

SEVEN HILLS PREPARATORY ACADEMY

ELEMENTARY SCHOOL HANDBOOK

for

Parents/Guardians and Students

2019-20 School Year

BLOOMINGTON CAMPUS

8600 Bloomington Avenue South
Bloomington, Minnesota 55425
(952) 426-6000
Fax (952) 426-6020

RICHFIELD CAMPUS

1401 West 76th Street
Richfield, Minnesota 55423
(612) 314-7600
Fax (612) 314-7609

www.sevenhillspreparatoryacademy.org

School Hours: 8:40 a.m. - 3:40 p.m.
Office Hours: 7:45 a.m. – 4:00 p.m.

Approved by the Board of Directors on August 1, 2019

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INTRODUCTION

To unify our leadership, our teaching, our learning, our growth, our expectations and our partnerships between faculty, staff, parents/guardians, students and the Board of Directors, we have prepared this handbook to provide guidance for students and families to understand the road to success at Seven Hills Preparatory Academy (“SHPA”). On the following pages, you will find policies and procedures on many subjects. We ask that you review this information carefully and hope you find it helpful.

Seven Hills Preparatory Academy Statement on Classical Education

Mission Statement

Seven Hills Preparatory Academy engages students in a rigorous Classical Education, designed to prepare *each one* for strong citizenship and life-long learning.

Vision Statement

Recognizing that all students have the right to pursue academic and personal excellence, Seven Hills Preparatory Academy challenges students by:

- Providing a caring and structured small-school environment;
- Maintaining high expectations of students, staff, and the community;
- Inspiring critical thinking, creativity, and an appreciation for beauty through active implementation of the Core Knowledge curriculum;
- Promoting a strong value system that embraces cooperation, assertion, responsibility, empathy, and self-control at the elementary school and trustworthiness, open-mindedness, respectfulness, compassionate, and honorability at the middle school.

SHPA’s Board of Directors desires to articulate the principles of Classical Education present at SHPA as a guide for members of the academy’s community for the years ahead. Using the renowned Core Knowledge curriculum as a foundation, SHPA follows these guiding principles in implementing a Classical Education:

- We focus on the origins of Western Civilization and culture, while fostering an appreciation of other cultures and the emerging global culture;
- We use the Seven Liberal Arts methodology, as described by Dorothy L. Sayers in her essay “The Lost Tools of Learning,” including the foundational learning stages of grammar, logic, rhetoric (commonly called the Trivium), as well as the subjects of mathematics, music, astronomy (natural sciences), and geometry (including architecture and visual arts). These last four subjects are commonly referred to as the Quadrivium;
- We promote a strong value system by embracing CARES (Cooperation, Assertion, Responsibility, Empathy, and Self-Control) in elementary school and TORCH

(Trustworthy, Open-minded, Respect, Compassion, and Honorable) at the middle school;

- Intellectual rigor and mental discipline with the goal of wisdom and eloquence are instilled;
- Character development emphasizes core values that foster the Classical virtues of truth, goodness, and beauty with the purpose of cultivating strong citizens and lifelong learners;
- High standards of academic excellence are maintained;
- Hard work is highly valued within the community;
- We maintain a warm community of learners where everyone in the community is in the process of life-long learning;
- A spirit of inquiry and intellectual curiosity is valued.

In the classroom at SHPA, you will see the following implementation of Classical Education:

- The Core Knowledge curriculum, providing a factual foundation for each subject in a content-rich, sequential, systematic, and cumulative curriculum;
- Study of classic literature and original texts leading into Socratic discussion;
- Teacher-directed learning that supports the foundational stages of Classical Education;
- Language-intensive curriculum as compared to image-intensive curriculum;
- An integrated curriculum across subject areas that uses history as a backbone;
- Writing is featured prominently across all subject areas;
- Memorization of quality prose, literature, facts, dates, people, and geographic locations;
- Art, music theory, music appreciation, and performance are studied;
- Physical Education is central to the curriculum;
- Latin language is incorporated into the curriculum to develop skills identifying root words, to increase literacy skills and lay an important foundation for learning foreign languages;
- Students prepare and deliver oral presentations to develop skills in rhetoric.

Seven Hills Preparatory Academy's Four Pillars of Classical Education

The foundation of classroom instruction at Seven Hills Preparatory Academy is based on four main pillars that are a thoughtful collaboration of Classical Education methodologies and research based best practices. The following is an overview of each pillar and examples of classroom implementation.

Didactic Method

When exposed to didactic teaching methods, a student receives explicit instruction engaging his or her mind and allowing him or her to become an active learner. When a teacher uses a didactic teaching method, they are “telling” the student what to read, say, or write. Dictation, modeling, reading aloud, flashcards, and sound-offs can be examples of didactic teaching methods. Most students in the elementary grades learn through this method.

For more information on this teaching method, please see Appendix H in the back of this handbook.

Coaching Method

Coaching teaching methods engage the student in constructive learning in which the teacher closely guides, leads, monitors, or facilitates the activity. The student is “coached” through the task, ensuring that understanding and mastery are achieved. Guided writing, experiments, problem solving, and critiquing can be examples of coaching teaching methods.

Socratic Method

Socratic teaching methods encourage the student to use critical thinking and evaluation skills as they share knowledge, thoughts, and ideas in response to teacher-generated questions or topics, through discussion, or writing. Debate, seminars, peer critiques, and self-assessments can be examples of Socratic teaching methods.

Character Development

Equal to the pursuit of a hard earned wisdom is the development of high moral character. At Seven Hills we cultivate strong citizens and lifelong learners through the classical virtues of truth, goodness, and beauty. We believe these virtues increase with the practice of our core values. The core values at the elementary level are Cooperation, Assertion, Responsibility, Empathy, and Self-Control (CARES). We believe these values and virtues create a vibrant Classical school culture that compels strength of character, commitment to growth, and spirited cooperation among all community members. We also believe in the inherent value of an inclusive learning environment where students and staff from all backgrounds work hard to prepare for a diverse world in which they make lasting contributions.

ENROLLMENT

Entrance Requirements

Enrollment at SHPA is open to all students. At the beginning of each year, an enrollment window is determined during which parents/guardians may apply for admission. Placement in classes occurs in the order in which applications are received. If applications exceed available openings during this window, enrollment is determined by a lottery. In the event that all classes are full, a waiting list is generated and students will be enrolled thereafter as openings occur. Available class space is determined by the number of grade level openings determined by the School Board's class size policy.

In addition to the application, SHPA requires additional items for admission to our school for students entering Grades K – 5.

- To enter Kindergarten, a student must be five (5) years old on or before September 1st of the current school year. Students must also have completed an Early Childhood Screening as required by the State of Minnesota before entering Kindergarten and results sent to us.
- Parents/guardians of K-5 students must provide SHPA with an original birth certificate or passport. A copy will be made in the school office while you wait and the original returned to you.

Medical Requirements for Enrollment

Students entering SHPA for the first time must have up-to-date immunizations as required by the State of Minnesota before the first day of school. **Please inform the school of any student health concerns at this time.**

Return of School Materials: Return of Textbooks, Class Library Books, Audio/Visual Equipment and Other School Materials

It is the responsibility of current SHPA students to return all textbooks, classroom library books, and any other school materials at the end of the school year in good condition. Parents/guardians assume responsibility for damage to or loss of any textbooks, classroom library books, audio/visual equipment, or other school materials used by their child/children.

Please contact the Assistant Principal for information. Replacement costs and/or damage fines are assessed for any lost or damaged materials. The teachers, in conjunction with the Assistant Principal, will determine these fees.

HEALTH SERVICES INFORMATION

Health Services

Learning does not occur in the presence of illness. SHPA provides a school nurse and health assistant to assist in monitoring the health of our students and parents/guardians are expected to be diligent in informing the school of medical issues affecting their child's academic performance or attendance.

Each student is required to have an Emergency Health and Accident form on file that is verified each year to ensure records are current and accurate. This form requires the names and phone numbers of three (3) responsible persons 18 years or older that are contacted in case the parent/guardian cannot be reached.

Student Health Concerns

Whenever symptoms indicate the possibility of a student's illness, and/or pain, the classroom teacher refers students to the office. Minor injuries are treated at school. Major injuries will be handled by calling emergency services and parents/guardians.

Students who become ill during the school day are required to go home as soon as possible. Parents/guardians must either pick up their child or make arrangements for a person listed on their student's emergency list to pick up their child. This **MUST** be done in a timely manner.

If a student is sick at home or is sent home from school for an illness, they are **NOT** to return to school until they are free of fever and/or symptoms for a **FULL** 24-hour period.

Parents/guardians are asked to contact the school regarding any problems concerning their child's health, medication, or communicable diseases. Parents/guardians **must keep their child home** if the child has any of the following illnesses:

- Fever of 100.0 degrees F or higher
- Vomiting
- Diarrhea
- Acute cold
- Sore throat
- Swollen glands
- Severe cough
- Inflamed or red eyes, pus or drainage
- Lethargy, weakness, drowsiness, and/or flushed skin
- Headache
- A rash or skin eruptions of unknown origin
- Recurring instances of head lice

If a student's activities are to be limited after a serious illness or accident, a statement from a physician is required. The statement must indicate the length of time the limitation must be in place as well as any necessary accommodations, including elevator use if applicable

If a student cannot participate in physical activity, students cannot be left in the classroom during recess without a teacher present. If a student is too sick to go outdoors for fresh air and exercise, the student should be kept at home. Exceptions will be made upon written request from a physician. All students who attend school are expected to participate in recess unless the weather is below zero with or without the wind chill factor. Students should bring appropriate outerwear for recess.

Medication

No medication will be given at school except for those which have been prescribed by a physician and which are needed to keep the student at school. Before medication can be administered at school, parents/guardians and the child's physician must complete the required forms. These forms can be obtained from the school office.

Medication **must** be brought to the school office in a container appropriately labeled by the pharmacy. This label must include the child's name, the prescribing physician's name, the name of the medication with directions (dose and frequency), and the pharmacy phone number.

If the student needs to take medication at school, the parent/guardian should bring the medication to school and not send it with their child. The parent/guardian is also responsible for collecting their child's medication if it has been discontinued. If the medication is not picked up in a timely manner, the medication will be thrown away.

Students may **not** carry any type of medicines, pills, epinephrine injection pens or inhalers with them during the school day. If they are required to do so, we will need a note from the physician indicating that the student is allowed to carry these item(s) during the school day. The prescription for these medicine(s) must be on file with the office which states that the student needs to keep the medicine with them during the school day. SHPA will not dispense cough drops to the students.

ATTENDANCE

Student Attendance

Regular student attendance is imperative. Students who miss school are at a disadvantage academically. Our instructional approach is primarily interactive and participatory, therefore, the learning experience cannot be duplicated outside of school. Parent/guardian cooperation in having children attend school every day, except when ill, will enhance their child's learning as well as that of other students.

In accordance with the Minnesota Compulsory Instruction Law, Minn. Stat. § 120A.22, the students of the school are **required** to attend all assigned classes every day school is in session, unless the student has been excused by the Principal from attendance because the student has withdrawn or has a valid excuse for absence.

A. Illness

In the case of absence due to illness, parents/guardians must call the school office by 8:15 a.m. with the following information: (1) The caller's name (2) The student's name, grade, and teacher (3) Reason for absence. If the student is absent and the parent/guardian has not called the school, a staff member will make a reasonable attempt to contact the parent/guardian by phone. When an absence is longer than one day, school work may be picked up in the office if the parent/guardian notifies the classroom teacher in advance and have made arrangements for work to be sent home.

Bloomington Campus: (952) 426-6000

Richfield Campus: (612) 314-7600

B. Excused Absences

Absences that are excused may include student illness, family emergency, medical or dental appointments, major religious holidays, or legal appointments. If a parent/guardian wishes to keep a child out of school for any reason other than those mentioned here, arrangements should be made in advance through the student's teacher and Principal. This will be considered an **unexcused absence**. To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school.

After five (5) consecutive days of absence due to illness, a doctor's note will be required before a student may return to school.

After ten (10) cumulative days of absence due to illness for the year, further absences are considered unexcused unless documentation from a physician is received.

After fourteen (14) consecutive days of absence, the student is automatically unenrolled from the school per MN Statute 126.05 and a corresponding report is filed with the Minnesota Department of Education.

The following reasons constitute excused absences.

- 1) Illness
- 2) Serious illness in the student's immediate family
- 3) A death in the student's immediate family or of a close friend or relative
- 4) Medical, dental or orthodontic treatment or counseling appointment
- 5) Court appearances occasioned by family or personal action
- 6) Religious holidays or religious instruction not to exceed three hours in any week
- 7) Physical emergency conditions such as fire, flood, storm, etc.
- 8) Official school field trip or other school-sponsored outing
- 9) Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work
- 10) Family emergencies
- 11) Active duty in any military branch of the United States
- 12) Family Activity (see below)

A student may be absent up to 5 days from school for a preapproved family activity. To receive pre-approval from the school, you must do the following:

- At least 10 school days before leaving, request permission from the school for your child to be absent for a family activity.
- Before leaving, verify expectations with teacher(s) regarding homework or other assignments
- Make sure that your student will not be absent for important tests such as the MCAs
- Receive written pre-approval from the Principal for excusing absences due to a family activity

C. Unexcused Absences

The following are examples of absences which will not be excused.

- 1) Truancy or an absence by a student which was not approved by the parent/guardian and/or the school
- 2) Any absence in which the parent/guardian failed to comply with any reporting requirements of the school's attendance procedures
- 3) Working at home
- 4) Working at a business, except under a school-sponsored work release program
- 5) School visits

- 6) Absences resulting from accumulated unexcused tardies as set forth in the attendance procedures
- 7) Any other absence not included under the attendance procedures set out in this policy

Absences

- Third (3rd) Unexcused Absence
 - Student classified as a continuing truant
 - Possible email or call home by school administrator
 - Written letter sent home
 - Potential conference scheduled with school administration
- Sixth (6th) Unexcused Absence
 - Student classified as a continuing truant
 - Written letter sent home
 - Family referred to the Hennepin County Attorney's Office (HCAO) *Be@School Program*.

Additional unexcused absences will result in continued involvement of the HCAO, and may include a child protection report of educational neglect and court intervention per MN Statute 260C.143. After 17 days (or 10%) of accumulated unexcused absences in a year, the Administration may determine that the student be retained in the same grade for the following school year.

D. Tardiness

Tardiness is disruptive to the educational process and is inconsiderate to both teachers and other students. Therefore, it is imperative that students are punctual and that these guidelines are followed.

- Please make sure that your child(ren) arrives into the school by 8:30 a.m. and no earlier than 8:15 a.m. unless they have a scheduled school activity.
- Be advised that there is no student supervision before 8:15 unless there is a scheduled school activity.
- Buses will arrive to school between 8:25 a.m. and 8:30 a.m.
- Classes start promptly at 8:40 a.m.
- After 8:40 a.m., students must check in at the office before going into class and will be marked tardy.
- Parents/guardians will **not** be allowed to walk their children down to the classroom upon arrival. The exception will be Kindergarten parents/guardians who will be allowed to walk their children to the classroom on the first day of school.

The following reasons shall be sufficient to constitute an excused tardy:

- 1) Illness
- 2) Serious illness in the student's immediate family
- 3) A death in the student's immediate family or of a close friend or relative
- 4) Medical or dental treatment
- 5) Court appearances occasioned by family or personal action
- 6) Physical emergency conditions such as fire, flood, storm, etc.
- 7) Any tardiness for which the student has been excused in writing by an administrator or faculty member.

State laws require schools to monitor attendance and send written notice to parents/guardians when a student has missed more than three (3) unexcused days in a school year. **All tardies and absences must be verified or the absence becomes an unexcused absence or truancy.**

The following items will be applied accordingly.

Tardies

Students are tardy if they are not in their classrooms by 8:40 a.m. without a valid reason (see above).

- 5 tardies = An information letter is sent home to be reviewed by parent/guardian and student.
- 7 tardies = 1 Unexcused absence
- 14 tardies = 2 Unexcused absences
- 21 tardies = 3 Unexcused absences, a truancy letter will be sent home by school Administration and conference scheduled with school Administration.

E. Early Dismissal

No student is allowed to leave the building or playground during school time unless he/she is accompanied by a parent/guardian or an adult from the school. All-day attendance is important for every student, every school day. If it is known in advance that an early dismissal is absolutely necessary, parents/guardians must contact the Main Office to make prior arrangements.

F. Same Day Student Pick-Up Changes

We do accommodate infrequent changes to after school pick-up procedures for students. For same day changes to student pick-up plans, parents/guardians must call SHPA's Main Office by **2:00pm** and **leave a voice mail** in order to ensure proper communication. Parents/guardians should not send a note, email or voicemail to your child's respective teacher about an end of the day pick up change. These are only authorized through the Main Office and not by contacting classroom teachers.

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Richfield Campus: (612) 314-7600

G. Dismissal for Vacations

Should a student be absent for a family vacation, please be advised that teachers are not in a position to provide lesson plans, class work, and assignments that the student would miss while being out of class. What they can provide is material to reinforce/support previous and current learning and can suggest that parents/guardians and students take reading material, small notebooks for writing or drawing, or educational games/activities for the students to use while out of school. If a parent/guardian wishes to keep a child out of school for a family vacation, arrangements should be made in advance through the student's teacher and the principal. Vacations are considered an **unexcused absence** unless pre-approved as a family activity up to 5 days per school year.

ACADEMIC ASSESSMENTS

Report Cards

Students receive a report card once per trimester. Report cards will be sent home with students for Trimesters I and II and by U.S. Mail for final yearly report card for Trimester III.

Testing

Interim: All students will participate in quarterly Interim Testing which will measure student progress according to the MN State Academic Standards.

Minnesota Comprehensive Assessments: Third through Fifth Grade students will participate in MCA testing in the spring of each year.

Homework

Homework is an integral part of the student's educational process. The Core Knowledge Curriculum requires student preparation outside of school and is enhanced by parent/guardian support and involvement with homework completion. Homework assignments are a part of each student's grade, therefore, missing assignments must be turned in as soon as possible. Students are responsible for homework assignments missed during an absence from school.

TRANSPORTATION

The Bloomington Campus will be served by Academy of Holy Angels busing while the Richfield Campus will be served by 4.0 transportation services. Additionally, the 4.0 bus company will provide bus service from Burnsville to the Bloomington Campus, special education transportation for both campuses, and any field trips the Academy of Holy Angels cannot serve.

*For the 2019 – 2020 school year the annual fee for transportation service is **\$260 per student** and a **\$520 cap per family**, with eligible families charged on a sliding scale. **This fee is non-refundable.** Busing comprises a significant portion of our operating budget and we are pleased to provide quality service at a reasonable cost. The bus transportation fee is applicable to all families who meet any of the following criteria:*

- 1) Do not live in either Bloomington or Richfield (e.g., reside in Burnsville, Minneapolis, Edina, etc.)
- 2) Do not attend campus of the city in which they live (i.e., live in Bloomington, but attend the Richfield campus or vice-versa; families with children at both campuses are eligible to use the transition bus*
- 3) Live fewer than two miles from the campus they attend (please see MDE FAQ sheet on the school's website)

*Transports middle school students with elementary siblings at Bloomington to Richfield and back

In order to be placed on a bus route and guaranteed service at the start of the 2019-20 school year, all families (new and returning), **must complete an online bus application form during the enrollment period**

Child Care

The Bloomington campus partners with Cedar Valley Church, which provides before and after school care for students independently of the school. The Richfield campus partners with Berea Lutheran Church, which provides before and after school care for students independently of the school. Please consult the SHPA website for further information or contact either of these organizations directly for additional details.

SCHOOL ACTIVITIES

Co-Curricular Activities

The school offers before and after school activities as-appropriate throughout the year. Flyers and relevant documentation will be sent home with the students and information posted on the school website. All students are encouraged to participate as these activities are designed to be extension activities related to the curriculum being implemented in the classrooms. Please consult the SHPA website for fee and registration information.

Sports

A variety of sports programs are offered to students in Grade 5, including soccer, basketball and volleyball. Programs are based upon student interest.

Field Trips

Educational field trips are scheduled during each school year and planned to enrich your child's educational experience. Field trips are considered supplementary, so students are strongly encouraged, but not required, to attend. Students who do not participate in a field trip will be expected to participate in an alternative educational activity at the discretion of the administration. Permission slips from parents/guardians must be signed and returned to the classroom teacher before a student may participate in a field trip. Any necessary fees will be collected prior to each field trip and financial scholarships will be made available for eligible families.

Chaperones – We welcome parent/guardian assistance with school outings. The ratio of chaperone to student is 1:5, one (1) parent/guardian for every five (5) students. Any parent/guardian wishing to chaperone a SHPA field trip is required to have a criminal background check prior to the trip. Background checks are conducted every four years. SHPA will absorb this cost. When a background check identifies an issue from an enforcement agency, the school's Principal contacts the parent/guardian to obtain clarification prior to approving them as a chaperone.

Dress Attire -- Students attending a field trip are required to wear their school uniform-unless otherwise noted in the field trip/permission slip sent home to parents/guardians prior to the field trip.

Parent/Guardian Pickup -- Students attending a field trip are expected to ride the bus back to school and are not to be picked-up from the site of the field trip.

HOME AND SCHOOL RELATIONSHIPS

Parent-Staff Communication

Parent/Guardian-Teacher communication is critical to the academic success of your student(s). Please remember the following guidelines about school and home communications.

- **In-Person Meetings:** We enjoy talking to parents/guardians. But from 8:15 a.m. to 4:00 p.m., we devote 100% of our attention to your children. We are pleased to schedule meetings at an alternative time.
- **Email:** Please feel free to send emails at any time and we will do our best to reply in a timely manner.
- **Voicemail/Phone:** Please feel free to contact us through phone or voicemail and we will do our best to reply in a timely manner.
- **School Conferences:** School-wide conferences are scheduled in both the Fall and Spring of the year and provide an opportunity to review your child's academic performance. Additional conferences may be scheduled as needed throughout the year.

Please be aware that due to data privacy concerns, teachers cannot give out other parents'/guardians' contact information.

GENERAL SCHOOL INFORMATION

Student fees will need to be collected before school starts in the fall, to pay the fees please visit our website. The fee will cover additional supplies the school contributes to the students. The total fee is \$10.00 per student for all grade levels.

Student Uniform Dress Code

We believe that good dress and work habits reflect a proper school attitude. Students are required to be in proper dress during school hours and on field trips unless otherwise notified. If your child is not in the approved school uniform, we will contact the parents/guardians. Uniform decisions are entrusted to staff and are ultimately at the discretion of the Principal.

Pants/Shorts: (Boys and Girls)

- Colors Khaki and Navy Blue
- Style Fitted or Elastic Waist
- Fabric Twill, cotton or cotton blend or polyester blend.
- Jeans and sweatpants are not acceptable. Pants or shorts must be hemmed.
- Baggy or oversized pants and bicycle shorts, cut-offs, short shorts or boxer shorts are not allowed. No cargo pants or casual pants with excessive pockets, etc. Capri pants are allowed for girls provided that they are not in the style of cargo pants or have strings or other decorative items hanging from them.

Skirts/Skortts (Girls)

- Colors Blue/Red Plaid (preferred). Khaki and Navy Blue are acceptable
- Style Fitted or Elastic Waist
- Fabric Twill, cotton or cotton blend or polyester blend.
- Denim is not acceptable. Length must be mid-thigh (bottom of fingers) to mid-calf.

Jumpers (Girls): Blue/Red plaid (preferred). Khaki and Navy Blue are acceptable.

Shirts (Girls and Boys)

- Colors Navy Blue or white
- Style Polo (short or long sleeve) and Turtle Neck Shirts
- Collared shirts are required. Shirts bearing the school logo are preferred.

Sweaters (Girls and Boys)

- Colors Navy Blue or white
- Style Cardigan, V-neck, Crew neck, Sweater vest, Crew and/or V-neck pullover
- Sweaters bearing the school logo are preferred.

Sweatshirts (Girls and Boys)

Colors White or Navy Blue

- Style Crew neck pullover
- Hooded sweatshirts can only be worn to and from school and during PE and recess.
- Sweatshirts bearing the school logo are preferred.

Shoes

Black, gray, or brown closed-toe dress shoes are preferred and students will be allowed to switch into athletic shoes for physical education and recess. Students may wear solid-color athletic shoes deemed unobtrusive and in good repair. Plain and solid colored tennis shoes are preferred. Shoes must be kept laced and tied. Shoes that emit light or sounds are not permitted.

Socks

Dress socks White or Navy and/or Tights or leggings (worn beneath skirts) of the same color for girls.

Accessories

No hats or caps may be worn except as winter wear outdoors. Hats or caps may not be worn inside the school. Any hair accessories must match uniform and be unobtrusive. (i.e. no hair styles such as Mohawks, shavings, dyes, etc. that might be characterized as obtrusive). The final decision on the allowance and type of accessories is within the sole discretion of the Principal.

School Spirit Wear

School Spirit Wear may be worn every Friday. Bottoms must be uniform compliant.

All school uniform items are available from:

Educational Outfitters – 952-927-6778 – 6002 Excelsior Blvd., St. Louis Park, MN 55416 – In store, online 3% donation back to school on all purchases. Order online at Minnesota.EducationalOutfitters.com and use school access code MN01350.

Uniform Online Ordering

French Toast

www.FrenchToast.com or call 1-800-373-6248.

The school will receive a 5% rebate back twice a year for purchases made from French Toast. Please use source code QS5RSKL when ordering to make sure Seven Hills Preparatory Academy is credited for your purchases.

Food at School

SHPA IS A NUT AND PEANUT FREE SCHOOL! Due to severe food allergies of students and staff, students **will not** be allowed to bring **any** snacks or food that contains or may contain nuts or peanuts.

It is of the utmost importance that each parent and student understands the severity of this rule and follows it explicitly. Most allergies are so severe that they are life-threatening. SHPA's Board of Directors and Administration appreciates the support of all SHPA families in ensuring the physical health and well-being of every student. We appreciate your support in keeping all of our students safe. Please discuss the seriousness of allergies with your children when explaining why the school does not allow nuts, products made with nuts or in kitchens where nuts have been used.

ONLY FOOD FROM THE APPROVED SNACK LIST WILL BE ALLOWED IN CLASSROOMS. Any snacks that are brought to school should remain in their original wrapper so the food labels can be checked. Copies of approved snack lists are available from all classroom teachers and in the office.

All snacks need to be checked each time for changes in ingredients or manufacturing processes. Snacks cannot be processed in a facility that also processes any nuts. These snacks are brand specific, other manufacturers of similar/imitation products use different ingredients. Bakery items and home baked goods are NOT to be brought into SHPA classrooms or they will be discarded. This pertains to birthday treats as well. Please see Appendix K for the Recommended Snack List.

Lunch

The purpose of these guidelines is to establish consistent lunch account procedures in the provision of meals to students. Proper nutritional intake is essential for adequate learning to

occur. SHPA is pleased to offer lunch at school. Our vendor, CKC Good Food strives to produce quality meals in an efficient and fiscally responsible manner and caters school lunches. According to Federal and State regulations, specific amounts of each food group must be placed on the students' trays. Students will be encouraged to eat all the food served to them.

For those families who do not wish to purchase school lunches, students are welcome to bring their own lunches from home. We remind parents/guardians to please make sure that portions are adequate and good nutrition is given. Milk may be purchased separately.

Procedures for Purchasing Lunches

All families must create a SPA (Student Pay Account) and use this account to order and pay for school lunches on a monthly basis. Directions are on the school website.

Ordering - Menus are available around the 15th of the month for the following month's meals and the window for ordering will be available for approximately 7 days. An email is sent home to families when online ordering is available and is on the orgsonline.com website. All families must order lunch online on a monthly basis.

Lunch Payments - School lunches are paid for online. The office does not accept payments.

Late Requests - We cannot accept late lunch requests or same day lunch requests.

Forgotten Lunches – If a student does not have a lunch on a school day, the office will call home and ask that a lunch is brought to school for the student. If lunch cannot be brought to school, lunch or lunch substitute will be provided to the student for \$4.00.

Field Trip Lunches – If a student ordering school lunch has an all-day field trip scheduled, a bag lunch in lieu of a hot lunch will be prepared for the student on that day.

Milk – Milk can be ordered online using the SPA account, paid for each day in cash, or milk tickets can be purchased in the school office. The cost is \$0.60 for a carton of milk.

Qualifying families may apply for free meals anytime during the school year. Applications are available in the school Administration office.

School Lunch Costs

Lunch prices are as follows:

- Lunch with milk - \$3.70 per lunch (students and adults)
- Milk - \$0.60
- Forgotten Lunch - \$4.00

All food must be eaten in the school gym/cafeteria. After eating, students will be dismissed to clean up their immediate area. Students are expected to practice good table manners while in

the cafeteria. Throwing food items or other misconduct may result in dismissal from the cafeteria and loss of this privilege.

Any parent/guardian wishing to join their child for lunch will be permitted to eat lunch with their child in the lobby so as to limit any distraction or disruption to the lunchroom environment.

SHPA is unable to offer refunds or credits to account.

Cell Phones and Other Electronic Devices

Cell phones or other electronic devices may not be used during the academic day. Students with cell phones or other electronic devices are to shut them off and put them away before entering the classroom. Cell phone or other electronic device use may be resumed upon leaving the building. If a student is found with a cell phone or other electronic devices on their person during the school day, it will be confiscated and returned at the end of that day. If multiple infractions occur, a parent may need to come to school to recover the device.

Recording Devices

The use of any device for recording is not permitted unless the supervisor or teacher approves the recording.

School Emergencies

If the school experiences an emergency, with or without an evacuation, that requires the reunification of students with their families through an alternate means and/or at an alternate location than established traditional end-of-day transportation patterns, SHPA administrative staff and the School Emergency Response Team (SERT) will follow the reunification procedures established by SHPA. The school will work with local emergency response agencies to coordinate a safe reunification process and location for students and families. An alert will be sent to all parents/guardians and families through SHPA's usual communication and notification systems. The alert will provide information to parents/guardians and families where to reunite with their students. The reunification site will have both a check-in area and a meeting area in order to coordinate the safe, secure and documented reunification between students and their families.

For additional details on this process, please see Appendix G in this handbook.

Inclement Weather and Unscheduled School Closings

In the event of inclement weather, school closings will be announced on KARE 11, WCCO, Fox 9, and KSTP radio and TV stations. If the listings do not identify SHPA directly as being closed, we are open and school is in session. If the school closes after the start of the school day, this information will be announced on local media and SHPA will send you a text or email to the number you have provided to us.

Parents should specifically look for SHPA listings on TV/radio station announcements for school closing information because we are independent of Bloomington and Richfield District Public Schools. We will also have this information posted on the front page of our website.

Inclement weather often produces delayed pickup and drop off times for bus transportation. This cannot be avoided and we appreciate your flexibility and understanding when inclement weather interrupts our daily schedule.

Tobacco-Free Environment

SHPA is a tobacco-free environment. *Policy 419 – Tobacco-Free Environment* is included in its entirety in Appendix D.

STUDENT BEHAVIOR

Seven Hills Preparatory Academy Character Development

Developing a positive classroom climate involves the use of structure, reasonable rules, natural, logical, and realistic consequences, and the labeling and acceptance of feelings. The students play an important role in creating their own educational environment. In such an atmosphere, the class is neither teacher-dominated nor student-controlled. Rather, it is a joint effort to learn, relate, and experience. Simple rules help create a structure that supports and enhances learning. The following rules are known as C.A.R.E.S., and they are used throughout SHPA.

Cooperation – Working together to get the job done.

Assertion – Asking for what you need in a polite and respectful way.

Responsibility – Being aware of what needs to be done and doing it.

Empathy – Understanding other people’s feelings.

Self-Control – Controlling your own behavior.

Students demonstrating good citizenship are recognized in a VIP Assembly throughout the entire school year.

Student Behavior-Background/Overview (see Discipline Code)

SHPA maintains high expectations for student conduct. Student behavior is handled most effectively when parents/guardians, faculty, and administrators work as a team. SHPA expects teachers to be leaders in the partnership. SHPA expects parents to support faculty and Administration in matters of student discipline. SHPA also offers counseling and other services to students in need of additional support.

As a community, we value safe, respectful, and welcoming behaviors. As these are learned behaviors, adult members of the SHPA community provide explicit guidance for students and model safety, respect, and inclusiveness as the students develop self-discipline.

As students progress through developmental stages, they will test the boundaries of what is acceptable by SHPA standards. Our fundamental goal is to help students learn from their inappropriate behaviors and make better decisions about their actions in the future. By maintaining clear and consistent guidelines for behavior and by holding students accountable, SHPA creates a physically and emotionally safe environment in which students grow to understand that their actions lead to consequences. SHPA’s approach to student behavior is to help students develop internal mechanisms for monitoring and taking responsibility for their behavior.

SHPA will respond promptly to inappropriate behavior that breaches the school’s guidelines. Examples of inappropriate behaviors include:

- Hitting
- Stealing
- Vandalism

- Swearing
- Disrespect for authority and school property
- Bullying (see *SHPA Policy 514: Bullying Prohibition* which consistent with the Safe and Supportive Schools Act (MN Statute 121A.031) and is included in Appendix B.
- Fighting
- Physical or verbal harassment (see *SHPA Policy 413: Harassment and Violence*, which is included in its entirety in Appendix C)
- Continuous disruptive actions
- Disrespectful electronic communications
- Use of hate language regarding gender, race, socioeconomic status, religion, or family structure
- Use or possession of alcohol, drugs, tobacco, or weapons.

The consequences for inappropriate behavior will vary according to the student's age, the particular circumstances (e.g., support systems which are already in place), the seriousness of the infraction, and the student's pattern of behavior. Consequences that may be implemented include a teacher/student conference, removal of privileges, note or phone call to parents/guardians, restitution, administrator/student conference, suspension (half or whole day; in or out of school), and expulsion.

Learning how to live and work together positively is critical to the successful functioning of the SHPA community. We believe that by combining the energies of the faculty, parents, and students, an environment that fosters the development of caring, nurturing, and responsible citizens is created.

Bus Behavior

Good student behavior on school buses is essential to the safety of all passengers on the bus. If the driver is distracted while the bus is in motion, it could lead to an accident with injuries. It is necessary, therefore, that all students on the bus follow the rules of conduct and obey the driver's instructions immediately and respectfully. The rules include, but are not limited to, the following:

- Students sit in their (assigned) seats at all times when the bus is in motion.
- Students treat each other and the driver with respect.
- Fighting, profanity, and verbal abuse are not allowed.
- No food or drink on the bus.
- No electronics use on the bus unless approved by administration.

Riding the bus is a privilege; on-going misconduct will result in the loss of this privilege for a determined time. For additional details on this policy, please see our *Appendix E, SHPA Comprehensive Transportation Policy*.

Discipline Code

SHPA expects all students to conduct themselves in a socially responsible manner. Disciplinary measures are used to maintain a safe and orderly school environment which promotes SHPA's philosophy on providing a rigorous education for all students. SHPA adheres to *Policy 506: Discipline*, and a copy of the policy is available in the Main Office.

The SHPA discipline code applies to the actions of students during school hours, before and after school, while on school property, at all SHPA sponsored events, and when the actions affect the mission of SHPA. Students may also be subject to discipline for serious acts of misconduct which occur either off school grounds or during non-school hours when the misconduct disrupts the orderly educational process at SHPA.

Each discipline case will carry its own merit and will be adjudicated according to the facts accompanying the case. SHPA's staff shall consider all mitigating circumstances prior to disciplinary action. Mitigating circumstances shall include, but are not limited to, the following:

- Age, health, maturity, and academic placement of a student
- Prior conduct
- Attitude of a student
- Cooperation of parents/guardians
- Willingness to make restitution
- Seriousness of offense
- Willingness to enroll in a student assistance program

In some cases, the school's Administrator may deem public service a necessary component of the disciplinary action. Public service may include, but is not limited to repairing or cleaning property damaged as a result of the offense(s); participating in landscaping, gardening and /or projects aimed at beautifying school property or the community; and/or providing services that improve the quality of life for community members.

Categories of Offenses

Each category of offense listed below has a minimum and maximum disciplinary action associated with it. After considering the actual disciplinary violation and factors such as those listed above, SHPA staff shall determine the disciplinary action within the minimum/maximum range to which the student shall be subjected.

Level I Offense

These acts of misconduct include, but are not limited to, the following:

- Running and/or making excessive noise in the hall or school building

- Violating the dress code
- Persistent tardiness to school
- Loitering in the hallway
- Lying to school personnel

Students who commit any of these acts are subject to a conference with the Principal/teacher, and/or parent as a result of a first offense and may, as a result of repeated violations and depending on the circumstances, be subject to the maximum one (1) day suspension. As a supplement and/or alternative to suspension, school staff may require students to complete between 1 and 8 hours of public service as commensurate with the seriousness of the offense(s).

Level II Offense

These acts of misconduct include, but are not limited to, the following student behaviors that disrupt the educational process at SHPA:

- Excessive truancy (absence without just cause)
- Use of profane, vulgar, or obscene words, gestures, or other actions which disrupt the school environment
- Insubordination (refusal to follow orders, directions, or stated school rules)
- Participation in acts designed to disrupt the classroom or school activities
- Repeated failure to follow state school rules and procedures
- Acts that obstruct or interrupt the instructional process in the classroom
- Repeated refusal to participate in classroom activities or complete academic assignments
- Fighting or threatening any student or staff member
- Leaving the classroom or school grounds without permission
- Cheating
- Plagiarism
- Bullying
- Forgery
- Inappropriate touching of another student or staff member
- Roughhousing/horseplay
- Persistent tardiness
- Vandalism of books, folders, or notebooks

Students who commit any of these acts are subject to a Principal/teacher, and/or parent/guardian conference as a result of a first offense and may, as a result of repeated violations and depending on the circumstances, be subject to the maximum penalty of a five (5)

day out-of-school suspension and Principal/teacher-parent/guardian conference. **The degree of the suspension whether in-school or external, as well as length of suspension, shall be determined by the Principal.** As a supplement and/or alternative to suspension, school staff may require students to complete between 3 and 12 hours of public service as commensurate with the seriousness of the offense(s).

Level III Offense

These acts of misconduct include those student behaviors that seriously disrupt the orderly educational process in the classroom, in the school, and/or on the school grounds. These acts of misconduct include, but are not limited to, the following:

- Fighting or threatening any student or staff member
- Assault on a student or any school employee (assault is interpreted as an attempt to do bodily harm to a student or to any staff member)
- Persistent refusal to follow stated school rules and procedures
- Arson
- Destruction of property/graffiti
- Creating a false fire alarm
- Repeated Category I and Category II offenses
- Possession of weapons
- Any act that endangers the safety of the other students, teachers, or any school employee
- Theft
- Trespassing
- Involvement in gang activity
- Sex violations/sexual harassment
- Use, possession, sale, or delivery of alcohol, illegal drugs, narcotics, controlled substances, weapons, contraband, or look alike weapon contraband/drugs
- Use of intimidation, credible threats of violence, coercion, or persistent bullying
- Bomb threat
- Harassment and/or inappropriate behavior

Students who commit any of these acts are subject to a maximum 10-day, out-of-school suspension and Principal/teacher-parent/guardian conference and may, depending on the circumstances, be subject to the maximum penalty of expulsion. As a supplement and/or alternative to suspension or expulsion, school staff may require students to complete between 6 and 30 hours of public or school service as commensurate with the seriousness of the offense(s).

Suspension and Expulsion

When a student's misconduct results in the need to suspend or expel a student, the following procedure shall be followed.

Suspension Not Exceeding 10 School Days

Students suspended for 10 days or less shall be afforded due process in the following manner.

The student shall be given oral or written notice of the charges against him/her, an explanation of the basis for the accusation, and a chance to present his/her version of the incident. An in-person meeting or conference call will be held at which time all parties will be heard. Participants at the meeting will include, but not be limited to, the student, parents/guardians, the Principal and any person familiar with the offense whose input is deemed helpful. The meeting will result in the Principal's resolution of the matter and consequences will be imposed that are considered by all parties in attendance and deemed most appropriate under the circumstances.

PARENT/GUARDIAN VOLUNTEERISM

Any adult who will be in direct contact with SHPA students, whether on campus or on a sanctioned school trip, must pass a Criminal Background Check. Please contact info@shpamn.org to request a background check form. Please plan accordingly.

Charter public schools generally have a far higher degree of parent/guardian involvement, participation and responsibility for school governance than traditional schools. This is because parent/guardian participation and assistance is a necessary part of both the running of a charter public school and providing a full circle of education experience for students. Charter public schools differ from traditional district public schools in the following ways.

- A charter public school is a separate local education agency (LEA) with its own Board of Directors and an absence of traditional school district bureaucracy. We depend on parent/guardian volunteers for our success.
- Parents/Guardians are encouraged to be involved in day-to-day activities at SHPA and are welcome in the school and in classrooms volunteering.
- Parents/Guardians sit on SHPA's Board of Directors, and are asked to support the school each year by becoming members of school committees, joining the PTA, by helping in the office, planning school events, by chaperoning field trips, working in the classroom, or participating in fundraising activities.
- Parents/Guardians are asked to support their students' academic achievements by ensuring that they do their homework and read at home daily; by making sure they attend school daily except when there is an illness, ensuring the timely arrival to school in the mornings, by attending parent/guardian-teacher conferences, and by ensuring that assignments missed due to excused absences are completed in a timely manner.

SHPA maintains that parent/guardian involvement empowers the parents/guardians by providing each parent/guardian and family with a greater stake in the school's success. Any adult who will be in direct contact with SHPA students whether on our campus or on a sanctioned school trip must have completed a criminal background check. Completed forms are to be submitted to the Office Manager or Office Coordinator by September 15th or at two weeks prior to the volunteer event to allow sufficient time to process.

Parents/Guardians are expected to review the Family Support Pledge (located at the end of this Handbook), a document designed to help ensure that parents/guardians and students understand the school's mission and the unique roles each play in ensuring that the school's vision becomes reality.

We encourage parents/guardians to volunteer and some are able to volunteer time only if their younger child(ren) accompany them. Please understand that while SHPA is grateful for

volunteers willing to serve, volunteering at school during school hours is best accomplished without younger children. Therefore, young children are not allowed in school during your volunteer time.

Volunteer opportunities are found in our school's distributed communications. Please read *The Chronicles* (Bloomington Campus) or *The Torch* (Richfield Campus) monthly newsletters, teacher newsletters, weekly updates, or contact the SHPA Volunteer Coordinator for opportunities.

APPENDIX A

POLICY 514: BULLYING PROHIBITION

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and teachers' ability to educate students in a safe environment. The school cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school and the rights and welfare of its students and is within the control of the school in its normal operations, it is the school's intent to prevent bullying and to take action to investigate, respond, remediate, and discipline those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school in its goal of preventing and responding to acts of bullying, intimidation, violence, and other similar disruptive behavior.

II. GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school property or at school-related functions. This policy also applies to any student whose conduct at any time or in any place constitutes bullying that interferes with or obstructs the mission or operations of the local educational agency or the safety or welfare of the student, other students, or employees. Cyberbullying also may constitute an act of bullying regardless of whether such acts are committed on or off local educational agency property and/or with or without the use of school resources.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school shall permit, condone, or tolerate bullying.
- C. Apparent permission or consent by a student being bullied does not lessen the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- E. False accusations or reports of bullying against another student are prohibited.
- F. A student who engages in an act of bullying, reprisal, retaliation, or knowingly making a false report of bullying shall be subject to discipline or other remedial responses for that act in accordance with the school's policies and procedures, including the school's

discipline policy. A teacher, administrator, volunteer, contractor, or other employee of the school district who permits, condones, or tolerates bullying or engages in an act of reprisal, retaliation, or knowingly making a false report of bullying shall be subject to disciplinary action. The school may take into account the following factors:

1. The developmental and maturity levels of the parties involved;
 2. The levels of harm, surrounding circumstances, and nature of the behavior;
 3. Past incidences or past or continuing patterns of behavior;
 4. The relationship between the parties involved; and
 5. The context in which the alleged incidents occurred.
- ii. Consequences for students who commit acts of bullying or other prohibited conduct may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation. Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.
- G. The school will act to investigate all complaints of bullying and will discipline or take appropriate action against any student, teacher, administrator, volunteer or other employee of the school who is found to have violated this policy.

III. DEFINITIONS

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

- A. “Bullying” means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
- B. An actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
- C. Materially and substantially interferes with a student’s educational opportunities or performance or ability to participate in school functions or activities or receive school

benefits, services, or privileges.

- i. The term “bullying” specifically includes “cyberbullying” as defined in this policy.
- D. “Cyberbullying” means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.
- E. “Immediately” means as soon as possible but in no event longer than one school day.
- F. “On school premises, on school property, or at school-related functions, or on school transportation” means all school buildings, school grounds, and school property, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for local educational agency purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. While prohibiting bullying at these locations and events, the school does not represent that it will provide supervision or assume liability at these locations and events.
- G. “Intimidating, threatening, abusive, or harming conduct” means, but is not limited to, conduct that does the following:
- a. Causes physical harm to a student or a student’s property or causes a student to be in reasonable fear of harm to person or property;
 - b. Violates a student’s reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
 - c. Is directed at any student or students, including those based on a person’s actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

- H. “Prohibited conduct” means bullying or cyberbullying as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.
- I. “Remedial response” means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.
- J. “Student” means a student enrolled in the school.

IV. REPORTING PROCEDURE

- A. Any student who believes he or she has been the victim of bullying should report the alleged acts immediately to an appropriate school official designated by this policy. A student may report bullying anonymously. However, the school’s ability to take action against an alleged perpetrator based solely on an anonymous report may be limited. Any teacher, administrator, volunteer, contractor, or other employee of the school with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school official.
- B. The school encourages the reporting party or complainant to submit a complaint in writing but oral reports shall be considered complaints as well.
- C. The executive director or designee (hereinafter the “building report taker”) is the person responsible for receiving reports of bullying. At the Bloomington Campus, the Bloomington Campus Principal shall be the building report taker, and at the Richfield Campus, the Richfield Campus Principal shall be the building report taker.
 - i. The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.
- D. A teacher, school administrator, volunteer, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who receives a report of, observes, or has other knowledge or belief of conduct that may constitute bullying shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the executive director immediately.

- E. Reports of bullying are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- F. Submission of a good faith complaint or report of bullying will not affect the complainant's or reporter's future employment, grades, or work assignments, or educational or work environment.
- G. The school will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL ACTION

- A. Within three school days of the receipt of a complaint or report of bullying or other prohibited conduct, the school shall undertake or authorize an investigation by school officials or a third party designated by the school.
- B. The school may take immediate steps, at its discretion, to protect the target or victim of bullying or other prohibited conduct, the complainant, reporter, students, or others pending completion of an investigation of bullying, consistent with applicable law.
- C. The alleged perpetrator of bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determined that bullying or other prohibited conduct has occurred, the school will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. Remedial responses to bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School action taken for violation of this policy will be consistent with the requirements of applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; school policies; and regulations.
- E. The school is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school. School officials will notify the parent(s) or guardian(s) of students involved in a bullying incident and the remedial action taken, to the extent

permitted by law, based on a confirmed report.

- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

VI. REPRISAL

The school will discipline or take appropriate action against any student, teacher, administrator, volunteer or other employee of the school who retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying. Retaliation includes, but is not limited to, any form of intimidation, harassment, or intentional disparate treatment.

VII. TRAINING AND EDUCATION

- A. The school annually will provide information and any applicable training to local educational agency staff regarding this policy.
- B. The school annually will provide education and information to students regarding bullying, including information regarding this school policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying. Newly employed school personnel must receive the training within the first year of their employment with the district or school. A district or school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance.
- C. The administration of the school is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the victim, and to make resources or referrals to resources available to victims of bullying.
- D. The school may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- E. The school district shall require ongoing professional development, consistent with Minn. Stat. § 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other

prohibited conduct. Such professional development includes, but is not limited to, the following:

- a. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
 - b. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
 - c. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
 - d. The incidence and nature of cyberbullying; and
 - e. Internet safety and cyberbullying.
- F. Affected students and their parents may have rights under state and federal data practices laws to obtain access to data related to an incident and to contest the accuracy or completeness of the data.

VIII. NOTICE

- A. The school will give annual notice of this policy to students, parents or guardians, and staff, and reference to this policy shall appear in the parent-student handbook.
- B. This policy or a summary thereof must be conspicuously posted in the administrative offices of the school district and the office of each school.
- C. This policy must be given to each school employee and independent contractor who regularly interacts with students, at the time of initial employment with the school.
- D. This policy must be available to all parents and other school community members in an electronic format in the languages appearing on the district or school Web site, consistent with the district policies and practices.

APPENDIX B

POLICY 413: HARASSMENT AND VIOLENCE

I. PURPOSE

The purpose of this policy is to maintain an environment for learning and working that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. The school board prohibits any form of harassment and violence on the basis of race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of the school to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. The school prohibits any form of harassment and violence on the basis of race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.
- B. It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel to harass a pupil, teacher, administrator or other school personnel or group of students, teachers, administrators, or other school district personnel through conduct or communication based on a person's race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability, as defined by this policy. For purposes of this policy, school personnel includes school board members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of the school.
- C. It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the school to inflict, threaten to inflict, or attempt to inflict violence upon any student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel based on a person's race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.
- D. The school will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability, and to discipline or take appropriate

action against any student, teacher, administrator, or other school district personnel who is found to have violated this policy.

III. DEFINITIONS

A. Harassment; Definition

- I. “Harassment” prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual’s or group of individuals’ race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability when the conduct:
 - a. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
 - b. has the purpose or effect of substantially or unreasonably interfering with an individual’s work or academic performance; or
 - c. otherwise adversely affects an individual’s employment or academic opportunities.

B. Immediately means as soon as possible but in no event longer than one school day.

C. Protected Classifications; Definitions

- I. “Disability” means any condition or characteristic that renders a person a disabled person. A disabled person is any person who:
 - a. Has a physical, sensory, or mental impairment which substantially limits one or more major life activities;
 - b. Has a record of such an impairment; or
 - c. Is regarded as having such an impairment.
2. “Familial status” means the condition of one or more minors being domiciled with:
 - a. Their parent or parents or the minor’s legal guardian; or
 - b. The designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.

3. “Marital status” means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
4. “National origin” means the place of birth of an individual or of any of the individual’s lineal ancestors.
5. “Sex” includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
6. “Sexual orientation” means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one’s biological maleness or femaleness. “Sexual orientation” does not include a physical or sexual attachment to children by an adult.
7. “Status with regard to public assistance” means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.

D. Sexual Harassment: Definition

1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
 - a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
 - b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual’s employment or education; or
 - c. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual’s employment or education, or creating an intimidating, hostile or offensive employment or educational environment.
2. Sexual harassment may include but is not limited to:

- a. unwelcome verbal harassment or abuse;
- b. unwelcome pressure for sexual activity;
- c. unwelcome, sexually motivated or inappropriate patting, pinching or physical contact, other than necessary restraint of pupil(s) by teachers, administrators or other school personnel to avoid physical harm to persons or property;
- d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
- e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
- f. unwelcome behavior or words directed at an individual because of gender.

E. Sexual Violence; Definition

1. Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minn. Stat. § 609.341, includes the primary genital area, groin, inner thigh, buttocks or breast, as well as the clothing covering these areas.
2. Sexual violence may include, but is not limited to:
 - a. touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
 - b. coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;
 - c. coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another; or
 - d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

F. Remedial response; Definition

“Remedial response” means a measure to stop and correct acts of harassment or violence, prevent acts of harassment or violence from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of acts of harassment or violence.

G. Violence; Definition

Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to, race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

H. Assault; Definition

Assault is:

1. an act done with intent to cause fear in another of immediate bodily harm or death;
2. the intentional infliction of or attempt to inflict bodily harm upon another; or
3. the threat to do bodily harm to another with present ability to carry out the threat.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the target or victim of harassment or violence on the basis of race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability by a pupil, teacher, administrator or other school personnel of the school, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a pupil, teacher, administrator or other school personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report conduct which may constitute harassment or violence anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses. The school encourages the reporting party or complainant to use the report form available from the school office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting harassment or violence directly to the Executive Director of Seven Hills Preparatory Academy.
- B. The “building report taker” is the person responsible for receiving oral or written reports of religious, racial or sexual harassment or violence. At the Bloomington Campus, the Bloomington Campus Principal shall be the building report taker, and at the Richfield Campus, the Richfield Campus Principal shall be the building report taker. Any adult school district personnel who receives a report of harassment or violence prohibited by this policy shall inform the building report taker immediately. If the complaint involves the building report taker, the complaint shall be made or filed directly with the Executive Director or the school board chair, as appropriate, by the reporting party or complainant. The Executive Director shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

- C. Upon receipt of a report, the Campus Principal must notify the Executive Director without screening or investigating the report. The building report taker may request, but may not insist upon a written complaint. If the report was given verbally, the Campus Principal, as appropriate, shall personally reduce it to written form within 24 hours. Failure to record any harassment or violence report or complaint as provided herein will result in disciplinary action against the building report taker.
- D. The school board hereby designates the Executive Director as the school's human rights officer(s) to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves the Executive Director, the complaint shall be filed directly with the chair of the school board.
- E. The school shall conspicuously post the name of the Executive Director as the human rights officer; the official's school phone number and email address shall also be posted.
- F. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.
- G. Use of formal reporting forms is not mandatory.
- H. The school will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.
- I. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of harassment or violence. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute harassment or violence shall make reasonable efforts to address and resolve the harassment or violence and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute harassment or violence or who fail to make reasonable efforts to address and resolve the harassment or violence in a timely manner may be subject to disciplinary action.
- J. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- K. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.

- L. False accusations or reports of violence or harassment against another person are prohibited.
- M. A person who engages in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or an employee who permits, condones, or tolerates violence or harassment shall be subject to discipline or other remedial responses for that act in accordance with the school's policies and procedures.
- N. Consequences for students who commit, or are a party to, prohibited acts of violence or harassment or who engage in reprisal or intentional false reporting may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.
- O. Consequences for employees who engage in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or permit, condone, or tolerate violence or harassment, may result in disciplinary action up to and including termination or discharge.
- P. Consequences for other individuals engaging in prohibited acts of violence or harassment may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

V. INVESTIGATION

- A. By authority of the school, the Executive Director, within three (3) business days of the receipt of a report or complaint alleging harassment or violence prohibited by this policy, shall undertake or authorize an investigation. The investigation may be conducted by school officials or by a third party designated by the Executive Director.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the school should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.

- D. In addition, the school may take immediate steps, at its discretion, to protect the target or victim, complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.
- E. The alleged perpetrator of the act(s) of harassment or violence shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- F. The investigation will be completed as soon as practicable. The Executive Director shall make a written report upon completion of the investigation. If the complaint involves the Executive Director, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VI. SEVEN HILLS PREPARATORY ACADEMY ACTION

- A. Upon receipt of a report, the school will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School action taken for violation of this policy will be consistent with the requirements of Minnesota and federal law and school policies.
- B. The school is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. In cases of bullying, as defined in Minnesota Statute section 121A.031, subd. 2, school officials will notify the parent(s) or guardian(s) of targets or victims of harassment or violence and the parent(s) or guardian(s) of alleged perpetrators of harassment or violence who have been involved in a reported and confirmed harassment or violence incident of the remedial or disciplinary action taken, to the extent permitted by law.
- C. In order to prevent or respond to acts of harassment or violence committed by or directed against a child with a disability, the school shall, where determined appropriate by the child's individualized education program (IEP) or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in acts of harassment or violence.

VII. RETALIATION OR REPRISAL

The school will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who asserts, alleges, or makes a good

faith report of alleged harassment or violence prohibited by this policy, who testifies, assists, or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, intentional disparate treatment, or harassment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the harassment or violence. Remedial responses to the harassment or violence shall be tailored to the particular incident and nature of the conduct.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating civil action, or seeking redress under state criminal statutes and/or federal law.

IX. HARASSMENT OR VIOLENCE AS ABUSE

- A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minn. Stat. § 626.556 may be applicable.
- B. Nothing in this policy will prohibit the school local educational agency from taking immediate action to protect victims of alleged harassment, violence or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall be conspicuously posted throughout the school in areas accessible to pupils and staff members.
- B. This policy shall be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the school.
- C. This policy shall appear in the student handbook
- D. The school will develop a method of discussing this policy with students and employees.
- E. The school may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- F. This policy shall be reviewed at least annually for compliance with state and federal law.

APPENDIX C

POLICY 419: TOBACCO-FREE ENVIRONMENT

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is tobacco free.

II. GENERAL STATEMENT OF POLICY

- A. It shall be a violation of this policy for any student, teacher, administrator, and other school personnel of the school to use tobacco or tobacco-related devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school owns, leases, rents, contracts for, or controls. This prohibition includes all school property and all off-campus events sponsored by the school.
- B. It shall be a violation of this policy for any student to possess any type of tobacco or tobacco-related device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school owns, leases, rents, contracts for, or controls. This prohibition includes all school property and all off-campus events sponsored by the school.
- C. The school will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.

III. TOBACCO AND TOBACCO RELATED DEVICES DEFINED

- A. "Tobacco" means cigarettes; electronic cigarettes; cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco, prepared in such manner as to be suitable for chewing or smoking in a pipe or other tobacco-related devices.
- B. "Tobacco-related devices" means cigarette papers or pipes for smoking.
- C. "Smoking" includes carrying a lighted cigar, cigarette, electronic cigarette, pipe, or any other lighted smoking equipment.

IV. EXCEPTION

It shall not be a violation of this policy for an Indian adult to light tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony. An Indian is a person who is a member of an Indian tribe as defined under Minnesota law.

V. ENFORCEMENT

- A. All individuals on school premises shall adhere to this policy.
- B. Students who violate this tobacco-free policy shall be subject to school discipline procedures.
- C. School administrators and other school personnel who violate this tobacco-free policy shall be subject to school discipline procedures.
- D. School action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, Minnesota or federal law, and school policies.
- E. Persons who violate this tobacco-free policy may be referred to the building administration or other school supervisory personnel responsible for the area or program at which the violation occurred.
- F. School administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.

VI. DISSEMINATION OF POLICY

- A. This policy shall appear in the parent-student handbook.
- B. The school will develop a method of discussing this policy with students and employees.

APPENDIX D

POLICY 501: SCHOOL WEAPONS POLICY

I. PURPOSE

The purpose of this policy is to assure a safe school environment for students, staff and the public.

II. GENERAL STATEMENT OF POLICY

No student or non-student, including adults and visitors, shall possess, use or distribute a weapon when in a school location except as provided in this policy. The school will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.

III. DEFINITIONS

A. "Weapon"

1. A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; airsoft guns; paintball guns; items capable of launching projectiles; all knives; blades; clubs; metal knuckles; nunchucks; throwing stars; explosives; fireworks; matches; lighters; incendiary devices; any types of fuels or oils; chemical irritants and other propellants; stun guns; ammunition; poisons; chains; arrows; needles; syringes; and objects that have been modified to serve as a weapon.
2. No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.
3. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

- ##### **B. "School Location"**
- includes any school building or grounds, whether leased, rented, owned or controlled by the school, locations of school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or

departure from school premises or events, all locations where school-related functions are conducted, and anywhere students are under the jurisdiction of the school.

- C. "Possession" means having a weapon on one's person or in an area subject to one's control in a school location.

IV. EXCEPTIONS

- A. A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the principal's office shall not be considered to possess a weapon. If it would be impractical or dangerous to take the weapon to the principal's office, a student shall not be considered to possess a weapon if he or she immediately turns the weapon over to an administrator, teacher or other adult employed by the school or immediately notifies an administrator, teacher or such other adult of the weapon's location.
- B. It shall not be a violation of this policy if a non-student (or student where specified) falls within one of the following categories:
1. active licensed peace officers;
 2. other statutorily authorized law enforcement officers;
 3. military personnel;
 4. persons authorized to carry a pistol under Minn. Stat. § 624.714 while in a motor vehicle or outside of a motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle; or
 5. persons who keep or store in a motor vehicle pistols in accordance with Minn. Stat. §§ 624.714 or 624.715 or other firearms in accordance with § 97B.045.

C. Policy Application to Instructional Equipment/Tools

While the school takes a firm "Zero Tolerance" position on the possession, use or distribution of weapons by students, and a similar position with regard to non-students, such a position is not meant to interfere with instruction or the use of appropriate equipment and tools by students or non-students. Such equipment and tools, when properly possessed, used and stored, shall not be considered in violation of the rule against the possession, use or distribution of weapons. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, such possession and use will be treated as the possession and use of a weapon.

D. Firearms in School Parking Lots and Parking Facilities

A school may not prohibit the lawful carry or possession of firearms in a school parking lot or parking facility. For purposes of this policy, the "lawful" carry or possession of a firearm

in a school parking lot or parking facility is specifically limited to non-student permit-holders authorized under Minn. Stat. § 624.714 to carry a pistol in the interior of a vehicle or outside the motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle. Any possession or carrying of a firearm beyond the immediate vicinity of a permit-holder’s vehicle shall constitute a violation of this policy.

V. CONSEQUENCES FOR STUDENT WEAPON POSSESSION/USE/DISTRIBUTION

A. The school takes a position of “Zero Tolerance” in regard to the possession, use or distribution of weapons by students. Consequently, the minimum consequence for students possessing, using or distributing weapons shall include:

1. confiscation of the weapon if possible;
2. immediate notification of police;
3. immediate out-of-school suspension;
4. immediate notification of parent or guardian;
5. recommendation of expulsion.

B. Pursuant to Minnesota law, a student who brings a firearm, as defined by federal law, to school will be expelled for at least one year. The school board may modify this requirement on a case-by-case basis.

C. Administrative Discretion

While the school takes a “Zero Tolerance” position on the possession, use or distribution of weapons by students, the executive director may use discretion in determining whether, under the circumstances, a course of action other than the minimum consequences specified above is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

VI. CONSEQUENCES FOR WEAPON POSSESSION/USE/DISTRIBUTION BY NON-STUDENTS

A. Employees

1. An employee who violates the terms of this policy is subject to disciplinary action, including but not limited to, non-renewal, suspension, or discharge as deemed appropriate by the school board.
2. Sanctions against employees, including non-renewal, suspension, or discharge shall be pursuant to and in accordance with applicable statutory authority and school policies.
3. When an employee violates the weapons policy, law enforcement may be notified, as appropriate.

B. Other Non-students

1. Any member of the public who violates this policy shall be informed of the policy and asked to leave the school location. Depending on the circumstances, the person may be barred from future entry to school locations. In addition, if the person is a student in another school district, that school district may be contacted concerning the policy violation.
2. If appropriate, law enforcement will be notified of the policy violation by the members of the public and may be asked to provide an escort to remove the member of the public from the school location.

APPENDIX E

SEVEN HILLS PREPARATORY ACADEMY COMPREHENSIVE TRANSPORTATION POLICY

I. PURPOSE

The purpose of this policy is to assist the school in its goal of ensuring that all school transportation events are conducted safely and to prevent and respond to disruptive or unsafe student behavior on school buses or other school transportation.

II. POLICY OBJECTIVES

The objectives of this policy are to:

- A. Ensure a safe and enjoyable experience for all students who ride a school bus.
- B. Establish a mechanism by which patterns of misbehavior may be recognized and intervention strategies developed which will help those students correct those behaviors.
- C. Ensure that all families are well informed of the rules and responsibilities.
- D. Decrease the number of School Bus Incident Reports.
- E. Foster an environment of integrity and respect surrounding bus transportation.

III. STRATEGIES TO ENSURE POLICY EFFECTIVENESS

The following is a list of SHPA activities designed to ensure compliance with this policy.

1. Increase awareness of student transportation rules for safety and personal conduct among staff by:
 - a. Including the policy in the staff handbook;
 - b. Reviewing the policy annually at staff meetings;
2. Increase awareness of student transportation rules for safety and personal conduct among students by:
 - a. Including the policy in the student handbook;
 - b. Including the policy on the school website;
 - c. Making the policy and any updates annually available for review
3. Increase awareness of student transportation rules for safety and personal conduct among parents by:
 - a. Including the policy on the school website;
 - b. Reviewing the policy as part of orientation and open house events;
 - c. Reminding parents of the transportation policy whenever transportation related phone calls, emails, or letters are sent home.

IV. RULES AND RESPONSIBILITIES

A. The school bus and bus stops are extensions of the SHPA classroom. Discipline is administered accordingly. All policies that apply to student conduct and other student related activities apply on the school bus.

B. Adult Responsibility

Parents/Guardians will:

1. Have their child(ren) present at the bus stop at least five (5) minutes before scheduled time;
2. Communicate safety concerns to campus transportation coordinators;
3. Provide transportation to and from school if a student misses the bus or is suspended from the bus;
4. Help students understand safety rules, and encourage students to abide by the rules;
5. Remain with their child(ren) until they have safely boarded or disembarked the bus;
6. Park a safe distance from the loading/unloading area;
7. Become familiar with the school rules and policies regarding school bus safety.
8. Recognize their responsibility for the actions of their child(ren);
9. Support safe riding practices and reasonable discipline efforts and meet with administration and representatives of the bus company as requested;
10. Support procedures for emergency evacuation and other district emergency procedures;
11. Monitor bus stops, if possible. Report any suspicious individuals or behavior to the school administrator and bus driver;
12. Support efforts to improve school bus safety.

C. Student Behavior Expectations at Bus Stops

Each student will:

1. Abide by all school rules.
2. Get on and off bus at their assigned stop.
3. Students will not be able to ride home with peers/friends unless it is an emergency (*i.e.*, the absence of a parent or parenting adult) and authorized through the main office.
4. Refrain from using profane or vulgar language or gestures.
5. Refrain from teasing or harassing others.
6. Never run to or from the bus. Stand still as the bus arrives and departs.
7. Never cross behind the bus.
8. Load and unload the bus in a single file.
9. Report any suspicious individuals or behavior to a school administrator and the bus driver.
10. Arrive at the bus stop at least 5 minutes before the scheduled time. The bus driver cannot wait for late students.
11. Stay away from all streets, roads, and highways while waiting for the bus.
12. Wait until the bus has come to a complete stop before approaching the bus.

13. Get on and off the bus safely, use the handrail when applicable, walk, and allow those in the front to exit first.
14. Avoid any actions which could cause injury to yourself or others.
15. Tell the driver if something is dropped near the bus before you pick it up.
16. If it is necessary to cross in front of the bus, always cross where the driver can see the crossing, and wait for the driver to signal that it is safe to cross.
17. Distract the driver from the safe and efficient operation of the bus

D. Student Behavior Expectations Riding the Bus

Each student will:

1. Abide by all school rules.
2. Get on and off the bus at their assigned stop.
3. Follow the bus driver's instructions.
4. Always speak to the bus driver in a respectful manner.
5. Remain seated and facing forward while the bus is in motion.
6. Talk quietly.
7. Hold bags and items in their lap.
8. Keep all items, legs, and feet out of the aisle.
9. Keep hands, arms, legs, and head inside the bus at all times.

Students will not:

1. Use profane or vulgar language or gestures.
2. Spit.
3. Deny other students a place to sit.
4. Fight, shout, or play inside or around the bus.
5. Throw, shoot, or spray objects inside the bus or out the windows.
6. Tamper with emergency or safety equipment on the bus.
7. Transport any dangerous or objectionable objects.
8. Possess any nuisance devices.
9. Push, shove, or scuffle.
10. Eat or drink on the bus.
11. Litter, mark, cut, or scratch any part of the bus.

E. Staff Expectations

Teachers will:

1. Assist with bus loading/unloading at school.
2. Be familiar with the school transportation policy.
3. Encourage safe bus transportation practices.
4. Encourage appropriate bus behavior.
5. Direct any transportation questions or concerns to the transportation coordinator.

Administrators will:

1. Address transportation questions and concerns as quickly as possible.
2. Reference the transportation policy with students, parents and staff a minimum of two times throughout the year.
3. Provide students with appropriate disciplinary actions as needed.

4. Enforce the transportation policy consistently and effectively.
5. Contact parents as needed in a timely manner.

V. ITEMS PROHIBITED ON THE BUS

- A. The following items are prohibited on the bus.
1. Tobacco, tobacco products, matches, cigarette lighters
 2. Animals or pets (unless used as service animals)
 3. Glass containers
 4. Alcoholic beverages, drugs, or chemicals
 5. Weapons, explosive devices, or aerosol containers
 6. Chewing gum
 7. Toy weapons
 8. Cell Phones, radios, CD players, tape players without permission
 9. All prohibited items listed in the student handbook

VI. DISCIPLINARY PROCEDURE

A. The driver shall attempt to correct behavior of the passenger(s). If the passenger refuses to comply with a reasonable request, the following shall apply.

i) First Offense/Warning

The driver will report the incident to the school administration by submitting a Discipline Referral Report. The administrator shall investigate the incident and notify the student, parent(s), and driver of the warning.

ii) Second Offense

The driver will report the incident to the school administration by submitting a Discipline Referral Report. The administrator shall investigate the incident and notify the student, parent(s), and driver of the action taken. A conference involving the administrator, driver, student, and parent(s) or any combination may be necessary. The administrator may suspend the student's bus riding privileges for 3-5 days. If such suspension occurs, the parent(s) or guardian(s) will be notified prior to the effective time of the suspension. The parent(s) or guardian(s) are then responsible for alternate transportation arrangements during the time of suspension.

iii) Third Offense

The driver will report the incident to the school administration by submitting a Discipline Referral Report. The administrator shall investigate the incident and notify the student, parent(s), and driver of the action taken. A conference involving the administrator, driver, student, and parent(s) or any combination may be necessary. The administrator may suspend the student's bus riding privileges for 5-10 days. If such suspension occurs, the parent(s) or guardian(s) will be notified prior to the effective time of the suspension. The parent(s) or

guardian(s) are then responsible for alternate transportation arrangements during the time of suspension.

iv) **Fourth Offense**

Bus riding privileges may be revoked for the remainder of the trimester or two weeks, whichever period is longer, and in some instances for the remainder of the year.

v) **Endangerment**

In the case of serious misconduct that endangers the safety of the other passengers or driver, the student may be removed from the bus by a school official or with law enforcement assistance. The parent(s) or guardian(s) will be notified as soon as possible and the student will be disciplined as outlined in this Student Handbook.

APPENDIX F

SEVEN HILLS PREPARATORY ACADEMY TECHNOLOGY ACCEPTABLE USE POLICY

I. Purpose

The purpose of this policy is to clarify how SHPA uses and monitors technology.

II. Technology Use

Through technology, SHPA provides students access to resources from around the world. Expanding technologies take students beyond the confines of the classroom and provides tremendous opportunities for enhancing, extending and rethinking the learning process. This capability, however, requires careful guidance for student use.

III. Right to Monitor

SHPA, as the provider of technology, email and Internet access to faculty, staff, administration, guests, visitors, and students, has the right to monitor any and all use of its system. Any individual right to privacy is superseded by the school's need to maintain its system and insure its appropriate use.

IV. The Opportunities and Risks of Technology Use

SHPA believes that the value of information and the opportunity for interaction that technology offers outweighs the hazards of its misuse. Making network access available, however, carries with it the potential that some network users will encounter sources that could be considered controversial or inappropriate. Because information on networks is ever-changing and diverse, **SHPA cannot completely predict or control what users may or may not locate when online.** Technology provides a conduit to information: the users must be wary of the sources and content and be responsible in choosing information to be accessed. This applies to all school personnel.

No technology is guaranteed to be error free or totally dependable, nor is it safe when used irresponsibly. Among other matters, SHPA is not liable or responsible for:

1. any information that may be lost, damaged, or unavailable due to technical or other difficulties;
2. the accuracy or suitability of any information that is retrieved through technology;
3. breaches of confidentiality;
4. defamatory material; or
5. the consequences that may come from failure to follow SHPA policy and procedures governing the use of technology.

V. Privileges of Student User

Students may access technology only for educational purposes. Exercising this privilege requires that students accept the responsibility for all material viewed, downloaded, and/or produced. Students must evaluate the validity of materials accessed through technology and demonstrate academic integrity by always cite their resources when appropriate.

The actions of students accessing networks through SHPA reflect on the school. Students must conduct themselves accordingly by exercising good judgment and complying with this policy and any accompanying administrative regulations and guidelines.

VI. Definition of Acceptable Use

Students will:

- adhere to the rules of copyright and assume that any software that they did not create is copyrighted (unless it is labeled 'freeware' or 'public domain');
- adhere to the licensing agreements governing the use of shareware;
- remember that e-mail is not guaranteed to be private;
- be responsible at all times for the proper use of their access privileges and for complying with all required system security identification codes, including not sharing such codes with others;
- maintain the integrity of technological resources from potentially damaging messages, physical abuse, or computer viruses;
- respect the right of others to use equipment and, therefore, use it only for school-related activities;
- treat all computers, printers, cameras, and other electronic hardware and software with great care;
- abide by the policies and procedures of networks and systems linked by technology; and
- protect the privacy of other users and the integrity of the system by avoiding misuse of others' files, equipment and programs.

Students will not:

- access social networking sites;
- use offensive, obscene, inflammatory, or defamatory language;
- harass other users;
- misrepresent themselves or others;
- violate the rights of others, including their privacy;
- access, download, and/or create obscene or inappropriate material;
- use the network for personal business, including social networking, or financial gain;
- vandalize data, programs and/or networks;
- degrade or disrupt systems and/or equipment;
- damage technology hardware and/or software;
- spread computer viruses;
- gain unauthorized access to resources or entities;
- violate copyright laws;
- damage computers, printers, cameras, or other hardware;

- use technology for illegal activities;
- reveal their name, personal address or phone number, or those of other users without parental permission.

VII. Penalties for Improper Use

If students do not follow the rules of Acceptable Use, their technology privileges may be taken away or they may be subject to disciplinary action. All students will read and sign Technology Agreement Form before receiving technology access at SHPA.

APPENDIX G

SEVEN HILLS PREPARATORY ACADEMY SCHOOL EMERGENCY RESPONSE PROCEDURE

The purpose of this document is to provide you with guidance about how school emergencies are handled and the formalized process for the safe return of children to their families in such an event. While we hope to never need this procedure, careful planning, preparation and shared information assures that things go smoothly for everyone.

Student/Parent Reunification

An emergency event may occur at SHPA that requires parents to pick up their students in a formalized, controlled release procedure at a location that may or may not be on SHPA school grounds. The process of this controlled release is called a reunification and may be necessary due to weather, a power outage, hazardous materials (HAZMAT) concerns, or a crisis occurring at the school. **The Standard Reunification Method** is a protocol adopted by SHPA that makes this process more predictable and less chaotic for all involved. Because a controlled release is not a typical end of school day event, it may be that a reunification may occur at a location other than the school building or grounds. If this location is another school, then those students may also be subject to a controlled release, too. Under these circumstances, emergency personnel would be involved, assisting with directing and communicating the reunification process.

Parents may be notified about reunification in a number of ways. You may hear from emergency or law enforcement authorities. SHPA will use its broadcast phone, email, and/or text message system to contact you. In some cases, students may also be asked to send a text message to their parents. A reunification text message from a student may look something like this: “The school has closed, please pick me up at 3:40 at the main entrance. Bring your ID. “

When you receive this type of message, please make your way to the location shared in the message to reunite with your child.

What if a Parent Can't Pick-up Their Child?

When a parent cannot meet their child at the reunification site, students will **only** be released to individuals previously identified as a student's alternate emergency contact. Otherwise, school personnel will hold students until parents can collect their child.

Student Behavior

For students, SHPA asks that students be orderly and quiet while waiting and follow instructions. Students may be asked to text a message to their parents or guardians. Students are also asked not to send other text messages either in or out of the school or reunification area. Keeping the cellular network usage at a minimum may be important during a reunification.

Reunification and Parent/Guardian Expectations

If a parent or guardian is notified that a controlled release and reunification is needed, there are some expectations for which parents or guardians should be prepared.

1. Bring photo identification. This will streamline things during reunification.
2. Please be patient. Reunification is a process that protects both the safety of the student and provides for an accountable change of custody from the school to a recognized custodial adult. Students are released one at a time.
3. If you are driving to the school or an alternate reunification site, please have greater awareness of traffic and emergency vehicles.
4. Parents should park where indicated and not abandon their vehicles.
5. Parents are asked to go to the Reunification “Check In” area and form lines based on the first letter of their student’s last name.
6. While in line, parents are asked to fill out a reunification card. This card is perforated and will be separated during the process. Some of the same information is repeated on both the top and separated bottom of the card. Parents are asked to complete all parts of the card. The card is separated and the bottom half given back to the parent.
7. In the case of multiple students being reunified by one parent or emergency contact, a separate card for each student must be completed.
8. Parents will be asked to present a photo I.D. so identification and custody rights are confirmed.
9. From the “Check In” area, parents are then directed to the “Reunification” area.
10. A runner will take the bottom half of the card to the Student Assembly Area to recover the student or students and return them to the parent.
11. Parents should be aware that, in some cases, they may be invited to another location for further updates and information.

Interviews and Counseling

In some cases, parents may be advised that a law enforcement investigation is underway and may be interviewed by the authorities. In extreme cases, parents may be pulled aside for additional emergency or medical information.

APPENDIX H

CLASSICAL EDUCATION: DIDACTIC TEACHING METHODS

Teaching Method	Brief Explanation	Purpose
Lecture/ Direct Instruction/ Dictation	Teacher speaks (or otherwise presents information), students listen (and take notes, especially as they get older)	Direct instruction lessons are appropriate for teaching basic skills, facts, concepts, strategies, procedures, and knowledge which lends itself to being presented in small sequential steps. This forms the foundation for lessons which emphasize critical thinking and problem solving. [Whole Group Lessons, Explicit Teaching, Phonic/Spelling/Grammar]
Modeling/ Demonstration	Teacher shows how something is done while talking; students watch (and possibly copy actions as teacher talks or right after)	The purpose of explicit teacher modeling is to provide students with a clear model of a skill or concept. The student is better able to understand and then try the skill on his/her own.
Question and Answer (i.e., Shurley)/ Principal Based Question and Answer	Teacher asks a question, students supply answer immediately (the answer is obvious and follows a pattern); can be a long series of questions and answers	Grades 1-3, use the Shurley Method of English. Here students learn a "question and answer flow", whereby they learn to attack sentences by asking exact questions to determine subject, verb, direct object, etc. Children become proficient in identifying parts of speech and their syntax, and they also learn proper usage (e.g., verb tenses), capitalization, and punctuation.
Read Aloud	Teacher reads from a text, typically one above the class' reading level, students listen	Reading aloud to children is one way to model fluent reading and thoughtful talk about books, stories, and responses.
Singing/ Chanting	Students learn a song or chant that tells about ideas or	Engages the right hemisphere of the brain, implicit teaching,

	information they are to know and then sing or recite it regularly	useful in teaching linguistics: vocabulary and grammar put into a rhythmic framework.
Repetition with Motion	Singing or chanting but with actions that fit the words	Technique used to engage students right and left brain, supports physical activity and engages students further into recall of information presented.
Drilling Small Bits of Information (Bits)	A memorization technique that helps students learn large quantities of information over a period of time.	Drill and practice "refers to the structured, repetitive review of previously learned concepts to a predetermined level of mastery." [math facts, vocabulary, timelines, historical events, terminology, poetry, language studies]
Flashcards	Small bits of information are on cards (typically used in math, but can be for vocabulary, etc.)	Tool used for drill and practice-typically, student created. Teachers use to quiz students. Students use to practice and memorize facts/vocabulary for recall.
Sound-offs	A large body of information is broken down into small pieces so that each student receives only part of the information to memorize. The information is presented by the students in a pre-determined order so that everyone hears all of the information.	This strategy is used as a memorization tool. In Classical Education, it is to be used for remembering large amounts of information.
Videos and Visuals	Videos and pictures	Classical Ed recommends that this strategy is to be used sparingly, and for providing background knowledge for students. It is also a good tool for Core Knowledge, historical events, scientific discoveries, and making application to learning that a student would not have an opportunity to experience otherwise. It is an excellent tool for all EL students.
Role Playing with Set Roles, Movements, and Lines	Students act out characters or situations to solidify concepts or facts, but is highly structured	A physical activity to engage students, and accommodate different learning styles. Students show what they know!

	by the teacher – no improvisations!	
Disputatio	Students write their own questions to review a topic and then ask each other; points can be given for the difficulty of the question and the accuracy of the answer (from Logos).	Excellent tool to review before cumulative test, end of unit study.

APPENDIX I

The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day Seven Hills Preparatory Academy ("School") receives a request for access.

Parents or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate

educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.

FERPA requires schools on an annual basis to notify parents or eligible students of their rights under FERPA. 34 C.F.R. Sec. 99.7(a)(1). FERPA specifically lists the rights that must be covered in the annual notice. 34 C.F.R. 99.7(a)(2). The notice must inform parents or eligible students that they have the right to: (1) inspect and review the student's education records; (2) seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights; (3) consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent; and (4) file with the Department a complaint pursuant to FERPA concerning alleged failures by the school to comply with FERPA. The notice must also include the following: (1) the procedure for exercising the right to inspect and review education records; (2) the procedure for requesting amendment of records; and (3) if the school has a policy of disclosing education records to other school officials whom the school has determined to have legitimate educational interests, a specification of criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

The U.S. Department of Education has created a sample FERPA Notice. The sample FERPA notice was drafted to cover all of the rights that schools must include in their annual notice. The sample notice can be found at: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/lea-officials.html>.

Under both FERPA and the Minnesota Government Data Practices Act ("MGDPA"), the Academy must give parents the opportunity to "opt out" of the identified information being classified as directory information. 34 C.F.R. § 99.37. This public notice must include: the types of personally identifiable information that have been designated as directory information; the right to refuse to let the Academy designate any or all of the information as directory information; and the period of time which the parent has to notify the school in writing that he or she does not want any or all of those types of information disclosed. *Id.* Neither FERPA nor the MGDPA requires the public notice to be given in any specific form (i.e. it may be e-mailed, included in a handbook, included in a newsletter, etc.) as long as it is a means "reasonably likely to inform the parents and students of the right." Minn. Stat. § 13.32, subd. 5. The Federal Department of Education prepared a model notice located online here:

<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/mndirectoryinfo.html>. The notice of directory information may be issued as a part of the required annual notice of FERPA rights or it may be issued separately.

Directory Information

“Directory information” means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to: the student’s name, electronic mail address, photograph, date and place of birth, dates of attendance, grade level, participation in officially recognized activities and sports, degrees, honors and awards received. It also includes the name, address and telephone number of the student’s parent(s). Directory information does not include:

1. a student’s social security number;
2. a student’s identification number (ID), user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems if the identifier may be used to access education records without use of one or more factors that authenticate the student’s identity such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user;
3. a student ID or other unique personal identifier that is displayed on a student ID badge if the identifier can be used to gain access to educational records when used in conjunction with one or more factors that authenticate the student’s identity, such as a PIN, password, or other factor known or possessed only by the student;
4. personally identifiable data which references religion, race, color, social position, or nationality; or
5. data collected from nonpublic school students, other than those who receive shared time educational services, unless written consent is given by the student’s parent or guardian.

APPENDIX J

Wellness Policy

I. PURPOSE

The purpose of this policy is to ensure a school environment that promotes and protects students' health, well-being, and ability to learn by supporting healthy eating and physical activity.

II. GENERAL STATEMENT OF POLICY

- A. The school board recognizes that nutrition education and physical education are essential components of the educational process and that good health fosters student attendance and education.
- B. The school environment should promote and protect students' health, well-being, and ability to learn by encouraging healthy eating and physical activity.
- C. The school encourages the involvement of students, parents, teachers, food service staff, and other interested persons in implementing, monitoring, and reviewing school nutrition and physical activity policies.
- D. Children need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive.
- E. All students in grades K- 8 will have opportunities, support, and encouragement to be physically active on a regular basis.
- F. Qualified food service personnel will: provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; accommodate the religious needs of the student body in meal planning and preparation; try to accommodate the ethnic and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.

III. GUIDELINES

A. Foods and Beverages

- I. All foods and beverages made available on campus (including concessions and a la carte cafeteria items) will be consistent with the current USDA Dietary Guidelines for Americans.

2. Food service personnel will take every measure to ensure that student access to foods and beverages meet or exceed all federal, state, and local laws and guidelines.
3. Food service personnel shall adhere to all federal, state, and local food safety and security guidelines.
4. The school will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.
5. The school will provide students access to hand washing or hand sanitizing before they eat meals or snacks.
6. The school will make every effort to provide students with sufficient time to eat after sitting down for school meals and will schedule meal periods at appropriate times during the school day.
7. The school will discourage tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities.

B. School Food Service Program/Personnel

1. The school will provide healthy and safe school meal programs that strictly comply with all federal, state, and local statutes and regulations.
2. The school shall designate an appropriate person to be responsible for the school's food service program, whose duties shall include the creation of nutrition guidelines and procedures for the selection of food and beverages made available on campus to ensure food and beverage choices are consistent with current USDA Dietary Guidelines for Americans.
3. As part of the school's responsibility to operate a food service program, the school will provide continuing professional development for all food service personnel in schools.

C. Nutrition Education and Promotion

1. The school will encourage and support healthy eating by students and engage in nutrition promotion that is:
 - a. offered as part of a comprehensive program designed to provide students with the knowledge and skills necessary to promote and protect their health;
 - b. part of health education classes as well as classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects, where appropriate; and

c. enjoyable, developmentally appropriate, culturally relevant, and includes participatory activities, such as contests, promotions, taste testing, and field trips.

2. The school will encourage all students to make age appropriate, healthy selections of foods and beverages, including those sold individually outside the reimbursable school meal programs, such as through a la carte [snack] lines, vending machines, fundraising events, concession stands, and student stores.

3. The school will not use foods or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student's individual education plan or behavior intervention plan) and will not withhold food or beverages as punishment.

D. Physical Activity

1. Students need opportunities for physical activity and to fully embrace regular physical activity as a personal behavior. Toward that end, health education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities such as those involving screen time;

2. Opportunities for physical activity will be incorporated into other subject lessons, where appropriate; and

3. Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

E. Communications with Parents

1. The school recognizes that parents and guardians have a primary and fundamental role in promoting and protecting their children's health and well-being.

2. The school will support parents' efforts to provide a healthy diet and daily physical activity for their children.

3. The school encourages parents to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.

4. The school will provide information about physical education and other school-based physical activity opportunities and will support parents' efforts to provide their children with opportunities to be physically active outside of school.

IV. IMPLEMENTATION AND MONITORING

A. After approval by the school board, the wellness policy will be implemented throughout the school.

- B. School food service staff will ensure compliance with the school's food service areas and will report to the food service program coordinator, the building principal, or the executive director's designee, as appropriate.

- C. The school's food service program coordinator will provide an annual report to the Principals setting forth the nutrition guidelines and procedures for selection of all foods made available on campus.

- D. The executive director or designee will ensure compliance with the wellness policy and will provide an annual report of the school's compliance with the policy to the school board.

- E. The school will post this wellness policy on its website, to the extent it maintains a website.

APPENDIX K

PEANUT FREE/NUT FREE SNACK LIST

When choosing a peanut free snack for your child’s class, it is important to ALWAYS check the label on the package to make sure it is free of peanuts and nuts of all kinds. This list is only to serve as a resource. It is in no way complete and is subject to manufacturer recalls and mislabeling. Manufacturers may have changed their equipment or product line and method since you last purchased an item from this sheet.

IMPORTANT: Due to continual changes in manufacturer packaging, please read the ingredient label of all snacks. Some manufacturers clearly state if a product has peanut or nuts in it while others, it is almost hidden. **PLEASE READ THE LABELS**, each time you purchase. Do not purchase items with the allergy and ingredient alert such as:

- “May Contain Peanut or Tree Nuts”
- “Processed on shared equipment with Peanuts or Tree Nuts”
- “Manufactured in a plant with Peanut or Tree Nuts”
- “Contains Peanut or Tree Nut Ingredients”

NO home or store baked items are allowed.

I. HEALTHY SNACKS (Daily classroom snacks)

FRUIT/VEGETABLES

Dried fruit (Raisins, Craisins and other dried fruits)	Fresh fruit (apples, oranges, bananas, grapes, pears, plums, clementines, strawberries, melons, berries, etc.)
Fresh vegetables (baby carrots, celery sticks, grape tomatoes, cucumber slices, broccoli, pepper strips, etc.)	Fruit cups (applesauce cups, mandarin orange cups, pear or peaches cups)

CHEESE/DAIRY

String cheese or other cheeses	Danimals, Go-gurts, Trix yogurt
Kraft Handi-snacks with cheese (with red sticks)	

**Be careful with any other type of pre-packaged cheese and cracker sandwiches, most contain nuts/traces of nuts

CRACKERS/SNACK ITEMS

ALL Enjoy Life products	Popcorn
Animal crackers (Austin Zoo, Barnum)	Pretzels
Annie’s Bunnies (fruit snacks, Graham crackers, Cheddar crackers)	Quaker Quakes (mini rice cakes)/Mini Delights (all flavors)
Breton brand crackers	Rice Cakes (NOT Quaker brand)
Cascadian Farm Organic Chocolate Chip Granola Bars	Ritz Crackerfuls (Classic cheddar, Four cheese, Garlic herb)
Cheez-It Party Mix/Munchie Party Mixes	Ritz crackers/dinosaurs/sticks (NOT Ritz bits or sandwiches)
Cheez-Its, Cheese Nips, Better Cheddars	Saltines, Oyster crackers
Fig Newtons (all flavors)	Sensible Portions Veggie Straws
Fruit snacks (twists, gushers, roll-ups, etc.)	Small bagels (Lenders or Thomas brand) with cream cheese (no nut type)
Goldfish crackers	Teddy Grahams or Teddy Graham character brand

Graham crackers, Graham cracker sticks	Town House, Club, Toasteds
Kashi Tasty Little Crackers (TLC)	Triscuits, Wheat Thins, Vegetable Thins (all flavors)
Made Good Granola Mini's	Vanilla wafers
Nabisco Toasted Chips Ritz snack mix	Wheatables, Air Crisps, Munch'ems, Keebler Snack Stix
New Nabisco 100 Calorie Packs – Yogurt flavored pretzels	Yogos/Yogos Rolls
Pirate's Booty-Aged White Cheddar or Veggie	

CEREALS

Cheerios (NOT Honey Nut or Frosted)	Kix
Chex (Rice, Corn, Wheat)	Life (Not Vanilla Yogurt Crunch)
Cinnamon Toast Crunch	Nutrigrain cereal bars/yogurt bars
Corn Flakes	Special K Bars (NOT Honey Nut)
Crispix	Special K Snack Bites
Frosted Mini-Wheats	Wheaties

Kashi (Go Lean Crunch, Good Friends, Cinnamon Raisin Crunch, Heart to Heart)	Other unsweetened cereal without nuts
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II. SPECIAL TREATS (Birthday or holiday parties only) - No home or grocery baked items

A. CAKES/CUPCAKES

Hostess cupcakes	Hostess Twinkies, Ho Hos, Ding Dongs
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B. COOKIES

Gripz Chips Ahoy	Nabisco – Lorna Doone Shortbread
Keebler Fudge Stripes, Fudge Grahams, Grasshopper Fudge Mint, E.L. Fudge	Oreos (regular or golden)
Kellogg’s brand Rice Krispie Treats (original)	Sandwich cookies (original and double stuffed)

C. DONUTS/MUFFINS

Hostess brand (powder, frosted or glazed)	Muffins – mini or regular – Hostess
Krispy Kreme/Lamar’s glazed donuts	

D. CHIPS

Bugles	Potato chips
Cheetos	Pringles

Doritos	Sun Chips
Fritos	Tortilla Chips (Tostitos, etc)

E. CANDY

Air Heads	Laffy Taffy	Runts
Blow pops	Life Savers (hard and gummy)	Sixlets
Dove Silky Smooth Promises	Mike and Ike's	Skittles
Dum-Dum suckers	Milk Duds	Smarties
Gum	Mints	Spree
Gummy Bears/Worms (check brands, some have warnings regarding processing around nuts)		Starburst
Hersey Kissables	Nerds	Tootsie Pops
Hersey Kisses – Milk Chocolate	Pixie Sticks	Tootsie Rolls
Jolly Ranchers	Ring Pops	Twizzlers
Junior Mints	Rolos	Yummy Earth Organic Lollipops

FAMILY ATTACHMENT A.

SEVEN HILLS PREPARATORY ACADEMY FAMILY SUPPORT PLEDGE

I (We) have read the Parent/Guardian-Student Handbook, reviewed its contents with my (our) child(ren), and understand that SHPA maintains that parental involvement empowers the parents by providing each parent/guardian and family with a greater stake in the school's success. As such, I (we) agree that I (we) will abide by all rules, regulations and policies of SHPA.

As parent(s)/guardian(s), I (we):

1. support my (our) child(ren)'s academic and personal achievements by ensuring that they do their homework and read at home daily;
2. support my (our) child(ren)'s academic and personal achievements by making sure they attend school except when there is an illness and ensuring the timely arrival to school in the mornings;
3. support my (our) child(ren)'s academic and personal achievements by ensuring that assignments missed due to excused absences are completed in a timely manner;
4. support my (our) child(ren)'s academic and personal achievements by attending parent/teacher conferences; and,
5. support my (our) child(ren)'s academic and personal achievements by agreeing to contribute volunteer hours to the school.

I (We) fully understand that non-adherence to the Parent/Guardian-Student Handbook's rules, regulations and policies by child(ren) enrolled in the schools or by their parent(s)/guardian(s) may result in a child's expulsion from the school.

Parent Signature: _____

Date: _____

FAMILY ATTACHMENT B.

ACKNOWLEDGEMENT OF TRANSPORTATION POLICIES

I agree to abide by the Seven Hills Preparatory Academy Transportation Policy (available on the Seven Hills Preparatory Academy website) and confirm that I have read and understand all bus rules and regulations. I also understand that riding the bus is a privilege, not a right, and that my child's bus riding privileges may be removed for behavior that violates this policy.

Parent Signature

Student Signature

Date

FAMILY ATTACHMENT C.

TECHNOLOGY STUDENT AGREEMENT

Seven Hills Preparatory Academy provides computers, the Internet, and other technology resources for educational use. As a student, I must act appropriately on line and follow these rules:

1. I will only use technology resources with the teacher’s permission and for the purpose of the class assignment.
2. I will respect copyright laws and will make sure to show where I found information- I will not copy information without permission.
3. I will be polite and show respect and never cyber-bully others. I will never post or send messages or pictures that hurt, threaten, or embarrass other people. If someone cyber-bullies me or sends me inappropriate pictures or messages, I will tell my parents or teachers immediately.
4. I will stay safe on the Internet. When I am on sites that ask for information about me, I will not share personal information about myself or others like: such as a home address, phone numbers, passwords, or personal photos. If anyone on the Internet tries to meet with me, I will refuse, and tell my parents or teachers immediately.
5. I will tell my teacher immediately if I, or someone else, accidentally opens an inappropriate website or page, or if I see someone breaking any of the rules about using technology resources.
6. I will respect the technology resources and take good care of the equipment I use.
7. I will only use my own passwords that have been given to me by the teacher.
8. I understand if I break any of my agreements, I may not be able to use SHPA electronic devices or tools.
9. I promise to use the technology tools and the Internet for Schoolwork only. I will only use the programs, databases, applications, and websites that my teacher has approved.

Student: _____

Signature: _____

Date: _____

FAMILY ATTACHMENT D.

CELL PHONE COMMUNICATION PERMISSION

Federal law (the Telephone Consumer Protection Act) prohibits SHPA from initiating any telephone call or text message to your cellular or wireless telephone number using an automated dialing system (robo-calling) or a prerecorded voice unless the call is made for an emergency purpose or is made with your prior written consent. SHPA uses such a system to notify you of important, time-sensitive information. An emergency purpose is defined as any situation in which the health or safety of your child is affected. Therefore, school closures, late starts, early releases, extreme temperatures, school lock-downs or other potentially dangerous situations will be communicated to SHPA families and community members by text message and/or email message to your cell phone.

SHPA asks for your prior written permission authorizing us to use this automated telephone dialing system or prerecorded voice to deliver these messages to you on any cell phone or wireless number(s) you have provided to us. All terms and conditions covering your wireless service from your service provider also apply to these texts. Any charges or contract limits for texts also apply to those sent by SHPA and are your responsibility. You may revoke your consent at any time in writing. Please note that you are not required to sign this agreement as a condition to receiving or having your child receive educational services from SHPA.

I GIVE PERMISSION FOR SHPA TO SEND ME SCHOOL EMERGENCY TEXTS ON MY CELL PHONE(S) WHENEVER IT IS NECESSARY TO KEEP ME INFORMED OF IMMEDIATE ISSUES AT SCHOOL.

Student: _____

Parent Signature: _____

Date: _____

Parent Cell Phone Number 1: _____

Parent Cell Phone Number 2: _____

Parent Email Address 1: _____ Parent Email Address 2: _____

FAMILY ATTACHMENT E.

Parent/Guardian to Statewide Testing

Please visit the link to our website:

<http://www.sevenhillspreparatoryacademy.org/wp-content/uploads/delightful-downloads/2017/07/Parent-Guardian-Guide-to-Statewide-Testing.pdf>