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BUILDING AND GROUNDS

On school days the building is open from 6:00 a.m. to 6:00 p.m. Custodians are on the grounds from 6:00 a.m. to 11:00 p.m.

When school is in session, park in the north parking lot. Please leave the row next to the curb for visitors. On non-school days you may park in the driveway. If you are unloading items, you may pull up to the front doors and unload.

Your room key also opens the hallway double doors, staff lounge and work room. You will not have access to the custodian room on weekends or after the night custodian leaves. As of August 15, 1993 our school building and grounds are smoke free.

PHONE SYSTEM

Each classroom has its own phone and every staff member has his or her own voice mail. It is your responsibility to program your voice mail with a message. You may change your message as often as you would like. It is your responsibility to check your voice mail and to inform the parents of your students of your number.

EMERGENCIES

Each room should have emergency procedures posted for fire and take cover drills. The evacuation route to use for your room should be marked on these sheets. If you do not have these in your room, please let the Principal's Secretary or Principal know. Your classroom phone is capable of doing an "all call" in the building. Please note this is for EMERGENCY SITUATIONS ONLY!

For Fire Drills: exit building, line up outside and take attendance.

For Take Cover Drills: grab your "Emergency Bag", turn off lights, and then go to assigned location. Students should be on their knees with heads down and hands braced over their neck. Tell students that this is a quiet time with no talking. **If your class is in art, music or phy. ed. please go to those areas and bring your class to its assigned area.**

Early School Closings: If there is early school closing, you will be notified. Wait for an announcement from the office to dismiss students before escorting students to the buses. Bells will not ring. In the fall the office will send out a letter to parents asking for instructions on what to do with their child if there should be an early closing. It is important that you get these back as soon as possible. You may want to keep a copy for yourself before turning these in to the office. If school closes early, double check with children that they know where they are to go; especially younger children.

If school closes early due to inclement weather or other emergency conditions, staff are expected to remain at work 30 minutes after students are dismissed or leave as soon as they can safely do so. Teachers are still required to work at an approved site 37.5 hours exclusive of lunch during the week of an early school closing.

School Late Starts: If there is a late start or cancellation it will be announced on WCCO and KRWC (1360 FM). Staff and parents will also be notified from the District Office by phone using the automated notification system.

If school starts late due to inclement weather or other emergency conditions, staff are expected to report to work 30 minutes prior to the start of that student day or as soon as they can safely do so. Teachers are still required to work at an approved site 37.5 hours exclusive of lunch during the week of a late start.

MATERIALS AND RESOURCES

General Supplies:

Construction paper, drawing paper, graph paper, tag board and writing paper are located in the paper shed. You can get a requisition form from the School Secretary. Markers, pens, staplers, tape, etc. are located on the shelves in the staff work room. Paint is in the science storage room. You may take what you need from these supplies. The large paper rolls are available in the science supply room. Please return it as soon as you are finished with it. It should not remain in classrooms overnight.

Ordering:

Each grade level has a budget from which to order additional supplies and supplementary materials. Materials required by district curriculum decisions are purchased with building funds. Use the requisition forms to order materials. Once the merchandise arrives, someone from the office will notify you. Someone at your grade level should keep track of your budget.

Capital Outlay:

Since capital and general funds come out of the same account, you may spend your grade level money on capital items.

Our staff will develop a list of capital items for the building by February 1st each year. This may include such items as copiers, media equipment, and library materials.

Science Materials:

Fill out a requisition form and give it to one of our school science ESPs.

Copying:

Do what you need immediately on the machines in the workroom. The Ricoh Digital Duplicator is to be used for high volume copying. It also can be used for back-to-back items, and can copy thicker paper. The Ricoh copier does almost everything including sorting, collating and double-sided copies. You can use the Ricoh copier to scan documents and send them to the Print Shop. The Print Shop is a time saving and cost-effective way to make copies when planning ahead. Services include copying, booklet making, stapling options, color printing including 11x17 poster size, duplex printing, cutting and folding.

Machines:

We have a button machine and a binder machine that are located in the workroom. The popcorn machine is available for checkout in the staff room. Binders and button parts need to be ordered from your grade level budget.

SCHEDULES/EVENTS

Open House:

We will have an Open House one evening from 5:00 – 7:00 p.m. each fall prior to the first day of school. Some grade levels do curriculum presentations on this night. Other grade levels have a separate night for curriculum. Specialists need to be available in their general areas or hallways. Keep in mind that Hanover parents are usually early to everything, and we generally have large turnouts.

Conferences:

Conferences are held in the fall and spring. All grades have fall conferences in October and again in February. Specialists are available during the conference hours for parents who may have questions.

Special Events:

If you are planning a special event and plan to use the gym **please check with the Head Engineer and Phy.Ed. teacher first**. Also remember to let the kitchen know if your class will be missing lunch due to a field trip or other special event.

STAFF RESPONSIBILITIES AND EXPECTATIONS

Office Staff:

Jill Mischke (Principal's Secretary) and Dana Brainerd (School Secretary) are our secretaries. The Principal's Secretary handles time sheets, substitutes, purchasing, budget items, enrolling students, our website, deposits, yearbook, etc. If you need to fill out a time sheet for extra pay, please give this information to the Principal's Secretary. This would be for items like curriculum writing, PTO meetings and music performances. Extracurricular duties are a separate contract. The School Secretary handles the front office, phones, monthly newsletter, copy machines, daily announcements, bus company, paper orders and other odds and ends.

Attendance and lunch count should be submitted electronically by the teacher by 8:00 a.m. Any student arriving to your classroom after 7:45 a.m. needs to have a slip from the office. You don't need to do anything on the computer with students who are late or those who go home early.

If you'd like to look at students' cumulative records, please check it out with the Principal's Secretary. It should not leave the office area.

Inter-school mail envelopes are located in the office. The collection box for inter-school and unstamped outgoing U.S. Mail is located in the office.

Health Office:

Our health ESP is Tamra Bjorklund. The school nurse, Heidi Gallart, serves the entire district. Her office is located at Parkside Elementary.

When students are injured or ill, send them to the health office. Should a student need to leave during the school day because of illness, the health esp will notify the parents and let you know.

Early in the fall you will receive a list of students who have special health concerns. This list is highly confidential and should be returned to the health office once you are through with it.

Students must have written permission to receive any medication in school, even nonprescription. The health esp will call the student down to her office. She also has the forms for parents to fill out when sending medication to school.

There are occasional outbreaks of creepy-crawlies, and head-checks will be done if this happens.

Girls in the upper grades may choose to use the health office bathroom at certain times, and supplies are there should anyone need them.

Media Center:

Nicole Miller is the media center ESP.

Books are checked out on a computer system. Find your card in the box. Scan the bar code on the card, then the book code, then the checkout bar code. If you find books you want checked out during a time that the computer is off, pile them on the check out table with your name and Nicole will check them out for you. Students check out books the same way.

Teacher resource materials are available behind the circulation desk. Sign your name on the card from the pocket and place the card in the box on the file cabinet next to the main desk.

Laminating is done by the media center ESP. During the summer, laminating is done by the Principal's Secretary.

Custodians:

Our head engineer is Ric Thompson, who works 6 a.m. – 2:30 p.m. Eric Ogren and Dorothy Valentine work from approximately 2:00 – 10:30 p.m.

Call the head engineer if someone gets sick in your classroom. Custodians will also help you move furniture. If you have an item you'd like stored, talk with the head engineer. Storage of items other than furniture is up to each individual teacher. If you are looking for more tables or desks, talk to the head engineer about what's available in storage. He will also do minor repairs if you fill out an in-house work order. Major items like painting, moving furniture between buildings, electrical and plumbing require an electronic request using Maintenance Direct by School Dude.

Tools may be borrowed from the custodians. They also have cleaning supplies, rags and large garbage barrels. If you need these items during the day, please see the head engineer.

Be sure to stack chairs at the end of the day and have children pick up the floor as best they can. **You should lock your classroom at the end of the day.** If you have any concerns about how your room is being cleaned, please talk directly to the person doing the cleaning.

Cardboard boxes should be flattened and taken to the custodian's room for recycling.

If you need to use the school building after 3:00 p.m., please fill out a building use form ahead of time and send it to Sheila Johnson at the Community Education Office through inter-school mail. Or if you prefer, you can just email her with all the details.

On snow days if you are pulling your car up into the drive to unload something, please park on the grass side of the circle so that your car doesn't interfere with B&G blowing the snow.

Food Service:

Fay Susa is our Food Service Manager.

Lunch money should be dropped off at the kitchen right away in the morning. The kitchen staff will notify students when their accounts are low. **Adults who eat school lunches need to keep a positive balance in their lunch accounts.** A price list for food items is posted near the kitchen.

Special Education:

Hanover has several special education teachers: Colleen Manninen is LD/MMH for grades K-2, Linda Proell is LD/MMH/EBD for grades 3-5, Michelle Lunacek is the speech pathologist. We also have itinerant staff that is here a day or two each week (i.e. school psychologist and social worker). Hearing impaired, POHI, and ELL teachers make less frequent visits.

The referral process involves a number of steps. Please consult your mentor or our PST (Problem Solving Team) if you have concerns about a student.

Staff Development:

Non-tenured staff is on a three-year mentorship cycle. The Principal will formally observe you a minimum of 3 times each year. He will meet with you to arrange times and discuss this procedure.

Your first licensure is good for two years. After that you will receive a five-year license. 125 Continuing Education clock hours are needed for this to be renewed. There is a form to fill out to claim these hours. Jeff Kyllonen is our building representative on this committee. They meet three times each year and he will let you know about these meetings.

Lane change credits need to have prior approval by Evan Ronken. Use the appropriate form and send it to the superintendents' office well before taking the class. If you are requesting a lane change, you will need to get a form from Anita Underberg, the superintendent's secretary.

Building Committees:

**We have several building committees and they are posted in the staff lounge. If interested in serving, see the Principal. All teachers should be on at least one committee.

Social Opportunities:

Becky Hanson is our treasurer. The funds from the pop machine go into our social fund. If needed, staff is asked to contribute money to the fund. These funds are used to buy gifts and cards for staff because of special events.

Everyone who is interested will be listed on the birthday calendar. You are responsible for bringing treats on your birthday if you choose to. Look for birthdays in the weekly bulletin.

We have periodic potlucks - Hanover has a reputation for hosting many! Pop is available for purchase and filtered water is free.

OTHER RESPONSIBILITIES

Bus Duty and Supervision:

Morning bus duty is on a rotating schedule, but will be handled only by the specialists and Principal. Buses unload at 7:25 a.m. Staff on duty should be by the office monitoring students as they enter the building. In the afternoon, teachers will bring their classes to each bus for dismissal. Two teachers will be assigned to supervise the sidewalks outside until the buses leave at 2:32 or whenever the buses pull away. Two people will also be assigned outside the north door near the parking lot to ensure students' safety.

Teachers are expected to supervise students in the hallways and classrooms in the mornings. Students are also to be supervised to and from specialists and other times when the entire class is going somewhere. If you need to leave your classroom, ask the teacher next door to keep an eye on them. Students should never be unsupervised.

For safety and liability reasons please **do not** allow students to:

- use toxic cleaners
- use permanent markers
- use sharp tools (except for scissors)
- move heavy objects
- use things that may cause burns

Report Cards:

Report cards are done on the computer. Your mentor can assist you in this area. District reports need to be filled out and filed at the end of the year.

Field Trips:

These are usually done by grade level. Some grade levels take up to three each year. Check with your grade level. Ask the Principal's Secretary for a form for signing up the bus and return it to her at least 2 weeks in advance of the trip. **It is also important to let the lunchroom know well in advance when your students will be on a field trip so adjustments can be made in food preparation.** Specialists should also be notified.

Substitutes:

Teachers are responsible for using Frontline for finding a substitute if they will be out of the building for any reason.

HANOVER TEACHER SUB FILE

Keep your sub file current, KEEP UPDATING IT. This should be an alternate plan that would keep the sub going all day. Where you work with others in math or reading, a neighboring teacher can help, but have alternate plans for all other areas (and math/reading if possible).

- ☐ Locate your sub file in your middle desk drawer. Always have more in it than a sub can use.

Sub File Should Contain:

1. Student roster
2. Normal daily schedule and time allotted for each area (include how morning attendance and lunch count is taken)
3. Special schedules (lunch, Phy Ed, music, break, art, etc.)
4. List of students receiving special help and when they go (LD-IH, Speech)
5. Name two students who can be a resource for help (Grades 3-5):
 - a. Reading and Math activities that can be used in place of your regular plan for the day
 - b. Alternate plan for science, social studies and other areas
 - c. An Art activity and/or other activities that would complete the day
 - d. Music/Phy Ed activities applicable to each grade level
 - e. You may want to leave an option for the sub to use a favorite activity that she/he has
6. Copy of your classroom expectations (rules) and consequences
7. Comment sheet for sub – have the sub fill out one
8. Dismissal procedures

SPECIALISTS:

Please leave good detailed plans, updated. Have plans for more than one day.

WORKING TOGETHER WITH THE CUSTODIAL STAFF

1. Please do not use masking tape on the carpet. Any tape put on desks, file cabinets, etc. will be left on. They have a hard time getting tape off and, in most cases, end up scratching surfaces.
2. Please do not schedule any programs in the lunchroom between 10 a.m. and 1:30 p.m. (The custodians need this time for set up and clean up for lunch.)
3. Please do not remove any chairs or tables from the library.
4. Please have locker checks on a regular basis. Check for old food, etc.

5. IMPORTANT – please check lights and doors if you use the building on weekends. Make sure lights are off and doors are locked. When leaving the building, remember to verify the outside door is closed tightly.
6. Please do not park on the south side of the building. It has to stay open for a fire lane, deliveries and repair people.
7. Please stack chairs at the end of the day for cleaning of rooms.
8. Please do not throw staples, paper clips, etc. on the floor. They do not vacuum up.
9. Check with custodians or principal before borrowing tools, ladders, etc., and please return them to the custodial room as soon as you are done.
10. Remember to **RECYCLE. FLATTEN** all cardboard so we can haul it out.
11. Work Orders should be used. An electronic request using Maintenance Direct by School Dude is required for all requests.
12. Lock your own classroom at the end of the day. Custodians are not responsible for them.
13. Building Use Permits must be used for all after school activities. You may get the forms from The Principal's Secretary or email Sheila Johnson directly.
14. Please clean milk/juice spills immediately with cold water and let the custodian know. Let's do all we can to reduce the number of accidents.
15. Please have students help clean your room at the end of the day.

CLASSIFICATION OF DATA

Public Data:

Public data is information which is often printed and/or shared in directories (e.g. personnel data/information on compensation, assignment, and discipline; student data/information such as weight, height, etc. often published as part of a sporting event or degrees and awards received. This information is often published in local papers and is available to anyone who requests it).

Public information often varies from district to district. Beware of your own district's data privacy guidelines.

Private Data:

Private data is information gathered and kept in an educational record, and is directly related to a student and is maintained by the school district or a party acting for the school district. This information is accessible to students and parents and to school staff on a "need to know" only basis. "Need to know" refers to legitimate educational interest related to classroom instruction, teaching, student achievement and progress, discipline of a student, and student health and welfare. It includes persons who: 1) perform administrative tasks required in school (e.g., secretarial); 2) perform supervisory or instructional tasks directly related to student's instruction (e.g., teacher, paraprofessional, etc.); and 3) perform a service to benefit to the student such as health care, counseling, job placement or financial aid. Educational records maintained in the cumulative file may include, but is not necessarily limited to identifying data, academic courses completed, level of achievement including grades and test scores; scores on standardized intelligence and achievement tests; health data; special education placement and program information; and teacher's comments.

Private information cannot be shared with individual not directly involved in the education of a child without informed consent.

Confidential Data:

This information is not accessible to the public, parent(s), or student(s) (e.g., records from other agencies deemed as confidential and not placed in the student's records; some health records/information not released because it is not deemed in the best interest of the child.) Examples of confidential data include reports pertaining to neglected and/or physically and/or sexually abused children, and investigative data pending defense or civil legal action. If this information is placed in the student's cumulative file, it becomes private data.

Desk Drawer Exception:

Information on a student, kept by a teacher and never shared with another individual becomes confidential information. "Desk drawer exception" information would not have been shared with a parent or a child and can be kept as confidential for no longer than one year. This kind of information storage is not recommended. These notes can be shared with one's replacement.

Record of Inspection:

A record of inspection or log sheet must be maintained with each student record. Included in the record of inspection should be the name, date, title and reason for review of all individuals who do not routinely use the file.

Important Information to Remember (Vignettes):

- Both parents have full right of access to student files unless a court orders otherwise.
- Discussions regarding a specific student's behavior, academic, health or related concern must be conducted in a private area. Only personnel with a "need to know" should participate in the discussion. "Need to know" concerns only personnel directly involved in the education of that student.
- Do not share information with a parent regarding students other than their own child. If parents request information about other students or the actions you or the school has taken, tactfully remind them of your obligation under data privacy rules which prohibits you from sharing.
- Document containing student names should never be shared with individuals who do not have a "need to know." This includes grade books at parent conferences. Do not share your grade book, only the student's score.
- It is both unprofessional and unethical to discuss the needs of students outside of school.
- Keep papers and other information about students in locked drawers or cabinets.
- Agencies collecting, releasing or sharing information about students must have permission from the parents or legal guardians.

A Release of Information form (available in your school office) is required to lawfully release information. This covers all releases of data—oral or written.

- Do not release personally identifiable information.
- A subpoena is not sufficient to allow release of information. You must be court ordered to release the information and then you may release only the information ordered to release.

When is Parental Consent Not Required for Disclosure:

A district may disclose personally identifiable information from educational records of a learner without written consent of the parents or student if the disclosure is:

- to another school official, including teachers within the district who have been determined by the district to have legitimate educational interests.

- To officials of another school system or institution of post secondary education where the learner seeks or intends to enroll.
- To authorized representatives of the Comptrollers General of the U.S., the Secretary of the U.S. Department of Education, or an official employee of the Department of Education acting for the Secretary under a delegation of authority or Commissioner of the Department of Children, Families and Learning or his/her representative.
- In connection with financial aid for which the student has applied.
- To state and local officials to whom districts are required to report.
- To organizations conducting studies on behalf of educational agencies for purpose of developing, validating or administering tests, financial aids for improving instruction.
- To accreditation organizations.
- To parents of dependent students under Internal Revenue Code of 1986.
- To comply with judicial orders (must make a reasonable attempt to notify the parent in advance of compliance).
- For emergency information to protect health of student.
- For directory information
- To health authorities to administer immunization programs.

Collection, Storage, Usage and Dissemination of Information:

Private or confidential data shall not be collected, stored, used, or disseminated for any purpose other than those stated to the parents at the time of collection.

The district shall establish procedures to insure that all data is accurate, complete and current for the purpose in which it was collected, as well as establish appropriate security safeguards for all records.

Each district shall adopt a public document that includes a policy regarding private and confidential data maintained by the district. This document notifying parents and eligible students of their rights must be updated annually.

Parents or students are permitted to inspect and review any educational records related to the student which are collected, maintained or used by the district. The district is required to comply with the request without delay and before meetings regarding an IEP or hearing related to identification, assessment, or placement of the student.

This includes:

- Upon written request which identifies as precisely as possible the record(s) he/she wishes to inspect, the district shall comply immediately, if possible within 5 days of the request, excluding Saturdays, Sundays and legal holidays.
- The district is to respond to reasonable requests for explanations and interpretations of the records.
- The district is to provide copies of the records containing the information.
- Parents may use a representative to inspect and review records.
- Both parents have a right to access and receive copies of school records related to their student, unless the district has been provided with evidence that there is a binding instrument, state or law, or court governing such matters such as divorce, separation, custody or guardianship that specifically revokes that right.
- The district may charge a fee for copies of records made for parents or students, as long as the fee does not effectively prevent the parent or student from exercising their right to inspect and review the records.

- All rights and protections given parents under districts' data privacy policies transfer to the student when she/he reaches age eighteen (18) or enrolls in an institution of post secondary education.

OTHER EXCEPTIONS

Withholding Private Data from Parent at Minor's Request:

The school is permitted to withhold private data from the parent/guardian, upon the request of the minor, if the responsible authority determines that withholding the information is in the best interest of the student. The minor student's request must be in writing, list the reasons for denying parental access, and must be signed by the minor.

Amendment of Records at Parent Request:

If a parent or student believes the educational record relating to the student contains information that is inaccurate, misleading, or in violation of the learner's rights of privacy or other rights, he/she may request in writing the district to amend the records. The district must decide to amend the records as requested within 30 days of the receipt of the request and shall attempt to notify past recipients of inaccurate or incomplete data, including recipients named by the parents or student. If the district decides to refuse this information in accordance with the request, it is to inform the parents of the refusal within 30 days and advise the parents of their rights to a hearing.

Destruction of Information:

A district shall retain records for five (5) years after the completion of the activity. However, the district may not destroy any educational records if there is an outstanding request to inspect and review them under federal regulations.

The district shall also inform the parents when personally identifiable information collected, maintained or used under IDEA is no longer needed to provide educational services to the learner. If the parent requests it, the information must be destroyed. However, a permanent record of the learner's name, address, phone number, grades, attendance record, classes attended, grade level completed and year completed may be maintained without time limitations.

Consequences for Breach of Privacy:

The employee is guilty of a misdemeanor and is subject to criminal prosecution.

A violation is automatically just cause for discipline of the employee.

The complainant may recover significant damages plus costs and attorney's fees.

NOTE: The most common violation of the Data Privacy Act is the unlawful disclosure of information.

BLOOD BOURNE PATHOGEN LAW

The Federal Blood Borne Pathogens Standard was adopted by the state of Minnesota on June 6, 1992.

The intent of this law is to minimize, reduce or eliminate occupational exposure to blood borne pathogens. Blood borne pathogens are disease-carrying micro-organisms which may be present in blood and other body fluids and are capable of carrying disease.

It is the responsibility of the school district to determine which employees will be covered under this Standard. This is done by assessing job tasks and activities for each job classification in the district.

Employees who have been identified as having a higher risk of being exposed to blood borne pathogens will receive an annual in-service.

All employees in the district, even those who have a lower risk of being exposed to blood borne pathogens, must comply with the Post Exposure and Follow up Protocol in the event of an exposure to blood or body fluids containing blood. An exposure incident is when someone else's blood or body fluid contaminated with blood comes in contact with an employee's mucous membranes (eye, mouth, nasal passages) or non-intact skin; or contact results in a cut, puncture or penetration of the skin or mucous membrane by contaminated material from a bite, needle stick or blood contaminated equipment.

If such exposure occurs, it is imperative that you follow the appropriate protocol. Time is of the essence to provide the most comprehensive and protective treatment.

The school district is responsible for providing a confidential medical evaluation and follow-up after an exposure incident has been reported. The following protocol will be utilized:

Exposed Employees Should:

1. Immediately wash exposed skin area with germicidal soap or flush mucous membrane with running water.
2. Contact your supervisor and/or the Exposure Control Officer (Heidi Gallart at (763) 682-8514) for further instructions.

In the event of an exposure at a school-related activity after regular school hours, seek medical attention at the district designated healthcare provider, or at the nearest emergency room. At this time, District #877's designated healthcare provider is the Buffalo Hospital Emergency Room. They will have the necessary protocol and forms for you.

OSHA mandates that no employee come in direct contact with blood or body fluids containing blood. However, in cases where this is unavoidable, the Good Samaritan Law will apply. Every effort should be made to have disposable gloves available for emergency situations. Gloves, as well as CPR masks, are available in each building's health office.

Whenever possible, assist the injured person in self-management of their injury. For example, assist them with their own bloody nose or cut, by having them hold paper towels over it and applying pressure.

Use gloves and place a barrier object between the body fluids and yourself if you must render assistance. This can be a piece of clothing, paper towel or tissue.

Dispose of contaminated materials in a plastic lined waste container. Always wash your hands thoroughly.

For additional information, please read the Exposure Control Plan, or contact your Exposure Control Officers. A copy of the district's Exposure Control Plan will be available in each health office and in the district administrative office.

PLEASE SAVE THIS INFORMATION FOR FUTURE REFERENCE.

SCHOOL BUS SAFETY

Forward:

The 1994 Legislature made significant changes in the laws and rules governing pupil transportation in Minnesota. One of the most significant changes may be that the new law now clearly states that riding a school bus is a privilege not a right and that privilege can be suspended when students do not comply with policies, rules or laws. The changes include more stringent school bus driver qualifications and licensing, more stringent vehicle/equipment standards and more stringent operating standards. They also establish responsibility for both the state and district level personnel. Finally, these changes have prescribed a more formalized student safety instruction program.

This new law (M.S. 123.7991) requires that:

- a) the student safety instruction program must start during the first week of school,
- b) by the end of the third week of school, students will be able to demonstrate knowledge and understanding of at least the following competencies:
 - school bus transportation is a privilege not a right
 - district policies for student conduct and school bus safety
 - appropriate conduct while on the bus
 - the danger zones surrounding the school bus
 - procedures for safely boarding and leaving a school bus
 - procedures for safe vehicle lane crossing
 - school bus evacuation and other emergency procedures, and
- c) school districts report to the Commission of Education by October 15 that students have demonstrated the listed competencies or explain why they had not.

The legislature has taken some major steps in an effort to improve the pupil transportation system. Now, the responsibility to carry out the program passes to those persons in the state agency and local levels who will carry out the every day duties of the program.

If each person involved will accept that responsibility in a spirit of cooperation toward improving the system, we cannot help but succeed.

EXPECTATIONS OF STUDENTS

Lunchroom Expectations:

Expectations are that children will:

- ☐ Follow directions of the lunchroom supervisors.
- ☐ Remain quiet in serving lines.
- ☐ Stay seated and get up only with permission.
- ☐ Maintain a quiet talking level.
- ☐ Not share food and keep it on their plates.
- ☐ Clean eating spaces when dismissed (wrappers, milk cartons, etc.).
- ☐ Empty trays completely into trash can and stack trays appropriately.
- ☐ Walk quietly from lunchroom and observe quiet (carpeted) areas.
- ☐ Dress quickly and quietly for outside recess.

Playground Expectations:

Expectations are that children will:

- ☐ Follow directions of the playground supervisors.
- ☐ Not eat any food on the playground.
- ☐ Leave electronic devices at home (cell phones, remote-control cars, etc.).
- ☐ Not reenter the building without permission from a playground supervisor.
- ☐ Stay out of water at all times and off ice in the winter.
- ☐ Dress appropriately for the weather.
 - o Snow pants and boots are required to play in the snow or climb snow hills. Those without boots will be confined to the blacktop.
- ☐ Immediately gather equipment when bell rings, line up, and enter school quietly.

Equipment Expectations:

Expectations are that children will:

Swings:

- ☐ Remain seated and swing back and forth only. No twisting or jumping off swings.
- ☐ Stay clear while others are swinging.

Tire Swings:

- ☐ Sit upright (2 or 3 children at a time) with feet inside of tire.
- ☐ Have 1 child push at a time. Pusher will not hang or drag their feet.

Slides:

- ☐ Go down 1 at a time while seated.
- ☐ Use inside of slide only.

All Equipment and Play Areas:

- ☐ Not hang by legs only – must hold on with hands.
- ☐ Stay away when water is present.
- ☐ Play touch and tag games only. No tackle, grabbing, or capture games.

Snow Hill and Winter Rules:

- ☐ Use playground supervisor designated snow hills only.
- ☐ Slide feet first, one at a time.
- ☐ Not play "King of the Hill."
- ☐ Not throw snow or snowballs.

ISD 877 Section 504 Procedures

Statement of Responsibility

All ISD 877 Staff will be responsible for:

- teaching to all developmental levels.
- designing appropriate accommodations/modifications for students with and without disabilities.
- listening and responding to student and parent concerns and implementing reasonable suggestions from both.
- Documenting interventions attempted with students and placing the documented interventions in the student's cumulative file.
- Referring students for further assessment when interventions are ineffective.
- Implementing plans for students, i.e., ILP's, 504's, IEP's

PST (Problem Solving Team) Process

- I. Individual Teacher/Staff work with the student and/or student's parents to individualize and resolve the problem.
 - A. Academic
 - B. Behavioral
 - C. Social/Emotional
 - D. Other
- II. The student concern is brought to the student's team or other colleagues as deemed appropriate.
 - A. The team brainstorms individualized interventions.
 - B. The interventions are documented.
- III. The student concern is brought to the PST.
 - A. The team reviews the student's file and brainstorms individualized interventions.
 - B. The interventions are documented (at least two over two weeks).
 - C. The team considers an evaluation under Section 504 (follow appropriate procedures).
- IV. If the student concern is pervasive, a referral is made to Child Study.
 - A. Child Study reviews what has been tried.
 - B. May recommend additional interventions.
 - C. May refer to an outside agency.
 - D. May recommend evaluation for Special Education.

Section 504 Identification Process

1. **CHILD FIND**

- A. Students who have chronic health problems and ADD/ADHD should be reviewed by PST to determine whether they should be assessed for 504 placement.
- B. Students who are in academic difficulty should be reviewed by PST to determine whether they should be assessed for 504 placement.

2. **PLACEMENT DECISIONS**

- A. If the PST determines that a student does not fit the criteria for a 504 referral, a report should be filled out stating that the student was reviewed by the Team and did not qualify for further consideration and specify a reason. This report should be placed in the student's cumulative record and a duplicate copy filed in the office of the person responsible for building level 504 activities.
- B. If the PST believes that the student might meet the criteria for 504 placement, and needs to be assessed, the following process should be followed:
 - 1. The parents should be invited to a meeting to discuss areas of concern. Wherever possible, the student should also be included in this meeting. This staffing could have two results:
 - a. the student could be referred for evaluation
 - b. no further action is taken.
 - 2. If a referral is made, the Section 504 referral form should be completed so that everyone understands and agrees to what the assessment will consist of. If a referral is not made, a conference log should be written, documenting the results of the meeting, with copies placed in the student's cumulative folder as well as in the file of the building level person with 504 responsibility.
- C. Once the assessment is completed, the PST, or portions of it, including teachers who have direct knowledge of the student will staff the case with the parents and student, reporting assessment findings and recommendations. If 504 placement is the decision, an accommodation plan needs to be developed, with copies going to all relevant parties and the cumulative file. A copy should also be placed in the building level file.
- D. The accommodation plan will be reviewed at least once a year. The Team should revisit the case whenever the student's plan is not being effective.

3. **ALTERNATIVE IDENTIFICATION PROCEDURES**

- A. Self Referral
 - B. Parent Referral
- In both of these cases, the process of identification is identical to Child Find
- C. Special Education (IDEA)
- A student may become a candidate for a 504 referral on the basis of referral to Special Education. In this case, if a student is deemed ineligible for services under (IDEA) Special Education after assessment, the student is automatically considered to be a 504 referral. The PST will review all the referral and assessment information collected as part of the Special Education referral and assessment, as well as information from the student, parents, and others knowledgeable about the student. The PST will make decisions regarding 504 placement based upon evaluation, and the interpretation of evaluation data, in conformity with 504 requirements.

STEPS IN 504

When a 504 referral is received or made by the school, the following is the procedure:

1. When, after several modifications or interventions are made and it is clear that they have not been successful, it is time to have a meeting with the parents to discuss further accommodations. Form 5050 will document that this meeting is held. * It is to be noted that **best practice** dictates that whenever a student is having difficulty, parents should be notified by the classroom teacher and meetings held with all relevant parties to develop a working relationship.
2. **Building 504 Coordinator** receives request for 504 meeting.
3. **Building Coordinator** puts together an Assessment Team that may consist of parents, student, classroom teachers, and others who are either knowledgeable about the student or the suspected disability. **Building Coordinator** is a part of this team.
4. **Building Coordinator** schedules the meeting and sends out the formal Invitation to Assessment Meeting (Form 5052).
5. At the time of the referral conference, the following will be given to the parents, and briefly reviewed with them for understanding. Parent/Students Rights; Information Regarding Section 504, Policy and Procedures (Form 5250). An evaluation Plan will be established at that time and Form 5053 completed.
6. Evaluation is completed.
7. **Building Coordinator** schedules evaluation summary meeting and sends out Notice of Conference to all team members (Form 5052).
8. At the evaluation summary conferences, the evaluation results are reported and the team makes a determination about whether or not a disability exists according to the criteria of Section 504. If a disability is found to exist, a Student Accommodation Plan is developed and the appropriate form is completed for the cumulative folder (Form 5054). At this time, the **Building Coordinator** will assign a case manager.
9. The parents need to have an opportunity to respond to the accommodation plan, and thus Form 5055 is given to the parents for their formal approval/disapproval.
10. The 504 Accommodation Plan is to be evaluated yearly, or earlier if necessary. Form 5056 is used to document this review and evaluation.
11. Copies of all 504 documents must be placed in the student's cumulative folder, in the Section 504 folder, as well as disbursed to all team members who have a responsibility for implementation, and to parents.
12. **Building Managers** will be responsible for developing and maintaining a list of students with 504 Accommodation Plans. A copy of this list should be sent to the District 504 Coordinator.
13. **Building Managers** will be responsible for reviewing 504 Procedures yearly with staff.

ADHD CONCERNS PROCESS

First Consider: ADHD is found in 3-7 % of the school population. The symptoms of ADHD are on a continuum and are a normal part of child development in their milder forms. Ask yourself: Do the behaviors (symptoms) interfere *significantly* with learning and/or social adjustment?

Define the behavior specifically in measurable terms. Collect data: behavioral data (i.e. number of times off task in a certain period, percentage of assignments missing etc.), background information using school records, interviewing prior teachers, family history.

Follow the Problem Solving Team Model

1. Collect data
2. Implement intervention
3. Progress monitoring

Unsuccessful – Repeat process at least one more time.

Meet and discuss concerns with parents.

Do's

1. Talk about symptoms and specific behaviors
2. Report effects on learning and/or social adjustment
3. Talk about ways to help

Don'ts

1. Offer a diagnosis.
2. Talk about medication
Both of the above are against the law and are a liability issue
- 3. Ask for rating scales or observations**

Refer to PST

Refer to School Psychologist

Implement additional interventions suggested by PST

School Psychologist decides:

1. Whether an observation would be helpful.
2. Whether rating scales are appropriate.
3. A parent meeting is needed.
4. A referral for evaluation outside the school is needed.

Purpose of a systematic process:

- A high number of students are being brought up for consideration of ADHD district wide at the elementary level.
- A number of those have only mild symptoms that do not appear to be hindering learning and/or social adjustment. Keep in mind that suggesting that a child has a disorder is a significant event for both the child and the family.
- Interventions with these students are inconsistent between teachers and between buildings. Some are not intervening.
- Screenings that are done by the school psychologist include observations, rating scales, record reviews, teacher interviews, parent meetings and a written summary and are labor intensive and should only be done when the behaviors are significant and hindering the child's development.

Some behaviors can appear to be ADHD-related, but are not. Some causes of ADHD-like behavior are:

- A sudden life change (such as divorce, a death in the family, or moving).
- Undetected seizures.
- Medical disorders affecting brain function.
- Anxiety.
- Depression.

WHAT CAN YOU DO WHEN YOU SUSPECT ABUSE OR NEGLECT?

**** IF CHILD IS IN IMMEDIATE DANGER,
CALL YOUR LOCAL POLICE OR SHERIFF'S DEPARTMENT ****

IF THE CHILD IS **NOT** IN IMMEDIATE DANGER, FOLLOW THESE STEPS:

- Call the local county social service department.
- Ask for and talk specifically with a child protection intake worker or his/her supervisor.
- Clearly state that you are reporting an abuse or neglect incident.
- Describe what you know about the abuse or neglect. For example: explain what happened to the child and when. Is it first hand knowledge? Where is the child now? Is the child in danger now? Give the names and addresses of parents or caretakers, and your name and phone number.
- Agree on, and be clear about what information can be shared with you concerning the action taken and when you can expect a reply.
- **IMPORTANT:** Per MN State Statute reports concerning suspected child maltreatment need to be verbally reported to the Child Protection Agency within 24 hours of incident and FOLLOWED by a written report within 72 hours. All mandated reporters must report even if other such persons have also made a report, such as Law Enforcement, Doctors, Nurses, Therapists, etc.
- **Link to Suspected Abuse/Neglect Report form:**
<https://www.co.wright.mn.us/383/Child-Protection>

CHILD PROTECTION INTAKE – Wright County Health & Human Services:

Phone (763) 682-7449 or (763) 684-8436

After Hours/Weekend/Holidays (763) 682-7600

Fax (763) 682-7701

Email: hscpintake@co.wright.mn.us

Address: 1004 Commercial Drive, Buffalo, MN 55313

WRIGHT COUNTY SHERIFF'S DEPARTMENT

(763) 682-1162

BUFFALO POLICE DEPARTMENT

(763) 682-5976

Suggestions for Mandated Reporters When Reporting Suspected Abuse or Neglect

What Happened?

The child protection intake worker doesn't expect or want you to have every detail of the alleged abuse or neglect before you make a report. Details are gathered through the assessment process. However, the intake worker has to be reasonably able to determine what you are reporting. If you are confused, it's possible that the intake worker will misinterpret what you are reporting. For example, if a child tells you that they are being touched in a way they do not like, it would be most helpful to find out specifically what that statement means.

Who's Who?

It is imperative that you know the alleged victim's name and location, the parents' names and address, the alleged perpetrator's name or a reasonable way to find it out. It is also helpful to know the names of the victim's siblings. This information can help identify past involvement with the county or law enforcement and help to make our response quicker and more effective.

Where?

Often times the child protection assessment worker and law enforcement officer will team their assessment and investigation, so they need to know where the alleged abuse or neglect occurred. The child protection worker will conduct assessments regarding the children who reside in Wright County, but the criminal investigation by law enforcement will be conducted by the jurisdiction where the alleged incident(s) **occurred**. That law enforcement jurisdiction will also be the one that will follow up with arrests or criminal complaints to the County Attorney, if appropriate.

When?

You may not have been told when the alleged abuse or neglect occurred, but it is most helpful for child protection staff to know if you are reporting something that happened two days ago as opposed to two years ago. The child protection assessment worker needs to be able to assess imminent danger, not only for the alleged victim, but to other possible victims the alleged perpetrator may have access to.

Who Else Knows?

The child protection intake worker might ask if the victim's family knows that you are making this report. This will help the worker better plan as to how to proceed with the assessment, especially if one of the family members is the alleged perpetrator. **EXCEPT FOR THE ALLEGED VICTIM, YOU ARE URGED NOT TO INFORM ANYONE ELSE OF THE REPORT**, unless you need to consult with someone in your organization regarding the report. Let the child protection worker and law enforcement deal with that issue. Also, be prepared to identify others that may have first-hand knowledge of what you are reporting.

Where to Get Suspected Child Abuse/Maltreatment/Neglect Form

<https://www.co.wright.mn.us/383/Child-Protection>