We focus on the effects of pollution on an urban system. We teach students to identify problems and issues and take steps to tackle social and environmental issues through action projects. Another focus is on the cultures and neighborhoods in the urban community.

**7-8<sup>th</sup> Grade Earth systems:** Once again we begin our focus with “Who am I, Who are we” by looking at where we come from through evolutionary and geologic time. We also focus on the movement of the Earth (plate tectonics) and the relationship between land and people/animals, and agriculture, looking at weather systems, land use, and plant life. Finally, we look beyond our earth to space — again focusing on agriculture and alternative growth plants (horizontal agriculture, aquaculture, and hydroponics), along with learning about other planetary systems and space travel.

**9<sup>th</sup> Grade:** One half of the ninth grade year is spent learning principles of chemistry such as matter, periodic table and chemical reactions. The last half includes principles of physics including thermal energy, electricity, magnetism and light.

**10<sup>th</sup> Grade Life Science:** This course introduces biological concepts and prepares students for further science coursework in AP and IB programs. Coursework contains detailed study of living systems covering content from molecules to ecosystems, focusing on structure, function and interaction at all organizational levels. There will be emphasis on investigating learning through laboratory inquiry and written analysis to develop the necessary skills.



## Art

At Crosswinds we believe that art is one of the important ways students learn and interact with the world. Students at Crosswinds are exposed to a variety of artistic fields including Music, Drama, Creative Writing, Dance, and Visual Art.

The visual art curriculum exposes students to a variety of media and artistic ideas. Students in grades 6-8 take two quarters of visual art each year. Art in 9<sup>th</sup> & 10<sup>th</sup> grade is an elective class. Classes include projects in painting, drawing computer art, sculpture, clay, and photography and offer students experiences with art history and the elements and principles of art. These art classes work to integrate with core team content areas. In addition, core subject teachers strive to integrate art in all areas of the general curriculum. Students are encouraged to create, invent, transform, and generate meaning in their artwork. These skills will serve them well as the minds of the future.



## Houses and Teaching Teams

The Crosswinds school community is organized into “houses” of students and teachers. There are six houses in the school. Each house consists of approximately 110 students, and is located in one of 3 towers. A team of four core teachers represent the four core subjects of math, science, social studies, and language arts in each house. Each house also has a unique learner, licensed Special Education teacher on the team. This year’s houses are Sun (6<sup>th</sup> grade only) and Casa del Sol (7-8), (located in the Sun Tower), Earth (7-8) and Pangaea (7-8) (located in the Earth Tower), Water (9), and Aquarius (10) (located in the Water Tower). With two houses in each tower, the school is now at the capacity for which it was originally envisioned and designed.

Research supports the formation of strong bonds between teachers and students based on long-term and cross-subject relationships. Teacher teams in the houses plan interdisciplinary curriculum together and make sure that the workload across subjects is consistent and reasonable.

Each student is assigned a homeroom teacher at Crosswinds. This teacher is a **first** contact for parents and can help communicate parent concerns to other team members.

## Sky Team Teachers

Sky team teachers use an exploratory period during the middle of the day. During the year, 6<sup>th</sup>-8<sup>th</sup> grade students meet with their specialist teachers, “Sky Team” for the equivalent of one nine week quarters study. Generally, students have two forty-one minute classes a day. Some Sky Team classes are held during a double period or block schedule on alternate days (A-day/B-day schedule). These classes may include any of the following:

- technical and classical art
- drama
- music appreciation and audio technology
- health
- physical education
- Spanish

Vocal and instrumental music, band and orchestra are offered during an extended lunch period in the middle of the day. Technology and reading strategies are integrated with core subjects. There are some pull-out classes for students needing support in basic skills.

### **Educational Assistants (EA's)**

EA's are a critical part of the program. They support students in their academic work in the classroom, monitor their behavior outside the classroom, in the lunchroom, and in the bussing areas.

At times they may work with individual students or small groups, or take over a class when the teacher needs to work with a small group on a specific task.

There are two program assistants responsible for peer mediation and restorative justice programs in the school.

The EA's report as a group to Johnnie Barber, Assistant Principal, but are assigned to specific houses and act as an integral part of the house team to support student learning.

## **PHILOSOPHIES OF LEARNING AND TEACHING**

### **Program Features**

The education program at Crosswinds School will incorporate the following features:

- A curriculum that is designed from a multicultural perspective, which reflects the cultures of the community of learners.
- A year-round 45/15 calendar.
- Strong parental involvement and frequent communication.
- An arts and science magnet that builds upon the learning and success of elementary programs.
- Utilization of professional artists and scientists for both curriculum design and instruction.
- A strong career awareness component integrated throughout the curriculum.
- Active exploratory and experiential learning opportunities.
- Technology integrated throughout the curriculum.
- Multi-age learning communities.
- Organized student advisory with a comprehensive curriculum.
- Service learning opportunities.
- Physical education focused on cooperation rather than competition.
- Intersession program designed to meet students' remedial and enrichment needs.
- Business and other community organization interaction.
- Ongoing assessment of student progress based upon performance in meaningful applications of knowledge and skills, as well as standardized performance measures.

### **Year-Round School**

The agricultural and economic reasons for setting a nine-month calendar are gone, but many schools still follow it. Year-round schools set their schedule to best benefit our children. The number of days the children attend school remains the same, the schedule is just arranged differently. Students attend school for 45 days and then have a 15-day break called an Intersession. The students also have vacations in December, July and August.

The reasons year-round school plans are becoming popular are that they:

- Eliminate the significant learning loss that occurs during the summer, and with it, the time that is spent re-teaching each fall. We gain teaching days without adding more calendar days.
- Allow students to receive remediation and enrichment immediately. The Intersession is the perfect time to receive extra help for enrichment and creativity.
- Increase students' interest in learning. Studies show that with regular breaks students' interest remains high all year.
- Allow time for students whose primary language is not English to continue to develop language skills.
- Provide teachers with year-round opportunities for staff development.
- Allow time for older students to participate in community service learning and internship opportunities.

## International Baccalaureate Middle Years Program

Crosswinds Arts and Science School is a candidate school seeking authorization for the International Baccalaureate Middle Years Program (IBMYP) in 2006-2007. The Middle Years Program is designed for students between the ages of 11 and 16. This period, encompassing early puberty and mid-adolescence, is a critical phase of personal and intellectual development. This time of uncertainty, resistance, sensitivity and questioning requires an educational program that will help students develop the knowledge, attitudes and skills they need to participate actively and responsibly in a changing world. Learning *how* to learn and how to evaluate information is as important as *what* students learn.

All students at Crosswinds School will experience the IB Middle Years Program. They will study the usual courses (Math, Language Arts, Science, Social Studies, Physical Education, Languages, Technology and Arts) with a concentration on *interdisciplinary teaching, project-based learning, personal research and community involvement*.

Students will develop and maintain a **Portfolio of Achievement and Student Work** throughout their Middle School Years. The portfolio contains reflections, work samples from classes, learning activities, projects, certificates of achievement and materials the students want to share with others. The students are responsible for selecting, organizing, and sorting exhibits for portfolios. The students' MYP experience culminates with the personal project produced during the fifth year (grade 10).

There are four unique characteristics of the IB Middle Years Program:

1. **Holistic Learning** offers an approach to teaching and learning that challenges the students to consider issues and problems in their widest scope. This means we help students recognize relationships between school subjects and the world. Students learn to combine relevant knowledge, experience and critical thinking to solve "real life" problems.
2. **Intercultural Awareness** fosters understanding of world cultures. We are concerned with developing students' attitudes, knowledge and skills as they learn about their own and others' cultures. By encouraging students to consider the perspectives of other cultures, we foster tolerance, empathy and respect for others.
3. **Communication** is fundamental to learning. Communication is about listening to what others have to say. Communication supports reflection, expression, questioning and understanding. Students with a good command of their own language can clearly express their ideas, attitudes and feelings. The learning of other languages increases their competence in communication and teaches appreciation of different cultures and ways of thinking.

4. **Areas of Interaction.** The Areas of Interaction are *common perspectives* embedded within the subject areas taught. They are the **core** of the Middle Years Program and reflect our focus on the intellectual and social development of our students. The Areas of Interaction provide a framework for learning and allow connections among the subject areas. The Areas of Interaction are introduced in the first year (grade 6) and addressed each year across the five years of the program.

**The five Areas of Interaction are as follows:**

- **Approaches to Learning**  
(How do I learn best? How do I know? How do I communicate my understanding?) Students learn how to learn, problem solve and think critically.
- **Community and Service Learning**  
(How do we live in relation to each other? How can I contribute to my community?)
- **Homo Faber**  
(Why and how do we create? What are the consequences?) The students learn to appreciate the creative genius and experience improving the quality of life.
- **Environment**  
(Where do we live? What resources do we have or need? What are my responsibilities?) Students confront global environment issues and accept the responsibility for maintaining the environment for the future.
- **Health and Social Education**  
(How do I think and act? How am I changing? How can I look after myself and others?) Students are prepared to make informed choices for a healthy life and develop healthy relationships with others.

If you have questions about the Crosswinds School IB Middle Years Program, contact Christine Silvis, IB Coordinator at (651) 379-2680 or e-mail at [Christine.silvis@emid6067.net](mailto:Christine.silvis@emid6067.net)

**Crosswinds is an official candidate school for the International Baccalaureate Middle Years Program seeking authorization in 2006-2007.**

## Instructional Methods

- The teacher acts as facilitator, coordinator, motivator, and learner, helping the students arrive at answers, interceding when necessary and fostering student initiatives when not directly engaging in instruction.
- Experiential learning takes place through a variety of project activities that are designed to explore a content area via a specific theme.
- The diversity of the classrooms and the learning groups are reflected in a multicultural curriculum.
- Projects will be designed to utilize and develop the multiple intelligences of every learner.
- Each cooperative learning group will have access to technology to complete research and project work.
- Professional artists and scientists will assist the students in the projects and learning activities. These artists and scientists will act as a genuine connection to the working world as well as resources for the learners.

## Homework Policy

- Homework is a necessary and integral part of the learning process. Therefore, it is expected that every student at Crosswinds will receive homework assignments. It is important that your student have a “study space” at home. This will enable them to not only regard homework as important, but also to be successful in their homework. The benefits of homework include the reinforcement of academic skills, as well as the development of student responsibility, self-discipline, and intellectual independence. The student is the major respondent and benefactor of the total homework process. Homework may be used for preparation, practice, extension, and creativity. The amount of homework should depend upon the learning level and individual needs of the student and the structure of classroom teacher assignments. Average amounts of time for homework for individual grade levels per day are:
  - 6<sup>th</sup> grade – 1 hour
  - 7/8 grade – 1.5 hours
  - 9/10 grade – 2 hours

This time may vary throughout the quarter and the year depending on interdisciplinary or subject-based projects.

## Inquiry

Middle school students learn best when they have a personal connection with the learning process. To facilitate this connection, many classes at Crosswinds are taught through the inquiry process—stating student questions about a particular topic and then helping students use primary and secondary resources to collect data, organize this data to answer these questions, and then share what they have learned with their peers. Practicing and internalizing this process helps students become independent learners. At the end of most quarters, students share their final products and learning with their peers.

## Responsive Design

Responsive Design is a community-building model that connects social skills with academic achievement. All Crosswinds teachers and support staff are offered training in *Responsive Designs* strategies. Some of the components include Morning Meeting, Hopes and Dreams, Pathways to Success, Rules and Logical Consequences, Problem Solving Conferences and Meetings, Academic Choice, and Guided Discovery. To meet the unique combination of social, emotional, physical, and intellectual needs of young adolescents, *Responsive Designs* approach is based on our research-grounded belief that healthy, enjoyable relationships are the foundation for success in school. In order to establish and maintain those relationships, teachers must know their students, students must come to know and appreciate each other, clear parameters for acceptable behavior must be drawn and consistently maintained, and learning must be active, exploratory, relevant, and varied.

### Five Components of *Responsive Designs for Middle School*

#### ■Gatherings: Building Relationships

Meeting Structures for social and academic success:

Community-building  
Peer to peer learning  
Problem-solving  
Character-formation

#### ■The Social Design: Building Social Skills

Hopes and Dreams  
Democratic rules

Modeling and practicing

Plan of Privilege: Logical Consequences

#### ■The Academic Design: Engaging all Learners

Approaches and Strategies for Engaged Learning

#### ■Environmental Design: Responsible Independence

Setting up the classroom to maximize responsible independence

#### ■Community Connections: Adult Teamwork

Partnerships in and out of school

## What Does *Responsive Designs* Look Like in a School?

What does a middle school look, feel, and sound like when all of these adolescent needs are taken into consideration? A responsive school makes the creating of respectful, caring relationships a high priority. Every day begins with a homeroom in which students circle up to greet each other respectfully, share what's happening in their lives, and sometimes move around a bit in activities that teach important skills in a lively way. The morning meeting (we call it the Circle of Power and Respect) helps students make the transition from home to school and establishes a clear path into the learning day.

Transitions between classes are taught and practiced, as are all the routines of the school day. Nothing is taken for granted. Everything is modeled and rehearsed. The goal is the development of self-control through proactive strategies that put the emphasis on the prevention of rule-breaking. Also carefully introduced and consistently upheld are consequences for all rule-breakers, no matter who or how small the infraction. The consequences clarify the expectations, provide a chance to restore order, safety, and relationship, and maintain the dignity of the rule-breaker.

Each class the students attend uses the same language and routines to preserve a caring community. Each class has an opportunity for students to get to know each other, to do meaningful work, and to reflect on work afterwards. There is respect for the environment and materials. There is some closure for students and teacher at the end of each period, and at the end of the day. Students ask and answer open-ended questions. They have regular opportunities to help design and make choices in assignments that are meaningful to them. There is a balance in each class between teacher-directed lessons and independent and group work on skills and projects.

## Assessment

- A student's individual progress will be assessed by the teacher(s) with student input.
- Continuous assessment of the student's progress will be built around a foundation of state content standards and school scope and sequence in each subject area.
- A formal assessment report will be sent home at the completion of each nine-week term. Parent/teacher conferences are held in the middle of the first quarter and "student-led" parent/teacher conferences are held at the end of the third quarter. Midterm progress reports will be sent home the 5<sup>th</sup> week of each quarter in most subject areas.
- A portfolio of a student's work will be compiled and kept by the student's advisor during the student's entire time at the school. The portfolio will be

comprised of selected student writings, critiques, art works, science and math work, especially work done around the IB Areas of Interaction.

- In April, 2007, 7<sup>th</sup> grade students will take the Minnesota Comprehensive assessment tests and 8<sup>th</sup> graders will take the Minnesota Basic Skills test in math and reading.

## Grading Policy

Grading and assessment are ways of communicating to students and parents about a student's progress. The types of assessment/evaluation used at Crosswinds are as follows:

- Classroom assignments
- Checklist of components and expectations available at the beginning of project
- Scoring rubric available at the beginning and during the project explaining criteria upon which assignment will be assessed/ graded
- Quizzes, tests and exams

**Conferences.** Parent/teacher conferences are scheduled twice during the school year at Crosswinds. In the middle of the first quarter, teachers and parents meet to discuss progress so far and set goals for the year for students. Students lead conferences with their parents at the end of the third quarter. They learn ahead of time how to lead the conference by going through their portfolio, explaining to their parents what they have learned and how they have been assessed. Parents, students, or teachers can initiate additional conferences at any time during the year to review progress, discuss concerns, or celebrate successes.

**Portfolios.** Portfolios are a collection of student work that represents the growth of student learning over time. The development of a portfolio should be a joint process involving student, teacher, and parent/guardian. Many products and representations may be part of a portfolio, including written work, photographs, art work, music, and media products. Portfolios are most meaningful when interpreted by all interested parties — students, teachers, and parents/guardians. Each student will participate in the development of a "working portfolio" in the classroom. An "exhibit portfolio" includes selected student work that demonstrates progress toward outcomes.

The following 2006-2007 6<sup>th</sup>–8<sup>th</sup> grade rubric is based on the IB model:

Grade	Descriptors
<b>Grade 1</b> Minimal Achievement	Minimal achievement in terms of the objectives.
<b>Grade 2</b> Very Limited Achievement	<b>Very limited</b> achievement in all the learning objectives. The student has difficulty in understanding the required knowledge and skills and is <b>unable</b> to fully apply them in normal situations, <b>even with support</b> .
<b>Grade 3</b> Limited Achievement	<b>Limited</b> achievement in most of the learning objectives, or clear difficulty in some areas. The student demonstrates a <b>limited understanding</b> of the required knowledge and skills and is <b>only able</b> to apply them fully in normal situations <b>with support</b> .
<b>Grade 4</b> Good General Understanding	<b>A good general understanding</b> of the required objectives, knowledge, and skills, plus the <b>ability to apply</b> them effectively in normal situations. There is <b>occasional</b> evidence of the skills of analysis, synthesis, and evaluation. <sup>3</sup>
<b>Grade 5</b> Consistent and Thorough Understanding	<b>A consistent and thorough understanding</b> of the required knowledge and skills, and the ability to apply them in a variety of situations. The student <b>generally</b> shows evidence of analysis, synthesis, and evaluation where appropriate and <b>occasionally</b> demonstrates originality and insight.
<b>Grade 6</b> Ability to Apply Understanding in a Wide Variety of Ways	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a <b>wide variety</b> of situations. There is consistent evidence of analysis, synthesis, and evaluation where appropriate. The student <b>generally</b> demonstrates originality and insight.
<b>Grade 7</b> Originality, Insight, and Work of Consistently High Quality	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis, and evaluation where appropriate. The student <b>consistently</b> demonstrates originality and insight and <b>always</b> produces <b>work of high quality</b> .

9<sup>th</sup> & 10<sup>th</sup> Grade 2006-2007 Rubric:

*Letter Grade	Grade	Descriptors
I	<b>Grade 1</b> Incomplete	Incomplete
F	<b>Grade 0</b> <b>Minimal Achievement</b>	<b>Little or no</b> achievement in terms of the objectives.
D	<b>Grade 1</b> <b>Very Limited Achievement</b>	<b>Very limited</b> achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is <b>unable</b> to apply time fully in normal situations, <b>even with support</b> .
C	<b>Grade 2</b> <b>Limited Achievement</b>	<b>Limited</b> achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a <b>limited understanding</b> of the required knowledge and skills and is <b>only able</b> to apply them fully in normal situation <b>with support</b> .
B	<b>Grade 3</b> <b>Good General Understanding</b>	<b>A good general understanding</b> of the required and skills, and the ability to apply them effectively in <b>normal</b> situations. There is <b>occasional</b> evidence of the skills of analysis, synthesis and evaluation.
A	<b>Grade 4</b> Consistent and Thorough Understanding	<b>A consistent and thorough understanding</b> of the required knowledge and skills, and the ability to apply them in a variety of situations. The student <b>generally</b> shows evidence of analysis, synthesis and evaluation where appropriate and <b>occasionally</b> demonstrates originality and insight.
A	<b>Grade 5</b> Ability to Apply Understanding in a Wide Variety of Ways	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a <b>wide variety</b> of situations. There is <b>consistent</b> evidence of analysis, synthesis and evaluation where appropriate. The student <b>generally</b> demonstrates originality and insight.
A	<b>Grade 6</b> Originality, Insight and Work of Consistently High Quality	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them <b>almost faultlessly</b> in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student <b>consistently</b> demonstrates originality and insight and <b>always</b> produces <b>work of high quality</b> .

**\*Letter grades are provided to facilitate the transfer of the Crosswinds' rubric to a traditional grading scale.**

## Testing

**Classroom** Most assessments of student progress are done in the classroom and assist the student, teacher, and parent in determining whether goals and objectives are being met. These informal assessments might be in the form of a performance or product or may look like the more traditional quiz or test. Results of these assessments guide the teacher in designing instructional experiences that meet students' needs.

**Minnesota Comprehensive Assessments- Second Generation (MCA-II)** The MCA-IIs are reading and mathematics tests that help schools and districts measure student progress toward the state's academic standards. All MCA-IIs are administered in April. Beginning In 2006-2007 the tests align with the new academic standards and will be given in grades 3-8. A reading MCA-II is given in grade 10 and a math MCA-II is given in grade 11. In the future, MCA-IIs in grades 10 and 11 will also serve as the state graduation requirement for reading and math, replacing the BST. In 2008 the new science MCA-IIs will be given in grades 5, 8 and the high school.

**Basic Skills Tests (BST)** Beginning in 2006-2007, the BST will no longer be administered to 8<sup>th</sup> grade students. Ninth and tenth grade students who have not passed the BST will still have re-takes. Students who need to re-take any of these tests can do so twice each year and three times in 12<sup>th</sup> grade. In 2007-2008, the state graduation requirement for reading will be embedded in the MCA-II. The state graduation requirement for math will be embedded in the MCA-II in 2008-2009. In 2006-2007, the state required writing test will be administered in grade 10. In 2006-2007, both ninth and tenth grade students will take the writing test. In 2007-2008, the test will be given to only 9<sup>th</sup> graders.

**Test of Emerging Academic English (TEAE)** The TEAE is a reading and writing test for ELL students that is designed to demonstrate growth in English from year to year. The TEAE is given to LEP identified students in grades 3-12. For LEP identified students, the TEAE replaces the MCA-II in reading. The TEAE will be administered in April along with the MCA-II.

**Minnesota Student Oral Language Observation Matrix (MN-SOLOM) and Test of Emerging Academic English: Listening and Speaking (TEAELS):** TEAELS is a computer-delivered assessment of English language learners' listening skills administered in March. MN-SOLOM is a teacher checklist assessing English language learners speaking skills.

**Mathematics Test for English Language Learners (MTELL):** the MTELL is a new series of online assessments that will serve as a bridge to the Math MCA-II for qualifying English language learners in grades 3-8 and 11.

**Measures of Academic Progress (MAP) Test.** The Northwest Evaluation Association's (NWEA) computerized Measures of Academic Progress (MAP) provides teachers, students, and parents with an accurate assessment of student progress in mastering the basic skills. When administered at regular intervals over time, it is possible to find out whether an individual student, or an entire grade level, is making satisfactory progress in these basic skill areas. Teachers can use this assessment information for instructional planning for individual students or an entire class. All students will complete a series of MAP tests in the spring & selected groups in the fall of each year.

### Testing Schedule for 06/07

Sept. 7-Oct. 5	Fall MAP Testing S/G (6-8 and select 9/10 students) <b>*computers</b> Reading, Math, Science CRF due by 8/15/06
Sept. 19	BST Reading Re-take (10 <sup>th</sup> only)
Sept. 24-28	PLAN Testing (10 <sup>th</sup> gr. only)
October 9-27	TEAEM Field Test (6,7,8,9 <b>ESL only</b> ) TEAELS Field Test (6, 7-9, 10 <b>ESL only</b> )
January 8-12	EXPLORE Testing (9 <sup>th</sup> gr. only)
Jan. 8-Jan. 19	Winter MAP Testing S/G ( <u>select groups only</u> ) <b>*computers</b> CRF due by 12/15/06
Jan. 23 & 30	BST Written Comp Testing (10 <sup>th</sup> gr)
February 6-9	BST Reading & Math Re-takes (10 <sup>th</sup> gr) <b>*computers</b>
March 5-30	TEAELS Test (6-8,10) & MN-SOLOM (6-10) <b>ESL only</b>
April 10&17	GRAD Testing – Written Comp (9 <sup>th</sup> gr)
April 16-May 27	MCA Tests (Reading 6-8,10 & Math 6-8)
April 24-26	Minnesota Writes (6 <sup>th</sup> grade)
April 30-May 8	MCA Science Field Test (8&10 <sup>th</sup> grade) <b>*computers</b>
June 1-29	Spring/Summer MAP Testing S/G or S (6-8 and select 9/10 Students) <b>*computers</b> CRF due by 5/15/07 -Reading, Math, Science
July 24	BST Re-takes (Written Comp)
July 25-27	BST Re-takes (Reading, Math) <b>*computers</b>

## Basic Skills

(Kristen Konop, Math Basic Skills and Anna Barker, Language Arts Class Size Reduction Teacher)

To prepare students for the Minnesota Comprehensive Assessments, pre-assessments in reading and math are given at the beginning of each year. In regular math and reading classes, basic math problem-solving strategies and nonfiction reading strategies are incorporated to help all students learn the necessary information for these tests in a meaningful and natural context. If students need additional help to reinforce the reading and math skills necessary to pass these basic tests, a variety of support experiences are available. Pull-out classes are occasionally used to support students identified by testing at the beginning of each year. In addition, groups meet several times during the quarter to discuss "high stakes" testing strategies. Additional tutoring is available after school when parent transportation is available or on days when an activity bus runs. Practice materials for parents and students to use at home are available upon request. We do not believe that test preparation should supercede regular enriching curriculum offerings, but we want to be sure that our students are as well prepared as possible, both academically and emotionally, to handle a critical test experience.

## CROSSWINDS AFTER SCHOOL OPTIONS

**Mondays - Thursdays, 4:00 - 5:30**

*(see enrollment form, available in the Main Office, for days/dates of specific activities)*

Crosswind's after school programs provide opportunities to learn, explore, and have fun in a safe and supportive environment. After school programs run from 4:00-5:30. Permission slips for after school enrichment activities are available in the main office and are updated quarterly. Some of the activities for the 2006-2007 school year are as follows:

Campfire Club	Acapella Singing	Debate Club
Yearbook	Social Justice Club	Chess Club
Student Council	Hip Hop Dance Club	Art Club
Lego League	Theater Productions (Fall and Spring)	

### After School Activity Bus Schedule and Stops

#### 5: 30 Leave Crosswinds

Transportation and Parent Pick-Up: Bus Transportation is provided to nine After School Activities Bus Stops in the East Metro Integration District attendance areas.

Parents for whom these stops are not convenient must arrange transportation for their students. Students are to leave the school promptly at 5:30 p.m. following After School Options.

**Parents who are late picking students up may be charged a late fee of \$10.00 for every 15 minutes** after 5:30 unless a student has received prior consent to be in the building working with a Crosswinds staff member.



## Activity Bus #1

**5:43 Central Square Community Center**  
**100 7<sup>th</sup> Avenue North**  
**Phone: 651-306-3690**



**5:52 Riverview Library**  
**George Street East**  
**Phone: 651-292-6626**



**6:02 Rondo Education Center**  
**560 Concordia Avenue**  
**Phone: 651-325-2672**

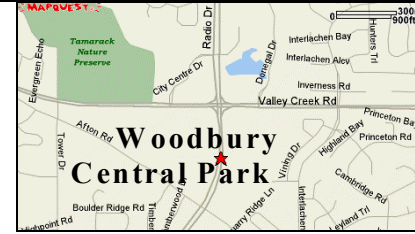


**6:08 Rice & Lawson Recreation Center**  
**1021 Marion Street**  
**Phone: 651-298-5819**



## Activity Bus #2

**5:38 Central Park YMCA**  
**2175 Radio Drive**  
**Phone: 651-731-9507**



**6:10 Phalen Recreation Center**  
**1000 Wheelock Parkway E**  
**Phone: 651-793-6600**



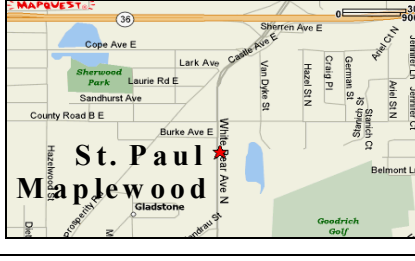
**5:48 Battle Creek Recreation Center**  
**75 Wintrop Street South**  
**Phone: 651-501-6347**



**5:54 Hazel Park Recreation Center**  
**919 Hazel Street North**  
**Phone: 651-501-6350**



**6:00 Maplewood Community Center**  
**2100 White Bear Ave**  
**Phone: 651-249-2100**



## Intersession Programs

Intersession programs are offered as an optional learning program during the fall, winter, and spring breaks. Classes are led by teachers, student teachers, artists, community experts, support staff and educational assistants.

### Explore! (Grades 6-8)

Students who attend Explore! select in advance from a list of creative half-day mini-courses (visual, literary and performing arts, athletic, math, science, and technology). These enrichment courses are designed to connect to the Minnesota middle level content standards.

### Expeditions (Grades 6-10)

Students attending Expedition select field trip/activity packages based on their interest. Expedition opportunities take students off campus to area attractions, events, and activities. Expeditions include such opportunities as outdoor activities and camping, art exhibits and performances, athletic/sports activities, literary and media excursions, technology and invention, and service-learning opportunities. Expeditions are offered in the winter and spring.

### Workshops (Grades 8-10)

Students attending Workshop select classes and field experiences that give in-depth information and training in disciplines that match their interests. Example workshop courses might include the touring acting group, driver's education, career and college tours, community service opportunities, and for-credit on-line courses.

*More information about Explore! Expedition and Workshops will be mailed to your home within the coming weeks.*

**Enrollment:** Approximately half-way through each quarter, an enrollment/course selection form will be sent to your home. (Crosswinds' monthly newsletter).

**Course Selection:** The course selection period is typically about two weeks long. Classes will be scheduled on a first come, first serve basis. We try to place student in classes according to request. Be sure to complete and return the enrollment/course selection form as soon as possible to assure that your child will be able to choose some of his/ her classes. Bussing is provided, but to assure transportation arrangements, forms must be returned by the published due date.

**Registering your child for year-round learning:** Before your student can participate in a Crosswinds Intersession program, a Continual Learning Plan (CLP) must be on file. The CLP is required by the Minnesota Department of

Education, and is used to record attendance, course participation, and progress for your student. A CLP will be included with the registration form.

### When is Intersession?

Intersession classes are offered during our fall, winter, and spring breaks. These are the dates of 2006-2007 Intersession breaks.

#### Fall 2006 (7 days)

Monday, November 13-Friday, November 17  
Monday and Tuesday, November 20-21

#### Winter 2007 (8 days)

Tuesday, February 13-Friday, February 16  
Tuesday, February 20-Friday, February 23

#### Spring 2007 (7 days)

Monday, May 14-Friday, May 18  
Monday and Tuesday, May 21-22

### Recruiting Community Experts

If you or someone you know would be interested in teaching a class at Crosswinds, let us know!

Please contact Stephanie Bergh via email ([stephanie.bergh@emid6067.net](mailto:stephanie.bergh@emid6067.net)), phone (651) 379-2606, or stop by and share your ideas.

## SERVICES

### English Language Learners (Julie Lindholm, ELL Teacher)

Students at Crosswinds who come with a primary language other than English may receive instruction in small group Language Art-ELL classes taught by an ELL teacher. The ELL teacher also works in the inclusion model, providing support to ELL students in their mainstream classes.

### Family Involvement (Kirsten Kuhnly, Family Involvement Coordinator)

Our Family Involvement Coordinator is here to help keep you informed of the many events and activities available to you and your child, and to match you with the volunteer opportunities that best match your talents and interests.

There are many ways in which your extended family can be involved at Crosswinds. We welcome you to be a part of the exciting programs and

opportunities that are offered. If you have an idea or project that you would like to be involved with here, please contact Kim at 651-379-2622 or [Kirsten.Kuhnly@emid6067.net](mailto:Kirsten.Kuhnly@emid6067.net).

Our goal is to have every family attend conferences and to be involved in at least one event at Crosswinds during the year, in addition to monitoring your student's academic and social progress on an ongoing basis. Being a volunteer at Crosswinds can be challenging and rewarding. A Volunteer Opportunity Guide is available in the main office from Family Involvement. It gives details about specific programs and volunteer opportunities.

The Volunteer Interest Form is updated every year with new programs that we offer. Please fill one out each year and return it to the school.

If your address, phone number, or email address CHANGES during the year, please notify the office, since we try to contact all parents several times a month.

We believe the most important family involvement is your interest and support at home, providing a safe and supportive environment for your middle school child to grow and develop to their fullest potential. This includes staying informed about the opportunities available at the school for your child and being visible at the school yourself!

Kirsten Kuhnly, your Family Involvement Coordinator

## Communication to and with Families

Everyone has so much going on, we often suffer from "information overload." Getting you the information you need at the right time is our biggest challenge! Here are some of the ways you can get information about what is going on at Crosswinds:

- 1) Thursday Folders—weekly info—be sure to ask your child what was sent home that day. A reminder call from Mr. Kocinski will highlight what to look for in your child's backpack or folder.
- 2) Email—a great way to reach teachers and staff; they send out information on a regular basis to their students parents.
- 3) WebSite—find the current calendar, newsletter, Board Minutes, events, forms, and more.
- 4) ParentLink—periodic messages from the Principal, Assistant Principal, and teachers with important event or activity information. You can customize your contact information with email addresses and either home, work, or cell contacts at specific times of the day or week.

**Email:** Each staff member has an email account at the school. The address is "first name.last name@emid6067.net" Note that the first and last name is separated by a "."

Each house sends out informational emails to parents who would like to receive information that way. Copies of the emails can be sent home with students whose parents do not receive email. Each house determines the frequency and content of their email messages. For example, in 2005, each core teacher in the Water House sent an email message each week to parents to explain what they did in class that week, if there were any supply needs, and what project deadlines were coming up. There were also pointers to individual teachers' websites to get more information about ongoing assignments. Ask your core teachers how they plan to utilize email as a communication vehicle this year.

**ParentLink:** You will receive an ID number and password which will allow you to set the way you receive messages from school depending on the day and time. This is done through the ParentLink website, accessible from our school website. Please call Kirsten Kuhnly if you have not received your password by the end of the first quarter.

**Thursday Folders:** Each student should have a folder designated for Thursday Folder information. This folder will be used to carry weekly messages to you from school staff or teachers. Thursday Folders include permission slips, special interest and event flyers, menus, fundraiser information, PTO flyers, and extra-curricular activity opportunities. Please ask to see your child's Thursday Folder or the packet of information that was sent home for you. Please review and act on it!

**Web-Site:** Dates and teacher-maintained sites and links are available through [www.emid6067.net](http://www.emid6067.net).

## CultureFest

We have one major cultural event each year for the entire family. CultureFest and it includes dance and music performances, a "Taste of Crosswinds" with free samples of various ethnic foods provided by our families, a full café of food for sale, beautiful displays of cultural items in our secured glass cases, and a gym full of games and arts activities for all ages from around the world.

***This year's event will be on Saturday, April 21<sup>nd</sup>.*** Please put it on your calendar NOW and plan to be a part of this fun and entertainment-filled day. We need every family to contribute something from their culture so we can see how varied our school community is! Be represented in this festival! Consider sponsoring a game, an art demonstration, food, music, dance, or



display case item. Watch for announcements and requests for help for CultureFest 2007. This is a fun-filled carnival-like day, with something for everyone!

## Fundraising

Fundraising is held periodically for individual houses, grades or group activities, but is dependent on the parent or staff committee sponsors.

Crosswinds tries to minimize the use of fundraising as much as possible, but also recognizes that many of the programs the teachers would like to offer could not be paid for out of regular state funding or the desegregation funding that Crosswinds receives. In lieu of traditional fundraisers, Crosswinds will be focusing on applying for grants for the programs it needs or would like to develop. Assistance with grant development is needed. Please contact Mr. Kocinski or Kirsten Kuhnly.

## PTO—Parent Teacher Organization

The Crosswinds PTO brings together staff and families to provide for fun family activities and enhanced learning for all students. All parents and staff are encouraged to come to PTO planning gatherings. Parents and staff are automatically PTO members and there are no dues. Informational meetings, social events, volunteer opportunities and other activities to support the school community are sponsored by the PTO every quarter.

## Site Council

The Site Council is a group of parents and representative staff members who meet on the **1<sup>st</sup> Monday of each month from 6:30-8:30 p.m.** Information and key issues facing the school are presented, discussed and the feedback from this group influences policies that are implemented school-wide or brought to the School Board. We are seeking a diverse group of parents willing to be on the Site Council that will represent the diversity of the school as a whole.

## Food Services (Carol Rydeen, Food Service Supervisor)

For the 2006–2007 school year, breakfast costs \$1.40, reduced price breakfast is free, lunch costs \$2.50, and reduced price lunch is \$0.40, adult breakfast is \$1.65 and lunch \$3.50.

If you now receive food stamps, AFDC, MFIP, or FDPIR for your child, your child can receive free meals. If your total household income is the same or less than the amounts on the Income Chart on the Application for Educational Benefits, your child may receive free or reduced price meals. A foster child may receive free or reduced price meals regardless of income. A new application for free or reduced meals is necessary each year.

**Payment for meals must be made in advance either with cash or by check. Meals cannot be “charged.”** Make checks payable to Independent School District 622 and **include your child’s first and last name and house** on the memo line. Please keep a record of your payments so that your child will always be assured of receiving a meal.

## Guidance Counseling & Social Work Services

(Lisa Cherry, M.S.E.,-Counseling, LSSW and Stacey Grenz, MSSW, LGSW)

Occasionally, a student may feel the need for extra support. We have many understanding people and available programs that can help students get through tough times. If a student is stressed, frightened, bored, tired, or just needs somebody to talk with about a problem or concern, please encourage that student to talk with someone on the staff. Teachers, resource office personnel, assistant principal, social workers, principal, guidance counselor, and other staff members are here to help students to have a positive school experience.

Crosswinds’ Guidance Counselor and Social Worker provide many services for students, parents, and school staff. These services include academic and career guidance, personal and social counseling, social skills, anger management and support groups, and referrals to community resources.

By law, what student, staff, and parents say to us is **PRIVATE** and **CONFIDENTIAL except** if you say you will hurt yourself or someone else, you are being hurt by someone else, or you have a medical emergency.

For more information, contact:

Lisa Cherry, Guidance Counselor/Social Worker, 651-379-2604  
[Lisa.cherry@emid6067.net](mailto:Lisa.cherry@emid6067.net)

Stacey Grenz, School Social Worker, 651-379-2608  
[Stacey.grenz@emid6067.net](mailto:Stacey.grenz@emid6067.net)

## Health Services (Tara Goebel, PHN, LSN)

Crosswinds is dedicated to the well-being of its students and staff. To make this possible our health office is open from 8 AM to 4 PM. School health services and attendance monitoring is the responsibility of Tara Goebel, a licensed school nurse. You can reach her at (651) 379-2610 with any questions you may have.

Emergency contact forms and up-to-date vaccination records are kept in the Health Office. Please make sure you have given us all the current cell phone, work phone, and other contacts in case we need to reach you during the school day.

Any medication that must be taken during the school day must be turned into the Health Office. See details under "Medication."

## Special Education

In order for all of our students to benefit from our experiential, collaborative instruction model, Crosswinds is in the process of developing and implementing an inclusionary special education program. In this model, students with IEPs spend the majority of their time receiving support in the regular classroom. Occasionally they may work alone or in a small, flexible group with a special education teacher, educational assistant, or the classroom teacher to successfully complete classroom assignments. Special education teachers and EAs team with regular education classroom teachers to plan instruction in the regular classroom that accommodates the needs of special education students. During our application process, our special education staff members are willing to meet with parents and teachers of applying students with IEPs to determine whether or not Crosswinds is an appropriate placement for individual students.

## POLICIES AND PROCEDURES

### Attendance (call 379-2695 to report an absence)

*If your child will be absent* please send a signed note to the main office or call the attendance line specifying student name, date and times of absence, and reason.

Crosswinds Arts & Science School reserves the right to decide whether an absence is excused or unexcused. The following are examples of typical (but not absolute) absence reasons:

<i>Excused (EXC)</i>	Illness (ILL), family emergency/funeral (FAM), doctor's appointment (DOC), late to class with a pass (TDE), bus is late (BUS), testing (TST), field trip (FT), and in-school (ISS) or out-of-school suspension (OSS).
<i>Unexcused (UNX)</i>	Missed bus, overslept (UNX), absence without phone call or note (UNV), truant from class (CUT), late to class without a pass (TNX), and if required, no doctor or School Nurse approval (UNX).

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### Attendance Procedure<sup>1</sup>

<i>3 unexcused absences</i>	-Letter of absence notification and -Ramsey & Washington Co. Truancy Intervention Program
<i>5 excused absences</i>	-Letter of absence notification
<i>7 unexcused absences</i>	-Notification requiring written excuse from a medical professional or school nurse for subsequent absences -Attendance contract meeting with Principal and related staff -Dakota Co. Truancy Intervention Program
<i>10 excused absences</i>	-Notification requiring written excuse from a medical professional or school nurse for subsequent absences
	<ul style="list-style-type: none"><li>• Attendance Line 651-379-2695</li><li>• School Nurse, Tara Goebel 651-379-2610</li><li>• School Social Worker, Stacey Grenz 651-379-2608</li><li>• Guidance Counselor, Lisa Cherry 651-379-2604</li><li>• Assistant Principal, Johnnie Barber 651-379-2602</li><li>• Principal, Roger Kocinski 651-379-2601</li></ul>

This is the procedure for every student. If you feel you have extenuating circumstances or would like to discuss your child's absences, please contact the office.

**Excessive Absenteeism.** Excessive absenteeism is considered a serious problem because of the disruption of academic instruction, and state mandatory attendance laws require students be in attendance a designated number of hours. According to research, an attendance rate of 96% or greater is correlated with academic and life success. District 6067 defines excessive absences as seven unexcused absences or ten excused absences. A letter of absence notification is sent when your student accumulates three unexcused absences and/or five excused absences. This is a letter of warning and is meant to promote parent/guardian and student monitoring of a student's attendance. A second letter requiring a medical professional or the school nurse to excuse future absences will be sent when a student receives seven unexcused absences and/or ten excused absences. When children are age 12 and older, county governments consider unexcused absences "truancy", and no longer educational neglect. In *Ramsey and Washington County*, when a student has accrued three or more unexcused absences, a student and parent/guardian(s) are referred and required to attend the Truancy Intervention Program/TIP (Ramsey Co) or Attendance Intervention Meeting/AIM (Washington County). If a student accrues four or more unexcused absences after TIP or AIM, the student is referred to a Student Attendance Review Team meeting with school officials to create a contract. If this contract is not upheld, the student and family may go to court. In *Dakota County*, a student and parent/guardian are referred as a "continuing truant" when a student accrues seven unexcused absences. The family will be asked to attend a school meeting. After this meeting, if a student accrues three more unexcused absences the student is considered an "habitual truant," and the family may be summoned to court.

The State of Minnesota requires that all children between the ages of six and eighteen attend school every day that school is in session. To provide a quality education, students need to attend school on a regular basis. Good attendance is directly related to academic success, social competence, providing for regular communication between teachers and students, and establishing regular habits of dependability. It is important for students to be in school for the full school day and to attend school on a regular basis throughout the school year. We are a year-round school and regular attendance is expected during all four quarters of the school year, including the summer months.

*Minnesota Statutes section 260C.007, subdivision 19, defines "habitual truant" as a child under the age of 18 years who is absent from school without lawful excuse for seven school days if the child is in elementary school or 1 or more class periods on 7 school days if the child is in secondary school.*

*Minnesota Statutes section 626.556, subdivision 2(c), states: "Neglect is failure by a person responsible for a child's care to ensure that a child is educated in accordance with state law as defined in Sections 120A.22 and 260C.163, Subdivision 11."*

*Minnesota Statutes section 260C.163, subdivision 11, states: "A child's absence from school is presumed to be due to the parent's, guardian's, or custodian's failure to comply with compulsory instruction laws if the child is under 12 years old and the school has made appropriate efforts to resolve the child's attendance problems. For students 12 to 18 years old, he/she is responsible for his/her own attendance and unexcused absences/truancies can be referred to the county attorney's office and the juvenile court system.*

*The Attorney's Office (Ramsey, Dakota, and South Washington Counties) identifies reasons which a court would not find as "lawful excuses," as including: missed bus, no clean clothes, staying home to baby-sit younger siblings, working, oversleeping, or chronic medical excuses without a doctor's statement.*

**Excused and unexcused absences.** All absences from school will be recorded as either excused or unexcused based on the guidelines below:

- Absence from school **may be excused** due to appointments for dentist/doctor/mental health professional/orthodontist, legal matters, funerals, illness, in-school suspension, out-of-school suspension, late bus, religious events, or severe weather.
- The burden of a child being excused from school is on the parent/guardian of the child. Crosswinds has the right to accept or deny any application for an excused absence. If it appears that a parent is excusing excessive absences or keeping a child home for unacceptable reasons (this can include illness), a medical professional or the school nurse may be required to excuse all future absences. If this is not provided Crosswinds will proceed as detailed in "excessive absenteeism."
- Absences **may be excused** at the principal's discretion for situations such as: adoption of a sibling, birth of a sibling, family/student/personal concern, family illnesses, or prearranged vacations (see "extended student absence").
- Absences from school **will not be excused** for the following reasons: child care of sibling(s), no stated reason, missed the bus, overslept, non-school extracurricular activities such as dance, music, or gymnastic lessons, work, etc.
- Students will not be excused for Take Your Child To Work Day. If parents choose to take their child, it will be unexcused.

**Extended student absence.** Try to schedule family vacations during school breaks. If your child will be absent for a trip during school, contact Mr. Roger Kocinski, Principal, at 651-379-2601 to determine if these absences will be excused, at least one week prior to the planned absence. Extended absences will be approved only with acceptable academic standing and attendance history. Contact teachers by phone or e-mail to make prior arrangements for homework for any extended student absence. Your student may be required to complete a trip journal.

**Tardies.** All student arriving late to the building must sign in at the front office and receive a pass. An unexcused tardy will be recorded when a student arrives to any class late without an appropriate excuse. More than 15 minutes late is recorded as truant. When a student enters the classroom after the bell has rung, he/she is tardy. When your student has received three tardies in one class period he/she will be required to attend an after school detention. To discuss your child's tardies and detentions please call Rachel Verdoorn, Attendance Liaison at 651-379-2609 or Melissa Dunlap, Educational Assistant at 651-379-1201. When a student accrues nine or more tardies in one class period the student is assigned to in-school suspension for one day.

**Cutting/Skipping Class.** A cut or truancy will be recorded when a student misses more than 15 minutes of class. A truancy is being absent from school or class without the approval of the administration. **There are no authorized skip days.** Truancy is an absence and will be treated as detailed in "excessive absenteeism."

**When to stay home.** The following information is intended to help parents/guardians decide when to keep children home from school:

- If your student has a temperature of 100 degrees or more, he or she should stay home for 24 hours after the temperature returns to normal.
- If your student has vomited or had diarrhea, he or she should stay home until 24 hours after the episode.
- If your student has had a rash that may be disease-related or the cause is unknown, check with the family health care provider before sending your student back to school.
- If your child is absent due to illness, it is important that you call the school daily to report the illness.

If your child becomes ill at school, the nurse will notify the parent/ guardian or the next person on the emergency form. Parents/ guardians will be notified if their student has a temperature over 100 degrees, has vomited or has diarrhea, or has any other symptoms or health concerns.

**Appointments/late arrivals/release procedures.** Please try to schedule doctor, dentist, and other appointments to take place before or after the school day or during Intersession breaks. All students arriving late must sign in at the front office and receive a tardy slip. If the student arrives at school late due to an appointment, he or she must present a note in the office. If your student is to leave school during the day, we ask that you send a note to the front office explaining the reason and the time the child needs to leave. The student must present the note to the office in the morning when arriving at school to receive a pass to be excused at the appropriate time. When you arrive at school, stop in the office to sign your student out and your student will be called down to meet you. The parent/guardian is required to come into the office to sign out the student at the time of leaving. Individuals who sign a student out of school must be listed on the health and emergency form. If not

listed or we do not have the completed form, the student will not be released with this individual. Individuals who are unknown by staff will be asked to show picture identification. If a decree exists stating a student is not allowed to leave school with a specific individual, a copy of the decree **must** be on file with the office. The student must sign back in when returning to school.

**Homework requests.** If your child has been absent for three or more consecutive days, you may call the office and request homework. It may be picked up after school on the following day.

**Withdrawals/Transfers.** The parents/guardians of a student transferring to another school are asked to notify the office at least three days before the student's last day of attendance. The student should report to the counselor's office before of the last day of attendance to pick up a withdrawal form for teachers to sign.

**Parent/guardian absence.** If parent/guardian will be away from home and the student will be under the supervision of another person, parents/guardians are asked to call or send a note to the office giving the dates they will be away, the name of the person with whom the student will be staying, along with telephone numbers where this person may be reached during the school day.

**Arrival time.** Students should not arrive at school before 8:45 a.m. Supervision is not available until then.

**Closed campus.** The Crosswinds school campus is closed. Under no circumstances may any student leave school property after arriving without parent/guardian permission and signing out in the office.

**Buses** (see Disciplinary Infractions & Consequences)

Students must ride their assigned buses and get off the bus at their assigned stops. No student is to ride any other bus or get off on any other stop. Do not try to arrange to go home with another student on his or her bus. It is not allowed. Do not bring a note or have your parent call the school.

## **Change of Address/Phone Number**

Parents/guardians should notify the school office as soon as possible concerning changes in home/work phone numbers and/or address.

## **Chemical Use/Possession** (see Disciplinary Infractions & Consequences)

School District 6067 will not allow the use, possession, or distribution of drugs or alcohol by students as it jeopardizes personal safety and interferes with the learning process. No student, regardless of age, may possess, use, distribute, and/or exchange illegal chemical substances, paraphernalia, or other mood-altering chemicals which can hinder the student's ability to learn, or participate, and/or could cause damage to the student's health. This prohibition is effective in school buildings, vehicles, and school-contracted vehicles, on school property, and at school activities. "Use" is defined as drinking, sniffing, smoking, swallowing, chewing, injecting, or otherwise absorbing into the body such illegal or mood-altering substances. Look-alikes are not permitted on school property or at school events.

## **Clothing** (see Disciplinary Infractions & Consequences)

Students are expected to be clean, neat, and dressed appropriately for the school day. Articles of clothing or words/symbols on personal property that are inappropriate or that cause disruption will not be allowed.

In support of District 6067's commitment to tobacco-free, drug-free, and violence-free schools, words or symbols that advertise products or actions which are illegal or harmful for students will not be permitted. Examples that are inappropriate include:

- Sexually obscene and/or profane language, slogans, emblems, or pictures,
- Racially or ethnically offensive slang or symbols,
- Drug references on clothing,
- Gang symbols, emblems, and/or gang membership identification,
- Sexually provocative words or symbols,
- Bare midriff, visible undergarments, low cut shirts with cleavage, shorts/skorts/skirts that are shorter than arms length,
- Objects on the head (hats, wraps, sunglasses),
- Jackets, coats, backpacks, messenger bags, large tote bags, and large purses can only be worn to and from the bus.

## **Electronic Devices**

Electronic devices including personal computers, radios (including headsets), CD players, tape recorders, pagers, beepers, laser pointers, i-pods and cell phones may not be used on school property and will be confiscated.

## **False Alarms** (see Disciplinary Infractions & Consequences)

Reporting or setting a false alarm or making a false 911 emergency phone call is a crime. The 911 calls are traceable within our building. The police department will be called. These bottom line behaviors may result in suspension, expulsion, and/or referral to an alternative educational setting. **If we are charged for a false alarm, the family will incur the expense.**

## **Halls** (see Disciplinary Infractions & Consequences)

Injury can result when students run, push, shove, play fight, or trip other students in the halls or on the stairs. Students must walk to and from classes and keep hands and feet to themselves. Students must have a pass while in the halls during class.

## **Harassment** (see Disciplinary Infractions & Consequences)

East Metro Integration District 6067 maintains a firm policy prohibiting all forms of discrimination. Religious, racial, or sexual harassment or violence against students or employees is discrimination. All persons are to be treated with respect and dignity. Sexual violence, sexual advances, or other forms of religious, racial, or sexual harassment by any pupil, teacher, administrator, or other school personnel, which creates an intimidating, hostile, or offensive environment will not be tolerated under any circumstances.

Harassment means behavior, words, or put downs of a sexual, religious, or racial nature which

- pressure or intimidate you
- make you feel uncomfortable
- affect you in a negative way

Some examples of harassment are:

- telling offensive jokes/stories
- making degrading gestures and comments
- displaying pornographic or sexually explicit materials
- calling someone derogatory names/put downs
- pressuring someone to do something which he/she is not comfortable doing
- inappropriate or offensive touching

Everyone has a right to feel safe and respected. School officials must investigate and take timely and appropriate corrective action in sexual, religious, and racial harassment cases.

**Students and staff may fill out a harassment form when they would like to report harassment to administration.**



## Food and Beverages

State Health Department guidelines do not allow students to share home-baked/prepared food items or beverages with other students at school. Generally, food items and beverages that are pre-packaged at a store or bakery are acceptable for sharing at school. Beverages, food, and candy are allowed in the cafeteria only.

## ID Cards

Students will receive a Student ID within 2 weeks of Picture Day. ID Cards will be used in the library to check out materials. Replacement ID cards are available for a fee.

## Media Center Circulation

The Media Center has resources available to support student learning and recreational interests. The collection contains a wide variety of fiction and nonfiction books, audio books, reference materials, and magazines. Reference materials and the most recent issues of magazines must be used in the Media Center. All other materials may be checked out.

- Students may check out two materials at a time.
- Materials will be due two weeks after check out.
- Students may renew a material if there are no reserves placed by another student for that material.
- Homeroom teachers distribute overdue notices at least four times a quarter.
- Students who have overdue materials may not be allowed to participate in end of the year field trips and events.
- Overdue materials must be either returned or paid for before final report cards will be mailed.

## Planners

Planners are an essential element of the educational experience at Crosswinds. The planners are used as organizational and communication tools. Students use them to keep track of their daily assignments and homework and should be checked by both teachers and parents. Planners are important for keeping parents connected with their student's daily academic responsibilities. Planners cost \$5.00. If it is lost, a replacement needs to be purchased from the office for \$5.00.

## Medication

Crosswinds follows these guidelines for the administration of medication:

- Giving medication in unmarked bottles or envelopes violates any medical code of ethics.
- The administration of medication to students shall be done only in exceptional circumstances wherein the child's health may be jeopardized without it.
- Prescription medication may be given at school. Medications must come in the original container correctly labeled by the pharmacist or doctor. The pharmacist will give you two prescription bottles upon request. Medication authorization forms are available in the nurse's office.
- If medication is to be given no more than three times daily, please arrange to give it at home (before school, after school, and before bedtime) unless specifically indicated otherwise by the physician.
- Over-the-counter medication, including pain relievers such as aspirin, may be given when accompanied by a note from the parent/ guardian. Over-the-counter medication must be in the original container with printed instructions on the box or bottle.

## Physical Education Excuses

Types of excuses include:

- **Excuses for 1 to 2 days.** Minor injuries and ailments require a written note from parent/guardian. These notes are not taken to the school nurse, but are given to your physical education instructor at the beginning of your class.
- **Excuses for 3 days or more.** You must obtain a written excuse from your doctor and have it signed by the school nurse before giving it to your physical education instructor. Excuses of this kind will require an alternative project or assignment.

If there is a question about the validity of the note or about the number of days excused, the instructor may send you to the school nurse for verification with parent/guardian.

## Skateboards/In-Line Skates/Sneaker Skates

Skateboards, in-line skates, and sneaker skates may not be used in the building or on school grounds.

## Records

Student records are kept in locked file drawers at school. Access to private data in student records is limited to:

- Staff members who have educational responsibility for the individual student
- Administrative and clerical staff whose work assignments require access.
- Parent/legal guardian of minors

Copies of records will be sent to the new school of withdrawing or graduating students at receipt of a written request from the new school.

## Sales in School

No individual student or organization, public or private, charitable or otherwise, may use the school to sell literature or products for a profit without permission from school administration. The only exception to this rule is the sale of items by the school's organizations to raise funds specifically for the organization.

## School Pictures

This year's Picture Day will be on Thursday, September 22nd. Proofs will be sent home within 2 weeks for viewing and ordering. You will have 2 weeks to choose which view you prefer, and return your picture order with payment to the school. These pictures will be used for the Yearbook and ID Cards (sorry, LifeTouch will choose which view is used), so all students need to have their picture taken, even if you will not be purchasing any. Retakes are scheduled for October 26, 2006

## School Spirit Wear

Hoodies, t-shirts, and polo shirts with the Crosswinds logo are available to order, as are workshirts (for adults). Pricing and order forms will be made available shortly after school begins and will be in the first newsletter. Checks should be made out to "Crosswinds". This is a great way to show your connection to our school and to open conversations about your choice in education!

## Searches

For reasons of health, safety, or suspected criminal activity, students may be asked to empty pockets, purses/bags, or remove shoes and socks. Administrators may also search lockers and workstations if conditions warrant.

## Signs, Posters, Literature

Any sign or poster that is to be displayed or literature to be distributed in the school building or on school grounds requires the prior approval of administration. Public school buildings may not be used to promote the interests of any commercial or non-school agency.

## Technology Use (see Disciplinary Infractions & Consequences)

Computers, the Internet, and digital production equipment offer exciting learning opportunities for Crosswinds students. They also raise new issues concerning appropriate student behavior. In order to assure that students use technology in a safe, meaningful way, we require that **all** Crosswinds technology users follow these guidelines. Students will not have access to technology equipment until the Technology Use Agreement form has been **signed** and **returned** to each student's homeroom teacher.

Respect others, yourself, and equipment. This means . . .

- Use computers and other technology equipment in a gentle, respectful, and responsible way.
- Immediately report any damaged equipment to your supervising teacher.
- Use only your own network login name and password. Keep it private.
- Always use courteous and appropriate language.

Act in a safe manner. This means . . .

- Keep all personal information private. Never share your own or anybody else's last name, address, or telephone number.
- You may use only your first name and the name and location of the school when sharing information on the Internet.
- Visit appropriate and approved web sites only. A staff member will supervise all student Internet use.

Learning comes first. This means . . .

- Computers and other technological equipment are learning tools. Use will be for legal, ethical, and educational purposes.
- Staff will decide when Internet use is appropriate. Recreational or unapproved Internet use is not allowed.
- Personal email accounts and chat rooms can be used for instructional use only. Access to these kinds of resources must be pre-approved by the supervising teacher.

The use of technology resources and the Internet is a privilege, not a right. Inappropriate use may result in the loss of the privilege.

## Telephone Calls

Office telephones are for business use only during class time. They should not be for personal calls except in cases of emergency and then only with consent of someone in the office. **Students will not be excused from class to answer the telephone except in an emergency.** During a student's lunch period, he or she may be allowed to use an office phone with the consent of office personnel. Calling the school to pull students from class to give them messages during the school day is highly disruptive to learning and is discouraged.

## Trespassing (see Disciplinary Infractions & Consequences)

Presence at any school location without permission from the staff of that school is trespassing. Admitting others through a locked or secured door without permission of school personnel is against school policy. Trespassing will be dealt with by the administration and/or police.

## Visitors

Parents/guardians are always welcome at Crosswinds. Parents/guardians and all visitors must sign in at the main office when entering the building. School-age visitors need to be accompanied by an adult. School tours are available for new and interested families.

## Volunteers

There are many ways you can help at Crosswinds. A description of some of our most common volunteer needs and who to contact if you can help is contained in the Volunteer Opportunities Guide. General information is available from Kirsten Kuhnly, Family Involvement Coordinator, who can point you in the right direction and give you ideas of areas that are currently in need of help. Kirsten can be reached at 651-379-2622 or [Kirsten.kuhnly@emid6067.net](mailto:Kirsten.kuhnly@emid6067.net).

### Volunteer Guidelines

You will find Crosswinds teachers, staff, and students extremely grateful for the time and effort you put into volunteering. Please review these guidelines so your volunteer experience is a success!

*Confidentiality:* The foundation of all school volunteer programs is confidentiality. You may observe, read and hear about individual students while you are volunteering. Discussing school events, lessons, and issues in general is fine, but please do not repeat anything about individual students.

Our staff and students appreciate their volunteers as the unique individuals you are – please return the courtesy.

*Safety Issues and School Policies:* Please observe the following guidelines:

- ❖ Sign in at the Main Office and wear a Nametag when volunteering.
- ❖ Be familiar with the school's behavior expectations and discipline policies. Never leave students unattended. Never release a student to anyone other than the classroom teacher or EA (Educational Assistant).
- ❖ Contact the classroom teacher or main office if an emergency situation should arise.
- ❖ Report any injuries to a staff person immediately.
- ❖ Never administer prescription or non-prescription medicine to students.
- ❖ No smoking is allowed. If you have reason to believe that a student is using or has possession of drugs or alcohol, contact the teacher immediately.
- ❖ Minnesota law requires that you report any suspected child abuse; contact the teacher about your suspicions.
- ❖ Any form of sexual harassment or sexual violence by students or staff is prohibited.

*Dependability:* Both staff and students have planned their activities around you. Please call the school office at 651-379-2600 if you will be late or absent. Dependability is more important than any specialized skill!

*Documentation:* Let the Family Involvement Coordinator know if you would like documentation of your volunteer hours for academic, career or tax purposes. Out-of-pocket expenses connected with volunteering are deductible on your Federal tax return. Mileage, auto expenses, parking fees and direct gifts of money are also deductible.

*Insurance:* You are covered by the same liability insurance as school district employees when you have signed in at the front office. If you are driving a student, your insurance company must fax your current insurance coverage information to the school at 651-379-2690.

*Parking:* You may park in any of the unmarked spaces in the front parking lot. During the school day, please do not park in the bus lanes on the west side of the school.

*Questions and Problems* you have with your volunteer work can be directed to Kirsten Kuhnly or Roger Kocinski, rather than to individual staff members. Much of our school's success depends on our volunteers – we'll work very hard to help you find an answer!

*School Policies:* If you'd like to know the East Metro Integration District (EMID)'s policy on any subject, ask the principal or his assistant (Torria Randall) to show you the policy book. All school staff and volunteers are expected to observe these policies.

*Parents' Rights:* A 1990 law passed by the MN legislature gives every employee the right to 16 hours of leave during the school year to attend their child(ren)'s conferences or classroom activities, although the law does not guarantee that time off be paid. Check with your employer.

*Background Checks:* Anyone who works directly with a student on a regular basis or goes on an extended trip with a group of students will be asked to complete a criminal background check which will be valid for one year. See the main office for the proper form.

## **Weather/School Closing**

When schools are officially closed due to bad weather, radio station WCCO (830 AM) will broadcast closing for District 6067. When schools are closed in a student's home district, transportation may not be available. An updated message will be added to the school's voicemail to clarify transportation and/or school closing. A ParentLink call may also be made.

## **Workstations/Lockers**

Each student will be assigned a workstation (8<sup>th</sup>-10<sup>th</sup>) or a locker (6<sup>th</sup>-7<sup>th</sup>). Students need to pay non-refundable \$10.00 fee for two locks — one for their workstation/locker and one for their gym locker. Students are urged not to bring expensive items to school; personal items are not covered by school insurance. Students should keep their lock combinations to themselves. Students are to use only their assigned workstation and are responsible for the contents as well as keeping it clean inside and out.

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

# **EXPECTATIONS/RULES/DISCIPLINE**

## **General School Rules**

At Crosswinds, we believe that the "Pathway to Success" starts with students' hopes and dreams and culminates in academic success. At the beginning of the year, each student and staff member expresses their hopes and dreams for the coming year. Homerooms develop rules together that would allow everyone to reach their dreams. Homeroom representatives then meet to develop "house" rules. Finally, house representatives meet to come up with a slate of school rules that are based on the hopes and dreams of all. Each teacher is welcome to personalize these for his/her classroom (what does this rule look like, feel like, sound like in my classroom?) These student-centered rules are modeled and reinforced in each setting in the school and together with our Disciplinary Infractions and Consequences form the basis of our discipline model at Crosswinds.

## **Constitution**

Both the staff and the students create a Constitution each year that will enable both to achieve their respective hopes and dreams.

### **The Staff Constitution is as follows:**

In order for each Crosswinds staff member to realize his/her hopes and dreams, we promise to:

- Make an effort to initiate and maintain relationships among colleagues, parents, and students.
- Respectfully communicate needs and expectations
- Commit to being prepared, productive, punctual, and following through.
- Participate in professional development in order to enhance our work with students.

### **The Student Constitution for 2006-2007 is as follows:**

- Be respectful of everyone. Be respectful of differences, opinions, beliefs, time, and personal property.
- Have confidence and commit to making the school fun.
- Challenge yourself, work hard, be prepared, and do your best.
- Follow Crosswinds C.A.R.E.S.

**(Cooperation, Assertion, Responsible, Empathy, Self-Control)**

## Safe, Violence-Free Schools

(see Disciplinary Infractions & Consequences)

Crosswinds School has taken a hard line on aggressive behavior and on the possession or use of weapons or look-alike weapons. Crosswinds may ask the School Board for an expulsion if a student is involved with a dangerous weapon.

Furthermore, we request that if a student has knowledge of a dangerous object, or a harmful, threatening, suspicious or frightening situation, that the student report it to an adult immediately. We are all responsible for a safe, violence-free school.

We are sure that parents share the staff expectation of appropriate student behavior. The school is a public place and all the legal and common sense rules of public behavior apply on school property. An orderly atmosphere promotes learning. A safe, violence-free school promotes security and learning.

## Behavior Expectations for Crosswinds Students

(this is in every student's planner!)

### 1. Members of the Crosswinds community bring and use appropriate school supplies in our learning environment. Distracting or disruptive items stay home.

**Why?** We want to keep this a safe, clean, focused learning environment. We do not want items of value stolen.

Examples of disruptive items include headphones, pagers, dice, skateboards, roller blades, electronic games, laser pointers, cell phones, trading cards, playing cards, CD players, cameras, toys/stuffed animals, food/candy/gum, perfume, cologne, lotion, etc.

**Consequences** for not following this expectation are:

- First step -- Teacher takes the item until the end of the school day
- Second step / repeated -- Teacher takes the item and holds it until a parent comes to pick it up.

Note: Jackets & backpacks are to stay at the students' workstations or lockers. They are not to be carried from class to class.

### 2. Members of the Crosswinds community dress for the learning environment in a way that is appropriate and allows them to participate in activities.

**Why?** We want to have a safe, focused workplace. We do not want students to be threatened by possible gang references. We want to remove any barriers to communication. We don't want clothing that can conceal weapons or stolen items.

**Examples** of inappropriate dress include coats/jackets with liners or interior pockets, bare midriff, underwear showing, shoulders exposed, arm pits showing, advertising for drugs, alcohol, or sex; profanity, hats, scarves, bandanas, headbands, gang related insignia, etc.

**Consequences** for not following this expectation are:

- First step – the person fixes the situation.
- Second step – the school provides a solution with clothing from office collection.
- Third step / repeated – call to parent

### 3. Members of the Crosswinds community show appropriate physical contact.

**Why?** Inappropriate physical contact and public displays of affection are not a part of a workplace/learning environment. For best learning to occur, we must feel safe, both emotionally and physically. We don't want to be exclusive. We want to have an environment free of distractions.

**Examples** of inappropriate physical contact include hugging, horseplay, pushing, poking, unwanted tickling/touch, etc.

**Consequences** for not following this expectation are:

- First step – conference with a staff member to bring awareness and/or a call to a parent depending on severity
- Second step / repeated – conference and a call to parent / behavioral referral

### 4. Members of the Crosswinds community communicate respectfully with each other.

**Why?** For best learning to occur we must feel safe. Inappropriate communication disrupts the learning environment.

**Examples** of inappropriate communication include swearing, cursing, using vulgar language, shouting and screaming, disrespectful language not specifically directed at another person, etc.

**Consequences** for not following this expectation are:

- First step – conference with student
- Second step – behavior referral
- Third step – call to parent / referral to student support team

**5. Members of the Crosswinds community are in their assigned learning area on time and stay in that area.**

**Why?** Not being on time or in the assigned area disrupts the learning environment. We fear for student safety when students are unsupervised. There is a liability for theft, vandalism or inappropriate behavior when students are not in an assigned/supervised area.

**Examples** of inappropriate behaviors include arriving to a class late, not having a pass while out of the house area, being in an off-limits area, arriving to class without necessary materials, not going to a class, etc.

**Consequences** for not following this expectation are:

- First step – making up lost time with a teacher as directed
- After third tardy – conference with Assistant Principal, after school detention
- Truancy – referral to Assistant Principal.
- Repeated – referral to Truancy Intervention Program (TIP)

**6. Members of the Crosswinds community walk in the hallways and common areas and use appropriate routes.**

**Why?** This is a very open learning environment so people coming through the area are a distraction. Running and horseplay in the hallways is dangerous. There is a liability for theft, vandalism or inappropriate behavior when students are not in an assigned/supervised area.

**Examples** of inappropriate behavior include passing your house area's bathroom and to use a bathroom at another house area, stopping at the lunch area on the way to your class, walking through another house on the way to a specialist class, not using the direct route described by the staff, etc.

**Consequences** for not following this expectation are:

- First step – conference with student, using the correct route, or making up lost time at teacher's direction.
- Second step – behavior referral / parent involvement.

**7. Members of the Crosswinds community follow directions and classroom rules.**

**Why?** We want a learning environment that is free of disruptions and feels safe. We want a place where we are not distracted.

**Examples** of inappropriate behavior include refusing to move to a new seating area when asked, keeping someone from carrying out an action, arguing about a consequence, refusing to complete assigned work, disobeying, misusing equipment or materials, abusing privileges, etc.

**Consequences** for not following this expectation are:

- First step – conference with student, logical consequences from classroom rules
- Second step – behavior referral
- Third step / repeated – parent involvement with an action plan

Behavior referrals may include the following:

- Parent call
- Detention – lunch or after-school
- In School Study (ISS)
- Restitution
- Out of School Suspension (OSS)

**BOTTOM LINE BEHAVIORS**

The following behaviors may result in one of the following: suspension, expulsion, or referral to an alternative educational setting as outlined in District 6067 policies.

- Possession of a weapon – a weapon can be described as any object that causes personal injury
- Threats/Assault / Fighting – intent to cause personal injury
- Theft
- Vandalism – defacing/destroying school or personal property
- Harassment – verbal or physical – acts that injure, degrade, disgrace or intimidate others
- Chemical possession, distribution, or use – any controlled substance or unauthorized use of medication
- Sexual assault
- Placing a false 911 emergency call

**Consequences**

It is our philosophy that the consequences and corrective action taken be appropriate, fair, and result in ending the behavior. Parent/guardian involvement encourages appropriate behavior. Discipline consequences may be given by a staff member or, for more serious offenses, by the administration. Parents may not be contacted for each infraction, but will be notified for in-school suspension/study (ISS) or out-of-school suspension (OSS). Parents, check with your child regularly about his or her behavior.

Consequences may include, but are not limited to, meeting with a behavior specialist, teacher, counsel, or principal, loss of school privileges, parent conference with school staff, modified school program, referral to school support services, referral to legal system, restitution, removal from class, ISS, OSS, exclusion, or expulsion. Consequences may vary due to severity and frequency of offense.

ISS is a highly structured and supervised room for students to study during the day with limited privileges. OSS means the student is not to be on school property during the suspension. A parent conference will be required before re-admittance to school.

# Bus Safety

(see Disciplinary Infractions & Consequences)

The State of Minnesota has laws about bus behavior that emphasize student safety, respect, and student responsibility. These rules will be enforced.

- Each district's transportation department supervises its own drivers.
- It is our family/school responsibility to monitor and correct any problems that occur on the bus.
- If concerns arise, please contact the school office.

**Student transportation safety policy No. 708:** The safety and comfort of all students is of primary importance.

## Student transportation guidelines:

- Take a seat promptly — move to window seat when possible.
- Remain seated while on the bus.
- Keep aisles clear of legs, instruments other objects.
- Talk quietly so that you do not bother others or distract the bus driver.
- Do not tamper with safety or bus equipment.
- Follow instructions of the driver.
- Get to your bus stop 5 minutes before your scheduled pick up time.
- The school bus driver will not wait for late students.

## Unacceptable behaviors for bus safety:

- Damaging bus property
- Abusive language
- Injury to others
- Unsafe behavior
- Excessive noise
- Disobeying the driver
- Use/possession of weapon or look-alike device
- Use/possession of tobacco or chemicals
- Throwing objects inside or out of the bus.

**Transportation by  
school bus is a  
privilege, not a right.  
Bus transportation can  
be revoked for unsafe  
behavior on a bus.**

Any student who jeopardizes the safety and comfort of other students can lose the privilege of school bus transportation.

A building administrator may set up a conference with the student or parents. Parents may be notified by phone, in person, or in writing. A pattern of minor infractions or a single major infraction of the rules will result in suspension of bus-riding privileges. Other school consequences may also apply. It is essential to enforce the rules to ensure your child's safety and comfort.

Students are not allowed to make irregular changes in pickup or delivery stops such as to go home on the bus with a friend or for work, club, party, or social events.

## While waiting for the school bus, students are expected to:

- Stay back from the curb so you will not distract passing motorists or accidentally slip and fall into the street.
- Wait for directions from the bus driver before crossing the street, then cross 10 feet in front of the bus.
- Wait for the bus to come to a complete stop before approaching the bus.
- Never chase or run beside a moving bus; such actions(s) will result in a one-week suspension of bus riding privileges.
- Take a seat promptly and stay seated while the bus is in motion.

## On the school bus:

- Follow the directions of the driver or safety assistant promptly and courteously.
- Keep personal belongings on your lap, not under the seat or in the aisle.
- Carry books and loose papers in book bags or backpacks.
- Leave all toys at home.

## Bus safety rules:

- Do not bring any sharp objects on the school bus.
- Opening/closing/adjusting of windows will only be done with permission of the bus driver; do not extend or throw any objects out of the window.
- Emergency equipment including two-way radios, first aid kits, reflectors, and emergency doors are for emergency use only; tampering with any of these devices will result in the suspension of bus riding privileges.
- Fighting, spitting, teasing, wrestling, throwing objects or littering will not be tolerated.
- Respect the personal property of other students.
- Keep noise level down, screaming, shouting or the playing of boom boxes is prohibited.
- Students are responsible for vandalism and will be responsible for restitution to the school district.

## Students may:

- Talk with a friend sharing the same seat
- Read a book
- Study
- Write a note, list, letter or do homework
- Draw

Parents/guardians should learn the following about your child's bus in case there is a need to help locate an item left on the bus or to report any other issue:

**The name of the bus driver:** \_\_\_\_\_ **The bus number:** \_\_\_\_\_

## THE PRINCIPLES AND STANDARDS OF CROSSWINDS CARES

Crosswinds C.A.R.E.S commits all members of the Crosswinds community to learn and practice the skills of cooperation, assertiveness, responsibility, empathy, and self-control so that we can achieve our vision of Crosswinds as “a caring and respectful community of diverse, assertive learners – reaching our goals, and seeking excellence.”



**COOPERATION:** The ability to accept differences while working together and feeling a sense of community and belonging.



**ASSERTIVENESS:** The ability to safely and respectfully stand up for one’s own ideas and rights, without hurting or putting others down.



**RESPONSIBILITY:** Being accountable to others and ourselves for our decisions, words and actions.



**EMPATHY:** Caring enough to understand someone else’s viewpoint and experiences, and then acting with acceptance and compassion.



**SELF-CONTROL:** Trusting and believing that we can take control of ourselves and our choices, and knowing how to use our energies to positively affect ourselves and others.



## Crosswinds 2006-2007 Staff Directory

Anderson, Lonn.....	Pangaea/Social Studies.....	379-2630	Lindholm, Julie.....	English Language Learners.....	379-2649
Attendance Line.....		379-2695	Lindquist, Jahna.....	Earth House/Math.....	379-2641
Barber, Johnnie.....	Assistant Principal.....	379-2602	Livingston, Tyler.....	Casa Del Sol/Language Arts.....	379-2664
Barker, Anna.....	Sky Team/7-8 Language Arts.....	379-2640	Lorang, Justin.....	Sky Team/Physical Education.....	379-2617
Bates, Molly.....	Sky Team/Art, Gifted & Talented.....	379-2636	Luepker, Carl.....	Sun House/Math.....	379-2654
Bergh, Stephanie.....	Intersession/After School Activities.....	379-2606	Manolis, David.....	Media Technology Specialist.....	379-2625
Bjerke Sarah.....	9 <sup>th</sup> Grade/Social Studies.....	379-2674	Marget, Gregory.....	Orchestra.....	379-2620
Brilowski, Wendy.....	Sky Team/Spanish.....	379-2679	Marshall, Susan.....	10 <sup>th</sup> Grade/Science.....	379-2684
Bruecken, Maggie.....	Earth House/Language Arts.....	379-2643	Martinez, Trinidad.....	Pangaea/Educational Assistant.....	379-2600
Cabrera, Luis.....	Computer Support Technician.....	265-2621	Mastel, Katie.....	Media Center/Educational Assistant.....	379-2600
Cherry, Lisa.....	Counselor/Social Worker.....	379-2604	Mena, Alicia.....	10 <sup>th</sup> Grade/Educational Assistant.....	379-2600
Corrigan, Amy.....	Pangaea House/Language Arts.....	379-2631	Nelson, David.....	Sun and Earth House/Special Education.....	379-2642
Currie, Andrew.....	Sun House/Social Studies.....	379-2651	O'Neal, Aaron.....	Earth House/Educational Assistant.....	379-2600
Davison, Amy.....	10 <sup>th</sup> Grade/Math.....	379-2682	Palumbo, Peggy.....	Sky Team/Health.....	379-2677
DeRemer, Michelle.....	Speech/Language.....	379-2555	Parker, Jeff.....	9 <sup>th</sup> Grade Special Education.....	379-2670
Doe, Gina.....	Casa Del Sol/Science.....	379-2663	Paulson, Jon.....	10 <sup>th</sup> Grade/Language Arts.....	379-2683
Dunlap, Melissa.....	After School Detention.....	379-1201	Perkins, Mona.....	9 <sup>th</sup> Grade/Casa Del Sol/Math.....	379-2662
Erickson, David.....	Casa del Sol/Educational Assistant.....	379-2600	Peterson, Leah.....	Casa Del Sol/Social Studies.....	379-2661
Ferradas, Felipe.....	Sky Team/Spanish.....	379-2668	Pfannes, Bridget.....	Casa Del Sol/Educational Assistant.....	379-2600
Follensbee, Ruth.....	Casa Del Sol/Special Education.....	379-2660	Phoenix, Michael.....	Program Assistant, Behavior.....	379-2600
Furch, Melissa.....	Sun House/Educational Assistant.....	379-2600	Pierce, Kristy.....	Program Assistant, Behavior.....	379-2647
Gaither, Thea.....	Sun House/Educational Assistant.....	379-2600	Randall, Torria.....	Administrative Assistant.....	379-2603
Galloway, Anthony.....	10 <sup>th</sup> Grade/Educational Assistant.....	379-2600	Ringold, Alison.....	Sky Team/Art.....	379-2667
Gee, Patrick.....	9 <sup>th</sup> /Educational Assistant.....	379-2686	Rose, Lisa.....	Pangaea House/Math.....	379-2634
Goebel, Tara.....	Nurse.....	379-2610	Rosenmeier, Tinne.....	Sky Team/Drama & Dance.....	379-2614
Goff, Jessica.....	Sun House/Language Arts.....	379-2650	Ruben, Barbara.....	9 <sup>th</sup> Grade/Educational Assistant.....	379-2600
Green, Molly.....	9 <sup>th</sup> Grade/Math.....	379-2671	Running, Bret.....	Pangaea House/Educational Assistant.....	379-2600
Greene, Lorean.....	Pangaea/Educational Assistant.....	379-2600	Russo, Mark.....	Pangaea House/Science.....	379-2633
Grenz, Stacey.....	Social Worker.....	379-2608	Rydeen, Carol.....	Food Services.....	379-2612
Grimes, Benoni.....	Casa Del Sol/Educational Assistant.....	379-2600	Schlatter, Ron.....	9 <sup>th</sup> Grade/Science.....	379-2673
Hansen, Eric.....	9 <sup>th</sup> Grade/Language Arts.....	379-2672	Schleisman, Walter.....	Sky Team/Music.....	379-2619
Hullopeter, Brenda.....	Receptionist/Secretary.....	379-2600	Schuld, Charlotte.....	Sky Team/Art.....	379-2648
Igo, Heidi.....	Earth House/Science.....	379-2644	Silvis, Christine.....	10 <sup>th</sup> Grade/Social Studies.....	379-2600
Iwen, Larry.....	10 <sup>th</sup> Grade/Special Education.....	379-2681	Simon, Rita.....	Pangaea House/Special Education.....	379-2632
Kocinski, Roger.....	Principal.....	379-2601	Siskow, Kristin.....	Earth House/Social Studies.....	379-2645
Konop, Kristen.....	Sun House/Math.....	379-2652	Solheim, Mary.....	Sun House/Science.....	379-2653
Kuhnly, Kirsten.....	Family Involvement Coordinator.....	3779-2622	Sullivan, Jim.....	Maintenance (Supervisor).....	379-2616
Kuria, Sharma.....	9 <sup>th</sup> Grade/Educational Assistant.....	379-2600	Verdoorn, Rachel.....	Office Clerk.....	379-2609
Lee, Sande.....	Media Center Specialist.....	379-2624	Xiong, Teng.....	After School Activities Coordinator.....	379-2607
Liefgren, Marilyn.....	Psychologist.....	379-2655			

You can reach a staff member by email using the following pattern:

firstname.lastname@emid6067.net

(for example, the email address for Roger Kocinski is roger.kocinski@emid6067.net).



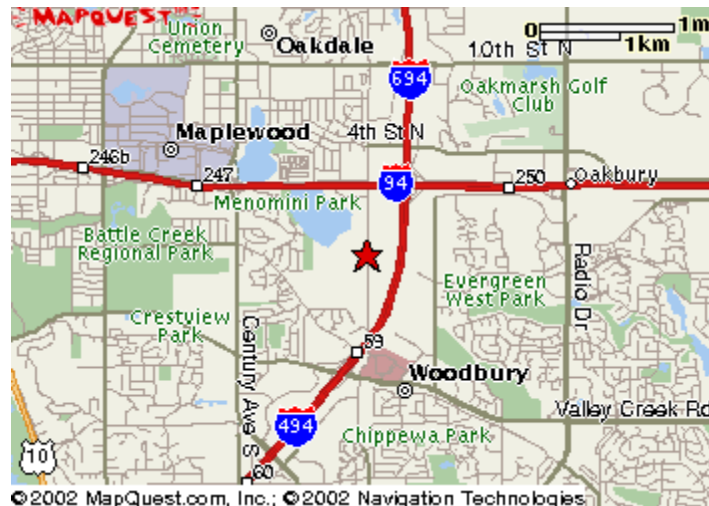
## EMID Board Members – 2006

**Work Session @ 6:00**

**General Board Meeting @ 7:00**

<i>BOARD MEMBER</i>	<i>ADDRESS</i>	<i>PHONE NUMBERS</i>	<b>Email Address</b>
Theresa Auge' (ISD 622)	7475 46th St. Court N. Oakdale, MN 55128	651. 779.9108 (h)	<a href="mailto:tauge@comcast.net">tauge@comcast.net</a>
Kate Christopher (ISD 832) - Clerk	250 Laurel Road Mahtomedi, MN 55115	651.653.1553	<a href="mailto:katechristopher@comcast.com">katechristopher@comcast.com</a>
Jim Gelbmann	2653 Cornelia Trail, Woodbury, MN 55125	(651) 739-5575	<a href="mailto:jgelbmann@comcast.net">jgelbmann@comcast.net</a>
Bruce Hagerty, (SSD 006) Vice Chair	351 5 <sup>th</sup> Avenue North South St. Paul, MN 55075	651.642.4400 (w) 651.457.8232 (h)	<a href="mailto:bhagerty@hbi.com">bhagerty@hbi.com</a>
David Junker (ISD 834)	1001 North 4 <sup>th</sup> Street Stillwater, MN 55082	651.439.3010	<a href="mailto:junker@stillwater.k12.mn.us">junker@stillwater.k12.mn.us</a>
Tom Mahoney (ISD 199)	8555 Ann Marie Trail, Inver Grove Heights, MN 55077	651.450.0015	<a href="mailto:Mahoney1@comcast.net">Mahoney1@comcast.net</a>
Kent Mogler (ISD197)	592 High Ridge Circle Mendota Heights, MN 55118	651.452.8586 (h) 763.764.7797 (w)	<a href="mailto:Kent.mogler@genmills.com">Kent.mogler@genmills.com</a>
Al Oertwig (ISD 625)	509 Fred St. Paul, MN 55101	Contact through Gerrie Higgins 651.767.8149	<a href="mailto:Al.oertwig@spps.org">Al.oertwig@spps.org</a>
Tom Ring (ISD 623) - Treasurer	1312 Christy Circle Roseville, MN 55113	651.633.8629 (h) 651.266.3399 (w)	<a href="mailto:Tom.ring@co.ramsey.mn.us">Tom.ring@co.ramsey.mn.us</a>
Dr. Sandra Rummel (ISD 624) - Chair	4011 Lakehill Circle White Bear Lake, MN 55110	651.429.5480	<a href="mailto:rummel@visi.com">rummel@visi.com</a>

## DIRECTIONS TO CROSSWINDS SCHOOL



### FROM NORTH:

Take 35E South to  
94 East to  
494 South to  
Tamarack Road exit  
Turn right on Tamarack  
Turn right on Weir Drive  
Take first left into Crosswinds  
driveway

OR

Take 694 South to  
Tamarack Road exit  
Turn right on Tamarack  
Turn right on Weir Drive  
Take first left into Crosswinds  
driveway

### FROM SOUTH:

Take 35E North to  
94 East to  
494 South to  
Tamarack Road exit  
Turn right on Tamarack  
Turn right on Weir Drive  
Take first left into Crosswinds  
driveway

OR

Take 494 North to  
Tamarack Road exit  
Turn right on Tamarack  
Turn right on Weir Drive  
Take first left into Crosswinds  
driveway

### FROM EAST:

Take 94 West to  
494 South to  
Tamarack Road exit  
Turn right on Tamarack  
Turn right on Weir Drive  
Take first left into Crosswinds  
driveway

OR

Take 36 West to  
494/694 South to  
Tamarack Road exit  
Turn right on Tamarack  
Turn right on Weir Drive  
Take first left into Crosswinds  
driveway

### FROM WEST:

Take 94 East to  
494 South to  
Tamarack Road exit  
Turn right on Tamarack  
Turn right on Weir Drive  
Take first left into Crosswinds  
driveway

OR

Take 494 East to  
Tamarack Road exit  
Turn right on Tamarack  
Turn right on Weir Drive  
Take first left into Crosswinds  
driveway

## Crosswinds Middle School Disciplinary Infractions and Consequences

Consequences may include, but not be limited to: student conference; parental notification; parent conference; and suspension. For students with an Individualized Education Plan, disciplinary action will consider the relationship of the behaviors to the student's disability and will involve the student's case manager. The administration may impose or recommend longer suspensions, expulsion or any other discipline as appropriate on a case-by-case basis.

<b>Disciplinary Infractions and Consequences</b>	<b>1st Offense Per Year</b>	<b>2nd Offense Per Year</b>	<b>3rd Offense Per Year</b>
<b><i>Student/Student Relationships</i></b>			
<b>Abuse-Verbal</b> Using language that is disrespectful, discriminatory, abusive, or obscene.	May include (but is not limited to) the following: <ul style="list-style-type: none"> <li>• Student conference and parent notification</li> <li>• Parent conference</li> <li>• Restitution</li> <li>• Social Worker referral</li> <li>• Detention (lunch &amp; after school)</li> <li>• Up to 1 day of in-school study (ISS) or out of school suspension (OSS)</li> <li>• Loss of field trip/special event privileges</li> </ul>	1-3 day suspension  In school or out of school depending on seriousness of infraction	3-5 day suspension  In school or out of school Depending on seriousness of infraction
<b>Threatening or Intimidating Acts</b> Verbally or by gesture, threatening the well-being, health, or safety of any student on school property or going to or from school.	May include (but is not limited to) the following: <ul style="list-style-type: none"> <li>• Student conference and parent notification</li> <li>• Parent conference</li> <li>• Restitution</li> <li>• Social Worker referral</li> <li>• Detention (lunch &amp; after school)</li> <li>• Up to 1 day of in-school study (ISS) or out of school suspension (OSS)</li> <li>• Loss of field trip/special event privileges</li> </ul>	1-3 day suspension  In school or out of school depending on seriousness of infraction	3-5 day suspension  In school or out of school Depending on seriousness of infraction
<b>Scuffle/Intimidation</b> Encouraging, promoting, or initiating of a fight (pushing, shoving or scuffling). A disorderly struggle with low potential for physical injury.	May include (but is not limited to) the following: <ul style="list-style-type: none"> <li>• Student conference and parent notification</li> <li>• Parent conference</li> <li>• Restitution</li> <li>• Social Worker referral</li> <li>• Detention (lunch &amp; after school)</li> <li>• Up to 1 day of in-school study (ISS) or out of school suspension (OSS)</li> <li>• Loss of field trip/special event privileges</li> </ul>	1-3 day suspension  In school or out of school depending on seriousness of infraction	3-5 day suspension  In school or out of school Depending on seriousness of infraction

Disciplinary Infractions and Consequences	1st Offense Per Year	2nd Offense Per Year	3rd Offense Per Year
<b>Student/Student Relationships</b>			
<b>Fighting</b> Mutual combat (more than pushing, shoving, or scuffling) in which both parties are involved in verbal and/or physical action. Referral to Police when appropriate.	3-5 day suspension	5-10 day suspension	Expulsion
<b>Physical Attack</b> The act of physically assaulting or, in some manner, attempting to injure or intentionally inflict bodily harm upon any student on school property or going to or from school. Referral to police when appropriate.	5-10 day suspension	Expulsion	***
<b>Harassment Level I</b> Engaging in verbal acts that injure, degrade, intimidate, or disgrace other individuals, including words that negatively impact an individual or group based on their racial, cultural or religious background, their sex or sexual preference, or any disability they may have.	May include (but is not limited to) the following: <ul style="list-style-type: none"> <li>• Student conference and parent notification</li> <li>• Parent conference</li> <li>• Restitution</li> <li>• Social Worker referral</li> <li>• Detention (lunch &amp; after school)</li> <li>• Up to 1 day of in-school study (ISS) or out of school suspension (OSS)</li> <li>• Loss of field trip/special event privileges</li> </ul>	1-3 day suspension  In school or out of school depending on seriousness of infraction	3-5 day suspension  In school or out of school Depending on seriousness of infraction
<b>Harassment Level II</b> To engage in acts that injure, degrade, intimidate, or disgrace other individuals including, but not limited to the act of touching, grabbing, pulling at a person's body or clothing.	3-5 day suspension	5-10 day suspension	Expulsion
<b>Sexual Conduct, Criminal</b> Engaging in non-consensual sexual contact with another person, including intentional touching, removal or attempted removal of clothing; or <u>sexual intercourse</u> .	Expulsion		

Disciplinary Infractions and Consequences	1st Offense Per Year	2nd Offense Per Year	3rd Offense Per Year
<b><i>Student/Student Relationships</i></b>			
<p><b>Slander/Libel</b> A written, printed, or pictorial statement that damages a person by defaming his/her reputation or character.</p>	<p>May include (but is not limited to) the following:</p> <ul style="list-style-type: none"> <li>• Student conference and parent notification</li> <li>• Parent conference</li> <li>• Restitution</li> <li>• Social Worker referral</li> <li>• Detention (lunch &amp; after school)</li> <li>• Up to 1 day of in-school study (ISS) or out of school suspension (OSS)</li> <li>• Loss of field trip/special event privileges</li> </ul>	<p>1-3 day suspension</p> <p>In school or out of school depending on seriousness of infraction</p>	<p>3-5 day Suspension</p> <p>In school or Out of school Depending on seriousness of infraction</p>
<p><b>Theft</b> Unauthorized taking of property of another person, or receiving or possessing such property. Restitution required through parental contact. Referral to police when appropriate.</p>	<p>May include (but is not limited to) the following:</p> <ul style="list-style-type: none"> <li>• Student conference and parent notification</li> <li>• Parent conference</li> <li>• Restitution</li> <li>• Social Worker referral</li> <li>• Detention (lunch &amp; after school)</li> <li>• Up to 1 day of in-school study (ISS) or out of school suspension (OSS)</li> <li>• Loss of field trip/special event privileges</li> </ul>	<p>1-3 day suspension</p> <p>In school or out of school depending on seriousness of infraction</p>	<p>3-5 day suspension</p> <p>In school or out of school Depending on seriousness of infraction</p>
<p><b>Extortion</b> The act of extorting things of value from a person in the school, under pressure of implied or expressed threats. Referral to police when appropriate.</p>	<p>1-3 day suspension</p>	<p>3-5 day suspension</p>	<p>5-10 day suspension/ Expulsion</p>

Disciplinary Infractions and Consequences	1st Offense Per Year	2nd Offense Per Year	3rd Offense Per Year
<b>Student/Staff Relationships</b>			
<b>Abusive, Offensive, or Disrespectful Language or Actions</b> The use of verbal, written or published language that is discriminatory, abusive, obscene or threatening.	1-5 day suspension	5-10 day suspension	Expulsion
<b>Insubordination</b> Willful failure or refusal to respond or carry out a reasonable request by authorized school personnel or failure to identify oneself when asked.	May include (but is not limited to) the following: <ul style="list-style-type: none"> <li>• Student conference and parent notification</li> <li>• Parent conference</li> <li>• Restitution</li> <li>• Social Worker referral</li> <li>• Detention (lunch &amp; after school)</li> <li>• Up to 1 day of in-school study (ISS) or out of school suspension (OSS)</li> <li>• Loss of field trip/special event privileges</li> </ul>	May include (but is not limited to) the following: <ul style="list-style-type: none"> <li>• Student conference and parent notification</li> <li>• Parent conference</li> <li>• Restitution</li> <li>• Social Worker referral</li> <li>• Detention (lunch &amp; after school)</li> <li>• Up to 1 day of in-school study (ISS) or out of school suspension (OSS)</li> <li>• Loss of field trip/special event privileges</li> </ul>	1-3 day suspension
<b>Interference, Disruption, or Obstruction</b> Any action that disrupts the teaching and learning environment for students and staff.	May include (but is not limited to) the following: <ul style="list-style-type: none"> <li>• Student conference and parent notification</li> <li>• Parent conference</li> <li>• Restitution</li> <li>• Social Worker referral</li> <li>• Detention (lunch &amp; after school)</li> <li>• Up to 1 day of in-school study (ISS) or out of school suspension (OSS)</li> <li>• Loss of field trip/special event privileges</li> </ul>	1 day suspension	1-3 day suspension
<b>Academic Dishonesty/Cheating</b> Scholastic dishonesty including (but is not limited to) cheating on assignments and examinations and plagiarism, (misrepresenting as ones own work that which has been done by another).	Detention/Restitution		

Disciplinary Infractions and Consequences	1st Offense Per Year	2nd Offense Per Year	3rd Offense Per Year
<b>Student/Staff Relationships</b>			
<b>Forgery</b> Written or spoken misrepresentation of the truth (forged passes, parental signature, false phone calls, misinformation to school personnel.)	May include (but is not limited to) the following: <ul style="list-style-type: none"> <li>• Student conference and parent notification</li> <li>• Parent conference</li> <li>• Restitution</li> <li>• Social Worker referral</li> <li>• Detention (lunch &amp; after school)</li> <li>• Up to 1 day of in-school study (ISS) or out of school suspension (OSS)</li> <li>• Loss of field trip/special event privileges</li> </ul>	May include (but is not limited to) the following: <ul style="list-style-type: none"> <li>• Student conference and parent notification</li> <li>• Parent conference</li> <li>• Restitution</li> <li>• Social Worker referral</li> <li>• Detention (lunch &amp; after school)</li> <li>• Up to 1 day of in-school study (ISS) or out of school suspension (OSS)</li> <li>• Loss of field trip/special event privileges</li> </ul>	1-3 day suspension
<b>Threatening or Intimidating Acts</b> Threatening directly or indirectly, the well-being, health or safety of any member of the school staff. Referral to police when necessary.	1-5 day suspension	5-10 day suspension	5-10 day suspension/expulsion
<b>Physical Assault of a Staff Member</b> The act of physically assaulting, attempting to injure any member of the school staff on school property or at any activity under school sponsorship. Notification to police.	5-10-day suspension/Expulsion	Expulsion	



<b>Disciplinary Infractions and Consequences</b>	<b>1st Offense Per Year</b>	<b>2nd Offense Per Year</b>	<b>3rd Offense Per Year</b>
<b>School Property</b>			
<b>Trespassing</b> Unauthorized presence on school grounds when closed to the public.	1-5 day suspension	5 day suspension	5 day suspension
<b>Unauthorized Use of School Property</b> The unauthorized or illegal use of school property for non-school sponsored activities.	May include (but is not limited to) the following: <ul style="list-style-type: none"> <li>• Student conference and parent notification</li> <li>• Parent conference</li> <li>• Restitution required through parental contact</li> <li>• Social Worker referral</li> <li>• Detention (lunch &amp; after school)</li> <li>• Up to 1 day of in-school study (ISS) or out of school suspension (OSS)</li> <li>• Loss of field trip/special event privileges</li> </ul>	1-3 day suspension	3 –5 day suspension
<b>Damage of Property</b> Littering, defacing, cutting or otherwise damaging school property in any way.	May include (but is not limited to) the following: <ul style="list-style-type: none"> <li>• Student conference and parent notification</li> <li>• Parent conference</li> <li>• Restitution</li> <li>• Social Worker referral</li> <li>• Detention (lunch &amp; after school)</li> <li>• Up to 1 day of in-school study (ISS) or out of school suspension (OSS)</li> <li>• Loss of field trip/special event privileges</li> </ul>	1 day suspension	1-3 day suspension
<b>Misuse of Technology</b> Tampering with hardware or software or inappropriate use of available data in a school setting including the inappropriate use of the Internet. (Includes restitution and loss of technology privileges.)	May include (but is not limited to) the following: <ul style="list-style-type: none"> <li>• Student conference and parent notification</li> <li>• Parent conference</li> <li>• Restitution</li> <li>• Social Worker referral</li> <li>• Detention (lunch &amp; after school)</li> <li>• Up to 1 day of in-school study (ISS) or out of school suspension (OSS)</li> <li>• Loss of field trip/special event privileges</li> </ul>	1-3 day suspension	3-5 day suspension

<b>Disciplinary Infractions and Consequences</b>	<b>1st Offense Per Year</b>	<b>2nd Offense Per Year</b>	<b>3rd Offense Per Year</b>
<b>School Property</b>			
<p>Vandalism The act of willful destruction of public property.</p> <ul style="list-style-type: none"> <li>a. Destruction- To render unusable. Restitution required through parental contact. Referral to police.</li> <li>b. Defacing- Damage requiring cleaning or repair. Restitution required.</li> <li>c. Misuse of printed materials. Restitution required.</li> <li>d. Misuse, damage, or destruction of computers and/or software. Restitution required.</li> </ul>	<p>1-5 day suspension/expulsion</p>	<p>5-10 day suspension/expulsion</p>	
<p>Theft Unauthorized taking of property of another person, or receiving or possessing such property. Restitution required through parental contact. Referral to police when appropriate.</p>	<p>1-5 day suspension</p>	<p>3-5 day suspension</p>	<p>5-10 day suspension</p>
<p>Burglary Entering a building without consent and intending to commit or committing a crime.</p>	<p>Expulsion</p>		

Disciplinary Infractions and Consequences	1st Offense Per Year	2nd Offense Per Year	3rd Offense Per Year
<b><i>Protection of Public Safety</i></b>			
<b>Fireworks, Possession and/or Use</b> Using any substance or combination of substances or articles prepared for the purpose of producing a visible or an audible effect by combustion, explosion, or detonation.	1-3-day suspension	3-5 day suspension	Expulsion
<b>Explosives, Possession and/or Use</b> Possessing or using any compound or mixture, the primary/common purpose of which is to cause an explosion.	Expulsion		
<b>False Fire Alarm</b> The act of initiating a fire alarm or initiating a report warning of a fire or other catastrophe without just cause. Includes false 911 calls.	1-3 day suspension	3-5 day suspension	Expulsion
Referral to police when appropriate			
<b>Bomb Threat</b> Intentionally giving false alarm of a bomb.	5-10 days suspension/ Expulsion		
<b>Arson</b> The willful and malicious burning of, or attempting to burn any part of any building or property of the school or of its staff and students. Referral to police and fire department.	5-10 days suspension/ Expulsion		
<b>Terroristic Threat</b> Threatening, directly or indirectly, to commit any crime of violence with the purpose of terrorizing another person.	5-10 days suspension/ Expulsion		
<b>Possession of Weapons on the person, in the locker, or in the vehicle</b> Possessing any firearm, whether loaded or unloaded, or any device intended to look like a firearm; any device or instrument designed as a weapon and capable of producing severe bodily harm, or intended to look like a device or instrument capable of producing severe bodily harm; or any other device, instrument or substance, which, in the manner in which it is used or intended to be used is calculated or likely to produce severe bodily harm. Weapons include, but are not limited to: guns (including pellet guns, look-alike and non-functioning guns that could be used to threaten others), knives of any kind (including pocket knives), clubs, metal knuckles, numchucks, throwing stars, explosives, stunguns, ammunition and mace. A student who finds a weapon on the way or in the building and takes the weapon immediately to the office shall not be considered in possession of a weapon.	5-10 days suspension/ Expulsion		

<b>Disciplinary Infractions and Consequences</b>	<b>1st Offense Per Year</b>	<b>2nd Offense Per Year</b>	<b>3rd Offense Per Year</b>
<b><i>Alcohol, Tobacco, and Drugs</i></b>			
Alcohol and Drugs On any school property or at any school activity in which the school is a participant.			
Possession of Alcohol and/or Drugs Referral to police and referral to Chemical Health Specialist.	3-5 day suspension	5-10 day suspension	Expulsion
Selling or Transmitting Alcohol or Drugs Referral to police. Referral to Chemical Health Specialist.	5-10 day suspension/expulsion	Expulsion	
Noticeably under the influence of alcohol or drugs, as indicated by obvious behavior and mood changes and or the smell of substances on the person. Referral to police when appropriate. Referral to Chemical Health Specialist.	3-5 day suspension	5-10 day suspension	Expulsion
Observed use of drugs or alcohol- Referral to police when appropriate. Referral to Chemical Health Specialist.	3-5 day suspension	5-10 day suspension	Expulsion
Tobacco Use or possession of tobacco product in district buildings, on or about district grounds, in district vehicles, or at any district event. Referral to police when appropriate. Referral to Chemical Health Specialist.	1-3 days suspension	3-5 days suspension	5-10 day suspension
<b><i>Other Disciplinary Infractions</i></b>			
<p>Inappropriate Dress and Attire</p> <ol style="list-style-type: none"> <li>Headwear and jackets may be worn only when entering or exiting the building.</li> <li>Clothing may not include words or visuals which are obscene, abusive, or discriminatory, or which advertise alcohol, tobacco, narcotics or dangerous drugs.</li> <li>Students are not allowed to wear gang related clothing, articles, emblems and clothing symbols, or attire (including but not limited to) bandanas, emblems, symbols, headbands, wristbands, or long belts.</li> <li>Students are expected to be appropriately dressed and acceptably groomed for school at all times. When a student's appearance, grooming or mode of dress violates school policy, interferes with or disturbs the process, school activities, or poses a threat to the health or safety of the student or others</li> </ol>	The student will be directed to make appropriate modifications or be sent home for the day.	<p>May include (but is not limited to) the following:</p> <ul style="list-style-type: none"> <li>Student conference and parent notification</li> <li>Parent conference</li> <li>Restitution</li> <li>Social Worker referral</li> <li>Detention (lunch &amp; after school)</li> <li>Up to 1 day of in-school study (ISS) or out of school suspension (OSS)</li> </ul> <p>Loss of field trip/special event privileges</p>	1-2 day suspension