

2017-2018 ALDEN-CONGER ELEMENTARY STUDENT HANDBOOK



Please Note:

Title I Information Included in Handbook:

- Alden-Conger Title I Program
- District/School Parent Involvement Plan
- Sample Student/Parent/Teacher Contract

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Board of Education

Ryan Merkouris, Chairman
Kim Knutson, Clerk
Wayne Olson, Director
Robert Korman, Treasurer
Tricia Linn, Director
Alex Marschalk, Director
Doug Steele, Director

Elementary Faculty

Kayla Christenson Pre-School
Tanya Hemmingsen Kindergarten
Kendra Mathiason Kindergarten
Sue Haaland Grade 1
Gretchen Hintz Grade 1
Jenny Jensen Grade 2
Teresa Roberts Grade 2
Kelly Skov Grade 3
Connie Williams Grade 3
Stephanie Hallman Grade 4
Shelly Sipple Grade 4
Joy Bryson Grade 5
Carol Thompson Grade 5

Special Education Faculty

Tessa Cummings DCD
Jake Lighthizer EBD
Nicole Weigel ECSE
Kristine Christensen SLD
Jenny Erickson SLD
Anne Marie Spates Speech
Patti Yaw DCD
Leah Schmidt SLD

Paraprofessionals

Kim Gooden Title 1
Shanna Drescher Title 1
Sarah Christenson Title 1
Steve Haukoos SPED
Deb Minear SPED
Emily Stadheim SPED
Karla Peterson Pre-School
Birgitt Langrud SPED

Administration

Brian Shanks, Superintendent
Paul Ragatz, Assoc. High School Principal
Linnea Petersen, K-5 Dean of Students

Middle School/High School Faculty

Sarah Attig Grade 6
Amy Nielsen Grade 6
Pamela Koenen Agriculture
Mary Schulte Art
Amy Wallin Guidance/Mathematics
Sam Hintz Industrial Technology
Dustin Hellen Instrumental Music
Carol Vandell Language Arts
Latisha Thomas Language Arts
Kristen Hoiland Mathematics
Lenny Diekmann Mathematics
Melissa Wasmoen Physical Education
Cody Eckhardt Physical Education
David Bosma Science
Rick Look Science
Brett Sindelir Social Studies
Erica Samp Social Studies
Danielle Mansfield Social Worker
Hilary Hallman Spanish
Ada Theusch Vocal Music

Office Staff

Janet Bremseth Business Manager
Cindy Mathiason Administrative Assistant
Sheri Opseth Elementary Secretary
Jenny Hovendick Asst. Athletic Director

Custodians

Faron Bremseth Custodian
Jean Greenfield Custodian
Patty Bangert Custodian
Gary Wichmann Bldg & Grounds Supv.

Kitchen Staff

Kellie Abrego Dishwasher
Jamie Kirsch Food Service Director
Jolene Babcock Cook
Kay Bendickson Cook

WELCOME TO ALDEN-CONGER ELEMENTARY SCHOOL!

Alden-Conger Elementary uses the *Responsive Classroom* approach to teaching and learning. This method fosters safe, challenging, and joyful elementary classrooms where teachers use practices that bring together social and academic learning throughout the school day.

Our goal is for students to be successful both academically and socially. Research has shown for children to succeed academically, they need to learn and practice specific social skills. Five of these particularly important skills are **Cooperation, Assertion, Responsibility, Empathy, and Self-control**—acronym... (CARES)

K-5 students will be given the opportunity to learn and practice social skills in a daily *Morning Meeting*. Morning Meeting gives children a consistent time and place every day to explore and practice social skills and to merge social, emotional, and intellectual learning. Morning meeting also nurtures empathy by offering children the opportunity to practice taking care of others. There are 4 components to Morning Meeting...Greeting, Sharing, Group Activity, and Morning Message.

We will be teaching positive behavior by instilling in our students a sense of belonging, significance, and fun. Using a positive and proactive approach, teachers will model expected behavior. Students will be given time to practice, review and reflect on modeled behaviors.

Using the framework **WORK, RESPECT, BELONG**, students will have the opportunity to share their hopes and dreams for this school year and have ownership in creating the rules for each individual classroom. We are looking forward to a positive year of growth in your child(ren) both academically and socially!

GENERAL INFORMATION

School Hours

- No students should be in the building on school days before 7:55 a.m. unless under the direct supervision of a staff member or coach.
- School is in session from 8:10 am until 3:10 pm
- Main office hours are from 7:30 am until 4:00 pm

Time Schedule for Middle School/High School Classes

<u>Hour</u>	<u>Time</u>
1 st	8:10-8:57
2 nd	9:00-9:46
3 rd	9:49-10:35
4 th	10:38-11:24
Middle School Lunch	11:24-11:54
5 th (Gr. 9-12)	11:27-12:13
5 th (Gr. 6-8)	11:57-12:43
High School Lunch	12:13-12:43
6 th	12:46-1:32
7 th	1:35-2:21
8 th	2:24-3:10

After School Hours

Students are expected to leave the building promptly upon school dismissal each day, unless you are supervised directly by a staff member or a coach. Athletes waiting for practice to begin are to wait in the commons area. Those students are to report promptly to their designated areas. The Alden-Conger School Board has a policy that prohibits **ANY** activity in the school building after 6:00 p.m. on Wednesdays. This is effective year-round.

Emergency School Closing

If it is necessary to close school due to severe weather or emergency conditions, notifications will be sent to the following media sources:

Television Stations: KAAL, KIMT, KARE, WCCO, KSTP, KEYC

Radio Stations: KATE

JMC Message Center

The JMC Message Center will notify each household via phone call, text message and/or email regarding any school closings or emergency conditions. Each family needs to set up their account to customize how they wish to receive these types of notices.

SCHOOL COMMUNITY RESPONSIBILITIES

The **Board of Education** of Independent School District 242 establishes and implements the code of conduct for the Alden-Conger High School. The Board, acting through the superintendent, holds school employees responsible for the supervision of the behavior of students while legally under the supervision of the school.

The **Superintendent of Schools** shall establish all necessary procedures, rules, and regulations relating to the standards of student behavior and shall be responsible to the Board for discipline in the schools.

The **Principal** shall have the responsibility to establish, communicate, and implement the rules and regulations currently in effect for the school to all students, parents, and all interested community groups at the beginning of the school year and to each new student upon registration. They are responsible for a discussion of these rules, rights, and responsibilities with the faculty prior to the opening day.

The **Principal & Dean of Students** shall be responsible for implementing all necessary procedures, rules, and regulations to make effective the Board of Education policies relating to the standards of student behavior. They shall have the responsibility and the authority to formulate school rules and regulations not in conflict with district policy relating to standards of student behavior.

The **Principal & Dean of Students** have the authority to impose suspension consistent with guidelines of the Fair Dismissal Act on students for failure to comply with school regulations and may recommend the exclusion or expulsion of a student to the School Board. If a teacher's efforts to solve a behavior problem are unsuccessful, the student shall be referred to the Principal or Dean of Students who has the responsibility and authority to use such measures as may be necessary to maintain control in the classroom, in the school buildings, and on school property.

The **Parents/Guardians** have legal responsibility for the behavior of their children as determined by law and community practice. Since cooperation between parents and school is essential in assisting students to work to the best of their ability and achieve a good school experience, parents/guardians have a responsibility to help maintain communication with the school by participating in school/community activities, attending scheduled individual conferences, and bringing matters of concern to the attention of the principal, counselor or faculty member. It is also the responsibility of the parent/guardian to CALL THE SCHOOL OFFICE on the day of absence explaining why the student will be absent. The parent should call the school office before 9:00 a.m. or send a note prior to the absence. The school phone number is 507-874-3240. The **Absence Documentation Form** can be found in **Appendix A**.

STUDENT RIGHTS

The Right to Learn

Each student has the right to gain an education as provided by the law.

- The right to learn also includes the rights of classes to meet and carry on studies without interruptions, disruptions, or distractions, whether inside the classroom or from outside. Behavior that disrupts the normal functioning of classes is an infringement on the rights of others.
- A student may apply for enrollment in special programs offered in the school district.
- A student has the right to access his/her grade, upon request, within a reasonable amount of time.

The Right to be Informed of Rules

Students have the right to be informed of all policies, rules and regulations they will be expected to follow. These basic rules are printed in the student handbook and policies are available in the Main Office.

The Right to Privacy

The student's right of privacy regarding school records will be protected, and any disclosure of information from student permanent records shall be consistent with legal requirements.

The Right to Personal Property

Students have a right to be secure in their persons, papers, and effects, however:

- Students must refrain from bringing onto school property or to the school-sponsored events any materials or item that would cause, or tend to cause, a disruptive activity or endanger the health and safety of students or other persons.
- When reasonable cause exists for the Administration to believe such items are present, general or individual searches may be conducted under the authorization of the Administration, or any representative designated by the Administration.
- LOCKERS are the property of the school and may be searched by school officials. The school **IS NOT** responsible for lost or stolen items. Students will be held responsible for locker damage as well as for other school property. (Examples of damage are non-removable stickers, marks made by permanent markers, physical damage to the locker.)
- Search of an area assigned to a student will be conducted in the presence of the student, if practical.
- School authorities will seize illegal items and items that are used to disrupt or interfere with the educational process.

STUDENT RESPONSIBILITIES

- Students are expected to treat all staff members including substitute and temporary teachers with respect and dignity.
- Students are responsible for the consequences of their behavior.
- All students are responsible for knowing and following all necessary procedures, rules, and regulations to make effective the Board of Education policies relating to the standard of student behavior and are subject to the consequences of not abiding by the rules/regulations/policies in the handbook.
- Students are responsible for completing class assignments on time and according to the instructions given by the teachers.
- Students are responsible for bringing to class all materials required for daily classroom use.
- The completion of homework will be part of a student's life, and his/her responsibility.
- Students need to handle textbooks with care so that premature damage to the binding and covers does not occur. Any unreasonable damage to a textbook will result in the student/parent being charged for the repair and the holding of grades until repair or replacement charges are paid.
- As a general rule, students will be given two days to complete make-up work when missing a single day of class. This is only a general rule with final completion dates for make-up work being determined by each individual classroom teacher. Make-up work will be available to be picked-up if requested by a parent/guardian. For extended absences, such as hospitalization, mono, H1N1, etc., the parent must request an extension, if they feel one is needed, once the student receives their work. The request for extension should include the length of extension, e.g. number of additional days.

K-5 EXPECTATIONS AND CONSEQUENCES

Our goal is to provide students with quality education in a caring, safe environment. As students, parents, and faculty, we must work together as a team to help children succeed and to take responsibility for their actions. Outlined below are classroom expectations and general consequences for students in kindergarten – fifth grade.

Classroom Expectations:

- **RESPECT** yourself, others, and property
- **WORK** to the best of your ability
- **BELONG** by participating and cooperating

Classroom Consequences:

K-5 classrooms use the Responsive Classroom Approach. Classroom teachers use reminders, the “Take a Break” chair, and logical consequences when appropriate.

- Additional problems: Students will be referred to Mrs. Petersen, Dean of Students.
- Persistent problems: Parents will be asked to meet with teachers, so a plan of a more specific nature can be formulated.

VIOLATIONS OF SCHOOL CONDUCT

The rules of school conduct are in effect at all on-campus and off-campus activities/competitions as well as in school vehicles and buses.

Disrespectful Language will not be tolerated on school grounds, at school-sponsored events, or on buses.

Verbal Abuse is the use or display of profane, obscene, or intimidating language, or the expression of such language in written form, through gesture, through music, or bodily movement. This includes conduct, which degrades people because of race, gender, religion, ethnic background, or physical or mental handicaps on school premises, in school vehicles, or at school sponsored events.

Disruptive behavior in the classroom is defined as:

- Willful conduct which materially and substantially disrupts the right of others to an education.
- Willful conduct which endangers school district employees.
- Willful violation of any rule of conduct specified in the Discipline Policy adopted by the Board
- Repeated inappropriate behavior that classroom discipline plan procedures have proven ineffective in correcting.

Interference/Obstruction is any action taken to prevent a staff member from exercising his/her lawfully assigned duties. This includes refusal to cooperate in an investigation or by lying in an investigation.

Disorderly Conduct is engaging in offensive, obscene, or abusive language, or in boisterous and noisy conduct tending to arouse alarm, anger, or resentment in others.

Insubordination is the willful disregarding or resisting the direction or request of any person in authority.

DRESS CODE

The responsibility for the appearance of students rests with the parents and the students themselves. Clothing should be neat, clean and non-offensive.

Examples of inappropriate dress include but are not limited to:

- Clothing advertising substances illegal for juveniles (Example: tobacco, beer, liquor, drugs).
- Clothing containing sexual, obscene, discriminatory, or profane language or pictures.
- Clothing and accessories containing gang symbols (or colors) or clothing worn in a manner to identify gang membership.
- Coats/Jackets and Caps/ Bandanas/Baseball style hats should be placed in lockers/coat hall upon arrival and must remain there during school hours.
- Proper footwear should be worn at all times (i.e. no bare feet or stocking feet)
- The body will be appropriately covered for an educational setting.
- No headphones/earbuds can be on or used during regular class time unless allowed by the teacher

ADDITIONAL ITEMS NOT ALLOWED DURING SCHOOL DAY

- Trading cards
- Hand held electronic games
- K-5 Elementary student cell phones may not be used during school hours

The school will not be responsible for loss of electronic devices due to theft or misplacement.

MISCELLANEOUS

KINDERGARTEN: Alden-Conger kindergarten classes meet every day Monday-Friday from 8:10 a.m. -3:10 p.m. Breakfast is served daily to kindergarten students at no cost.

BIKE SAFETY

Many students ride bikes to school. Upon arrival at the school grounds, the student must walk his/her bike directly to the bike rack and park it. Bike riders must follow the directions of the school patrol.

Parents must assume the responsibility of the bike rider on his way to and from school. Parents must also assume the responsibility for bikes stolen from the school parking rack. Please provide your child with a lock for his or her bike.

PLEDGE OF ALLEGIANCE

Anyone who does not wish to participate in reciting the pledge of allegiance for any personal reason may elect not to do so. Students must respect another person's right to make that choice.

CONFERENCES

Parent-Teacher Conferences are scheduled in the fall and late winter/early spring. These dates are set yearly and can be found on the school calendar.

Please remember that you need not wait for an invitation to have a conference. Additional conferences are encouraged if you or the teacher feels there is a need. Contact your child's teacher if you feel there is a need.

LOST AND FOUND

A large variety of articles end up on our LOST AND FOUND TABLE each year. For this reason, we strongly suggest that parents permanently label all jackets, coats, boots, mittens, tennis shoes, etc. with your child's name. Most of the articles are in extremely good condition. If your child loses an article of clothing, please take the time to come in and check our LOST AND FOUND TABLE.

TESTING PROGRAM

Students in our elementary schools take standardized assessments during the school year. Minnesota Comprehensive Assessments (MCAs) are a part of the state and district's accountability system. Parents will be notified of the dates the MCAs will be given to Alden-Conger students. It is imperative for your child to be in attendance on testing days. However, if your child is unable to attend, make-up tests will be given.

ASSIGNMENT BOOKS

Assignment notebooks are used in grades 2-5 and are a communication tool between home and school. The notebooks should be coming home each night with your child. Please take time to see what they are studying and have them communicate to you what transpired during the course of the day. Because it is coming home on a daily basis, it will serve as a valuable resource. There will be a charge if a replacement is needed.

TEXTBOOKS

The classroom teacher will record the number of each textbook issued and the student will be held responsible for the textbook and its condition. Pupils will be charged for unnecessary damage or loss of the book.

INSURANCE

The school does not carry personal injury insurance. Injuries will need to be covered by the health insurance policies of the parents.

FIRE REGULATIONS AND TORNADOES

Regulations and exit patterns are posted in all rooms and hallways. Please check those regulations and know where to go from each of your classrooms.

WINTER RECESS

All students need to come properly dressed to go outside for recess. A winter coat, boots, snow pants, gloves and a hat are required clothing during the winter months. When students do not come dressed appropriately for the weather, they are required to stand by the fence and not participate or stay inside. A letter will be sent as soon as we require students to wear the above mentioned clothing, but we would ask for parents to be proactive and have your children dressed to be outside.

PRE-APPROVED FAMILY VACATIONS

For times when a student is going to be absent for a family vacation administrative pre-approval is required. A note describing when the student will be leaving and when they will return should be turned into the office at least two weeks prior to the absence. If a note is not received and pre-approval is not granted, the entire amount of time a student is absent will be considered unexcused.

ATTENDANCE POLICY FOR GRADES K-5

Students are expected to be in attendance all days school is in session. A student who frequently misses school experiences difficulty in achieving the maximum benefits of education. The first sign of school failure is often a poor attendance record. Future employers and college admissions personnel place great emphasis on regular attendance and satisfactory performance.

PURPOSE

The purpose of the Alden-Conger K-5 Attendance Policy is to foster exemplary attendance practices in all students. It is widely known that developing good attendance and positive work habits starts at the very youngest years of life. We want the goal of being in school every day and developing a sound education to be the practice at Alden-Conger.

PARENT RESPONSIBILITY

A good attendance policy works when students and parents assume the responsibility. In the event a student must be absent, the parent needs to call (507-874-3240) or email (sopseth@ac242.us) the school before 9:00 a.m. If it is a prearranged absence, a note may be sent in advance. We ask that you complete the Absence Documentation Form for all prearranged absences; this form is available in the elementary office or the Appendix of the handbook. The school will contact the parent if we do not receive a phone call. The student must bring a written note upon their return to excuse the absence.

STUDENT RESPONSIBILITY

Even the youngest student is empowered with a positive attitude regarding their attendance at school. It is their job to be as honest as possible regarding their health. They will need to attend unless they are contagious or seriously ill.

SCHOOL RESPONSIBILITY

Elementary parents and students will be notified with an attendance letter after **6** absences have occurred per quarter. Both **unexcused** and **excused** absences will be included in this total. The only absences that do not count toward a student's total of **6** are school activities and suspensions. The purpose of this attendance letter is to make both parents and students aware of the number of school days missed and to help families develop a plan to improve attendance. Parents/Guardians and child **may** be asked to meet with the attendance committee to develop an attendance contract if absences continue to be excessive. If attendance continues to be a problem, a referral for educational neglect can be made at the educational team's discretion.

UNEXCUSED TARDIES

Students arriving at school after the regular school day has begun will be considered tardy. If this tardy is deemed "unexcused" it will be marked accordingly. When a student accumulates three (3) unexcused tardies, it will then count as an unexcused absence. For every 3 additional unexcused tardies, a student will receive an additional unexcused absence.

ALDEN-CONGER PUBLIC SCHOOL

MEDICATION POLICY

- 1) Since the administration of medication to students presents some potential problems, it is preferred that medications be given at times outside school hours. If not possible, school staff will assist students and parents with this responsibility
- 2) A Physician Order for Medication and Parent/Guardian Authorization Form must be completed before a student can be given any prescription medication during school. For prescription drugs, a doctor needs to fill out the form and sign it. Parental permission to administer the prescription medication is required also. Only the approved form will be accepted. The school will not accept permission written on other forms or papers. It is the parent's responsibility to get the permission form from the school and have it accurately completed before the medication is administered. **Form found in Appendix B**

For over-the-counter medication an authorization form has be completed by the parents before any medication will be distributed. **Form found in Appendix C.**

- 3) Some circumstances require students to carry and administer their own medications. e.g. Inhalers, Epi-pen, Glucagons. Authorization forms need to be completed and approval will be determined on a case-by-case basis by the school administration. **Form found in Appendix D**
- 4) Prescription medications must be a in a pharmacy-labeled container that matches the physician's order(s). Over-the-counter medication must be in the container it came in when purchased.
- 5) Medications shall be given by school personnel only within these guidelines to be in compliance with the law. **Absolutely no medication will be given without proper authorization.**
- 6) An updated list of all students on medication within a building will be maintained in the administration's office. This list will note medication, dosage, time, purpose, and possible side effects of all medications given.
- 7) The authorization for administration of a medication will expire at the end of the current school year.

All medication/authorization forms can be found in the appendix section of the handbook

GENERAL POLICIES

BULLYING POLICY

An act of bullying, by either an individual student or a group of students, is expressly prohibited on school district property or at school related functions. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. The misuse of technology also may constitute an act of bullying regardless of whether such acts are committed on or off school district property and/or with or without the use of school district resources. **A complete copy of our Bullying policy can be found in the Appendix of the handbook.**

HARASSMENT AND VIOLENCE

It is the policy and strong belief of the District 242 that no student should be subject to religious, racial or sexual harassment or violence by any other student or any adult. The school should be a place where every student is free to learn. The district will investigate all complaints and implement actions or consequences as necessary. A reporting form is available in the Principal's office. **A complete copy of our Harassment and Violence policy can be found in the Appendix of the handbook.**

STUDENT DISCIPLINE POLICY

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. Students need to conduct themselves at all times so that they and other students can learn. When this expectation of positive behavior exists, staff and students treat each other with respect. Staff members are in charge of their classroom and all areas of the school. Students are to follow the Code of Conduct printed in this handbook. **A complete copy of our Student Discipline policy can be found in the Appendix of the handbook.**

SEARCH POLICY

Pursuant to Minnesota statutes, 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 for any reason may conduct inspection of the interior of lockers 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 authorities have reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

FIELD TRIP POLICY

Students conduct themselves on field trips in a manner to make themselves and others proud. If a student is not at the bus when it departs from school, the group leaves without him or her.

BUS SAFETY POLICY

A high percentage of all students in our district ride school busses to and from school. We are required to teach a unit of bus safety the first few weeks of the school year and to every grade level. We also make students aware of all bus rules and policies relating to bus conduct periodically throughout the school year. Please take time to discuss bus safety and appropriate conduct with your child.

It is a privilege, not a right to ride the school bus. Students will behave in such a manner that the bus driver can safely drive the bus to and from school. Those who interfere with this will be removed for a certain period of time as listed in the full policy. The driver's orders must be obeyed immediately. Students must remain seated once they board the bus. Students must respect the right of other riders. The bus is not required to wait for late students. Any damage to the bus is the same as for school property.

A. Consequences

Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's ability to ride the bus in connection with cocurricular and extracurricular events (for example, field trips or competitions) will be in the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.

Elementary (K-5)

- 1st offense – warning
- 2nd offense– 3 school-day suspension from riding the bus
- 3rd offense – 5 school-day suspension from riding the bus
- 4th offense – 10 school-day suspension from riding the bus/meeting with parent

B. Other Discipline

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school may also result from school bus/bus stop misconduct.

INTERNET POLICY

All Internet users are expected to abide by the rules of computer and network etiquette. Be aware E-Mail is not guaranteed to be private if there is a probable cause to read it. Alden-Conger does have internet filtering for material not needed in a school setting. There will be no chat room use. Computers are for learning purposes, not for entertainment during school. First Violation of the internet guidelines the student will lose rights of Internet use at the school for two weeks. Second Violation of the guidelines will result in loss of rights of school internet use for the entire school year.

HAZING POLICY

All types of hazing will not be permitted at Alden-Conger School. This includes anything a student is coerced into doing in order to get into a group or organization. School is to be a safe place for all students.

SPORTSMANSHIP POLICY

The Alden-Conger School Board believes that values that lead to good sportsmanship and good citizenship are taught by adults who exhibit dignity and respect for people, equity, fairness and justice.

The Board further believes that league athletic and fine arts competitions, where fairness and equity depend on playing by the rules and respecting all people, are opportunities for adults to teach and for young people to learn about sportsmanship.

Therefore, the Board supports and adopts the Alden-Conger Sportsmanship Program in association with the Minnesota State High School League Good Sports Program.

2017-2018 Alden- Conger Title I Program

Title I is a federally funded program to provide supplemental help to students in the basic skills of reading and math in grades K-6. Title I paraprofessionals work closely with the classroom teachers to plan individual supplementary programs for each student who qualifies for extra help with reading and/or math.

Title I Beginning of the Year Entrance Criteria

In order to qualify for Title I services, students must meet the Title I Reading and Math entrance criteria. Children identified as failing or being at risk of failing to meet academic achievement standards based on the below criteria are eligible to receive Title I support.

- Kindergarten students qualify for Title I based on performance on **Fall 2017** Kindergarten Reading and Math Checklists, AimsWeb Reading and Math Assessments, and classroom teacher recommendation.
- First-Third Grade students qualify for Title I based on performance on **Spring 2017** AimsWeb Reading and Math Assessments, DOLCH words checklists, and classroom teacher recommendation.
- Fourth-Fifth Grade students qualify for Title I based on performance **Spring 2017** AimsWeb Reading and Math Assessments, MCA (Minnesota Comprehensive Assessment) for Reading and Math, and classroom teacher recommendation.

First-Fifth Grade students identified as needing extra support in reading and/or math, based on the above criteria, will begin Title I services immediately at the beginning of the school year. Kindergarten students identified as needing extra support in reading and/or math, based on the above criteria, will begin Title I services after fall assessments are complete and data has been reviewed. Parent notification and permission forms will be sent home for students qualifying for these supplemental services in reading and math. Students receiving Title I services in reading and math will be progress monitored using AimsWeb to ensure that interventions being used are working.

If a child does not meet the initial qualifications for beginning of the year Title I entrance, and their classroom teacher and parents feel the child is in need of Title I services, the child will be closely progress monitored in reading and/or math by Title I staff. After data is collected, a team decision will be made in regards to Title I entrance.

Exit Criteria

A student who achieves AimsWeb scores of three points above grade level targets, three consecutive times, and is recommended to exit Title I from their classroom teacher, may be exited from the Title I program. The data and recommendation will be reviewed, and a team decision will be made in regards to exiting Title I.

Title I Support

Title I paraprofessionals assist with Guided Reading groups in each grade level. These Guided Reading groups focus on individual reading achievement and needs. Title I paraprofessionals also give assistance to the Title I students in the areas of reading and math in either the classroom or a pull-out setting during Title I Support times. It is important that children do not miss any of the basic classroom instruction from their classroom teacher during reading and math. The idea of Title I is to reinforce the same skills the classroom teacher is presenting, but in a different way. The opportunity for additional instruction increases the child's ability to succeed and helps the child "connect pieces" in order to move toward grade-level academic achievement.



When students, parents and teachers work together great things can be achieved! ☺

Parent's Right to Know

At Alden-Conger Public School we are very proud of our teachers and feel they are ready for the coming school year and are prepared to give your child a high-quality education. As a Title I school, we must meet federal rules related to teacher qualifications as defined in Elementary Secondary Education Act. These rules allow you to learn more about your child's teachers' training and credentials. We are happy to provide this information to you. At any time, you may ask:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching.
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived.
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals are highly skilled.

If you have any questions about your child's assignment to a teacher or paraprofessional, please contact superintendent, Brian Shanks at bshanks@ac242.us or 507-874-3240.

District/School Parent Involvement Plan

Alden-Conger Public School
Title I Parent Involvement Plan
2017-2018

District/School Mission Statement

Alden-Conger Public School is committed to the goal of providing quality education for every child in this district. Therefore, we want to establish partnerships with parents and with the community. Everyone gains if school and home work together to promote high achievement by our children. Neither home nor school can do the job alone. Parents play an extremely important role as children's first teachers. Their support for their children and for the school is critical to their children's success every step along the way.

Part 1- District Expectations

The Alden-Conger Public School agrees to implement the following requirements:

- Alden-Conger Public School will put into operation programs, activities and procedures for the involvement of parents in all of its school with Title I programs. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Alden-Conger Public School will work with its schools to ensure that the required school-level parent involvement plan meets the Title I requirements, and includes, as a component, a school-parent compact.
- Alden-Conger Public School will incorporate this district-wide parent involvement plan into its district plan.
- In carrying out the Title I parent involvement requirements, to the extent practicable, Alden-Conger Public School will provide full opportunities for the participating of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the Alden-Conger Public School plan for Title I is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when it submits the plan to Minnesota Department of Education.
- Alden-Conger Public School will involve the parents of children served in Title I school in decisions about how the one percent of Title I funds reserved for parents involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the school. (Only applicable for districts with Title I allocations greater than \$500,000.)

Part II- District/School Parent Involvement Plan Required Components

- 1. Alden-Conger Public School will take the following actions to involve parents in the joint development of its district/school parent involvement plan:**

a. How will parents be included in writing the parent involvement plan?

Parents will be invited to review the Parent Involvement Plan during our Spring Title I meeting. Invitations will be given to families during late Feb/early March conferences to attend Spring meeting. Meetings will also be advertised in elementary newsletters and on the school website. During the spring meeting criteria for qualifying students for Title I services will be discussed along with getting input for the next year's Parent Involvement Plan. Input and revision ideas will also be included on our end of year survey.

2018

- End of Year Survey Send to Families May 1, 2018 Due back May 11,
- End of the Year Parent Meeting: May 14, 2018 6:30pm
- Parent Advisory Meeting: April 26, 2018 7:30am
- Contact Person: Linnea Petersen (Title I Coordinator) 507-874-3240

2. Alden-Conger will involve parents in the process of district and school plan, review and improvement.

a. How will the school/district inform parents of the school report card?

- School report card is posted on the school website and published in the school newsletter as soon as the report card is available.

b. How will the district/school notify the parents that their child's school has been identified as needs improvement?

- If the school/district is identified as needs improvement, letters will be sent out to each family. This information would also be published in our school newsletter.

c. How will the school identify students who qualify for Title I services?

In order to qualify for Title I services, students must meet the Title I Reading and Math entrance criteria. Children identified as failing or being at risk of failing to meet academic achievement standards based on the below criteria are eligible to receive Title I support.

- Kindergarten students qualify for Title I based on performance on **Fall 2017** Kindergarten Reading and Math Checklists, AimsWeb Reading and Math Assessments, and classroom teacher recommendation.
- First-Third Grade students qualify for Title I based on performance on **Spring 2017** AimsWeb Reading and Math Assessments, DOLCH words checklists, and classroom teacher recommendation.
- Fourth-Fifth Grade students qualify for Title I based on performance **Spring 2017** AimsWeb Reading and Math Assessments, MCA (Minnesota Comprehensive Assessment) for Reading and Math, and classroom teacher recommendation.

First-Fifth Grade students identified as needing extra support in reading and/or math, based on the above criteria, will begin Title I services immediately at the beginning of the school year.

Kindergarten students identified as needing extra support in reading and/or math, based on the above criteria, will begin Title I services after fall assessments are complete and data has been reviewed. Parent notification and permission forms will be sent home for students qualifying for these supplemental services in reading and math. Students receiving Title I services in reading and math will be progress monitored using AimsWeb to ensure that interventions being used are working.

If a child does not meet the initial qualifications for beginning of the year Title I entrance, and their classroom teacher and parents feel the child is in need of Title I services, the child will be closely progress monitored in reading and/or math by Title I staff. After data is collected, a team

decision will be made in regards to Title I entrance. OLPA data and report card grades may also be taken into consideration when qualifying students during the school year for Title I services.

d. How will the district/school involve parents of students in the identified subgroups as part of the school support team?

Parents will be invited to fall Title I open house, spring Title I meeting & Parents Advisory meetings. Parents will also be invited to events such as Read Across America, Mystery Readers & Reading Night.

- Family Activity – Bingo for Books
- Fall Title I Open House November
- Mystery Readers (month of February)
- Read Across America Muffin Morning March 2, 2018 7:45am
- End of the Year Parent Meeting: May 14, 2018 6:30pm
- Parent Advisory Meeting: April 26, 2018 7:30am
- Contact Person: Linnea Petersen (Title I Coordinator) 507-874-3240

e. How will the district/school conduct staff development for implementing effective strategies for parent involvement?

Alden-Conger School will educate teachers, administration, and support staff in the importance of family involvement giving them ideas of ways to reach out to families, communication strategies, forming partnerships with families, coordinating activities and volunteer opportunities, and building relationships between families and schools. This education will be part of the beginning of the year staff workshop days.

- Fall Workshop- Effective Strategies for Parent Involvement
- August Workshops
- Contact Person: Linnea Petersen (Title I Coordinator) 507-874-3240
Erica Samp (Staff Development) 507-874-3240

3. Alden-Conger Public School will involve parents, in an organized, ongoing, and timely way, in the planning, review and improvement of programs under this part, including planning, review and improvement of the school parent involvement plan.

Parents will be invited to end of year Title I meeting where Title I coordinator, along with parent advisory member, and Title I families will discuss and review the Title I program and Parent Involvement Plan. This meeting will take place in the spring. I will also ask for input and revision ideas on end of year survey sent to all elementary families at the beginning of May. The A-C PTO is a very active group where parents can get involved in numerous involvement opportunities. Outreach for the PTO occurs throughout the year. PTO meetings are held the first Monday of each month at 6:30pm.

- End of the Year Parent Meeting: May 14, 2018
- Parent Advisory Meeting: April 26, 2018
- Contact Person: Linnea Petersen (Title I Coordinator) 507-874-3240
- Contact Person: Jenny Erickson (PTO) 507-874-3240

4. Alden-Conger Public School will offer a number of flexible meeting options, such as meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care or home visits, as such services relate to parent involvement.

- Beginning of Year Meeting Nov. 9, 2017 6:30-7:00pm
- Fall Title I Open House Nov. 9, 2017 3:30-6:30pm and Nov. 14, 2017 3:30-5:30pm
- End of the Year Parent Meeting: May 14, 2018 6:30pm
- Parent Advisory Meeting: April 26, 2018 7:30am

- Parent Advisory Meeting: Aug. (date to be determined) morning meeting/afternoon
- Contact Person: Linnea Petersen (Title I Coordinator) 507-874-3240

5. Alden-Conger Public School will provide the following necessary coordination, technical assistance and other support to assist Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.

- Families have access to JMC to monitor student's progress, attendance, lunch
- Alden-Conger School website offers a vast amount of information including school newsletters, daily announcements, annual notifications, activities, calendar, and student handbooks.
- Families have access to staff emails addresses for communication
- Grade level newsletters available on school website containing information including classroom learning, upcoming events, and helpful hints.
- JMC Instant Alert Phone System – text messages, phone calls, emails sent to families for important information, school closings, and event reminders
- Above technical support is available year round
- Contact Person: Brian Shanks (Superintendent), Cindy Mathiason (Administrative Assistant), Jenny Hovendick (A-C Website), Dave McPherson (Technology Coordinator) 507-874-3240

6. Alden-Conger Public School will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement, through the activities specifically described below.

- Classroom teachers will provide information on state academic standard expectations along with providing activities/assignments for families to work on standards throughout the school year.
- Title I coordinator and classroom teachers will provide information and explanation of Title I requirements.
- Classroom teachers and office staff will educate families on using JMC to monitor child's progress.
- Conferences- 3 times a year: Beginning of Year, Fall, and Winter parent teacher conferences; Parents and teachers will discuss expectations and the importance of working together as a team
- Parents are encouraged throughout the year to participate in the PTO.
- Elementary teachers send home weekly newsletters to keep families informed.
- JMC Contact Person- Cindy Mathiason, administrative secretary 507-874-3240
- Contact Person: Linnea Petersen (Title I Coordinator) 507-874-3240
Jenny Erickson (PTO Leader) 507-874-3240
Elementary Classroom Teachers 507-874-3240

7. If the schoolwide program plan is not satisfactory to the parents of participating children, submit any parents comments on the plan when the school makes the plan available to the local educational agency.

- Alden-Conger does not operate a schoolwide Title I program. Alden-Conger operates a Targeted Services Title I program. However, the school will document all comments that view the plan unsatisfactory.

8. Alden-Conger Public School will, with the assistance of its Title I schools, provide support to parents of children served by the school district or school, as appropriate, in understanding topics such as the following.

- the state’s academic content standards,
- the state’s student academic achievement standards,
- the state and local academic assessments including alternate assessments,
- the requirements of Title I,
- how to monitor their child’s progress, and
- how to work with educators.

List activities, such as workshops, conferences, classes, both in-state and out-of-state, including any equipment or other materials that support educating parents on the above topics.

- Parent-Teacher Conferences take place 3 times a year. During conferences parents and classroom teachers discuss student progress, assessments, and State Standard expectations. The conferences take place at the beginning of the school year, November, and February/March.

- Families receive information at the beginning of the school year on how to monitor student progress by using JMC program.

- Title I fall open house and spring meeting to inform parents of Title I requirements. Title I information and requirements is also published yearly in elementary handbook.

- Parent involvement opportunities are discussed at beginning of year conferences with classroom teachers. Families can indicate interest in volunteering at that time.

- Contact Person: Cindy Mathiason (Administrative Assistant – JMC) 507-874-3240

Linnea Petersen (Title I Coordinator) 507-874-3240

9. Alden-Conger Public School will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.

-Parent-Teacher Conferences take place 3 times a year. During conferences parents and classroom teachers discuss student progress, assessments, and State Standard expectations. The conferences take place at the beginning of the school year, November, and February/March.

- Families can request a conference with their classroom teacher at any time of the year if the need arises to discuss child’s progress, concerns, and ask questions.

10. Alden-Conger Public School will, with the assistance of its Title I schools, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

- Families can monitor progress through JMC

- Families are invited to Family Nights

- Reading and Math support materials are provided to families during the Fall Title I open house.

- Elementary teacher newsletters contain information on objectives/skills being taught
- 3rd-6th grade using Study Island- students can work on study island reading/math skills/assignments at home with support. Study Island has a component where students/families can watch lesson being taught before starting in on the assignment.
- Contact Person: Linnea Petersen (Title I Coordinator) 507-874-3240
Classroom Teachers 507-874-3240

11. Alden-Conger Public School will, with the assistance of its Title I schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.

- Alden-Conger School will educate teachers, administration, and support staff in the importance of family involvement giving them ideas of ways to reach out to families, communication strategies, forming partnerships with families, coordinating activities and volunteer opportunities, and building relationships between families and schools. This education will be part of the beginning of the year staff workshop days.
- Fall Workshop- Effective Strategies for Parent Involvement
- Contact Person: Linnea Petersen (Title I Coordinator) 507-874-3240
Erica Samp (Staff Development Coordinator) 507-874-3240

12. Alden-Conger Public School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

- Early Childhood Parent Education is a part of our preschool program. Afternoon and evening classes and events are set up throughout the year for preschool students and families to attend.
- Contact Person: Kayla Olson (Preschool Coordinator) 507-874-3240

13. Alden-Conger Public School will take the following actions to ensure that Title I information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

- Title I information is included in our elementary handbook and school website. Throughout the year, Title I information is included in elementary newsletters as appropriate; information is also sent out to families in the mail or distributed at conferences.
- Contact Person: Linnea Petersen (Title I Coordinator) 507-874-3240

14. Alden-Conger Public School will coordinate and integrate parental involvement strategies under Title I with parental involvement strategies under the following other programs: (insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, and state-operated preschool programs.)

- Early Childhood Parent Education is a part of our preschool program. Afternoon and evening classes and events are set up throughout the year for preschool students and families to attend. Title I will support preschool/early childhood family education with parent involvement strategies as needed.
- Contact Person: Kayla Olson (Preschool Coordinator) 507-874-3240

15. Alden-Conger Public School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement plan in improving the quality of its Title I schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement plan and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement plan.

Describe actions, such as how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play.

- In the spring, a Title I evaluation survey is sent home with all elementary students. This survey includes a variety of questions including questions/comments about parent involvement plan. Surveys are returned to school. Elementary Dean of Students, Mrs. Petersen, reviews the surveys, tallies the responses, and documents comments. The results are shared with administration, staff, and at the end of year parent Title I advisory meeting.
- Contact Person: Linnea Petersen (Title I Coordinator) 507-874-3240

16. Alden-Conger Public School will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents involved,

Describe when and where the annual meeting will be held.

- End of the Year Parent Meeting: May 14, 2018 6:30pm
- Alden-Conger School Blackhawk Gym
- Contact Person: Linnea Petersen (Title I Coordinator) 507-874-3240

17. Alden-Conger Public School will involve parents in the decisions regarding how funds reserved for parental involvement activities.

-Parent involvement activities will be discussed at the following meetings.

- End of the Year Parent Meeting: May 14, 2018
- Parent Advisory Meeting: April 26, 2018
- Contact Person: Linnea Petersen (Title I Coordinator) 507-874-3240

18. If the schoolwide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

- Alden-Conger does not operate a schoolwide Title I program. Alden-Conger operates a Targeted Services Title I program. However, the school will document all comments that view the plan unsatisfactory. These comments will be shared with administration and school staff.

Part III- Shared Responsibilities for High School Student Academic Achievement

As a component of the school-level parental involvement plan, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

- Conduct a parent/teacher conference in elementary schools, annually (at a minimum) during which the compact shall be discussed as the compact relates to the individual child's achievement;**
- Provide frequent reports to parents on their children's progress; and**
- Provide parents with reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classrooms' activities.**

- Alden-Conger will annually review and update the Parent-Teacher Compact used in grades kindergarten – fifth grade.

- Parent-Teacher Compact will be discussed with kindergarten-fifth grade families at the beginning of the school year during conferences and reviewed again during Feb/Mar conferences.

- Kindergarten- fifth grade conferences are held three times a year. Parents can also check on students' progress using JMC throughout the school year. Parents are welcome to contact teachers at any time to meet and discuss progress, needs, and concerns.

- Middle/High School Open House at the beginning of year for families along with middle school and freshman orientation.

- Middle/High School Conferences held 2 times a year.

- Parents can log into JMC to check students grades and progress for grades 3rd-12th.

- Volunteer opportunities are discussed with the classroom teacher at the beginning of the year. Parents can sign-up to volunteer within their child's classroom.

- Contact Person: Linnea Petersen (Title I Coordinator) 507-874-3240

Brian Shanks (Superintendent) 507-874-3240

Paul Ragatz (High School Principal) 507-874-3240

Part IV- Discretionary District/School Parent Involvement Plan Components

The Alden-Conger Public School/District Parent Involvement Plan may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and the school system to support their children's academic achievement, such as the following activities:

- Involve parents in the development of training for teachers, principals and other educators to improve the effectiveness of that training.
- Provide necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training.
- Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and trainings sessions.
- Train parents to enhance the involvement of other parents.
- In order to maximize parental involvement and participation in their children's education, arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school.
- Adopt and implement model approaches to improving parental involvement.
- Establish a district parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs.
- Develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.
- Provide other reasonable support for parental involvement activities under section 1118 as parents may request.

- Activities have all been listed.

Part V- Accessibility

In carrying out the parental involvement requirements of this part Alden-Conger Public School, to the extent practicable, shall provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.

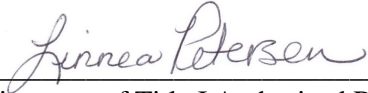
- If needed, the district will translate documents as necessary.
- As needed
- Contact Person- Brian Shanks (Superintendent) 507-874-3240

Part VI- Adoption

The Alden-Conger Public School Parent Involvement Plan has been developed jointly with, and agreed on with, parents of children participating in Title I programs, as evidenced by meeting minutes and sign-in sheets.

On 06/06/2017 the Alden-Conger Public School Parent Involvement will be in effect for the period of 2017-2018 school year.

The Alden-Conger Public School will distribute this plan to all parents of participating Title I children on or before September 7, 2017.



Signature of Title I Authorized Representative

June 2, 2017

Date

Parents were involved with the development of Alden-Conger Public School Parent Involvement Plan: Erica Samp, Sarah Attig, Stacy Steele, Jenny Erickson

Alden-Conger Elementary School Contract

The Alden-Conger Elementary School Contract is a written agreement with _____ and their parents and all Alden-Conger staff to help students reach their highest educational objectives. All parties pledge to work together to accomplish the terms of this contract and strive for academic and social success.

Student Responsibilities:

- try to read something every night and watch less TV
- work hard to do my best in class and on school work
- respect and cooperate with other students and adults
- do the homework assigned to me each night
- attend school every day
- follow all the school rules
- get to bed at a reasonable time
- ask my teachers, parents, paraprofessionals, and others for help when I have a problem I cannot solve myself.
- give my parents notes and newsletters sent home during the school year

Signature _____

Date: _____

Parent Responsibilities:

- have high expectations for my child and to talk about those expectations
- help my child attend school and be on time
- help my child get adequate rest and nutrition so he/she can come to school ready to learn
- talk daily about school activities
- praise my child
- provide a quiet place for school work and make sure work is completed
- communicate and work with teachers and school staff by attending conferences
- stay informed about my child's education by reading newsletters, notes from teacher/school, and look through child's folder each night
- grades 3rd -5th – monitor child's grades through JMC program
- read with my child and model reading

Signature _____

Date: _____

School Responsibilities:

- create a welcoming and positive learning environment for students and families
- show that I care about all students
- provide a safe and caring environment for learning
- provide high quality curriculum and instruction that address the Minnesota State's Standards in a supportive, effective learning environment
- provide parents reasonable access to staff, opportunities to volunteer and participate in their child's education
 - information on Alden-Conger PTO (Parent Teacher Organization)
 - Title I parent meeting and committee opportunities
 - classroom volunteer opportunities
- communicate and work with families to support student's learning
 - beginning of the school year September conferences: discuss school-student-parent compact
 - November and February conferences
 - discuss benchmarking, progress monitoring, and assessment results
 - information on Minnesota State Standards
 - information about access to JMC grading program for families to monitor grades/assignments
 - Alden-Conger School Website
 - newsletters, email, remind app
- expect students to be ready and willing to learn
- ask for assistance from staff and administration in removing barriers which prevent me from doing my best for students
- expect respect and support from students, families, and other staff and administration and give the same respect in return
- have high expectations for myself, students and other staff and clearly communicate those expectations

Signature _____

Date: _____

Signature _____

Date: _____

**Alden-Conger Public School
Physician Order for Prescription Medication
and
Parent/Guardian Authorization Form**

Student's Name: _____ Grade: _____

Parent/Guardian: _____

PHYSICIAN'S REQUEST

I hereby request and authorize the school to administer medication to the above named student:

	<u>MEDICATION</u>	<u>DOSAGE</u>	<u>WHEN</u>	<u>DURATION</u>
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____

Other recommendations/unusual side effects: _____

Physician's Signature: _____ Date _____

Print Physician's Name: _____ Ph. # _____

Clinic: _____ Fax # _____

PARENT/GUARDIAN AUTHORIZATION

1. I request that the above medication be given to my child during school hours as ordered by this student's physician.
2. I will immediately notify the school of any change in the medication or physician's order, dosage change, frequency, or duration of administration.
3. I give permission for authorized school personnel to communicate with other school personnel about the action and side effects of the medication.
4. I release the Alden-Conger Schools from any and all liability in the event of any adverse reaction resulting from the use or administration of this medication.
5. Field Trips: I give permission for a teacher/responsible adult to administer the medication on a field trip, as necessary, following school procedure. I also release all school personnel, the Alden-Conger Schools, and any responsible adult administering the medication from any and all liability in the event of any adverse reaction resulting from the use or administration of this medication.

Parent/Guardian Signature _____ Date _____

Alden-Conger Public School
Over-the Counter Medication Authorization Form

Student's Name: _____ Grade _____

Medication _____

Dosage _____ Time(s) Given _____

Reason for medication (Diagnosis): _____

Reason for medication to be given during school hours: _____

Medication should be discontinued on _____

PARENT/GUARDIAN AUTHORIZATION

- 1 I request that the above medication be given to my child during school hours
- 2 I will immediately notify the school of any change in the medication or physician's order, dosage change, frequency, or duration of administration.
- 3 I give permission for authorized school personnel to communicate with other school personnel about the action and side effects of the medication.
- 4 I release the Alden-Conger Schools from any and all liability in the event of any adverse reaction resulting from the use or administration of this medication.
- 5 We will provide the school with the medication in the container in which it was purchased
- 6 Field Trips: I give permission for a teacher/responsible adult to administer the medication on a field trip, as necessary, following school procedure. I also release all school personnel, the Alden-Conger Schools, and any responsible adult administering the medication from any and all liability in the event of any adverse reaction resulting from the use or administration of this medication.

Parent/Guardian Signature _____ Date _____

Alden-Conger Public School
Self-Administration of Medication Authorization

I, request and authorize my child _____ to carry and/or self-administer
the following medication _____.
(Name of Medication)

This authorization is given based on the following:

- My child is capable of and has been instructed in the proper method of self-administration of this medication.
- I understand that my child shall be permitted to carry at all times their medication as long as they do not endanger him/herself or other persons, and will not misuse the medication.
- I understand that if my child misuses by not taking the prescribed dosage, or endangers others with the medication, school employees or agents may confiscate the medication and take appropriate disciplinary actions.
- I understand that this authorization shall be effective for this current school year and must be renewed annually.

Parent/Legal Guardian Signature _____ Date _____

Student Signature _____ Date _____

Physician's/Licensed Prescriber's Authorization to Self Carry/Self Administer

I, certify that _____ has a medical condition and/or
(Student's name)

potentially threatening illness _____, and this student
(Specify illness or condition)

is capable of and has been given instruction in the proper method of self-administration of

_____. Discontinuation Date _____
(Name of Medication)

(Licensed Prescriber/Physician's Signature) Date _____

Phone # _____