

**PARENT  
& STUDENT  
HANDBOOK**



**MINNEHAHA  
ACADEMY**



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**2024  
2025**



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# Welcome!

Dear Parents,

Welcome to Minnehaha Academy! Thank you for choosing to partner with Minnehaha in the education of your children. Your children are a gift from God and we look forward to cultivating their God-given potential. Whether your child is joining us in the Lower, Middle, or Upper School, we desire that Minnehaha makes a lasting impact on them spiritually, academically, socially, and emotionally, and that they are known, loved, and always learning. We pray that the learning experiences will be transformational as we focus on developing beautiful minds and shaping the soul and character of each student, transforming them into ever more mature and empowered people.

The purpose of this handbook is to communicate guidelines, policies and procedures, and what our partnership entails. It includes our history, mission and values, and the expectations of students, parents, and the School. Moreover, this handbook is our mutual commitment to work together to ensure your child grows in wisdom and stature and in favor with God and others (Luke 2:52). Please read through it carefully.

Blessings,

Rev. Dr. Donna Harris  
President, Minnehaha Academy

## *Mission & Why*



## *Vision*

Inspiring students to shine academically, spiritually, and creatively so they can live lives of purpose.

## *Admission Policy*

Minnehaha Academy is an academically rigorous private school providing high quality education integrating Christian faith and learning for students from preschool through high school. Families that apply to MA are not required to sign a statement of faith. The application process is open to everyone, and we welcome students of all backgrounds. We believe all people are equal under God, and we are committed to the cultivation of a caring community.

# Core Values & Philosophy of Education

## DISTINCTIVELY CHRISTIAN

*We encourage one another to become authentic followers of Jesus Christ.*

How We View Each Person:

- We believe every person is created in the image of God, possessing inherent honor and dignity as a unique individual.
- We believe humans are whole persons –body and soul united.
- We believe humanity exists in a fallen state, in need of ongoing redemptive transformation through a personal relationship with Jesus Christ.
- We believe each person has been created to love God and others and to care for God’s creation.
- We believe each person has been endowed with gifts and talents that require development and direction.

Therefore:

- We seek to lead students to commit their lives to Jesus Christ as Savior and Lord.
- We challenge ourselves and our students toward excellence, a deepening Christian faith, and a commitment to service.
- We seek to inspire and help every student to follow God’s will and design in all aspects of life.

## EXCEPTIONAL ACADEMICS

*We pursue truth and excellence in all educational experiences.*

How We View the Purpose of Education:

- We believe education is an inherent good.
- We believe it is in the nature of faith to seek understanding.
- We believe education should develop both intellect and character, thereby equipping students for lives of service in this world.
- We affirm the pursuit of understanding and excellence as an expression of worship.

Therefore:

- We seek to create an atmosphere that encourages curiosity; we invite all genuine questions and are committed to the pursuit of truth.
- We seek to help one another grow in understanding and in the ability to think critically, without indoctrination.
- We desire that our students have a transforming influence in society.
- We seek to prepare students to be lifelong learners.

*We help each person discover and develop their unique gifts and talents.*

How We View the Content of Education:

- We affirm the person of Jesus Christ and the Christian Scriptures as the ultimate sources of revelation; we also affirm that God has chosen to reveal Himself through His creation. We believe these sources are complementary.
- We believe each subject area is best understood in the light of God's creative and redemptive activity.
- We believe a rigorous liberal arts education best prepares students to think deeply and critically about all areas of life.
- We recognize that there are a variety of avenues to understanding and we want our students to know and use them well; we also believe that any one of these avenues alone is incomplete and must be used appropriately.
- We recognize the importance of openness to a diversity of understandings and humility about our own understandings.

Therefore:

- We seek to involve students individually and corporately in meaningful activities that will allow them to develop intellectually, physically, emotionally, socially, and spiritually.
- We seek academic excellence in the preparation of faculty, delivery of instruction, use of resources, and facilitation of learning experiences for students.
- We seek to help students develop interdisciplinary understandings and appreciate the integrated nature of all truth as God's truth.
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- We seek to help students develop interdisciplinary understandings and appreciate the integrated nature of all truth as God's truth.

*We share a unity that is based on care for one another rather than conformity.*

How We Relate to One Another in Community:

- We believe love for all people is a hallmark of the follower of Jesus.
- We believe a healthy environment for learning includes authentic relationships.
- We believe our unity is found in a common mission, not in uniformity.
- We believe we are called to nurture a dynamic, diverse community that reflects the Biblical image of the Kingdom of God.
- We view our school as part of the broader Christian community.

Therefore:

- We desire that all faculty, staff, and administration model authentic principles of Christian love and discipleship.
- We value partnership with parents and guardians, the primary educators of their children.
- We seek to offer a high-quality education to students of all ethnicities, socioeconomic strata, and religious backgrounds.
- We desire to create an environment that fosters enduring friendships.

# History



## EDUCATING CHILDREN FOR MORE THAN 100 YEARS

In 1884, Rev. Erik August Skogsbergh had a vision for education that inspired Minnehaha Academy. He believed in the importance of quality education with Christian faith as its center, and founded the school as a ministry of the Northwest Conference of the Evangelical Covenant Church.

The original incorporation from 1905 stated: “The purpose of this institution shall be to furnish young men and women with the essential elements of a liberal education, and to foster the development of character under the personal influence of Christian teachers.”

*“The purpose of this institution shall be to furnish young men and women with the essential elements of a liberal education, and to foster the development of character under the personal influence of Christian teachers.”*

In 1911, Rev. Skogsbergh and Andrew L. Skoog gathered a group of 11, called the Core of Collectors, who were to raise \$100 each toward a new building on the campus. The goal was \$25,000, and they exceeded that figure and broke ground on June 30, 1912. On Monday, September 15, 1913, Minnehaha Academy welcomed its first class of high school students. Grades 7 and 8 were added in 1972.

In 1981, a building and land were purchased for a Lower and Middle School. A chapel was added, and by 1982, the school served students in Grades 1 through 8. Kindergarten students were welcomed in 1985 and ten years later, a preschool was started. In 2012, Minnehaha Academy celebrated the Centennial with special events and a look back at 100 years of educating students.

On August 2, 2017, a natural gas explosion destroyed the center portion of the Upper School. It was an explosion that shook the entire building, and it shocked thousands of people who have known, loved, and called Minnehaha home. Upper School students were relocated to a temporary campus in Mendota Heights for two years. In the fall of 2019, Minnehaha Academy welcomed Upper School students to the rebuilt campus.

Beginning with Rev. Erik August Skogsbergh’s 1884 vision for a school until Minnehaha Academy’s opening 28 years later in the fall of 1913, Minnehaha has been supported in prayer and finances by many founders and contributors. The school’s spiritual foundation has been solidly consistent, surviving times of war, economic uncertainties, racial, civil and political unrest, world-wide pandemics, and challenges of various kinds. For more than a century, the school has remained faithful to its original mission.

# Governance

## STATEMENT OF TRUSTEES' RESPONSIBILITIES

Minnehaha's Board of Trustees is made up of Christian role models, including current parents, alumni, past parents, and others. At Minnehaha Academy, as in most independent schools, the decision-making authority at the highest level resides in a volunteer Board of Trustees. Election to the Board of Trustees and services as a trustee of the school carries with it a responsibility of stewardship. By definition, trustees are the custodians of the school: they hold "in trust" the school's mission and reputation. Trustees accept the obligation to not only preserve, but to also augment the school. The work of trustees begins with fiduciary expectations of duty (due diligence on financials), care (making decisions by the standard of a "prudent person"), and obedience (to laws and bylaws). Beyond these duties, the work of trustees focuses exclusively on policies and strategies that are future-focused, and not on daily operations, which are delegated to the President. The Board of Trustees does not intervene in the daily affairs of the school, such as curriculum development and the hiring, evaluating, or firing of faculty and staff. Instead, the Board focuses on three areas critical to the success of any independent school: it selects, evaluates and supports the President, to whom it delegates authority to manage the school; it develops broad institutional policies that guide the Head in running the school; and it is accountable for the financial well-being of the school. In the conduct of its official business, the Board acts only as a whole; individual members, including the Board Chair, have no authority to act unless specifically authorized to do so by the Board acting as a whole.

Trustees acknowledge that their role is governance and leadership, not management, and they redirect back to management (the Head/administration team) and constituents (faculty, staff, parents or alumni) who hope to engage trustees as an "appeals court" or "grievance committee."

### Statement of Faith

The following Statement of Faith is required of all trustees who serve as members of the Board of Trustees: I have accepted Jesus Christ as my personal Savior and, with His help, intend to live a life consistent with His teachings. I believe in the Holy Scriptures, the Old and New Testaments, as the Word of God and the only perfect rule for faith, doctrine, and conduct.

### The President Role

The Minnehaha Academy President is a strong Christian role model. The Head is the professional, institutional, and educational leader of the school and he or she is authorized to oversee all administrative functions. The Head serves in the same capacity a CEO would in a for-profit corporation (although some major differences exist between non-profit and for-profit organizations). Other key concepts:

- The Head works with Board and school employees to implement Board policies.
- The Head has complete authority for faculty, staff, and student selection, evaluation, and dismissal.
- The Head keeps the Board informed about decisions in all these areas.
- The Head is responsible along with the school's financial officer and the Treasurer of the Board for developing and monitoring the budget.

## **Administrator Role**

The Minnehaha Academy Administrators (Principals and Directors) are strong Christian role models. They are charged with comprehensive responsibility for all activities involving students, faculty, and staff in their respective divisions (pre-school, lower school, middle school, upper school, admissions, finance, advancement, curriculum, and athletics). Responsibilities include maintaining congruency between the school's Board-approved mission and vision statement and all activities of the division, acting as the educational leader of the division, and overseeing day-to-day operations. Administrators act as chief articulators of that division's programs, expectations, guidelines, and other information necessary to ensure that all constituencies are fully informed, consistent with their individual roles. Instructional and non instructional administrators work cooperatively in fulfilling the goals of their divisions.

## **Faculty and Staff Role**

Minnehaha Academy faculty and staff are high-quality professional leaders and Christian role models who implement the school's mission by providing educational experiences, support, and guidance to students. They provide high-quality, subject-matter expertise and leadership and collaborate in casting and implementing goals aligned to the school's mission and vision.

# *Strategic Plan*

Read the Full Plan



## **Distinctive PK-12 Programming**

Minnehaha Academy will broaden its exceptional academic and co-curricular experiences for students to explore and deepen their learning, so that students produce purposeful, authentic, and beautiful work that prepares them for college and future vocation.

## **Vibrant Faith Formation**

Through the integration of Christian faith and learning, all constituents will actively participate in God's story, learning and leading with their head, heart, and hands, while growing in wisdom, stature, and favor with God and others. Students will develop into servant leaders who impact our neighborhood and extended communities.

## **Strategic Enrollment**

Minnehaha Academy will identify, recruit, enroll, retain, and graduate students in line with our mission and goals while also ensuring a strong, positive experience for teachers and families, and maintaining fiscal sustainability.

## **Stakeholder Participation**

Minnehaha Academy will implement programs and initiatives to achieve greater participation and sustained enthusiasm and commitment from all constituencies in the life of the school which will lead to increased event attendance, greater volunteerism, new and increased financial giving, and new partnerships.

## **Facilities Master Plan**

Minnehaha will develop an aspirational Master Facilities Plan for all divisions at both campuses that leverages and re-imagines how Minnehaha's buildings and grounds can support all activities of the school and its evolving future needs.

## **Dynamic Professional Culture**

Minnehaha Academy will optimize employee performance through the creation of a plan to attract, retain and develop excellent employees.

# Northwest Conference Affiliation

Minnehaha Academy is a ministry of the Northwest Conference\* of the Evangelical Covenant Church. We believe the Bible to be the true Word of God and students will hear the message of the Gospel. Students are required to participate in Bible instruction and to attend weekly chapel. We provide the opportunity for students to discover and cultivate their relationship with Jesus Christ as they engage in experiences that integrate Christian faith and learning.

As a ministry of the Northwest Conference, Minnehaha affirms the Covenant Affirmations, its Resolution on Human Sexuality (1996) and its Resolution on Racial Righteousness (2008).

*\*The Northwest Conference comprises over 140 Covenant Churches and five Bible camps in Minnesota, the Dakotas and western Wisconsin.*

## **EVANGELICAL COVENANT CHURCH (ECC) AFFIRMATIONS**

Consistent with its affirmation of classical Christianity and its own historical experience, the ECC affirms as central to its life and thought a number of evangelical emphases. Foremost among these are the following:

- the centrality of the word of God,
- the necessity of the new birth,
- a commitment to the whole mission of the Church,
- the Church as a fellowship of believers,
- a conscious dependence on the Holy Spirit, and
- the reality of freedom in Christ.

## **ECC RESOLUTION ON HUMAN SEXUALITY (1996) (Abridged)**

The Constitution of the Evangelical Covenant Church affirms: The Holy Scriptures, the Old and New Testament, as the Word of God and the only perfect rule for faith, doctrine, and conduct.

### **Biblical Basis**

God is the Creator of human beings (Genesis 1:26-31; Genesis 2:4b-25). The creation of human beings includes our sexuality, the genders of male and female, the companionship of male and female in an intimate marriage relationship, and the gift of procreation. By God's own statement for all of creation, sexuality is good. Sexuality in marriage is celebrated in the Song of Solomon. Chaste singleness is blessed by the life of Jesus Himself, who models loving relationships. The Apostle Paul affirms both marriage and the single life as callings and gifts from the Lord (1 Corinthians 7).

### **Declaration**

God created people male and female, and provided for the marriage relationship in which two may become one. A publicly declared, legally binding marriage between one woman and one man is the one appropriate place for sexual intercourse. Heterosexual marriage, faithfulness within marriage, abstinence outside of marriage—these

constitute the Christian standard. When we fall short, we are invited to repent, receive the forgiveness of God, and amend our lives.

### **Conclusion**

God has shown his love to us in the gracious gift of life, including sexuality. He has further displayed his love for us by redeeming our lives through the gift of his Son, who daily and richly forgives the sins of all who trust in him. As we receive God's loving gifts, we must respond to him with loving obedience and to each other with tender compassion in every area of life.

### **Students who are Gender Nonconforming**

*Approved by the Board of Trustees January 10, 2017*

We believe every person is created in the image of God, possessing inherent honor and dignity as a unique individual. We believe love for all people is a hallmark of the follower of Jesus. We desire that all faculty, staff, and administration model authentic principles of Christian love and discipleship.

Minnehaha Academy is committed to ensuring that all of its students, regardless of gender, gender identity, sexual orientation, race, ethnicity, religious or physical differences, are provided a safe and supportive educational environment that is free from discrimination and harassment. Minnehaha Academy will assess and address the specific needs of students who identify as transgender and gender nonconforming in a manner consistent with Minnehaha Academy's established guidelines and handbook policies.

Individual situations will be considered carefully and confidentially based on the unique factors involved and Minnehaha Academy's response to any situation may vary from the general guidelines below. Any proposed exceptions to the guidelines should be discussed with Minnehaha Academy's Administration before they are communicated or implemented.

### ***Facilities***

Single-occupancy restrooms will be available to all students. Multiple-occupancy facilities will be used in a manner consistent with a person's biological sex.

### ***Sex-specific groups (e.g., Athletics, Academics)***

Each student will be placed in a group consistent with a person's biological sex.

### ***Name/Language Use***

Internally, the school will use the name of student choice; official records will reflect legal name.

### ***Dress Code***

General dress code rules apply to all students regardless of gender identity.

### ***Overnight Excursions***

Each student will be placed in a group consistent with a person's biological sex.

## **ECC RESOLUTION ON RACIAL RIGHTEOUSNESS (2008) *(Abridged)***

1. All people are created in the image of God (Genesis 1:26-27). Christ died for all people (1 Peter 3:18). All people have eternal worth and are called to be co-heirs of the kingdom of God (Galatians 3:28-29). However, our perception of the image of God in others has often been deeply distorted by divisions between people along racial, ethnic, socio-economic, and cultural lines (Acts 6:1, Ephesians 2:13). Our world is a place of deep injustice that is perpetrated and perpetuated along the lines of race and the divisions that accompany race in our world.
2. God reconciled us through Christ and gave us, as Christ's ambassadors, the ministry of reconciliation (2 Corinthians 5:18, 20). Reconciliation is a comprehensive ministry through which God appeals to us to pursue righteousness (Psalm 34:14; Proverbs 12:28; Hosea 10:12-13; Matthew 5:6; Romans 14:19;

1 Timothy 6:11-12). Jesus spoke of righteousness in terms of the weightier aspects of the law: justice, mercy, and faith (Matthew 23:23).

3. Pursuing righteousness is about truth-telling (Proverbs 12:17-22); it is about acknowledging and challenging systemic and individual sins that cause or lead to oppression (Isaiah 1:12-17; 58:6-9; Micah 6:8; Amos 5:21-24); it is about speaking for the voiceless (Proverbs 31:8); it is about defending the rights of the poor and needy (Proverbs 31:9); it is about faithfulness to God (Habakkuk 2:4; Romans 1:17; 5:18; 10:4; Ephesians 6:14) and just relationships with our neighbors across racial lines (Luke 10:25-37). Pursuing righteousness is about seeking change and advocating for change, participating with God in our own transformation and joining with God in the transformation of our world.
4. Pursuing just relationships with all our neighbors encompasses more than asking God to forgive us our sins; it calls us to deeply repent and actively seek to heal our broken relationships (Psalm 32:3-5; Matthew 3:1-3; Acts 2:32-42; 1 Peter 2:24). John the Baptist called all who seek God to “bear fruits worthy of repentance” (Luke 3:8). The Apostle John reminds us that when we claim to walk in fellowship with God, and yet refuse to see the sin in our own lives and the world, we walk in darkness and do not practice the truth. But when we walk in the light, we have fellowship with each other and the blood of Jesus cleanses us from all sin (1 John 1:6-7). Pursuing just relationships is a radical living out of Jesus’ command to love our neighbor as ourselves (Matthew 22:29).
5. God alone knows what full reconciliation looks like, when every nation, tribe, people, and language will worship before the Lamb (Revelation 7:9-10). Even as we await the fulfillment of this promise, we journey toward reconciliation. Therefore, we are called to righteousness and to join in God’s work to establish the kingdom on earth as it is in heaven.

We thank God that the Evangelical Covenant Church has been an effective instrument of God in mission, evangelism, and ministries of compassion and justice. We are grateful for God’s grace that is moving us toward becoming a multiethnic faith family. However, our progress has given us a deeper sensitivity to our failures, both past and present. We therefore resolve the following:

We resolve that the Evangelical Covenant Church and each Covenant church and ministry continue its dialogue about racial sins by inviting members, beginning with Native and African Americans, to give voice to their stories of harm and suffering.

# Faith Integration

*“Minnehaha Academy is first and foremost a Christian school. This is the definite purpose for which it was founded. We make no apology for emphasizing that this is its distinctive feature. On the contrary, it would be necessary to apologize if this were not so. Minnehaha Academy believes that true education consists of more than the acquisition of knowledge. It stands for the training of the heart as well as the head and the hand.”*

*- T.W. Anderson (First President of Minnehaha Academy)*

***We understand the work of faith formation to be the ongoing process, through the gift and work of the Holy Spirit within a caring community of faculty, staff, students and families, of inviting people to know God’s love, encouraging hearts and minds to trust and follow Jesus, and inspiring lives of servant leadership as we discover our unique potential in sharing our God-given gifts with the world.***

The relational work of integrating faith and learning is seen in creating the conditions and conversations that we live in as a caring community of whole and holy people who walk with Jesus. This is accomplished through instructional strategies like Teaching for Transformation (where teachers develop their deep hope, students develop their identities as learners, and both work to meet real needs by solving real problems in the world), through common worship in chapel, through deeper learning in Core Formation Experiences, through the Minnehaha Leadership Institute, and through pursuing the work of racial righteousness and reconciliation.

A true education promotes whole human flourishing in genuine relationships. Just as God takes us by the hand in this journey through grace, at Minnehaha Academy we seek to care for our students as we live out our Mission.



## **Chapel**

In chapel, students and faculty encounter God through worship in a caring community. Chapel is where we tell the story of what God has done, hear what Christ is doing, and encourage one another to join the work of the Holy Spirit in the renewal of all things. As an important part of our life together at Minnehaha Academy, each school has corporate worship once each week. Chapel typically consists of music and a message.

Students’ spiritual development extends far beyond our scheduled chapel times into all areas of student life including classroom instruction, athletics, daily interaction with faculty and staff, and classroom practices such as devotions, time in prayer, and Bible teachings.

We understand faith formation to be the ongoing process, through the gift and work of the Holy Spirit within a caring community of faculty, staff, students and families, of inviting people to know God's love, encouraging hearts and minds to trust and follow Jesus, and inspiring lives of servant leadership as we discover our unique potential in sharing our God-given gifts with the world.

### **Faith & Learning**

At Minnehaha Academy, our desire is that students become active participants in God's story, engaging their whole selves: head, heart, and hands. Using the paradigm of Teaching for Transformation the following practices are how we provide a high quality education integrating Christian faith and learning so that students grow in wisdom and stature and favor with God and others.



- Deep Hope: Each faculty member has worked on a 'North Star' vision for students & their learning in God's story. A deep hope creates focus, direction, & serves as an invitation to a way of being together in the classroom, and asks teachers to think about what they want students to remember from their class 60 years from now.
- Storylines: Stories help us make sense of the world around us. In each classroom learning is oriented around a storyline that serves to offer context, deepen understanding, and connect us to God's story in a Distinctively Christian way. Storylines are one way teachers express their deep hope for students.
- Throughlines: these are ways we walk out our faith in Jesus. Throughlines help us realize who we are created to be and the work we are appointed to do, leading to deepened character through a clarified sense of identity, purpose, and vocation. Derived from our philosophy and mission statement, they are: Justice Seeker, Image Bearer, Community Builder, Beauty Creator, Creation Keeper, Servant Leader, Order Discoverer, Truth Discerner, and Mosaic Encourager.
- Deeper Learning: Exceptional Academics begins with the development of meaningful skills and knowledge. Students Cultivate Potential through Core Formation experiences and projects that use their knowledge and skills to produce beautiful work that addresses real needs and real problems in the real world.

# *Family-School Partnership & Expectations*

We believe that home and school should function in dynamic partnership. A positive and constructive relationship between the school and a student's family is essential for the fulfillment of the school's mission.

In order to have the most positive results in the education of each child, commitment to healthy and effective communication between parents and the school is vital. Faculty and staff at Minnehaha Academy are committed to working closely with parents.

## **Community Interactions**

Parents, staff, and faculty are expected to interact respectfully with all Minnehaha employees, parents, and students on school grounds and at school events. Abusive language, raising one's voice, insulting, intimidating, or threatening behavior to anyone on school grounds is not appropriate and the person will be asked to leave the property immediately. Parents must not enter into any contractual agreements with third party vendors on behalf of Minnehaha Academy without prior consent from an authorized administrator.

## **Effective Communication**

It is proper to handle concerns or raise questions with the most direct level first (i.e. teacher, coach, or staff member most closely related to the concern). Teachers and staff can be reached through their school email addresses. (lastnamefirstname@minnehahaacademy.net ) It is our policy not to discuss any significant question or concern by email, as there is too much chance of unintentional miscommunication. To serve your children well, we need to understand one another clearly. If you send us such a message, you can expect a reply inviting you to set up a time to talk directly.

If the parent is not satisfied at that juncture, the next step is to involve the Principal to seek resolution. Meetings need to be prearranged; parents can schedule an appointment through email or by phoning the office.

The President of Minnehaha Academy is the final arbiter for any disputes that are unable to be resolved by the Principal, including parent issues or student disciplinary issues.

Minnehaha Academy may choose to discontinue enrollment or re-enrollment of a student if the school reasonably concludes that the actions of the parent or guardian make it impossible to have a positive, constructive relationship, if financial obligations are not met as agreed upon contractually or in writing with school administration, or if their actions otherwise seriously interfere with the school's accomplishment of its educational purpose.

## **Parent-School Communication**

While teachers cannot generally return voicemails or emails during the instructional day, they will do their best to respond within 24 hours (excluding weekends). Administrators also may not be immediately available, but will do their best to respond in a timely manner.

## **Parent Square**

Minnehaha uses a platform called Parent Square for school communication. Parents should regularly review the information, and may customize their notification settings on the app. Teachers use Parent Square to provide

information about what's happening in their class as well as any upcoming events or reminders. The Principal will also send regular broadcasts to parents with important information and reminders about upcoming events.

The information in Parent Square may be used solely for the purpose of connecting in positive ways with other Minnehaha families; the information or images may not be shared with anyone outside of our school community.



### >> REDHAWK TIP

Minnehaha's website has a Current Families section where calendars, lunch menus and other pertinent information can be found.

[www.MinnehahaAcademy.net/current-families](http://www.MinnehahaAcademy.net/current-families)

### Off-Campus Conduct and Social Media

We expect all students and parents to adhere to our community standards and to create a caring community where all members feel respected and valued. The Minnehaha community extends beyond the boundaries of the school's property. As such, off-campus behavior by students that adversely impacts the safety and well-being of members of this community can become grounds for disciplinary action by the school. This includes online behavior as well and pertains to posting or sending images or messages that negatively impact or impugn the school or any of its community members. The school is unable to monitor and investigate all behavior that occurs off campus. Among other things, factors that may impact the school's ability to investigate and/or address off-campus conduct include whether the conduct is in connection with a school activity or function, the scope of impact of a student's or parent's off-campus behavior on the school community, whether the student's or parent's conduct poses a material threat of harm to the school community, the school's ability to effectively investigate matters that occur off campus and outside school-related activities and the availability of other processes to address the behavior (e.g., police involvement).

As with other off-campus conduct, social media has the potential to impact the safety and well-being of the social community. Minnehaha Academy takes the protection of all students and our school's brand seriously, and we expect all students to do the same. Students must be mindful of how they represent Minnehaha Academy off-campus, including on social media, and always use good judgment when posting online, including commenting and interacting on online posts. Consider student privacy when posting photos, including those of school-related events. It is prohibited to use other students' personal information without their permission. Creating social media accounts that use the school name, logo, or other brand identifier without permission or inappropriately is strictly prohibited. This includes using any school-related images or text in a manner that could mislead or deceive others. Additionally, any form of online harassment or misconduct, including the use of derogatory language or discriminatory behavior or commenting on other students in a negative way, is not acceptable.

Any student or parent found to be in violation of this policy may face disciplinary action, including, but not limited to, suspension or expulsion, or in the case of parents, may result in a discontinuance of enrollment or re-enrollment. Discipline policies may apply when use of social media:

- violates an established school policy
- the content is directed at the school community in such a way that could be reasonably understood to be threatening, intimidating, or defamatory
- could potentially cause a substantive and material disruption to the educational process
- promotes illegal activity, such as illegal drug or alcohol use, theft, etc. related to students or the school
- is obscene, lewd, or plainly offensive, vulgar, indecent, racist, or otherwise inappropriate and relates to the school setting (e.g., sexually suggestive).

## **School Use of Student Likeness**

Parents consent that as a function of their child's enrollment at Minnehaha Academy, the school may use their child's photograph, voice, video recording, or school projects in school publications, news releases, and in promotional materials to the public (both online and in print) without compensation or further authorization. This also extends rights to Minnehaha Academy, partner organizations, or the news media to use, edit, reproduce, and publish photographs, video, and audio of the student, both while he or she attends Minnehaha Academy and thereafter in perpetuity.

## **Sportsmanship**

Athletes, and their parents, have a unique position in the school community and have an opportunity to provide leadership by their actions while participating in or being a fan of an athletic program. It is important that this unique position of leadership be utilized in a responsible manner at all athletic practices and contests.

- Treat your opponent with respect. Make a special effort to be courteous and respectful even when you feel your team has not been treated fairly. Refrain from posting anything on social media that could be deemed negative toward the opposing team.
- Be a humble winner and a proud, respectful loser.
- Conduct yourself in a controlled manner.
- Use only positive verbal interchange with any person from an opposing team or school.
- A fist bump, handshake or pat on the back is the only physical contact acceptable outside of the normal contact allowed in each sport.
- Respond to official's decisions in a controlled manner and with a spirit of good sportsmanship.
- Use only positive actions and words toward officials.
- Use principles of sportsmanship and fair play regardless of the situation or outcome of the contest.
- Make certain that the building and property are in good condition when you finish using them. Respect your opponent's school and locker room areas; also any personal property in the area.

## **Philosophy of Discipline**

We believe that loving and corrective discipline that leads to maturity and responsibility on the part of those who experience it is a shared responsibility of Minnehaha and parents who enroll their children at the school.

The nature of God's discipline of humanity is an outgrowth of His love for us, which is underscored in Scripture. Minnehaha desires to model the same kindness and love for its students in exercising discipline.

- For the Lord corrects those he loves, just as a father corrects a child in whom he delights. Proverbs 3:12
- For the Lord disciplines those he loves and he punishes each one he accepts as his child. Hebrews 12:6
- For the moment, all discipline seems painful rather than pleasant, but later it yields the peaceful fruit of righteousness to those who have been trained by it. Hebrews 12:11

Through Jesus Christ, God reconciles the world to himself, breaking down the barriers of hostility and estrangement due to our sin. Minnehaha's God-honoring focus of discipline is also to restore human relationships, just as God desires the restoration of fellowship between himself and all humanity. The reconciliation of the world to God is only possible through the work of Jesus Christ. Minnehaha's foundation of Christian faith seeks Christlike restoration as an outcome of disciplinary actions.

***As a Christian community, we continually look to Jesus as a model for our own behaviors, as well as the behaviors we seek to bring about in our students.***

The intent of our restorative discipline philosophy is to support and empower students to grow in wisdom and stature. As students learn and practice making good choices, they will bless their community and feel blessed in return.

Everyone in the Minnehaha community is responsible for doing their part to build positive connections and trust. At Minnehaha Academy we are committed to maintaining a climate where all individuals feel safe and valued. In order to have a vibrant, healthy environment where students thrive, we hold all students to high standards of behavior.

Students' actions outside of the school can have an impact inside of school. Therefore, Minnehaha will impose discipline on students for conduct that occurs away from school grounds when such discipline is consistent with the school's code of student conduct and will be based on the following two factors:

- the discipline is reasonably necessary for the student's physical or emotional safety, security, and well-being, or for reasons related to the safety, security, and well-being of other students, staff, or school grounds, and
- the conduct which is the subject of the proposed consequence materially, and substantially disrupts the school environment or educational process.

No set of policies can cover every situation that might arise. Therefore, in addition to the policies and potential discipline outlined in this handbook and other information, the school reserves the right to assign appropriate consequences for other conduct, whether or not set forth in these policies, consistent with overall expectations for student conduct.

***Please see your school's division-specific information regarding discipline.***

### **Parent-Teacher Conferences & Report Cards**

Parent-teacher conferences are held twice each year, fall and spring. Parents should make every attempt to attend conferences as these are opportunities for important updates regarding each student's progress. Report cards are also important communication tools. Grade reports are sent to families at the end of each grading period (Lower School: 2 semesters, Middle School: 3 trimesters, Upper School: 2 semesters). Report cards are not released if there is an outstanding balance on the student's account. Minnehaha Academy's Business Office notifies parents of outstanding balances.

### **Changes in Emergency & Contact Information**

It is critical that we can contact parents and those designated as emergency contacts. It is mandatory that parents update this information in Skyward if any of the information changes after the enrollment process.

### **Continuous Enrollment and Withdrawal**

Minnehaha Academy has adopted a Continuous Enrollment system whereby students will be continuously enrolled from the time of admission until their graduation unless dismissed by the school or officially withdrawn by the parent or guardian through the completion of Minnehaha Academy's Official Withdrawal Notification Form. Minnehaha Academy may determine at any time that a student is ineligible to return due to academic, behavior, financial or other concerns.

If a decision is made for a student to withdraw from Minnehaha Academy for any reason, either by the family or by the school, all school materials must be returned on the final day of enrollment. This includes textbooks, athletic equipment and uniforms, iPads and accessories, and any other materials belonging to the school. The family will be billed for any materials not returned.

By January 31st of each year, Minnehaha Academy will publish the following school year's tuition rates, the amount of the annual Reservation Deposit, and information regarding Tuition Assistance along with

the associated deadlines. Issues relating to tuition and fees will be handled by the Student Accounts staff. Minnehaha's Tuition Refund policy is available online.

### **Disclosure of Student Diagnoses and Student Support Philosophy**

Minnehaha Academy is committed to supporting our students and strives to provide the services needed to those with diagnosed conditions that may impact the student's ability to succeed in the school environment and provide reasonable accommodations when appropriate. To ensure the needs of students are known and an assessment of the school's ability to serve students is conducted, parents are required to provide a copy of a child's diagnosis and the recommendations associated with it promptly following awareness that a child needs or may potentially need support. The documentation must be provided during the admission process or when a diagnosis is made at any point of a student's education at Minnehaha that is likely to impact the child's educational process or behavior in the school setting. We understand that releasing medical records can be concerning for parents of children with mental health, emotional or behavioral challenges. However, for the benefit of your child, it is critical that the information be shared. Information on a child's diagnosis will only be shared with individuals at Minnehaha who have an educational or behavioral need to know.

Each division has a Student Support Team (SST), which exists to attend to specific learner needs, including academic, social-emotional, and behavioral. The group consists of Minnehaha faculty members that meet weekly to discuss specific student needs, analyze student data, and collaborate with classroom teachers as they provide support to individual learners. SST will determine appropriate student supports and accommodations, including behavior plans, academic intervention, recommendations for evaluations or external professional support, and/or community resources. If a focused student support plan is initiated at school, parents will be notified by SST.

### **Student and Family Information Privacy Policy**

Minnehaha Academy is committed to being a responsible steward of student information. Student information will be used only by those with a legitimate educational interest, on a need-to-know basis, or for the purpose of instructional planning for an individual student. Due to our status as a private school which does not accept public funding, Minnehaha Academy is not bound by the Minnesota data privacy acts or the federal FERPA (Family Education Rights and Privacy Act). However, we maintain procedures in keeping with the spirit of that legislation.

The cumulative file is a physical or digital folder which generally contains grades, report cards, standardized test scores, and individual educational assessments. Parents, legal guardians, and students over the age of 18 have the right to see the information in the student's cumulative file. Upon receipt of a written request to a school administrator, the school will make arrangements for access and arrange a time and place to examine those records.

The school will comply with applicable laws regarding the disclosure of student records. Public laws allow disclosure of information in the cumulative file to school personnel with legitimate educational interests without the consent of a student's parent or legal guardian, such as to support a student currently receiving instruction, support or services from the school. School personnel includes individuals employed by the school as an administrator, supervisor, instructor, or support staff member, as well as any volunteer or contractor who performs similar services and who is under the direct control of the school with respect to the use of student records. The school will not send an individual educational or psychological assessment report to a third party without parental notification and consent. The school is authorized to allow emergency release of information, should it be necessary to protect the health and safety of students.

Directory information (student name, grade, parent names and emails) is published in Parent Square. Parents are annually given the opportunity to exclude their student's information from this directory. The information in

this directory is strictly intended for the private use of members of the Minnehaha school community and may not be used for any other purpose.

If a parent has a concern about use of student information the school will generally take the following steps:

1. Gather information about the concern, including who, when, how and where the information was shared or may be shared, as applicable. Involve school administrators as necessary. Evaluate the concern and determine any potential issues under school policy or practice.
2. If an issue has been identified, provide notice about the specific concerns in writing to the appropriate school personnel in order of involvement: teacher, coach/group leader, counselor, principal, president.
3. Work with school personnel toward resolution of the issue.

### **Parent Engagement**

- MAPT is a parent group focused on building school-wide community. MAPT sponsors events throughout the school year to promote community and foster relationships among families. There are many opportunities to volunteer with MAPT.
- The Minnehaha Academy Multicultural Family Network or Mosaic is another parent group committed to building community. Mosaic exists to enhance the understanding and appreciation of cultural diversity throughout Minnehaha Academy and to serve as a bridge between parents, administrators, and faculty on diversity issues. All Minnehaha Academy families are welcome to join this group.

### **Volunteers & Background Checks**

We value the large number of parents and community members that volunteer at Minnehaha Academy and want to ensure that our procedures are clear and represent excellent practices to ensure the safety of our students.

Background checks are conducted for all employees, coaches and volunteers. Anyone who is authorized by Minnehaha to drive students will complete a motor vehicle records check as well. This aligns Minnehaha Academy with most organizations that work with children and applicable law. Background check authorization forms are completed through an online service. Please check in with the main office for further direction.



## *General Information & Policies*

### **ACADEMIC HONESTY, CHEATING, AND PLAGIARISM**

We value honesty and therefore, we have a zero-tolerance policy toward cheating of any kind.

Students should not give or receive help on tests, quizzes or homework unless the teacher has granted this privilege on a particular project. Cheating and plagiarism are forms of academic dishonesty.

Cheating means the use or attempted use of unauthorized materials, information, or study aids; unauthorized copying or collaboration. Examples include but are not limited to:

- Copying another student's homework without specific permission from teacher.

- Using a cheat sheet, concealed answers, or non-verbal signals in a quiz or exam.
- Using answers from another person’s paper during an exam.
- Representing material prepared by another as one’s own work (also fits definition of “plagiarism”).
- Using aids like Spark Notes or AI generated summaries in place of reading the original text.
- Allowing other students to copy assignments or test answers.
- Telling other students the specific content of tests or quizzes before they have taken them.
- Taking photos of test pages.
- Use of artificial intelligence tools to generate or outline content in place of or alongside your original writing.

Plagiarism is the use of another’s words, ideas, data, or product without appropriate acknowledgement; presenting someone else’s opinion as one’s own. This includes the use of content produced by an AI tool. Examples include but are not limited to:

- Copying and pasting from an online source and submitting it as your own work.
- Using a direct quotation from a source without quotation marks, even if the source has been cited correctly.
- Substituting a word or phrase in a sentence, but using the same sentence structure.
- Using graphics, experimental data, on-line foreign language translations, video, or audio without permission of the author or acknowledgement of the source. This includes content produced by an AI tool generating text, images, audio, or other content.
- Correctly citing a specific passage, but then borrowing other ideas from the same source without proper attribution.
- Buying or downloading a paper from an internet site and turning it in as your own.

Students who engage in cheating or plagiarism will receive an “F” grade on that test or assignment. The parents/guardians of the students involved will also be notified. The student may also be required to resubmit the test or assignment. Appropriate disciplinary action will be taken depending on the circumstances of any cheating or plagiarism incident.

## **ATTENDANCE POLICIES**

Regular attendance at school is an essential component to a student’s academic success; school attendance and timeliness is very important. Not only is it important for students to receive the direct, ongoing instruction provided during the school day, but students also need to form healthy habits of attendance and timeliness at an early age. Excessive absences and/or tardies may be considered grounds for reconsideration of student’s enrollment.

If a student is going to be absent, a parent must notify the school before 8:35 a.m. The attendance line is (612) 721-3359 (Lower/Middle) or (612) 728-7780 (Upper). Notification from a parent is essential, as we must be able to account for all students.

### **School Hours**

The Upper School is in session from 8:25 a.m. -2:50 p.m. each day, and the Lower/Middle School day is from 8:35 a.m. - 3:10 p.m.

### **Vacations**

We recognize the value of family vacations, and encourage families to plan trips during school vacations and days off. While it is helpful for teachers to know if a student will be absent, they are not expected to provide

instructional materials or homework in advance of vacations. Upon returning from a vacation, students are expected to complete make-up work from the missed day(s). Parents should send a note to the main office at their respective campus to notify the Principal of a planned absence.

### **School Closings & Late Starts**

School closures and delays can be caused by a variety of reasons outside of the school's control including infrastructure (e.g. utilities) and weather conditions. Closings and late starts can be inconvenient and Minnehaha Academy works hard to keep the instructional calendar intact. However, the ultimate consideration is always student safety.

Instances of school closure or late start will be announced on Parent Square by 5:30 a.m. on the impacted day so that families can make necessary adjustments based on their individual circumstances. This information is also published on designated local news outlets.

### **Home Learning Days**

In the event of a school closure, a home learning day will commence and Principals will send division-specific information about the plans.

## **CAMPUS SAFETY**

### **Drills**

Throughout the year, Minnehaha Academy will conduct fire drills, tornado/severe weather drills, and lockdown drills in order to train students in emergency procedures. Students are provided specific instructions for each type of drill and the drills provide important opportunities to practice the instructions. Each classroom has the procedures posted in the event that a substitute teacher is in the classroom at the time of a drill or live situation.

### **Family Member and Prospective Student Visitors**

All visitors are required to sign-in at the front office and receive a visitor's nametag to wear for the entirety of the visit. Lower School students may have Lunchroom Visitors after the first two weeks of the school year. A family member may come to join a student for lunch, and the visit must align with the student's daily lunch period.

Student visitors are limited to prospective students who are interested in attending Minnehaha. Student Visitors need to make arrangements through the Admissions Department (612) 729-8321. Except for prospective students, students who are not enrolled at Minnehaha Academy are not permitted in the building during school hours unless for special circumstances with prior approval from the school administration.

## **CHEMICAL USE**

Minnehaha Academy seeks to encourage healthy living and discourages illegal chemical use and chemical abuse. Minnehaha Academy's Chemical Concern Policy applies to all Minnehaha Academy students throughout the calendar year, on or off campus. Our goal is to maintain an environment that is free of alcohol, drugs, and tobacco, and to provide clear rules and consequences regarding chemical use.

While enrolled as a student at Minnehaha Academy, students cannot use or distribute chemicals of any kind (alcohol, THC, tobacco, e-cigarette and related products, prescription medication outside of intended use, etc.). This includes on campus use, use during school hours, non-school hours, weekends, and summers, as well as at school-sponsored functions. Minnehaha Academy has a zero-tolerance policy for alcohol consumption by minors, except for certain religious activities (e.g., communion).

The Chemical Concerns Policy is divided into three sections: Section A refers to students suspected of being significantly affected by chemical abuse. Concerns regarding possible chemical abuse on the part of a student or his or her family member(s) should be directed to the school administration. Sections B and C refer to documentable instances of chemical possession, abuse or distribution. In all cases the school administration and any coach should be notified.

## **A. Situations of Concern**

Concerns of chemical use may arise which require the attention of school administration:

1. A student whose life has been affected by someone else's chemical use may seek help from any member of the faculty, staff, or administration. This would include concerns of use by a family member, friend, or any Minnehaha Academy student(s). It applies as well to concerns surrounding use at an event, or general use patterns noticed, suspected, or known among Minnehaha Academy students. Students identified with these concerns will be referred to a member of the school administration.
2. A student may seek help from the same resources concerning personal chemical use. Again, students will be referred to the Student Support Team. Seeking assistance will not excuse the consequences of any policy violation. However, a student's request for help indicates good faith in entering the process of help and may be taken into consideration when determining appropriate consequences.
3. A student who has been identified by a faculty/staff member, parent, peer or other concerned person as one who is exhibiting unusual behavior which could be related to chemical involvement is referred to the Dean of Students. The Dean or available administrator initiate(s) and conduct(s) an interview with the student to discuss problematic behavior. If needed, the administration contacts parent(s) and schedules a meeting. The student's current behavioral concern is discussed, and an appropriate referral may be made. Consequences for a first violation of use or possession may be implemented.

## **B. Use or Possession:**

Students are not to use or have in their possession tobacco, THC products, e-cigarettes, alcohol, or illegal drugs at anytime, anywhere, on or off campus. A student must leave a party/gathering immediately if/when he or she becomes aware that tobacco, THC products, alcohol, or illegal drug use by students has occurred or is occurring. Remaining at the party/gathering will result in the same consequences as possession or use. The school will apply consequences where corroborative evidence is strong enough to indicate use or possession, whether a student admits or denies involvement. The above violations will generally subject a student to the following consequences\*:

### ***First Violation***

1. The student will be immediately suspended from school and all school activities (typically a suspension of 1-3 days, but may be longer depending on individual circumstances).
2. Parent/student conferences with school officials will explore the degree of chemical involvement and course of action.
3. Required plan for addressing the chemical involvement,\* which may include the activities listed below, at discretion of administration:
  - Professional chemical assessment to further determine degree of involvement and course of action. Parents/legal guardians and the student must agree that the results and recommendations will be communicated to the school and followed within an agreed-upon time frame.
  - Participation in a chemical awareness/insight group, on or off campus, which is designed for students to examine their chemical use.
  - research project may be assigned to study the effects of chemical use.

*\*Conditions listed above in 3 must be followed according to the agreed-upon schedule, or the consequences of a second violation as described below will be administered.*

4. Suspension from participation in extra-curricular events/activities in accordance with the following schedule:
  - The student shall lose eligibility for the next three consecutive interscholastic contests or two weeks (14

calendar days), of a season in which the student is a participant, whichever is greater. A student involved in Middle School events may not practice while ineligible, but a student involved in Upper School events is required to continue practicing during ineligibility, after returning to school. Third-party participation rules may separately address participation in other extra-curricular events or activities.

5. The President's Office will be informed.

6. Local police may be informed.

Possession of chemicals prohibited under this policy at school or at a school-related event may result in consequences of a second violation as described below.

### **Second Violation**

1. The student will be immediately suspended from school and all school activities (typically a suspension of 1-3 days, but may be longer depending on individual circumstances).
2. Parent/student conference with President and school administrators to explore degree of chemical involvement, course of action, and future status of the student with Minnehaha.
3. If a decision is made allowing the student to continue at Minnehaha after suspension, the following will take place:
  - Professional chemical assessment. Parents/legal guardians and the student must agree that the results and recommendations will be communicated to the school and followed within an agreed-upon time frame.
  - Participation in treatment and after-care programs, as recommended by assessment.
  - Participation in a chemical awareness/insight group.

*Conditions listed above in 3 must be followed according to the agreed-upon schedule, or the consequences of a third violation (expulsion) will be administered.*

4. Suspension from participation in extra-curricular events/activities in accordance with the following schedule:
  - The student shall lose eligibility for the next six consecutive interscholastic contests or four weeks (28 calendar days), of a season in which the student is a participant, whichever is greater. A student involved in Middle School events may not practice while ineligible, but a student involved in Upper School events is required to continue practicing during ineligibility, after returning to school. Third-party participation rules may separately address participation in other extra-curricular events or activities.

5. Local police may be informed.

### **Third Violation**

1. The student will be immediately suspended and may be expelled.
2. Local police may be informed.

### **Intoxication**

A student who appears to be under the influence of such a substance will be immediately referred to school administration for parental notification and possible removal to a detoxification center. A separate set of guidelines will be followed in handling an intoxicated student.

### **C. Distribution or Provision**

The distribution or provision of tobacco, THC/cannabis, alcohol, or illegal drugs in any form by one student to another student will generally subject the students to the following consequences:

1. The student will be immediately suspended from school and all school activities.

2. The situation will be forwarded to the President's Office with the school administration's recommendation of suspension or expulsion.
3. Parent/student conference with the President and school administrator to explore and determine the degree of chemical involvement, course of action and future status of the student with Minnehaha.
4. Suspension or expulsion of the student will be issued as follows:
  - First Offense: suspension or expulsion. If suspended, student is subject to consequences of "second violation" under Use or Possession with the additional activity of restitutionary service in the school and possibly in the extended community
  - Second Offense: expulsion
5. Local police may be informed.
6. Suspension or expulsion may include the denial of participation in year-end activities and/or graduation.

Students in grades 7-12 who are involved in extracurricular activities should refer to the Minnesota State High School League policy for additional restrictions or consequences.

Chemical Concerns Policy violation steps are cumulative throughout a student's career at Minnehaha Academy.

## **DRESS CODE**

It is important to maintain a learning environment free of distractions, including distractions that come from how students are dressed. Clothing must be appropriate for school wear, modest and must not be distracting or controversial.

Teachers and administrators will make judgments about the appropriateness of clothing. If a student's dress is determined to be inappropriate in any way, the student will be asked to change clothes before returning to the classroom and the parent will be notified. If students continue to violate the dress code, the consequences may include detention or other consequences as deemed appropriate by the school.

Unacceptable dress includes:

- Spaghetti strap tank tops or shirts, or shirts that reveal midriffs
- Short shorts or skirts, no "booty shorts"
- Clothing that shows genitals, nipples, buttocks
- Hats and hoods (can be worn outside, but not inside the school building)
- Clothing with tears, rips, or holes above the knee
- Clothing with printed slogans that advertise alcohol, tobacco, or drugs, are sexually suggestive, or political
- Pants with any words on the rear
- Anything that allows undergarments to show
- Pajamas (including pajama pants) or other loungewear
- Tops that allow cleavage to show

On Spirit or other celebratory days, students' dress may reflect their support or involvement in a school-related activity. Clothing must honor the dress code and reflect the spirit of the activity.

## **FOOD SERVICE**

Our contracted food provider, Taher, offers lunch service every school day.

Parents are encouraged to set up an online account in MySchoolAccount, which is the platform used by Taher: [www.myschoolaccount.com](http://www.myschoolaccount.com). This is an important tool for parents to monitor students' lunch spending. Funds can be deposited online. Parents can also bring a check or cash to the main office in an envelope labeled with the student's name, grade, and teacher. Parents will be notified when there is a negative balance. It is Taher's policy that students with a balance of -\$5 or more can only purchase hot lunch, not a la carte items. If a student's balance exceeds -\$50, the student will be offered a sandwich, milk, and fruit, but will not be able to get any hot lunch until the balance is positive.

Lunch costs and schedules are provided to families at the beginning of each school year. All meals include the fruit and veggie bar and milk. A la carte items are also available. Students may purchase the hot lunch or may bring lunch from home. Students eat lunch in the cafeteria. Taher also serves breakfast items at each campus during designated times.

*Please see your school's division-specific information regarding food service, if applicable.*

## **HARASSMENT, BULLYING, AND OTHER PROHIBITED CONDUCT**

We expect all students to adhere to our community standards and create a caring community where all members feel respected and valued. Minnehaha Academy provides a safe and positive climate for learning for all students. Maintaining a safe environment is very important to everyone who belongs to this community. Maintaining a safe environment refers not only to physical safety, but protection from verbal put downs and teasing. Name-calling and verbal put downs are hurtful and will not be tolerated.

The school defines harassment broadly as any and all behaviors that have the intent or reasonable effect to compromise the physical and emotional safety and/or the well-being of any individual in our community. Intent to harass is not necessary for conduct to violate this policy. Harassing behavior, verbal, physical or other, based on identity characteristics such as race, national origin, ethnicity, religion, physical or mental ability, political affiliation, gender, affectional/sexual orientation, age and marital, parental or economic status is strictly prohibited.

Harassment can also take many forms, including written or verbal communications, online communications (including texting, app-based communications, and the sharing of photos), both on-campus and off-campus. Even though harassment may be taking place during non-school hours, it is not acceptable at Minnehaha and will be investigated with appropriate discipline referrals made. Any form of online bullying, including the use of derogatory language or discriminatory behavior or commenting on other students in a negative way, is not acceptable and will result in disciplinary action.

Bullying is offensive intimidating, threatening, abusive or harmful conduct directed by a student toward one or more students: when either (1) there is a real or perceived imbalance of power between those involved and the conduct reoccurs or forms a pattern; or, (2) the conduct materially and substantially interferes with the student's educational opportunities, performance, or ability to participate in school functions, activities or programs.

Any incidence of harassment or bullying should be reported in accordance with the complaint process outlined below.

Any student found to be in violation of this policy may face disciplinary action, including but not limited to suspension or expulsion. In addition, third-party participation rules may impact eligibility to participate in extra-curricular activities.

### **Sexual Harassment Policy & Procedures**

Minnehaha Academy is committed to a positive learning and work environment that is free from sexual harassment. Minnehaha Academy will not tolerate sexual harassment of students, employees, or other members

of the school community whether on school property, at school or work-related assignments, at events off school property, or at school-sponsored functions. In addition to being demeaning and degrading, sexual harassment is unlawful and strictly prohibited by school policy. Under certain circumstances, sexual harassment may constitute unlawful sexual abuse or assault under federal and/or Minnesota law.

### ***Definition of Sexual Harassment***

Sexual harassment is defined as unwanted or unwelcome sexual conduct, including but not limited to unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature or related to a person's gender, particularly when:

- submission to such conduct is made explicitly or implicitly a term or condition of an individual's education or employment; or
- submission to or rejection of such conduct by an individual is used as the basis for employment, or academic or school-related decisions affecting that individual; or
- such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creating a hostile, intimidating, or offensive environment.

Sexual harassment is not limited to physical acts. The use of crude or sexually inappropriate language may be considered sexual harassment if it creates an uncomfortable environment for someone else. Sexual harassment may also include verbal teasing or inappropriate name-calling related to one's sex; spreading rumors of a sexual nature; and sending crude or unwanted sexual messages via letter, e-mail, text message, or social media. Conduct prohibited by this policy includes but is not limited to:

- suggestive sexual innuendo, comments, or slurs;
- inappropriate or suggestive comments about a person's body or appearance;
- unwanted touching, patting, pinching;
- displaying sexually suggestive pictures, cartoons, drawings, posters, or graffiti, including pornography;
- writing graffiti of a sexual nature on school property, such as on bathroom walls;
- subtle pressure for sexual activity;
- coerced sexual relations;
- or physical assault.

### **Complaints and Grievances**

All students and employees must report any incident of possible harassment (including sexual harassment) or other prohibited conduct under this policy. Any student who believes he or she has been harassed or otherwise subject to prohibited conduct should immediately report such actions to the principal, vice principal, school counselor, school nurse, or the student's teacher. Any employee who believes he or she has been harassed should immediately report such actions to his or her supervisor or to the Director of Human Resources.

Any school employee who receives a complaint from a student of harassment or other prohibited conduct must report this information to the principal or the Dean of Students. Reports of harassment or other prohibited conduct will be kept confidential to the extent possible, consistent with the need for a thorough investigation and applicable laws, including mandatory reporting laws. Any student or employee who is found to have knowingly filed a false complaint of harassment or other similar prohibited conduct will be subject to discipline by the school.

In the event the school receives an anonymous complaint, it will follow similar procedures as if the complaint were submitted by an identified complainant. In order to conduct a thorough investigation, including follow-up and clarification, the school encourages all complainants to identify themselves. The school handles all complaints confidentiality to the extent possible, consistent with the need to conduct a thorough investigation.

The school encourages students, parents, and employees to submit concerns as soon as possible after an incident has occurred. Complaints submitted verbally may be converted to a written report by the individual receiving it.

To ensure the prompt and thorough investigation of a complaint, the complainant should provide as much of the following information as is possible:

- The name of the person or persons involved in the incident.
- Description of the incident(s), including the date(s), location(s) and the presence of any witnesses.
- The effect of the incident(s) on the complainant's ability to perform in school
- The names of other individuals who might have been subject to the same or similar incident.
- What, if any, steps the complainant has taken to try to resolve the incident.
- Any other information the complainant believes to be relevant to the complaint.

### **Investigation and Response**

Following a complaint of harassment or other prohibited conduct, the school will take prompt action to investigate the allegations. Based upon its investigation, Minnehaha Academy will take prompt and appropriate corrective action.

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 involve the request for any other documents deemed pertinent by the investigator. In determining whether alleged conduct constitutes harassment or a violation of the school's policies, the totality of the circumstances, the nature of the conduct, and the context in which the alleged conduct occurred will be investigated. Any person found to have engaged in harassment or other prohibited conduct will be subject to appropriate discipline or other corrective action, including up to dismissal or discharge from Minnehaha Academy.

Minnehaha Academy reserves the right to determine what information and outcomes of the investigation need to be shared with parties involved. Some forms of harassment may need to be reported to legal authorities pursuant to Minnesota law. Minnehaha Academy will comply with applicable legal reporting requirements in cases of suspected sexual abuse, physical abuse or neglect of any student. In the case of criminal investigations, Minnehaha Academy reserves the right to conduct its own internal investigation.

### ***Non-Retaliation***

The school and its employees will not retaliate against any victim of, or witness to, harassment or other prohibited conduct, including based on any victim's or witness's complaint or participation in any investigation. Any such retaliation by a school employee is forbidden. Students are also prohibited from retaliating against any student who was a victim of, or witness to, sexual harassment, including based on any victim's or witness's complaint or participation in any investigation. Such retaliation shall be considered a violation of this policy and will subject that person to discipline. Such retaliation should be reported using the same reporting procedure as stated above for reporting harassment or other prohibited conduct.

In determining whether alleged conduct is a violation of school policy, Minnehaha Academy will 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 incident(s) occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the relevant facts and surrounding circumstances.

## HEALTH POLICIES & HEALTH SERVICES

It is the mission of the Health Service Office to sustain a school environment that promotes and supports student achievement, health and well-being. Preschool has modified health policies. Please see the Preschool section for specific health services policies.

### Staffing

- Lower & Middle School Nurse: Paul Slininger RN, sliningerpaul@minnehahaacademy.net
- Upper School Nurse: Heidi Streed RN, LSN, streedheidi@minnehahaacademy.net

### First Aid and Emergency Care During School Hours (8:15 a.m. - 3:30 p.m.)

First aid will be administered by any staff person qualified to administer appropriate first aid. In the event of a serious emergency, 911 will be called. It is expected that parents of children with life-threatening allergies, asthma, or other emergency conditions will notify the school nurse, as well as provide emergency supplies and medications at the beginning of each and every school year. Medication must NOT be expired and medication will NOT be kept over the summer. Any medication not picked up at the end of the school year will be destroyed.

### First Aid and Emergency Care Before School, After School, and for Extracurriculars

If your student requires an emergency health plan or medication (epi-pen, inhaler, etc) and attends the before or after school programs, rides a bus, plays a sport, or participates in other activities outside of regular school hours, it is the parent/guardian's responsibility to make the appropriate arrangements with coaches or before/after school program staff. It is the parent/guardian's responsibility to supply these individuals with appropriate emergency plans, supplies, and medications. The health office and student's classroom will be closed and locked outside of regular school hours; any medication stored there will NOT be available outside of regular school hours.

### Required Health Forms

The following is a summary of which health forms are required annually for our students:

	Skyward Health Information	Physical Examination Summary Form	Immunization Record Form
Preschool	Yes	Yes	Yes
Kindergarten	Yes	Yes	Yes
1 <sup>st</sup> -6 <sup>th</sup> Grade	Yes	Only if there is a major health concern or for new students.	Only for new students.
7 <sup>th</sup> Grade	Yes	Yes	Yes
8 <sup>th</sup> Grade	Yes	Only if there is a major health concern or for new students.	Only for new students.
9 <sup>th</sup> -12 <sup>th</sup> Grade	Yes	Only if there is a major health concern or for new students.	Only for new students.

7 <sup>th</sup> -12 <sup>th</sup> Athletics	Yes	Every three years a new form is needed.	As new immunizations are given and for all new students.
How to Submit	Online (Skyward)	Physical copy (if in grade 9-12, can be submitted to Upper School nurse).	Physical copy

Due to the essential nature of this information, students are not able to attend class until the forms above are completed and submitted.

### **Illness and Communicable Disease**

To protect your student and other students, please keep your child home if he/she shows any signs of illness or has a condition determined as contagious by the Hennepin County Human Services and Public Health Department ([www.hennepin.us/childcaremanual](http://www.hennepin.us/childcaremanual)).

Students should NOT come to school with the following:

- Fever of 100° F (orally) or 99° F (axillary) or higher within the past 24 hours
- Vomiting or diarrhea within the past 24 hours
- An undiagnosed skin rash
- Live head lice (determined by school nurse or parent/guardian)
- A reportable illness or condition determined as contagious, including but not limited to: pink eye (conjunctivitis), chicken pox (varicella), strep throat, impetigo, influenza, ringworm, and scabies
- Significant respiratory distress or unexplained lethargy

Students may NOT come back to school until:

- Fever is less than 100° F (orally) or 99° (axillary) for 24 hours without the use of Tylenol/Motrin/Ibuprofen
- No vomiting or diarrhea for 24 hours since last episode
- Skin rash is identified and treatment started if prescribed
- Initial treatment for head lice has been done and there are no live lice present
- Completion of 24 hours of treatment for contagious illnesses with antibiotics
- Chicken pox lesions are completely crusted over

Additional guidelines:

- Please call the health office if your student has been diagnosed with a reportable illness or contagious condition. In the event that other students are exposed to a contagious illness, written notices of exposure to illness may be sent home with students in the same class.
- If your child cannot participate in Physical Education class or needs to stay in from recess, please send a signed note with that information. If your child will be missing gym or recess for multiple days, a doctor's note will be necessary.

### **Life-Threatening Food Allergy Policy and Procedures**

Accommodations for Students with Life-threatening Food Allergies

- Allergy and Anaphylaxis Action Plans based on physician's orders will be maintained in the health office. It is the parent/guardian responsibility to provide the health office and other staff with new emergency plans every year or when there is a needed update to the plan.
- All faculty who have direct contact with students who have life-threatening allergies will be instructed

on risk reduction and epi-pen administration.

#### Classroom Accommodations for Lower and Middle School

- All classrooms are designated nut-free. Nuts and nut products will not be allowed in the classroom. Snacks that have been processed in a facility that also processes nuts are allowed, but not products that have been processed on equipment that also processes nuts.
- Students will be encouraged to wash their hands with soap and water before school begins as well as before and after eating. If it is suspected that a student's desk has been contaminated with an allergen, the desk will be cleaned with soap/water or disinfectant wipes. If a classroom has been used for an after-school program, the supervising adult will be responsible for washing desks and surfaces to remove allergens.

#### Bus and Extracurricular Accommodations

- If your student rides the bus, parents/guardians will be responsible for addressing their student's life-threatening allergies with the bus company.
- Students will not eat on buses when traveling to and from field trips. If a change in this accommodation for a particular field trip is deemed necessary, the change should be discussed with the school nurse before the field trip.
- If your student participates in the before/after-school program, sports, or extracurricular activities, parents/guardians will be responsible for addressing any health concerns with before/after-school program staff or coaches, including providing them with emergency plans and medical supplies as necessary.

#### Responsibilities

##### Student with Life-Threatening Allergies

- Wash hands before and after eating, as well as avoiding known allergens.
- Never trade or share food, containers, trays, napkins, or utensils with anyone.
- Learn to recognize symptoms of an allergic reaction and promptly inform an adult and report to the school nurse (bring a friend as an escort).
- Discuss allergies with Taher for allergen clarifications.

##### Parent/Guardian of the Student with Life-Threatening Allergies

- Inform school nurse and teacher of student's allergy prior to school year or as soon as possible after a diagnosis.
- Provide school nurse with a minimum of 2 up-to-date epi-pens and a medication order.
- Provide before/after school program or other extracurricular staff with epi-pens.
- Provide a bag of "safe snacks" for their student in the student's classroom.
- Discuss allergies with Taher for allergen clarifications.

##### School Nurse

- Conduct education for appropriate faculty and staff regarding life-threatening allergies, symptoms, risk reduction procedures, and epi-pen administration.
- Ensure that epi-pens are accessible to faculty and staff while students are present in the building from 8:15 a.m. to 3:30 p.m. reduction procedures, and epi-pen administration.

## **Concussion**

If a concussion is reported or witnessed or reported during school hours, the student is to report to the Health Office. The School Nurse will assess using the CDC “Concussion Signs and Symptoms Checklist” or other applicable health guidance. If a concussion is witnessed or reported during after-school athletic events the Athletic Trainer will assess using the Concussion Checklist. In both cases parents will be notified and the student will receive “Recognizing and Understanding a Concussion” handout.

For events that occur after school hours unrelated to sporting events or off school property, the student can come to the Health Office the next day if they are experiencing concussion symptoms.

In cases where symptoms seem to persist, it will be recommended that the student and family follow up with their personal family physician. Minnehaha Academy is willing to work with the student, family, teachers and the School Nurse to come up with the best plan of care for a student after two requirements have been met:

1. The student has seen a doctor and has given the School Nurse a copy of the doctor’s visit note.
2. The student is compliant with the doctor recommendations for treatment, (i.e. reduced screen time), per parent assessment and student report.

When symptoms have been resolved per the doctor, a final clearance note from the Doctor needs to be sent to the Health Office to clear the student of the hold on participation in future sports, gym class etc.

## **Medication Policy**

For the safety of all students, it is recommended that medication be given at home whenever possible. However, if your child requires medication to be dispensed during school hours, the following medication policy will be followed for all medications (prescription and non-prescription):

- School personnel will only give medication with the signed consent of both the licensed prescriber and parent/guardian. The Annual Authorization for Administration of Medication form can be found here: [www.minnehahaacademy.net/parents/](http://www.minnehahaacademy.net/parents/).
- A new medication consent form is required at the beginning of each school year or if there are any medication administration changes.
- Medication must be in the original pharmacy container, including the child’s full name, name and dosage of medication, time/directions for administration, physician’s name, and current date of prescription. The label must be in agreement with the signed consent.
- Parents/guardians must bring the medication and consent to the health office in person. Students may not carry or transport medications.
- Parents/guardians must pick up medication at the end of the school year. Medication and supplies left in the health office after the end of the year will be destroyed.
- The only medications students may self-carry and self-administer are emergency inhalers and epi-pens. The parent and licensed prescriber must indicate permission to self-carry on the medication authorization form. We encourage older students (5th grade and up) to self-carry/manage emergency medications.

## **Administration of Non-Prescription Medication**

Health office personnel may administer Ibuprofen, cough drops, or anti-itch cream (Hydrocortisone) to students if parent/guardian consent has been given in Skyward. Remember, when possible, administer medication in the home.

Upper School students may carry and self-administer non-prescription pain medicine, acetaminophen or ibuprofen, if the parent completes the Self-Administration of Non-Prescription Pain Medication for Secondary Students Form annually and the medication is brought to school in a properly labeled bottle.

**NOTE: Children and teens should not take aspirin products such as Excedrin because of its association with Reye's Syndrome.**

The following policies apply to the administration of Ibuprofen to students at school:

- The health office will maintain a stock bottle of Ibuprofen for communal usage.
- The medication will only be given as stated on the label based on age or weight.
- A physician/licensed prescriber order will be necessary if parents request a different dosage or if the nurse deems necessary for any other reason.

## **LOST AND FOUND**

All articles found in or about the school buildings or grounds are taken to the lost and found, located in the main office or front desk. We will offer opportunities periodically for parents to look through the lost and found items. Unclaimed items will be donated.

## **REASONABLE SEARCHES**

The school reserves the right to conduct a search of a student in connection with any investigation or if a school administrator feels that there is reasonable suspicion that a school rule or policy or any law has been or is likely to be violated. Searches may cover a student's locker, student belongings (such as backpacks, purses, coats, clothing, pockets, duffel bags, computers and electronic storage media) and student cars parked on school property or in parking lots. Each student agrees to make such areas available for inspection by the school upon request. Failure to comply with such a request may result in discipline.

## **STEALING AND VALUABLES**

It is recommended that students not bring valuable or irreplaceable items to school. Taking others' property without their permission or the willful taking or misuse of school property will be taken seriously. Students caught stealing or abusing school property will be subject to appropriate disciplinary action.

## **TECHNOLOGY EXPECTATIONS**

The Acceptable Use Policy is available on the Minnehaha Academy website. Students are accountable to the expectations set forth in the Acceptable Use policy.

Minnehaha Academy's vision for education technology is to provide educational technology that is a catalyst for curiosity, connection, growth, and promotes whole and holy living in a digital age. Like any complex tool, however, electronic devices can be misused or abused. Adherence to the expectations provided in this policy will allow us to enjoy the benefits of various technologies in our school.

In addition to the practices and procedures in the Minnehaha Academy Acceptable Use Policy, faculty will hold students to the expectations listed in the following table.

The consistent focus of these rules is that, during the school day, electronic devices will be used for educational purposes only. In the event that a student does not comply with these expectations, the student will be subject to discipline as outlined in this handbook. In addition, the school reserves the right to inspect or search a device if there is reason to believe that the student has violated school policies or procedures regarding the use of the device or has engaged in other misconduct while using their personal device. If the device is locked or password protected the student will be required to unlock the device at the request of a school administrator.



*Education Technology:  
A catalyst for curiosity,  
connection, and growth that  
promotes whole and holy  
living in a digital age.*



<b>CATEGORY</b>	<b>EXPECTATION</b>
School Use	<p>During the school day: Students will use their iPad only for school-related work, as assigned by their teachers. Students will not engage in content which is not consistent with the educational focus of the school day (e.g. electronic games, movies, videos, and all social media sites). Any exceptions to this will require written approval from a teacher or the direct supervision of a teacher in a classroom or advisor setting. The “school day” is defined as the time between the first and last class period. Students will not use devices at any time during chapels or assemblies.</p> <p>Before and after school: Students may not access games, apps, websites, or social media that have age restrictions above their age. The same expectations apply after school and when students are involved in a school-sponsored event, activity, or trip off-campus outside of school hours. Students in Middle School are allowed to do homework on their iPads in the Redhawk Commons by the office until 8:15am and before students go to their lockers.</p> <p>Classroom/hallway use: Devices may only be used at the direction of teachers in the classroom and should be kept out of sight until that time. iPads may not be used in the hallways or other non-classroom spaces.</p>
Cheating	Students will not use their learning device to communicate specific content of quizzes or tests to anyone else or to engage in any other form of academic dishonesty or prohibited behavior. (See Student Handbook for further explanation of “academic dishonesty” and consequences.)
Data	Minnehaha faculty reserve the right to delete nonessential apps, photos, and videos from a student’s iPad in the event of the iPad becoming full and unable to perform academic tasks. In addition, students will only download apps from the “Self Service” application after specifically being asked to do so by a faculty member. Students are responsible for safeguarding their data.
Liability	Each user is responsible for their own device and should use it responsibly and appropriately. Minnehaha Academy is not responsible for stolen, lost, or damaged devices, including lost or corrupted data on those devices. While school employees will help students identify how to keep personal devices secure, students will have the final responsibility for securing their personal devices.
Maintenance	Students who bring devices home agree to charge them prior to school, install regular software updates, and to backup their data regularly.
Messaging	Students will not text, video chat, Skype, Snapchat, or make phone calls at any time during the school day, unless instructed by a teacher to do so.
Network	School devices will connect to the school network for filtered Internet access. The school’s network filters will be applied to a device’s connection to the internet and any attempt to bypass the network filters is prohibited.
Passwords	Students agree not to share passwords with other students. Students, starting in grade 3, should make an effort to remember their Minnehaha ID (WiFi, Google, and computer login).

*Please see your school’s division-specific information regarding technology.*

## **TRANSPORTATION, PARKING, AND TRAFFIC FLOW**

Transportation is available for students in Minneapolis and in the surrounding areas. Minneapolis bus schedules are sent home prior to the beginning of the school year; families on St. Paul and suburban routes will be contacted with route information by our provider prior to the beginning of the year. Please note that no route changes will take place until after the first two weeks of school.

There is also a scheduled shuttle that takes students between the Minnehaha Academy campuses each day.

Students are expected to behave in a manner consistent with expectations during the school day. Failure to comply with behavior expectations will result in a Discipline Referral and subsequent disciplinary processes. Bus drivers are authorized to contact school administration regarding student behavior.

To receive more information about the costs and times of any of these bus services or carpool options or to register your child for bus service, contact the Transportation Director at (612) 728-7788.

*Please see your school's division-specific information regarding vacations, transportation and student driving privileges.*

## **WEAPONS**

Students, parents, and other school visitors are not permitted to use or have in their possession weapons of any sort, including knives, firearms, air or BB guns while on school grounds (including in any school building), on a school bus or other school vehicle, or at any school-sponsored activity. Firecrackers, smoke bombs, lighters, and explosives of any kind are also forbidden.

Anyone who has reason to believe there is a weapon on a school site, on a school bus, or at a school-sponsored activity has a duty to report that information to school personnel.

Students in possession of any of these items will be suspended immediately and referred for additional disciplinary action.

# *Division ~ Specific Information & Policies*

## **PRESCHOOL**

### **Philosophy**

Minnehaha Academy's educational philosophy is to provide a high quality play-based education integrating the Christian faith and learning to promote the physical, intellectual, cognitive, social, and emotional development of children. We also believe the task of Christian education is one shared by the school, church, and home. We believe early childhood education affects the long-term outcomes of children's lives. Parents and teachers play a critical role in helping children become effective adults in our society. Our preschool provides young children with a rich and stimulating environment that is warm, loving, and supportive. Working together with parents, we want children to acquire a sense of security, positive self-esteem, and long-term enthusiasm for learning. Therefore, the purpose of our preschool is to provide the best possible Christian environment for the growth and holistic development of our children, which compliments and supports our educational philosophy.

### **Curriculum**

Minnehaha Academy's licensed preschool emphasizes social development and readiness activities both as preparation for kindergarten and as the foundation for future learning. Minnehaha Academy utilizes ECIPs (Minnesota Early Childhood Indicators of Progress), PurposeFull People, Handwriting Without Tears, and S.M.A.R.T. (Stimulating Maturity through Accelerated Readiness Training), which helps teachers build children's confidence, creativity, critical thinking skills, and promote positive outcomes. The program provides children with developmentally appropriate opportunities to acquire new skills and grow in curiosity.



Minnehaha Academy Preschool is a play-based preschool which allows the teachers to teach the children through play and real-life situations. Play is important for the development of imagination, self-confidence, creativity, and problem solving. The educators foster a love of learning and encourage the children to become independent, self-confident, and inquisitive learners. Using hands-on learning centers, children are encouraged to experiment with science, math, language, art, music, dramatic play, and reading. Teachers create a rich and fun environment by providing their young learners with experiences in the areas of creative arts, construction, science, music, fine motor, large muscle, sensory, and dramatic and practical life experiences (including role-playing social situations that reflect children's cultural backgrounds). Children are offered opportunities to engage in both active and quiet activities throughout the day both indoors and outdoors that are either teacher-directed or child-initiated.

Spiritual growth and faith formation is an integral daily routine within the preschool classroom. Children learn Bible stories, worship songs, engage in prayer and have weekly Chapel specifically designed for their age group.

Through observations and assessments from Teaching Strategies Gold, the preschool teachers monitor each child's progress and provide materials and tailored experiences for further exploration and development. The students are able to grow socially, emotionally, physically, intellectually, and spiritually and leave our preschool well prepared for the academic challenges of kindergarten along with life's challenges.

### **Licensing**

Minnehaha Academy's Preschool Program complies with the licensing standards set by the Minnesota Department of Human Services. The program consists of one three-year old classroom and two four-year old classrooms. Our classrooms always maintain a 10:1 child to teacher ratio. As per the Department of Human Services Child Care Licensing standards, classes are capped at 20 students.

Minnehaha Academy Preschool is a school open to all children, three (3), four (4), and five (5) years old, regardless of race, creed or color. Our students are enrolled in a class of a maximum of 20 students with a lead teacher and a teaching assistant or aide. The schedule for each class is as follows:

### **Hours**

#### ***Three-Year Old Program***

##### **3-Day Option: Monday-Wednesday-Friday**

Partial Day: 8:35 a.m. - 1:00 p.m.

Full Day: 8:35 a.m. – 3:10 p.m.

##### **5-Day Option: Monday - Friday**

Partial Day: 8:35 a.m. - 1:00 p.m.

Full Day: 8:35 a.m. – 3:10 p.m.

All children enrolled in the three-year-old program without the afternoon extension (1:00 – 3:10 p.m.) must be picked up at 1:00 p.m. each day. Please be sure to pick up your child on time so as not to disrupt the activities of the rest of the class. If you are late picking up your child, a fee will be assessed to your account.

#### ***Four-Year Old Program***

##### **3-Day Option: Monday-Wednesday-Friday**

Full Day: 8:35 a.m. – 3:10 p.m.

##### **5-Day Option: Monday - Friday**

Full Day: 8:35 a.m. – 3:10 p.m.

Children are supervised by a teacher at all times. After school care will be available from 3:10 – 6:00 p.m. under the direction of our Extended Day Program.

### **After-School Care**

After school care is available for both the three-year-old and four-year-old program through the Extended Day Program also known as Fun-N-Friends. Please contact the Extended Day Supervisor for more information. Fun-N-Friends information is also available on the Minnehaha website.

### **Conferences**

Before school begins in the fall, we will schedule an initial parent-teacher orientation conference. The purpose of this conference is to give you and your child a chance to visit school together, meet the teacher, and submit important information required by licensing. Back to School Night and two additional parent-teacher conferences (fall and spring) will also be scheduled during the year. The conferences are an important time to talk with you about your child's progress. We deeply value these opportunities to talk with parents! Teachers are also available for additional conferences as needed.

## **Visitors**

All visitors should check into the office upon arrival. Parents are welcome to schedule a visit to see your child's classroom at any time.

## **Attendance**

Students are expected to be in school except for the following:

- Illness
- Family emergencies
- Doctor or dentist appointments

If a student is absent, a parent is requested to call the school and/or send an email to the classroom teacher as soon as possible.

## **Drop-off and Pick-up Policies**

Parents/guardians of preschoolers are required to walk their child(ren) into school. Please wait with your child near the fireplace/front hallway and then walk your child down to the classroom at 8:30 a.m. For your safety and that of your children, you are asked to supervise all of your children closely as you walk in the parking lot and enter/exit the school. To maintain expectations, we ask that children do not scream, climb or run near the fireplace or in the hallways.

Classroom doors will open at 8:30 a.m. Please do not leave until your child is inside his/her classroom. If your child is attending the waiting room, which opens at 8:00 am, please register through our Fun-N-Friends program website. There is a flat fee per year for the waiting room. If your child is NOT going to the waiting room, the classroom doors will be open at 8:30am and you are expected to wait with your child.

The school day ends at 3:10 p.m. A parent or guardian must pick up their child at the front entrance of the school. If a child is not picked up by 3:30 p.m., he/she will join the Fun-N-Friends program and parents will be charged accordingly. Children will be dismissed only to authorized persons indicated on the Authorized Pick Up form. If someone on this list will be picking up your child(ren), please let us know in writing and then we will also check that person's identification upon arrival. During the first parent-teacher orientation conference, teachers will discuss how your child will be transported to and from school.

## **Fire Drills, Severe Weather Drills, and Lockdowns**

It is important to train students in school safety procedures. Throughout the year we have several drills: Fire Drills, Severe Weather Drills, and Lockdown Drills. Students are provided specific instructions for each type of drill. These drills provide important opportunities to practice the instructions. Preschool children will have a monthly fire drill and periodic practice of other emergency situations. Each classroom has the procedures posted in the event that a substitute teacher is in the classroom at the time of a drill or live situation. Parents will also receive a copy of the preschool's Emergency Plan via ParentSquare.

## **Snacks**

Preschool children have two snacks per day: one in the morning and the other in the afternoon. Minnehaha Academy Preschool will supply one snack and the other snack will come from home. Parents are asked to provide a snack with TWO healthy snacks from two different food groups for their child each day. Purified water will be available to children throughout the day, and unsweetened apple juice will be served during one snack time.

## **Lunch**

Children will have lunch in their classroom. Students will be required to bring a cold lunch to school each day. Due to supervision requirements, preschoolers will not be able to buy lunch at school. According to DHS licensing requirements, every lunch should include whole grains, at least one protein, dairy (unless dairy-free),

vegetables, and fruit. If you desire to send something warm, a thermos is a good solution. Student lunches and milk will be kept in refrigerators with a thermometer set at 40 degrees.

### **Milk Policy**

According to licensing, skim or 1% milk must be offered and can be purchased through our contracted lunch provider, Taher. Milk will be in a refrigerator that will be kept at 40 degrees, with a thermometer in each refrigerator. Milk money should be prepaid online through MySchoolAccount, which is the platform used by Taher: [www.myschoolaccount.com](http://www.myschoolaccount.com), or by check made to Taher and left in the front office. Please include your child's name and account number in the memo line. Also if your child requires a milk substitute, please provide a doctor's note and then you can provide that substitute that we will store in our refrigerator with your child's first and last name.

### **Pets**

We do not allow pets in the classroom. Parents will be notified of any visiting animals.

### **Nap Time**

All preschoolers will have a rest time (1:30-2:00) during the afternoon after lunch and recess. Each child has his/her own designated cot. We request that each child bring a labeled blanket, a small pillow (optional) and ONE small stuffed animal. Every Friday, we will send home the cot items to be washed over the weekend. Please return them to school the following Monday. While it is not required for children to fall asleep, children are expected to rest quietly on their cots for 30 minutes to give their bodies and minds a rest and to show consideration to other children who may need a nap. Children will be given an afternoon snack and will participate in quiet table activities until all children are awake or until 2:30. During initial conferences, the teachers will ask you to share your child's napping habits.

### **Clothing**

Outdoor clothing should be appropriate for the weather and easy for the child to handle since children will be going outdoors every day, weather permitting. Children will be encouraged to dress themselves as much as possible. When purchasing new clothing for your child please consider Velcro shoes and clothing that children can put on independently. Please mark all of your child's clothing as well as other articles that are brought to school. We also request sending a separate Ziploc bag of weather appropriate clothing such as underwear, shirt, pants and socks to keep at school in the event of an accident.

### **Toys**

The preschool teachers provide special opportunities for the children to bring toys from home to show their classmates during such times as Show and Tell. Outside of those specific opportunities toys should be left at home.

### **Behavior Guidance**

At Minnehaha Academy, we are committed to maintaining a climate where all individuals feel safe and valued. All classroom teachers will introduce, practice, and talk about school-wide and classroom guidelines aimed towards positive behavioral choices and a loving community. Our aim is for children to grow in self-regulation with teachable hearts in order to maintain a vibrant, healthy environment for students to learn, grow, and thrive.

Some examples of unacceptable behavior include: hitting/pushing, biting, using unkind or inappropriate words, throwing toys, and running away from the designated learning environment.

If children exhibit unacceptable behavior, preschool teachers and staff will:

- Ensure that each child is provided with a positive model of acceptable behavior as well as model appropriate expressions of his/her feeling.
- Tailor behavior expectations to the child's developmental level.
- Anticipate problem situations and intervene by redirecting the child towards a positive alternative.

- Teach children how to use acceptable alternatives to problem behavior in order to reduce conflict such as use of the calming area in the classroom. Engage the children in cooperative problem solving.
- Protect the safety of children and staff persons through explicitly taught clear routines, procedures, and expectations. Teachers will maintain close proximity in the classroom and on the playground.
- Provide immediate and directly related consequences for a child’s unacceptable behavior.

### ***Intervention Steps***

If a child exhibits ongoing challenging behavior, the staff will:

- Work with the preschool director, school administration, and the child’s parents to create a specific behavior plan to improve the child’s behavior.
- Maintain an anecdotal record of the child’s behavior, intervention methods, and its effectiveness.
- If separation from the group is necessary, the preschool director will record the incident on the separation log and notify the parents.
- If a child cannot successfully rejoin the class within a reasonable time period or if the child’s behavior escalates and is a possible threat to the safety of the child or others, the child will need to go home.
- If the student is not able to make positive changes over time, continued enrollment at Minnehaha Academy will be revisited.

Full Behavior Guidance Policy available upon request.

### **Biting Policy**

Sometimes children get overwhelmed or frustrated and will unfortunately bite other children during their preschool years. We want to be supportive of parents/caregivers as they teach their children not to bite, while at the same time protecting other children in our care.

If a bite does occur, we will first direct attention to the child who was bitten. The child will be evaluated by the school’s registered nurse. After being evaluated, the nurse may suggest that a parent/caregiver seek medical attention for a child if the bite they received breaks the skin.

If further medical attention is not required, we will continue to help the child who was bitten calm down and re-enter play when they are ready. If a child is bitten, the teacher will talk with the parent/caregiver when they come to pick up their child if they were not contacted by the school nurse.

### **Prone Restraint and Contraindicated Restraint Prohibitions**

The use of prone restraints (a restraint that places a child/person in a face-down position) are prohibited at Minnehaha Academy Preschool.

### **Toileting Policy**

Preschoolers must be fully potty-trained before starting Minnehaha Academy Preschool. This includes self-care after using the bathroom facilities. Pull-ups are NOT allowed.

### **Recess & Playground Procedures**

Weather permitting, all students participate in outdoor recess every day. Please dress children in appropriate play clothes. Children will participate in recess play from 12:30-1:00 p.m. each day. Students are expected to dress for safe and healthy participation in outdoor activity. Students are required to participate in recess unless they have a written release from home or a medical provider.

### **Recess Attire & Weather Conditions**

Students are required to be appropriately dressed for weather conditions and outdoor recess. Please ensure your child is dressed appropriately for the current day’s weather conditions. Once the temperature is 40 degrees or lower, we require students to have a jacket, snow pants, gloves, warm hat, and boots to participate in outdoor

recess. If students are inadequately dressed, they will be sent to the office for recess and a reminder will be sent home.

We monitor the weather closely. If the temperature and wind chill drop below 0 degrees or 100 degrees fahrenheit or higher, we will have indoor recess for students.

Please label every item of clothing or equipment your child brings to school with your child's first and last name. Unclaimed items will be kept in the school's Lost and Found located near the school cafeteria. Unclaimed items at the end of the year will be donated.

## **HEALTH AND WELLNESS POLICY**

### **Beliefs**

Minnehaha recognizes that we are a reflection of our Creator God (Genesis 2:7) and that "we are fearfully and wonderfully made" (Psalm 139:14). God calls us to be good stewards of the body he has created (I Corinthians 6:19-20). Minnehaha recognizes that good nutrition and physical activity are essential for students to maximize their full academic/physical potential and achieve lifelong wellness. A conscientious approach to nutrition and physical activity promotes healthy weight maintenance thereby reducing the risk/severity of many chronic diseases.

### **Goals:**

- Maximize opportunities for physical activity and promote lifelong fitness
- Limit classroom food-related celebrations with sweets to one time per month
- Promote healthy lunches, snacks, lifestyles, and choices
- Provide educational resources for families, students, and faculty

### **Lower and Middle School Policy Regarding Food at School**

- Healthy Eating at School: Families are encouraged to pack healthy food items. Healthy snacks include fruits, vegetables, and other items low in sugars, fats, and salt. Snacks eaten in the classroom must not contain peanuts or tree nuts or processed in a facility with tree nuts..
- Healthy School Celebrations: Classroom celebrations that involve food during the school day are generally limited to one party per class per month and should include healthy foods. If foods are eaten in the classroom, areas where food is eaten will be properly cleaned to prevent accidental exposure to allergens. Foods must not contain peanuts or tree nuts. Food must be store bought with a visible ingredients label.
- Birthday Celebrations: Food items are not permitted. If you wish to recognize your student's special day, you may check with your student's teacher for celebration ideas that do not include food.
- Healthy Fundraisers: Non-food fundraisers are encouraged. If food is used in celebrations and fundraisers, items must be store bought with ingredient labels visible. Foods with peanuts or tree nuts will not be used.

### **Allergy Prevention and Response**

LEGAL AUTHORITY: MINNESOTA STATUTES, SECTION 245A.41, SUBDIVISION 1, WRITTEN POLICIES MUST INCLUDE:

A. Procedures to follow that specify the license holder will obtain documentation of any known allergy from a child's parent or legal guardian or the child's source of medical care before admitting the child for care. If a child has a known allergy, the license holder must maintain current information about the allergy in the child's record.

B. Procedures to develop an individual child care program plan as specified in Minnesota Rules, part 9503.0065, subpart 3. The individual child care program plan must include, but not be limited to:

- (1) A description of the allergy;
- (2) Specific triggers;
- (3) Avoidance techniques;
- (4) Symptoms of an allergic reaction; and
- (5) Procedures for responding to an allergic reaction, including:
  - (a) Medication
  - (b) Dosages
  - (c) Doctor's contact information

C. Procedures to ensure that each staff person who is responsible for carrying out the individual child care program plan review and follow the plan. Documentation of a staff person's review must be kept on site.

D. Procedures to ensure that at least once each calendar year or following any changes made to allergy-related information in the child's record, the license holder must update the child's individual child care program plan (ICCPP) and inform each staff person who is responsible for carrying out the individual child care program plan of the change. The license holder must keep on site documentation on-site that a staff person was informed of a change and obtain staff signatures.

E. Procedures to ensure that a child's allergy information will be available at all times, including on site, when on field trips, and during transportation. A child's food allergy information must be readily available to a staff person in the area where food is prepared and where food is served to the child.

F. Procedures to follow that specify the license holder will contact the child's parent or legal guardian as soon as possible in any instance of exposure or allergic reaction that requires medication or medical intervention. The license holder must call emergency medical services when epinephrine is administered to a child in the license.

### **Life-Threatening Food Allergy Policy**

Allergy and Anaphylaxis Action Plans based on physician's orders will be maintained in the health office. It is the parent/guardian's responsibility to provide the health office and other staff with new emergency plans every year. DHS-licensing requires a physician to complete an individual child care program plan before preschool children begin the school year or if a new allergen becomes apparent. All students with known allergies should have a written ICCPP (individual child care program plan).

Here's what should be included:

- a description of the allergy
- specific triggers
- avoidance techniques
- symptoms of an allergic reaction
- procedures for responding to an allergic reaction, including: medication, dosages, and doctor contact information

All preschool staff who have direct contact with students who have life-threatening allergies will be instructed on risk reduction and epi-pen administration. All staff within the preschool program sign and date the ICCPP. An ICCPP will be posted in the preschool kitchen and inside the cabinet in room 106. ICCPP are also kept within the nurse's files, the student's files and in emergency backpacks.

### ***Classroom Accommodations***

All classrooms will be designated Allergy Aware. (The most common food allergens include peanuts, tree nuts, fish, shellfish, eggs, soy, wheat, and milk). Nuts and nut products will not be allowed in the classroom. Snacks that have been processed in a facility that also processes nuts are allowed, but NOT products that have been processed on equipment that also processes nuts.

Students will be encouraged to wash their hands with soap and water before school begins as well as before and after eating. (Hand sanitizers do not remove allergenic substances). If it is suspected that a student's table has been contaminated with an allergen, the desk will be cleaned with soap and water or disinfectant wipes. If a classroom has been used for an after-school program, the supervising adult will be responsible for washing desks and surfaces to remove allergens.



### ***Field trip Accommodations***

Emergency medications will be sent on field trips with a responsible student, chaperone, or staff member. When appropriate, invite parents of a student at risk for a life-threatening reaction to accompany their student.

The teacher or chaperone must always have a cell phone or other emergency communication device when on a field trip.

### ***Lunchroom Accommodations***

- All children wash their hands with soap and water before eating a snack and lunch.
- Preschool children eat lunch within the classroom. Student lunches should have 5 food groups: 1% milk, protein, whole grain, a fruit and a vegetable.
- Preschool staff will read labels of food.
- Unfinished food is sent home.
- Tables will be washed with soap and water and sprayed with an EPA-approved disinfectant before and after snack and lunch.
- Sharing or trading of food, containers, or utensils is not allowed.

### ***Bus and Extracurricular Accommodations***

If your student rides the bus, parents/guardians will be responsible for addressing their student's life-threatening allergies with the bus company.

Students will not eat on buses when traveling to and from field trips. If a change in this accommodation for a particular field trip is deemed necessary, the change should be discussed with the school nurse before the field trip.

If your student participates in the before/after-school program, sports, or extracurricular activities, parents/guardians will be responsible for addressing any health concerns with before/after-school program staff or coaches, including providing them with emergency plans and medical supplies as necessary.

## **Responsibilities**

### Student with Life-threatening Allergies

- Wash hands before and after eating, as well as avoiding known allergens.
- Never trade or share food, containers, trays, napkins, or utensils with anyone.
- Learn to recognize symptoms of an allergic reaction and promptly inform an adult and report to the school nurse.

### Parent/Guardian of the Student with Life-threatening Allergies

- Inform the school nurse and the preschool teacher of the student's allergy prior to school year or as soon as possible after a diagnosis so that an ICCPP can be created.
- Provide a school nurse with a minimum of 2 up-to-date epi-pens and medication orders in original packaging with the prescription label on it.
- Provide before/after school program or other extracurricular staff with epi-pens.
- Provide a bag of "safe snacks" for their student in the student's classroom.

### School Nurse

- Conduct education for appropriate faculty and staff regarding life-threatening allergies, symptoms, risk reduction procedures, and epi-pen administration.
- Ensure that epi-pens are accessible to faculty and staff while students are present in the building from 8:30 AM to 3:30 PM.

### Teachers

- Be fully aware of and in compliance with all aspects of the policy for managing life-threatening allergies. Review individualized Allergy Action Plans of students in your classroom with life-threatening allergies. All preschool staff review and sign ICCPP plans.
- Know where to access epi-pens, other emergency medications, and emergency health plans in the event of a serious reaction.
- Act immediately if a student reports ANY signs of an allergic reaction, including difficulty breathing or swelling of the face/lips. Call the nurse immediately and follow the student's Allergy Action Plan.
- If you suspect a "non life-threatening" allergic reaction, call the school nurse to evaluate immediately.
- On a need to know basis, share emergency health plans with volunteers, aides, and substitute teachers. Emphasize safeguards to reduce the risk of an allergic reaction.
- Inform families of students with life-threatening food allergies of any school events where food will be served.
- Be sure to take emergency medications and have them readily accessible for the student on all field trips. Epi-pens should be stored at room temperature. Do NOT refrigerate or allow to reach temperatures in the high 80s and 90s F.

### Lunchroom Aide/Playground Monitors

- Be familiar with students who have life-threatening allergies.
- Clean tables to remove allergens – use clean or disposable clothes to avoid simply spreading the allergens around.
- Carry a communication device for quick contact with the nurse. Know where to access epi-pens in the event of an emergency.
- Enforce the Allergy Aware table policies.

## **Reporting Policy for Programs Providing Services to Children**

Who should report child abuse and neglect?

- Any person may voluntarily report abuse or neglect.
- If you work with children in a licensed facility, you are legally required or mandated to report and cannot shift the responsibility of reporting to your supervisor or to anyone else at your licensed facility. If you know or have reason to believe a child is being or has been neglected or physically or sexually abused within the preceding three years you must immediately (within 24 hours) make a report to an outside agency.

Where to Report

- If you know or suspect that a child is in immediate danger, call 9-1-1.
- All reports concerning suspected abuse or neglect of children occurring in a licensed facility should be made to the Department of Human Services, Licensing Division's Maltreatment Intake line at (651) 297-4123.
- Reports regarding incidents of suspected abuse or neglect of children occurring within a family or in the community should be made to the local county social services agency at (612) 348-3552 or local law enforcement at (612) 673-5703.
- If your report does not involve possible abuse or neglect, but does involve possible violations of Minnesota Statutes or Rules that govern the facility, you should call the Department of Human Services, Licensing Division at (651) 296-3971.

What to report

- Definitions of maltreatment are contained in the Reporting of Maltreatment of Minors Act (Minnesota Statutes, section 626.556) and should be attached to this policy.
- Report to any of the above agencies should contain enough information to identify the child involved, any person responsible for the abuse or neglect (if known), and the nature and extent of the maltreatment and/or possible licensing violations. For reports concerning suspected abuse or neglect occurring within a licensed facility, the report should include any actions taken by the facility in response to the incident.
- An oral report of suspected abuse or neglect made to one of the above agencies by a mandated reporter must be followed by a written report to the same agency within 72 hours, exclusive of weekends and holidays.

Retaliation Prohibited

An employer of any mandated reporter shall not retaliate against the mandated reporter for reports made in good faith or against a child with respect to whom the report is made. The Reporting of Maltreatment of Minors Act contains specific provisions regarding civil actions that can be initiated by mandated reporters who believe that retaliation has occurred.

Internal Review

When the facility has reason to know that an internal or external report of alleged or suspected maltreatment has been made, the facility must complete an internal review and take corrective action, if necessary, to protect the health and safety of children in care. The internal review must include an evaluation of whether:

- related policies and procedures were followed;
- the policies and procedures were adequate;
- there is a need for additional staff training;

- the reported event is similar to past events with the children or the services involved; and
- there is a need for corrective action by the license holder to protect the health and safety of children in care.

### **Primary and Secondary Person or Position to Ensure Internal Reviews are Completed**

The internal review will be completed by the principal. If this individual is involved in the alleged or suspected maltreatment, the nurse will be responsible for completing the internal review.

### **Documentation of the Internal Review**

The facility must document completion of the internal review and provide documentation of the review to the commissioner upon the commissioner's request.

### **Corrective Action Plan**

Based on the results of the internal review, the license holder must develop, document, and implement a corrective action plan designed to correct current lapses and prevent future lapses in performance by individuals or the license holder, if any.

### **Staff Training**

The license holder must provide training to all staff related to the mandated reporting responsibilities as specified in the Reporting of Maltreatment of Minors Act (Minnesota Statutes, section 626.556). The license holder must document the provision of this training in individual personnel records, monitor implementation by staff, and ensure that the policy is readily accessible to staff, as specified under Minnesota Statutes, section 245A.04, subdivision 14.

The mandated reporting policy must be provided to parents of all children at the time of enrollment in the child care program and must be made available upon request.

### **Failure to Report**

A mandated reporter who knows or has reason to believe a child is or has been neglected or physically or sexually abused and fails to report is guilty of a misdemeanor. In addition, a mandated reporter who fails to report maltreatment that is found to be serious or recurring maltreatment may be disqualified from employment in positions allowing direct contact with persons receiving services from programs licensed by the Department of Human Services and by the Minnesota Department of Health, and unlicensed Personal Care Provider Organizations.

### **Twin Cities Resources**

To report cases of Suspected Child Abuse

- Anoka County Child Protection: (763) 422-7125
- Carver County Child Protection: (952) 361-1600
- Dakota County Child Protection: (952) 891-7459
- Hennepin County Child Protection: (612) 348-3552
- Washington County Child Protection: (651) 430-6457
- Department of Human Services, Division of Licensing: (651) 296-3971

## **FAMILY RESOURCES**

There are many resources available in our community to support the well-being of the entire family.

Hennepin County offers services in early childhood in the areas of health and development services, early childhood development, support for families, childhood immunizations, special needs services, preschool services, and home visit services.

Hennepin County Public Health Clinic  
Health Services Building, 4th floor  
525 Portland Avenue South  
Minneapolis, MN 55415  
612-543-5555  
jane.auger@hennepin.us  
Phone: 612-596-0542

North Point Health and Wellness Center  
1313 Penn Avenue North  
Minneapolis, MN 55411  
612-543-2500 or visit <http://www.hennepin.us/residents/health-medical/clinics-services>

## **RESOURCES FOR YOUR CHILD**

We encourage families to stay up to date with well child visits to monitor your child's growth and development. Most families are in regular communication with their family's general practitioner or child's pediatrician, but at times families may need additional support or services. Here is a list of resources available to families in our area:

### ***Minnesota Department of Human Services***

Here you can find an abundance of information regarding mental health services and providers, locations for immunizations, dental and vision services, disability services, etc. The Minnesota Department of Human Services:

- provides health care coverage for low-income families
- secures economic assistance for struggling families
- provides food support
- oversees child protection and child welfare services
- enforces child support
- provides services for individuals with mental illness, chemical dependency, or physical or developmental delays

You can view the DHS website at [mn.gov/dhs/](http://mn.gov/dhs/) or contact the department by calling (651) 431-2000.

### **Early Childhood Screening**

The Minnesota Department of Education provides Early Childhood Screening. It is a process that supports children's readiness for kindergarten. The program helps identify children with possible health or developmental concerns that may impact learning. The process includes a check of vision and hearing, child development and a review of the child's health. The program helps families access services for their children that will help them be ready for kindergarten. We recommend that children be screened at age 3. This screening will help:

- You find out how your child is doing.
- Connect you with early childhood programs and services.
- Answer your parenting questions.

You can set up an appointment for your child and learn more about the screening process at (612) 668-3715 or via email at: [earlychildhoodscreening@mpls.k12.mn.us](mailto:earlychildhoodscreening@mpls.k12.mn.us)

## **Help Me Grow Initiative**

Some young children need extra help to learn and grow. Help Me Grow provides these resources for families by:

- looking at developmental milestones
- learning if there are concerns
- taking the lead in seeking additional support or in referring the child for a comprehensive, confidential screening or evaluation at no cost.

Minnesota children from birth to five-years-old, if found eligible, can receive services in their home, child care setting or school. These services are free (regardless of income or immigrant status). Help Me Grow is an interagency initiative of the State of Minnesota (Department of Education, Department of Health and Department of Human Services) partnering with all local service agencies. Website: [helpmegrowmn.org](http://helpmegrowmn.org) or phone: 1-866-693-GROW (4769)

## **Early Childhood Family Education (ECFE)**

Minneapolis ECFE builds and supports the skills and confidence of parents with children from birth to kindergarten. They provide a safe educational environment that promotes the healthy growth and development of young children and their parents. They provide:

- Weekly classes - Classes are taught by licensed early childhood educators and parent educators.
- Playtimes where children and their caregivers can play in an early childhood classroom. Activities are provided.
- Special events - A variety of special events are offered throughout the year where parents can interact with their children in a fun and enjoyable setting.

\*More information can be found at [ecfe.mpls.k12.mn.us](http://ecfe.mpls.k12.mn.us) or by calling them at (612)-668-2127

## **Minnesota Department of Education**

The Minnesota Department of Education provides:

- early childhood screening
- toddler intervention
- early childhood special education services for students who are eligible
- connections with services provided by community public schools, etc.

Preschool Special Education is provided for children from age three until they begin kindergarten with developmental delays or other disabilities, and who are experiencing challenges in their learning and development. Eligible children can receive services in their home, child care setting or school. These services are free to eligible families, regardless of income or immigrant status and are provided through Early Childhood Special Education programs in Minnesota's school districts.

Contact information [mde.ecse@state.mn.us](mailto:mde.ecse@state.mn.us) or call at (651) 582-8473

If you have further questions regarding these services, please do not hesitate to talk to your child's teacher or the school counselor at (612) 721-3359.

# LOWER SCHOOL

## ACADEMICS

### Support

The Lower School has a strong infrastructure of people who support students and teachers.

The **Dean of Students** shepherds student life and culture in the Lower School. The Dean of Students focuses on supporting positive behavior in our community through restorative practices, conflict-resolution, crisis intervention, and discipline. The Dean of Students is a member of the Lower School Student Support Team.

The **Counselor** promotes the social and emotional growth of our students. The Counselor may provide support to individual students, facilitate small groups, collaborate with outside support professionals, and may deliver classroom lessons. The Counselor is a member of the Lower School Student Support Team.

The **Learning Specialists** (Reading and Math) collaborate with classroom teachers to provide targeted instruction to individual students or small groups. The Learning Specialists are members of the Lower School Student Support Team.

**Teaching Assistants** support classroom teachers by providing support to individual students or groups of students for remediation, reinforcement, or enrichment. Teaching Assistants work at the direction of classroom teachers and should be treated as an authority figure by students. Teaching Assistants are not expected to communicate directly with parents.

### Testing and Assessment Practices

We seek to understand our learners from multiple perspectives, including the use of formative assessments, summative assessments, and standardized tests. There are many purposes of these assessments, including:

- To understand individual learners and measure growth over time
- To inform instructional practices for individual students
- To communicate information about student growth and performance with families
- To continuously assess curriculum and resources used in classrooms

### Specialists

The Lower School is blessed to have Specialist classes taught by specially trained, content-specific teachers. These classes are a critical part of our programming and promote student growth in rich ways. Specialist classes are delivered on a rotation; parents will receive their child's Specialist schedule and rotation at the beginning of the school year.

### Physical Education

If a student is not able to participate in PE class, a note from home or a doctor must be presented. Only a written note from a doctor can excuse a student from PE class on a continuing basis. Students are required to wear athletic shoes when participating in physical education activities.

### Library and Instructional Materials

Textbooks and instructional materials are purchased by the school and loaned to students. If a book is lost, damaged, excessively soiled or worn beyond normal use, the student's parents will be charged accordingly.

Library materials for students in Grades K-5 may be checked out for three weeks. In the event that a book is not returned, the student must pay for the material.

## **Homework**

Homework is designed to accomplish the following goals:

- Extend academic learning through practice and extension.
- Foster a positive school-home partnership for academic growth.
- Develop a “homework habit” and mindset in students.

Teachers will share details about grade-specific homework plans at Back-to-School Night.



## **Field Trips**

Students are required to participate in trips planned by the teacher.

Although the enrollment contract includes authorization for school-sponsored activities, Lower School teachers will notify parents via Parent Square about field trips. Please sign and submit permission slips promptly prior to each field trip. The classroom teachers will organize parent chaperones if volunteers are needed.

The Minnehaha Academy Campuses are in communities rich in resources within a short walking distance. At appropriate times the classroom teacher may want to take students on a walking field trip to places close by for various activities. Parents complete an annual permission form for walking field trips; as such teachers will notify parents about walking field trips but will not ask for a specific permission form.

## **Concerts and Special Events**

Fine Arts concerts, activities, and grade-level events are an extension of our curriculum. As such, all students are required to participate in the scheduled musical concerts, and other grade-level performances or events. Every effort is made to inform families well in advance of these events so parents can plan accordingly.

## **Classroom Assignments**

Many factors go into assigning students to classrooms. Parents are given the opportunity each spring to share academic, social and emotional needs of their child to aid in class placement. The school makes final placement decisions and reserves the right to change class assignments during the school year if deemed necessary.

## **ATTENDANCE**

Students may arrive at 8:00 a.m.

A waiting area is provided free of charge for students arriving between 8:00 and 8:30 a.m. Students in Kindergarten through Grade 5 arriving during this timeframe must go to the cafeteria where they will be supervised before being dismissed at 8:30 a.m. to go to their classrooms.

Note: No screen use is allowed during this time (phones, iPads, game devices).

Buses serving Minnehaha students leave by 3:20 p.m. Lower School students must be picked up by 3:30 p.m.; if they are not picked up they will be brought to the Extended Day program where they will be supervised and engaged in age-appropriate activities. There is a charge for students who are not registered for after school care.

## **Tardies**

Students are considered tardy if they are not in their classroom at 8:35 a.m. Students arriving at school after 8:35 a.m. must check-in at the main office to receive a pass to class.

Note: Weather conditions are taken into consideration when taking attendance; on days when weather or driving conditions are difficult, late attendance is taken.

It is expected that students are on time and ready to begin class by 8:35 a.m. each morning. A student who is consistently late misses valuable instructional time. If a student is chronically tardy, a conference with the family may be scheduled to discuss solutions and plans for any necessary make-up work.

### **Early Departures**

Students must be signed out in the office by a parent or parent-authorized adult; at that time the student will be dismissed from his or her class and picked up in the main office. Parents should notify the student's teacher and the receptionist prior to the beginning of the school day to indicate the time you are arriving and the reason for an early dismissal.

### **End of Day Messages**

Parents may leave a message for their student regarding plans after school (e.g., to wait for a ride rather than take the bus home), by contacting the receptionist at (612) 721-3359 before 2:30 p.m. Please note that teachers are often unable to check emails or voicemails prior to the end of the school day; time-sensitive messages should be directed to the main office.

### **Extended Day: Fun-N-Friends**

Fun-N-Friends is a fee-based program for students that provides supervision and age-appropriate activities. Families must pre-register and pay in advance for this service; if a student attends without pre-registering, a drop in fee will be charged. Visit [www.minnehahaacademy.net/extendedday](http://www.minnehahaacademy.net/extendedday) for the registration.

- After school care is available for Preschool-5th grade from 3:10-6:00 p.m.
- Care is also available on certain days when school is not in session. These Release Days typically provide care from 8:00 a.m. to 4:30 p.m.

## **STUDENT LIFE**

### **Lunch and Snacks**

Lower School classrooms are nut-free. Teachers provide a designated snack time in the classroom; these snacks must be nut-free. Snacks should be healthy, providing good fuel for students throughout the day. Candy is not allowed as a snack item.

We want Lower School students to eat food that will fuel their energy and learning for the remainder of the day, so the lunchroom staff asks all students to take at least one fruit or vegetable if they are purchasing a lunch from school. Parents can request an exemption to this rule if there is a medical condition or reason not to enforce this rule.

### **Redhawk Rallies**

Redhawk Rallies are a time of community-building and celebration throughout the school year.

### **Recess**

Weather permitting, all students participate in outdoor recess every day. Students are required to participate in recess unless they have a written release from home or a medical provider. On days when outside recess is not possible due to weather conditions students will have an indoor recess in their instructional space.

Students must be appropriately dressed for weather conditions and outdoor recess. Once snow has covered the ground, students must have a jacket, snow pants, gloves, hat, and boots to participate in outdoor recess. If students are inadequately dressed, they will be sent to the office for recess and a reminder will be sent home.

We monitor the weather closely. If the temperature and/or wind chill drops below -10 degrees we will have indoor recess for students.

Please label every item of clothing or equipment your child brings to school with your child's first and last name. Unclaimed items will be kept in the school's Lost and Found located near the school cafeteria. Periodically throughout the year, unclaimed items are donated.

## **Playground Expectations**

In order to ensure that the playground experience is fun and safe for students, specific rules pertaining to recess are clearly communicated to students at the beginning of the school year in addition to being posted near the playground.

## **Birthdays**

Each class celebrates their birthday students in a special way. Parents are welcome to send their child with a non-edible birthday item or gift to share with the class if they'd like, but that certainly is not required. If you plan to send something in please let the teacher know in advance so we can be sure to allow time for this.

## **Invitations to Parties**

Invitations to private birthday parties and other types of parties should be mailed (rather than distributed at school) to prevent situations where children may feel excluded. Parents can also send private messages on Parent Square.

## **TRANSPORTATION**

The morning and afternoon traffic in and around the Lower & Middle School parking lot is very busy. The safety procedures are in place to ensure student safety. As such, the guidelines below are very important. Any changes to these plans will be communicated to families by the Principal.

### **Morning Drop-off Procedures**

- The Principal will send detailed information about Lower School arrival procedures prior to the start of the school year.
- Per state licensing requirements, Preschool families need to park and bring their children to the main doors to sign them in.

### **Afternoon Pick-up Procedures**

- The Principal will send detailed information about Lower School dismissal procedures prior to the start of the school year.
- Parents using the vehicle pick-up line must use the namecard provided by the school to ensure that students are released only to parents or another individual authorized by the parent(s).
- Changes in after school plans must be communicated to the front office at 612.721.3359 by 2:30 p.m.
- Per state licensing requirements, Preschool families need to park and pick their children up at the west door to sign them out.

## **BEHAVIOR EXPECTATIONS AND DISCIPLINE**

It is important for students to clearly understand the expectations for behavior. It is also important to be clear about the consequences when students do not meet these expectations. There are developmental variations between kindergarten children and fifth graders. As such, we value a discipline model that is structured, yet flexible and developmentally appropriate. We believe children learn by accepting responsibility for their actions and choices, which then results in powerful opportunities for growth. When student behavior or actions need to be addressed we identify appropriate consequences, guide conflict-resolution conversations, help students give and receive grace and forgiveness using restorative practices, and establish plans for future decision-making. Behavioral issues are handled on an individual basis, in accordance with the following principles:

- All Lower School faculty and staff are authorized to intervene and address behavioral concerns.
- Most behavior issues are addressed immediately and within the space where the issue occurred.
- Minor behavior corrections are not always communicated to parents.

- A written Discipline Referral may be issued.
- All disciplinary actions are held in confidence between the student, parent(s), and school representatives.

### **Recurring Behavior Issues**

- The Dean of Students and/or Counselor will work with the student to identify the behavioral concerns, seek to understand the cause or contributing factors for the behavior, and develop strategies to help the student be successful.
- The Dean or Counselor will communicate with parents.
- Discipline Referrals may be issued for repeated minor concerns and may include consequences and/or restitution.
- The Dean or Counselor may determine that a conference is warranted; if so the conference will include parent(s), classroom teacher, administrators, and the student (as appropriate). The purpose of a conference is to develop a student support plan as well as a timeline for expected outcomes.

### **Behavior Issues of Major Concern**

- Behavior issues of major concern will involve immediate action and consequences in order to maintain a safe learning environment for all.
- The process will involve the Dean and/or Principal.
- Discipline Referrals will be issued. Consequences may include time away from the classroom, early dismissal, in-school or out-of-school suspension, or expulsion from the school.
- Parents will be notified and a meeting will take place as quickly as possible.
- In the case of an early dismissal or suspension, the student may not return to school until there has been a parent meeting with the student, teacher, family, and administration and a student support plan is developed.
- Communication with involved families will happen in a timely manner.

Issues of Major Concern include:

- Aggressive physical behavior towards self or others.
- Aggressive verbal behavior towards self or others.
- Swearing or other inappropriate school language.
- Destruction of school or student property.
- Dishonest behavior (e.g., theft, lying, cheating, or plagiarism).
- Bullying behavior.
- Inappropriate use of technology, including social media.
- Any form of racial or religious harassment.
- Inappropriate touch, talk or act of sexual harassment.
- Possession, distribution or use of illegal chemicals or weapons.

## **Discipline Referrals**

When a student behaves in a manner that warrants discipline, a written Discipline Referral may be issued. A Discipline Referral is a communication tool between school and home. Discipline Referrals do not become part of a student's permanent school file.

Possible consequences include loss of a privilege or participation in a special event, age-appropriate service to the school before or after the school day, partial or full-day suspension, multiple-day suspension, and implementation of a student behavior plan. A parent meeting will be called if a child receives three Discipline Referrals within a semester to develop a support plan. Serious behaviors and/or chronic behaviors that are not corrected by the discipline system may result in termination of enrollment.

All behavior expectations remain in place during school functions, even outside the instructional day (e.g., a concert) and/or off-site (e.g., on a field trip), as well as on school transportation.

## **TECHNOLOGY**

Technology can offer powerful opportunities for students in the areas of research, organization, collaboration, productivity, communication, design, problem-solving, and creation. Use of technology in the Lower School is intended for these positive purposes. Like any complex tool, however, technology can be misused or abused. In order to preserve a productive learning environment free from technology-related distractions, Lower School students must put all technology away before coming into the building. Student use of technology while at school must be solely at the direction of school staff. A student who uses the iPad without permission or in a manner deemed detrimental to our educational environment is subject to disciplinary action.

### **Personal Technology & Cell Phones**

- **Wearable Technology and Cell Phones:** Cell phones and any wearable technology with two-way communication capability must be turned off and stored in the student's locker or backpack as soon as students arrive at school. Phones are to remain in a student's backpack throughout the day and may not be used during the school day. Students may not check voice or text messages during the school day. Parents who need to contact their children during school hours should call the front office and a message will be relayed to the student. Lower School students not following these expectations will receive a Discipline Referral.
- **Gaming Devices:** Students are not allowed to use gaming devices at school. These devices should be left at home.

# MIDDLE SCHOOL

## **ACADEMICS**

### **Schoology**

Schoology is our learning management system where students turn in some of their assignments, find due dates, and check grades. Each Middle School teacher posts grades in Schoology on a regular basis. We provide log-in information for parents and encourage parents to monitor student grades in Schoology. Because we want students to take ownership of their own learning, we encourage students to use Schoology as an accountability and organizational tool. As we guide students into increasing independence and ownership of their learning we recommend that parents monitor their child's progress in Schoology. Ask the student to go back through information posted in Schoology to see if s/he can resolve the issue independently. If questions remain, the student should contact the teacher directly. We discourage parents from intervening in these situations; they are important opportunities for our students to grow! Paper and electronic planners will also be available for students who would like to have one.

### **Homework**

Middle School students at Minnehaha should expect to have 60-90 minutes of homework each night. If a student is regularly spending more than 20 minutes per day on homework for the same class, s/he should notify the teacher and/or his or her advisor.

Homework is due at the beginning of the class period on the day stated. Extensions are granted for absences when arranged with the teacher. Students are responsible for getting missing assignments on the day they return. Points will be deducted from your grade totals for late or missing work. Incompletes at the end of a trimester may become a failing grade unless other arrangements are made with the teacher.

### **Honor Roll**

Students who achieve a 3.33 grade point average are designated as Honor Roll Students. Students who achieve a 3.0 to 3.32 average have attained Honorable Mention.

### **Grades and Academic Probation**

Middle School grades are based on effort as well as achievement. Students should not fail a class if solid effort has been put forth. Passing trimester grades are required for continuing to the next grade at Minnehaha.

If a student receives three or more D's or one F in a trimester, s/he may be placed on Academic Probation. Students on Academic Probation may not participate in extracurricular activities, including athletics, if failing grades persist. If the student receives three or more D's or one F the next trimester, there is a possibility that the student will not be able to continue the following trimester or to return the following year. If the student is allowed to return, s/he may be asked to make up failing work through tutoring or summer school.

### **Boundaries**

Students may not leave the school grounds during the school day. Students must have parent permission to leave the school grounds during school hours. Middle School students should use designated Middle School bathrooms and avoid Lower School hallways and bathrooms.

### **Field Trips**

Students are required to participate in trips planned by the teacher. Although the enrollment contract includes authorization for school-sponsored activities, Middle School teachers will notify parents about field trips. Please sign and submit permission slips promptly prior to each field trip. Teachers will organize parent chaperones if volunteers are needed. Parents sign a field trip slip at the beginning of the school year that gives permission for walking field trips near school grounds and bus trips to the Upper School for special events.

## **Library**

The collection in the Library numbers over 21,000 items and is easily accessible to students through our online electronic catalog, located on our library web page. Access to our subscription databases can be found at [elm4you.org](http://elm4you.org). These databases can be accessed at school or home. Research and bibliography skills are taught and integrated into Middle School classes on a regular basis. Library materials may be checked out for three weeks and may be renewed if not needed by another student. Any lost materials must be paid for as soon as possible. Students will not receive their grades at the end of the year until all of their books/materials are returned.

## **Lockers**

Students are responsible for the locker they are assigned and fines will be assessed for damage done to lockers or locks. The lockers have a built-in lock with preset combinations that can be changed only with the assistance of a custodian. Students may not share their combination with other students. There may be a fee charged to change a locker combination.

## **Physical Education**

If a student is not able to participate in the physical education class, a note from home or a doctor must be presented. Only a written excuse from a doctor can excuse a student from Physical Education classes on a continuing basis. Students are required to wear the school-issued phy-ed shirt, along with athletic bottoms and athletic shoes when participating in physical education activities. It is recommended that students keep a pair of shoes for P.E. at school.

## **Textbooks**

If a book is lost, excessively soiled, damaged or worn beyond normal use, students will be asked to pay for a replacement.

# **ATTENDANCE**

Middle School students may arrive at 8:00 a.m. and will wait in the Redhawk Commons by the main entrance. At 8:15 a.m. students can go to their lockers, go to the library to do last minute homework, see a teacher if they need some help or have a question, or go to open gym on days when that is available. Students are expected to be on time and ready to begin class by 8:35 a.m.

## **Tardies**

Frequent lateness to school, whether “excused” or “unexcused,” disrupts the class and the tardy student misses valuable instructional time. If more than five unexcused tardies to school are recorded during a trimester, the family will be notified by the administration. The purpose of this contact will be to inform parents of our concern and to explore possible solutions to the problem. A conference with parents may be scheduled. Students who have repeated difficulty with tardiness may be required to make up the missed time in an activity deemed appropriate by the Principal. Excessive unexcused tardies may be considered grounds for reconsideration of student’s enrollment.

If a student is tardy to a class four times within a trimester s/he will receive a consequence of detention that must be served within two school days. Any additional tardy within the trimester will result in another detention.

## **Early Dismissal**

If a student needs to leave school early for a medical or dental appointment, vacation, or any other reason, a parent needs to call the office to share the reason and time of early departure from school. A note with a parent signature will also be accepted, which needs to be brought to the office.

The office staff will give the student a pass to leave school early.



## **End of Day**

Students must leave the campus no later than 3:30 p.m. unless they are involved in a supervised activity or the Yellow Lounge after-school program. Students not picked up by 3:30 p.m. will be taken to Yellow Lounge, which will result in a drop-in charge.

The Yellow Lounge is our Middle School after school program. This program runs from 3:15-6:00 p.m. and is a great place to hang out with friends, work on homework, and enjoy a snack. All Middle School students must leave the campus by 3:30 p.m. unless they are in a supervised activity which includes athletics, meeting with a teacher, participating in a club or other school-sponsored activity, or The Yellow Lounge. Fee and registration information is available online or by calling (612) 728-7745.

## **STUDENT LIFE**

### **Activities and Athletics**

Middle School students have many opportunities throughout the year to grow as individuals and as a community. The activities may vary slightly from year to year, but what does not change is our commitment to building community and providing rich exploration opportunities for students. Activity offerings, including athletic teams, are available on the Minnehaha website.

All 6th-8th grade students are eligible to participate in activities and athletics at Minnehaha when they are meeting our academic and behavioral expectations.

### **Advisory**

Advisory is an opportunity for students to be part of a daily community that is not specific to a class or subject area. Each student is assigned to an Advisory Group, led by a teacher who serves as an advocate and primary point of contact for the advisees and their parents. Advisory is an important time where students engage meaningfully with their advisor and their peers. Through this time students will:

- Demonstrate increased independence, ownership of their learning, and maturity in decision-making.
- Grow in their love for God - heart, mind, soul, and strength.
- Grow personally in areas of self-awareness, self-reflection, and self-acceptance.
- Grow in their friendships and their capacity to build positive relationships at Minnehaha and beyond.
- Engage in and enjoy a thriving community at Minnehaha Academy.

We do this through intentional daily activities, devotions and praying for one another, locker cleaning, checking student planners, community-building opportunities, chapel, and more.

### **Core Formation Experience (CFE) Program**

CFE is a curricular program for all Middle School students. Program specifics are facilitated by the Director of Core Formation. CFE will provide an opportunity for students to participate in a week-long, authentic learning experience in Academic Formation, along with experiences throughout the year in Faith Formation, Community Formation, and Vocational Formation.

### **Minnehaha Leadership Institute**

The Minnehaha Leadership Institute exists to develop servant leaders, who, through God's story of redemption, are striving to become whole and holy people. Using a systematic process for leadership development, students learn how to use their gifts to glorify God and bring good to their neighbor. Students explore leadership within the framework of Christian faith along with practical opportunities for leadership, mentorship, and shared experience through serving things like chapel, social events, and community service opportunities.

## **TRANSPORTATION**

The morning and afternoon traffic in and around the Lower & Middle School parking lot is very busy. The safety procedures are in place to ensure student safety. As such, the guidelines below are very important. The procedures below reflect the plans for the beginning of the school year; any changes to these plans will be communicated to families by the Principal.

### **Morning Drop-off Procedures**

All buses will drop off in the bus area in the parking lot. Middle School families should drop off their students on 42nd Street.

### **Afternoon Pick-up Procedures**

All students are dismissed at 3:10 p.m. Students not riding buses should be picked up on 42nd Street, heading east towards West River Parkway.

## **BEHAVIOR EXPECTATIONS AND DISCIPLINE**

Students are expected to behave in accordance with school policies, classroom behavioral expectations and instructions given by faculty and staff, and to always respect the rights and safety of others when in the school building or at school sponsored events, both on and off school grounds.

Students who do not meet the behavioral expectations of Minnehaha Academy will be subject to disciplinary action. There are not required steps in the disciplinary process; however incidents will be investigated by school administration. Students will be disciplined in a manner deemed appropriate by Minnehaha based upon its evaluation of the facts and circumstances surrounding the violation. Forms of discipline may include a student conference, parent or guardian conference, fine or restitution, detention, classroom contract, removal from class, behavioral probation, suspension, or expulsion from school.

## **TECHNOLOGY**

### **Phones**

Each teacher has a phone in the classroom and with permission from the teacher a student can make a call to a parent from the classroom. There is also a phone in the main office for student use during the school day. Students must have a pass from a teacher to use this phone. Students may not use cell phones during the school day. If a student has a cell phone, it must be turned off and stored when they enter the building and left in their locker until the end of the school day. This means that students are not able to check voicemails or text messages between classes.

### **Devices**

The consistent focus of these rules is that personal electronic devices will be used for educational purposes only during the school day, cell phones are only allowed before and after school, and we strive for digital citizenship.

- Students are not allowed to use cell phones or smartwatches during school hours. Students must turn in their cell phones and/or smartwatches to their advisors at the beginning of advisory every day or when they arrive at school. Students must still turn in their cell phones and/or smartwatches if they arrive late. Students must retrieve all cell phones and smartwatches at the end of the school day.
- Students will not use apps or view or listen to content (with or without earbuds or earphones) which are not consistent with the educational focus of the school day and classroom requirements. Exceptions include before and after school, or when given permission from faculty or administration during the school day. Cell phone use is only allowed before or after school.
- Students are to not take photos, video, or audio of others without expressed consent from those being recorded. Furthermore, students cannot publish or re-broadcast any photos, video, or audio recorded events during the school day (including Facebook, Twitter, YouTube, Snapchat, email, etc) without

permission from faculty or administration. Innocent bystanders who record and distribute will receive appropriate consequences.

- Students cannot use learning devices to communicate specific content of quizzes or tests to anyone else, or to engage in any other form of academic dishonesty or prohibited behavior. (See Student Handbook for further explanation of “academic dishonesty” and consequences.)
- Students will not connect their personal learning devices to any school computer at any time or for any reason. This protects student devices as well as school computers and networks.
- Students will not tamper with any other student’s learning device.
- Students will cooperate with all requests from teachers or other adults in the building regarding the appropriate use of learning devices. Reasonable suspicion of misuse of technology could result in the consequences outlined below.

Note: Any student in violation of any part of this policy will have his or her personal or school devices taken away and brought to the office for the remainder of the school day. Repeat violations may result in additional consequences.

## UPPER SCHOOL

### ACADEMICS

#### Academic Expectations

Minnehaha Academy maintains a long tradition of high academic standards for all students. Our goal is that every student will develop his or her academic potential to its fullest and experience the satisfaction of life-long habits of learning. We also recognize that not all students are motivated to achieve according to high academic standards and, therefore, may need a clear standard set to encourage higher levels of performance. For this reason, the following minimum standard for academic performance has been identified for all students: All students must earn passing grades at the end of each semester with no more than 3 D’s (D+, D or D-) on their semester grade reports. Students who do not achieve this minimum standard will be placed on academic probation.

Semester grades are official grades; they become part of a student’s cumulative GPA and will appear on official transcripts. If a student has a concern about the accuracy of a semester grade, that concern must be expressed to the teacher and Assistant Principal within two weeks after the grade is issued. No changes will be made after that time.

Traditionally, semester exams at Minnehaha Academy have taken place during a three-day period at the end of each semester, with two or three exams being held on each day. School is usually dismissed at an earlier time on those days to give students additional time to rest and prepare for upcoming exams.

For graduating seniors, semester exams take place during the last two days of scheduled classes for seniors, or one week earlier than the regularly scheduled exams for other students.

#### Weekly Schedule

The weekly class schedule at Minnehaha Academy has a 7-period day on Mondays, with all 7 classes meeting for 45 minutes. Tuesday-Friday is an alternating block schedule, with even class periods meeting on Tuesday/Thursday and odd class periods meeting on Wednesday/Friday for 75 minute long periods. Tuesdays are a late start day, with classes beginning at 9:15 a.m. Students meet with their advisors after Assemblies on Tuesdays and after chapel on Thursdays. Finally, there are 35-minute long Clubs and Intramural periods on Wednesdays and Fridays and a 45-minute long Academic Power Hour on Thursdays.

## **Schoology**

Student academic progress in individual classes can be monitored by students and parents through the use of Schoology, our web-based grade reporting site. A student's grade is updated on Schoology every time a teacher makes a change in their electronic gradebook. Grade information will also be posted at the end of every grading period.

## **Courses**

A description of courses offered at Minnehaha Academy can be found online at [minnehahaacademy.net](http://minnehahaacademy.net).

Minnehaha does not allow for part-time students except under extenuating circumstances, such as serious illness. Students must take 7 classes in 9th grade, 7 classes in each semester of 10th grade, and a minimum of 6 classes each semester in 11th and 12th grade. Independent study courses from individual teachers will not be allowed for credit. 9th through 11th grade students must complete a Core Formation Experience each year they are enrolled at Minnehaha Academy.

A student may not repeat a course to improve a low passing grade. A student may not withdraw from a course after the midterm. Courses dropped within the first two weeks of the beginning of a semester will not appear on a student's transcript. Except for instances in which a teacher recommends a change to a different level of a class (e.g., move from AP to regular level), courses dropped after two weeks will appear on a student's transcript with one of the following notations:

- WP: Student withdraws from the course with a passing grade, No credit is received for the course, GPA is not affected
- WF: Student withdraws from the course with a failing grade, No credit is received for the course, The course is reflected as an "F" (0 grade points) in GPA
- WA: Student is withdrawn from course by an administrative decision (extended illness, change in academic placement, etc.), No credit is received for the course, GPA is not affected

## **AP and Honors Courses**

Applications for Advanced Placement (AP) and Honors courses take place during student registration for next year's courses early in the second semester of each school year. Most AP and Honors courses require students to fill out a brief application, write an essay, and get a recommendation from a current teacher in the same subject area. Students are notified of their placement into classes after department decisions have been made.

Descriptions of AP and Honors courses and the requirements for being admitted into them can be found in the online course catalog on Minnehaha's website. Students enrolled in AP classes are required to take the AP Exams in May. Any extenuating circumstances must be approved through the Assistant Principal's Office.

## **Academic Special Needs**

Our faculty is committed to helping all students reach their greatest potential. Our curriculum requires that students be motivated to work in a challenging academic atmosphere. We are able to make reasonable accommodations for students who can compensate for their disabilities in ways that enable them to fulfill the course work required of all students.

Students who request accommodations must have documentation of their learning issues (including ADHD) on file in the counseling office. Students or parents who have questions about specific situations regarding accommodations or workload should always contact the individual teacher first. Others available to involve at some point might be the School Counselors, Dean of Students, Assistant Principal or the school Learning Specialist.

## **Tutoring**

Through the Student Services Office, a parent or a student can obtain information regarding various means of academic support for an individual student. These resources include: Student tutors, teachers at Minnehaha

Academy (primarily during the summer), substitute teachers, and professionally qualified tutors outside of Minnehaha Academy. Names and recommended method of contact are available. The specific fee information is to be obtained from the individual tutor. Usually the fees are applied on an hourly basis.

### **Final Exams**

Final exams at the end of each semester must be taken at the regularly scheduled exam times. Family trips are not considered approved absences from final exams. Unapproved absences will result in no credit or grade for the final exam. In the case of extenuating circumstances (e.g., funeral), students must obtain approval from the Assistant Principal's Office to take final exams before the absence. If a student is ill during a scheduled final exam, arrangements for making up the exam at school should be made with the individual teacher. Final exams may not be administered by parents.

### **Incomplete Grades**

Students at Minnehaha Academy are expected to complete their assignments on time. If a student has incomplete work at the end of a grading period, that work will be counted as a "0" in the grade reported. If the incomplete work is due to a recent extended illness or other special circumstance, the teacher may elect to include a comment on the grade report, notifying the student that incomplete work may be submitted within two weeks for a change in the grade shown on the report.

### **Academic Probation**

If a student does not achieve the minimum standard expected of all students at the end of a semester grading period, he or she will be placed on academic probation. A student will be notified of academic probation by the Assistant Principal. The terms of the probation will be put in a letter that is mailed home to the parents. During that time, the Assistant Principal, Dean of Students, Learning Specialist, Counselors, and the student's advisor will track the student's progress and assist the student in improving academic performance.

The length of an academic probation will be one semester. At the end of the probationary semester, a student who has not met the terms of his or her probation will be referred to the Upper School Principal's office for dismissal from Minnehaha Academy.

Students who are notified of Academic Probation at the end of 11th grade will need to meet with the Upper School Assistant Principal and the Upper School Principal by July 1 to discuss options for 12th grade.

### **Graduation Requirements**

A student must earn 27 credits, complete all required courses, and complete required Core Formation Experiences to graduate from Minnehaha Academy. A complete list of specific graduation requirements can be found in the course catalog.

A student will participate in the graduation ceremony only if all graduation requirements have been met before the date of graduation. If a student has not successfully completed all requirements, he or she will not participate in the graduation ceremony and other commencement week activities but can still be awarded a diploma for Minnehaha Academy if all course work is successfully completed within one year. The program of study to complete the graduation requirements must be pre-approved by the Assistant Principal.

## **Academic Standing (GPA)**

Grades are calculated on a 4.0 scale and are recorded on student transcripts on a semester basis. Grades are continually updated in Schoology and available for students and parents to monitor on a regular basis. Grade reports are uploaded to Skyward at the end of each semester.

Grade point averages (GPAs) are determined each semester using the following point values:

A	4.00	B	3.00	C	2.00	D	1.00
A-	3.67	B-	2.67	C-	1.67	D-	.67
B+	3.33	C+	2.33	D+	1.33	F	.00

Credit is not given for any course with a failing grade. A required course with a failing grade must be repeated with a passing grade for the student to be eligible for graduation. The Assistant Principal will work with the student and parents to find appropriate courses that will fulfill any missing graduation requirements.

## **Course Registration**

Registration for courses for the following school year begins early in the second semester for currently enrolled students. Information regarding the registration process is provided in an assembly to all current 8th-11th grade students and a registration night is provided for parents to ask questions. The registration process is completed online through Skyward. Students' advisors, teachers, counselors and the Assistant Principal are available to answer questions during the weeks in which the process occurs.

The registration process gives students the opportunity to request specific courses according to their preferences. However, due to the special nature of high school scheduling, student or parent requests for specific teachers will not be able to be accommodated.

All students will be able to view their class schedules in Skyward in early August.

## **ATTENDANCE**

Students are expected to attend every class, every day, for the full time allotted. This includes chapel/assembly/advisor times. Minnehaha Academy has a closed campus. Students are not allowed to leave the campus during the school day without school or parent permission. Students must sign out and in at the Front Desk when leaving or coming to school between 8:25 a.m. and 2:50 p.m.

### **Before and After School Supervision**

The Upper School is open to students at 7:00 a.m. Breakfast may be purchased in the lunchroom beginning at 7:30 a.m. Between 2:50-4:00 p.m. students may use the Carlson Family Library for a quiet study area. After 4:00 p.m., students are required to stay in the Sundet Commons, unless they are involved in an adult-supervised activity.

Students are expected to behave in accordance with school policies, classroom behavioral expectations and instructions given by faculty and staff in a way that respects the rights and safety of others.

### **Absences**

Students are expected to be in school from 8:25 a.m. until 2:50 p.m., except Tuesday late start (9:15 a.m.). All absences from school must be verified by a parent or guardian. Unverified absences from classes will result in appropriate disciplinary consequences.

All absences, except for school-related absences, count toward the maximum number (7) of absences allowed per class. Any student who is absent from the same class for five class periods in a semester will receive a warning letter from the Student Services Office. At seven absences a parent will be notified and a parent conference may be requested, at which time a decision will be made as to the status of the student in the particular course(es)

affected. This policy does not apply to required class absences due to school-related experiences. When a student reaches the maximum number of absences in any individual course, his or her grade may also be adjusted, per the written policy of the classroom teacher. Any absence from a class without parent or teacher consent is considered unexcused and will result in appropriate disciplinary action.

The student is responsible for requesting make-up work, and each faculty member defines his or her own make-up work policy. Due to the nature of certain classes, there is no guarantee that make-up work will be available before absence. It is not always possible to provide make-up work for everything that is missed. During final exams, family travel is not considered an acceptable absence. Students may not make arrangements to take final exams at alternate times.

It is important for students and families to understand that it may not be possible for students to make up all classroom activities and assignments that occur when they are away from class (e.g., labs, graded discussions, group projects, etc.) and grades may be affected. In the case of school-related absences, steps are taken to ensure that students will have the opportunity to make up all work or acceptable alternatives for that work missed.

### **Extra-curricular Participation**

Students are required to be in attendance for the entire school day (including assigned detentions) to participate in extra-curricular activities that day. Extra-curricular activities include drama, math team, debate, athletic and all other school-sponsored activities after school.

### **College Visits**

Students are encouraged to visit prospective colleges during non-school days. Summer, fall, winter and spring breaks are good times to schedule visits. College visits count as absences towards the maximum number of absences a student can accrue in any of his or her courses.

### **Tardies**

Each teacher maintains his or her own policy regarding tardiness to class. Students should be aware of those policies. Excessive tardies reported through the attendance office are disciplined with a detention and parent notification.

## **STUDENT LIFE**

### **Advisory**

The purpose of the advisor program is to provide each student with an adult from whom he or she can seek guidance, support, and help in the areas of academics, spiritual growth, and personal issues. The primary goal of the advisor program is to offer social-emotional support, encouragement, and assistance for relationship building.

### **Counseling Services: College Counseling**

The counselors work with students and families in navigating the college admissions process. The goal of this assistance is to find the right fit for each of the students. Through conversations and research, students will gain a better understanding and in turn attend an institution that will allow them to further develop their God-given gifts. This process begins with the freshman year and continues through the senior year with large and small group meetings as well as individual meetings.

### **Counseling Services: Social, Emotional, and Academic Counseling**

The counselors work with students and families in nurturing students' growth in the areas of academics, personal/social issues, and career development. The goal of these interactions is to ensure that today's students become productive, successful, and well adjusted adults of tomorrow. Counselors are prepared to deal with situations that require short-term solution focused interventions while also maintaining a list of community and faith-based resources for ongoing therapeutic needs. The Student Services Team includes the School Counselors, Nurse, and Assistant Principal. These individuals are usually notified of a concern by a student's

teacher, peer, or parent. The personal needs that are addressed may include such things as depression, stress, anxiety, interpersonal communication, anger management, low self-esteem or an eating disorder. If it is decided in the process of supporting the student that there is a need to make a referral to an outside medical professional, the parents will be notified immediately.

### **Community Service**

The Upper School Service Coordinator collaborates with the Service interns to develop meaningful community service opportunities for Minnehaha students. Service opportunities vary year to year.

### **Core Formation Experience (CFE) Program**

CFE is a curricular program for all Upper School students. Program specifics are facilitated by the Director of Core Formation. Core Formation Experience will occur the week before Spring Break and will provide an opportunity for students to participate in a week-long, authentic learning experience in a community site beyond the school. The partnerships with community sites (locally, nationally and internationally) focus on cultural immersion experiences that instill wisdom, compassion, respect, and understanding in order to prepare students for interactions in an increasingly global society. Detailed program objectives and logistics can be found on the Upper School website.



### **Minnehaha Leadership Institute**

The Minnehaha Leadership Institute exists to develop servant leaders, who, through God's story of redemption, are striving to become whole and holy people. Using a systematic process for leadership development, students learn how to use their gifts to glorify God and bring good to their neighbor. Students have the opportunity to explore leadership within the framework of Christian faith along with practical opportunities for leadership, mentorship, and shared experience through three separate programs: the Fellows Leadership Track, the Athletic Leadership Track, and the Community Leadership Track.

The Fellows Leadership Track (FLT) is for rising 10th graders who make a three-year commitment to meeting twice a month along with being mentored monthly. Over the three year curriculum students walk through a process of encountering Jesus (10th grade), encountering themselves (11th grade), and encountering their calling in the world (12th grade). This is a deep dive into what it means to be a servant leader. In addition to retreats, there is also the opportunity for summer travel experiences. The Athletic Leadership Track (ALT) is for all Captains of their sports teams and additional athletes interested in applying. The curriculum involves learning about servant leadership in ways particular to athletics, along with intentional work on goal setting, team building, and problem solving. The Community Leadership Track (CLT) is composed of 11th and 12th grade Interns (Chapel, Diversity, Service) and other servant leaders in the arts, academics, and clubs at Minnehaha. For this group there are monthly meetings with curriculum and training on how to be a servant leader in their particular area of the school community.

### **Athletics and Other Activities**

There are a variety of Clubs, Activities, and Intramural Sports at the Upper School that meet on a regular basis on Wednesdays or Fridays. Students are made aware of these opportunities at the beginning of each school year in an assembly. Athletic teams and other activity options can be found on the Minnehaha website.

## **Free Hours**

Juniors and Seniors may have one hour in their schedule that is free. Though they are encouraged to use this as a study time, they need not be in school if the free hour is the first or last period of the day. Students who are leaving at the end of the day need to sign out at the front desk. Students who have a free hour at any other time of the day are required to be on campus in designated common areas. Students must still arrive in time for Assembly, Chapel and Advisor Group.



## **General Behavior Expectations**

- Food and drink other than water are not permitted outside of the Olson Family Campus Room.
- Inappropriate displays of affection, including those of a romantic nature, are not permitted in halls or other areas of the school during school or school events.
- Minnehaha Academy has an expectation of its students that they use appropriate language. Use of profanity is not permitted. Failure to use appropriate language may result in disciplinary action.

## **DRIVING AND PARKING PRIVILEGES**

Upper School students may drive to school and park in the west lot. Vehicles must be parked only in designated parking spaces in the parking lots. Students are discouraged from parking on neighborhood streets. In the event that there are no parking spaces available in the west parking lot, students may park on the street adjacent to the soccer field.

Students may not use vehicles during the school day to leave campus without permission, and are not to be in the parking lots or their cars during the school day. Students are reminded to observe all traffic laws when driving between the Upper and Lower/Middle Schools and they may not enter the Lower School parking lot until 3:30 p.m. Students must exercise caution as there are often small children present.

Continued violation of these rules or significant driving misconduct will cause revocation of parking privileges. Minnehaha Academy cannot assume liability for damages to or loss of vehicles and/or their contents.

## **BEHAVIOR EXPECTATIONS AND DISCIPLINE**

Students are expected to behave in accordance with school policies, classroom behavioral expectations and instructions given by faculty and staff, and to respect the rights and safety of others at all times when in the school building or at school sponsored events, both on and off school grounds.

Students who do not meet the behavioral expectations of Minnehaha Academy will be subject to disciplinary action. There are not required steps in the disciplinary process; however incidents will be investigated by school administration. Students will be disciplined in a manner deemed appropriate by Minnehaha based upon its evaluation of the facts and circumstances surrounding the violation.. Forms of discipline may include a student conference, parent or guardian conference, fine or restitution, loss of free hour, detention, classroom contract, removal from class, behavioral probation, suspension, appearance before the Disciplinary Review Board or expulsion from school.

## **Detention**

Students who violate school rules may be required to serve a detention. Detention will be offered from 7:30-8:20 am Students will not be allowed to enter detention late or leave early for any reason. No talking will be allowed.

If a student abuses the detention time, he or she will serve an additional detention. If a student misses multiple detentions he/she will not be allowed to participate in his or her extracurricular activity until it is served. Along with the violation of school policies, detention may also be given for unexcused tardies to school. In most cases the Dean of Students will place students in detention either directly or upon the recommendation of an Upper School teacher or staff member.

### **Behavioral Probation**

If a behavioral probation is decided upon by teachers and/or administrators, a parent/guardian-student conference will be held with the Dean of Students to draw up a probation which states the expectations the student must meet during the prescribed probationary period. During the probationary period the Dean of Students will monitor the progress of the student. If a student fails to meet the terms of his or her probation, he or she will be recommended to the Principal's Office for dismissal from Minnehaha Academy.

### **Disciplinary Review Team**

#### ***Philosophy of Discipline Statement***

We believe that loving and corrective discipline that leads to maturity and responsibility on the part of students is a shared responsibility of Minnehaha and parents who enroll their children at the School. The nature of God's discipline of humanity is an outgrowth of His love for us, which is underscored in Scripture. Minnehaha desires to model the same kindness and love for its students in exercising discipline.

- Prov. 3:12 For the LORD reproves him whom he loves, as a father the son in whom he delights.
- Heb. 12:6 For the Lord disciplines the one he loves and chastises every son whom he receives.
- Heb. 12:11 For the moment, all discipline seems painful rather than pleasant, but later it yields the peaceful fruit of righteousness to those who have been trained by it.

Through Jesus Christ, God reconciles the world to himself, breaking down the barriers of hostility and estrangement due to our sin. Minnehaha's God-honoring focus of discipline is also to restore human relationships, just as God desires the restoration of fellowship between himself and all humanity. The reconciliation of the world to God is only possible through the work of Jesus Christ. Minnehaha's foundation of Christian faith seeks Christlike restoration as an outcome of disciplinary actions.

As a Christian community, we continually look to Jesus as a model for our own behaviors, as well as the behaviors we seek to bring about in our students. The intent of our restorative discipline philosophy is to support and empower students to grow in wisdom and stature. As students learn and practice making good choices, they will bless their community and feel blessed in return.

Everyone in the Minnehaha community is responsible for doing their part to build positive connections and trust. At Minnehaha Academy we are committed to maintaining a climate where all individuals feel safe and valued. In order to have a vibrant, healthy environment where students thrive, we hold all students to high standards of behavior. Students' inappropriate actions outside of the school can impact the culture and environment inside of school. Therefore, Minnehaha will investigate and impose discipline on students for conduct that occurs away from school grounds when such behavior violates the school's code of student conduct and will be based on the following two factors:

1. the discipline is reasonably necessary for the student's physical or emotional safety, security, and well-being, or for reasons related to the safety, security, and well-being of other students, staff, or school grounds and
2. the conduct which is the subject of the proposed consequence materially, and substantially disrupts the school environment or educational process.

### ***Purpose of the Disciplinary Review Team***

To respond to student disciplinary matters by providing loving and corrective discipline with the goal of Godly reconciliation, repairing harm, conflict prevention, and relationship restoration.

### ***The Disciplinary Review Team***

The Disciplinary Review Team includes the Upper School Principal, Assistant Principal, and Dean of Students along with a group of designated Upper School faculty members who are invited annually by the Upper School Principal to serve on the Disciplinary Review Team. Not all infractions will go before the Disciplinary Review Team. As such, each infraction will be assessed based on the unique circumstances surrounding the situation. For major and possible minor infractions that are brought for review, the Team will participate in discussions with students and families and, while referring to existing school policies, collaboratively make disciplinary decisions. Major infractions that could result in the suspension or expulsion of a student are typically referred to the Disciplinary Review Team. Exceptions include infractions whose punishments are clearly defined in the school handbook (e.g. chemical violations). Other infractions may be referred to the team at the discretion of the Upper School Dean of Students and Principal.

### ***Process Leading to Review***

A teacher, student, parent, or administrator brings a behavioral issue to the Upper School Dean of Students or other administrator.

1. A fact-finding investigation will occur to ascertain whether an infraction has been committed and whether it needs to go before the Disciplinary Review Team. Credible information uncovered during the fact-finding and investigative process will be considered in the deliberations.
2. Depending on the result of the investigation, the school may be required to follow mandated reporting guidelines.
3. In most circumstances, the school will pursue its own investigation even if an investigation is taking place by outside authorities.
4. A student choosing not to participate in the initial investigation or the meeting with the Disciplinary Review Team (if deemed necessary) forfeits his or her right to appeal the final decision.
5. An Upper School administrator notifies the student and the student's parents of the meeting and procedures.
6. If referred to the Team, the student and parent will appear before and be interviewed by the Disciplinary Review Team.

### ***Disciplinary Review Team Meeting***

1. When the Disciplinary Review Team convenes, the Upper School Principal reminds the student of the three most important considerations guiding the proceedings: a.) everything that occurs in the meeting is confidential, b.) the Disciplinary Review Team is a committee that weighs the facts, including new information presented in the proceedings, and tries to make a fair recommendation, and c.) our desire is restoration of the relationships between the student(s) and the school community as we seek to have students grow in wisdom and stature and favor with God and others.
2. An Upper School Administrator explains the situation to the Disciplinary Review Team.
3. The student who committed the infraction speaks to the Disciplinary Review Team and answers questions from the committee.
4. The Team then deliberates and decides on the appropriate action and next steps in the process which could include additional meetings, further investigation, etc. During the deliberation process, the student(s) may be removed from the school and school activities.
5. The members of the Team work collaboratively with the desire to reach consensus; however if consensus is not reached, the Upper School Administration will use the information gathered to make

a final decision. It is expected that members of the team will support the decision after it has been communicated.

6. The Upper School Principal will inform the student and parents of the consequence of the infraction.
7. In the event that further infractions occur after the disciplinary decision has been made, the Upper School Administration may amend the disciplinary decision of the Team.
8. NOTE: If the Disciplinary Review Team recommends expulsion of the student, the recommendation is immediately communicated to the Minnehaha Academy President.
9. Once the consequence has been determined by the Disciplinary Review Team and Dean of Students, the Upper School Principal will report the outcome to the parents and the student. All of the proceedings of the Disciplinary Review Team are confidential.

### ***How Decisions are Made***

The members of the Team work collaboratively with the desire to reach consensus; however if consensus is not reached, the Upper School Administration will use the information gathered to make a final decision. It is expected that members of the team will support the decision after it has been communicated.

### ***Appeals***

A student may request an appeal of a disciplinary decision made by the Disciplinary Review Team in writing to the office of the President of Minnehaha Academy.

### ***Process:***

1. The student submits a petition, in writing, within two calendar days of the decision to the President of Minnehaha Academy.
2. Petition should present any new information and include arguments for why the decision is being appealed.
3. Based upon the content and/or any new information presented, a meeting may be scheduled.
4. At the appeal meeting, the infraction will be reviewed and any additional information will be discussed.
5. After deliberating the petition, the President may amend the original consequence and make a new recommendation or may recommend that the original consequence stand.
6. No additional appeals will be heard beyond the appeal to the President.

### ***Confidentiality***

Every student has the right to confidentiality in matters of discipline. Members of the Disciplinary Review Team are bound by this confidentiality and must not discuss the incidents that come before them outside the confines of the Disciplinary Review Team meetings, nor with any person who is not a member of the Team. Failure to abide by the rules of confidentiality will result in that member's dismissal from the team. The Disciplinary Review Team recommends that students not discuss their disciplinary situation with other students.

### ***Suspensions***

In the case of disciplinary suspensions (1-5 days) from school, the following policies will be followed with regard to academic work:

1. Students will receive no credit for in-class work (that was not previously assigned) on the days when the suspension is in effect.
2. Assignments previously assigned that are due on the dates of suspension will be considered "late work," according to the already established classroom policies. Homework assigned on a day of suspension will receive a late penalty when turned in to a teacher.
3. If a student misses a test during the suspension, it is his or her responsibility to contact the teacher on the day of return to school to make arrangements to make up the test within two days. Tests that are

taken late due to a suspension may receive late points, according to the already established classroom policies.

4. Make-ups for group presentations due on the days of a suspension will be handled individually by teachers.
5. Students will not earn participation points for the days missed due to a suspension.
6. Homework assigned on a suspension day will receive a late penalty when completed.
7. Minnehaha's Counseling Office will report student suspensions to prospective colleges.
8. The timing of the inappropriate behavior will determine the consequences regarding the student's suspension from school days or school activities.

## **TECHNOLOGY**

The consistent focus of these rules is that personal electronic devices will be used for educational purposes only during the school day, cell phones are only allowed before and after school, and we strive for digital citizenship.

- Students are not allowed to use cell phones during school hours. Students will place their cell phones in the "cell hotel" of their first class of the day and will retrieve them at the end of the day.
- Students will not use apps or view or listen to content (with or without earbuds or earphones) which are not consistent with the educational focus of the school day and classroom requirements. Exceptions include before and after school, or when given permission from faculty or administration during the school day. Cell phone use is only allowed before or after school.
- Students are to not take photos, video, or audio of others without expressed consent from those being recorded. Furthermore, students cannot publish or re-broadcast any photos, video, or audio recorded events during the school day without permission from faculty or administration. Innocent bystanders who record and distribute will receive appropriate consequences.
- Students cannot use learning devices to communicate specific content of quizzes or tests to anyone else, or to engage in any other form of academic dishonesty or prohibited behavior.
- Students will not connect their personal learning devices to any school computer at any time or for any reason. This protects student devices as well as school computers and networks.
- Students will not tamper with or touch any other student's learning device.
- Students will cooperate with all requests from teachers or other adults in the building regarding the appropriate use of learning devices. Reasonable suspicion of misuse of technology could result in the consequences outlined below.
- Students will maintain a positive attitude and be appreciative of the opportunity to use a personal learning device in the classroom. They will show patience with others, their teacher, and the learning process, as we seek to learn together using this technology.

Note: Any student in violation of any part of this policy will have his or her personal or school device taken away and brought to the office for the remainder of the school day. Repeat violations may result in additional consequences for behavior.





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