

Art and Science Academy, Teaching the Whole Child



**MINNESOTA PUBLIC CHARTER
SCHOOL DISTRICT # 4227**

*Where learning
becomes more
meaningful and filled
with discovery.*

Science

Math

Technology

Engineering

Language arts

Humanities

Dance

Theater

Media arts

Music

Visual arts

Literary arts

*Art & Science
Academy is sponsored
by The Minnesota
Guild of Public
Charter Schools*

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Welcome! A message for parents.

The Art and Science Academy school program has been developed over a three-year period of time, on research- backed foundational teaching and learning practices and with the intent of offering a curriculum that is more experiential and personally appealing to students. I believe that student motivation and desire to learn is not just a relevant topic of consideration for school leaders but a critical one. How many of us would be successful spending time in an environment with little personal appeal and with minimal opportunities to learn and work on topics and projects of high personal interest. Sadly, as many students progress through grade school the level of interest and joy of learning begins to deteriorate significantly. Many students enter the high school years dangerously disengaged in academics and often despise going to school. Many studies and reports on student drop-out rates verify this claim. For example, a Civic Enterprise report titled “Silent Epidemic” points out that each year, almost one third of all public high school students fail to graduate from public high school with their class. The report describes the primary reason that nearly half of the young adults give for dropping out of school is that classes are “uninteresting” and that students reported being bored and disengaged in school.

Why do we teach and integrate the arts? Research exists supporting the notion that arts education and integration can help struggling learners better learn the topics being assessed. For example, (Fiske, 2002) found that the arts provide students with authentic learning experiences that are real and meaningful to them. Others have discovered that when the arts are integrated into academic instruction, the learning experiences can become enhanced with discovery, improving the conditions for learning. Over the past two decades, ample research has been conducted establishing direct correlations between sustained involvement in arts programs and the development of cognitive and meta-cognitive capacities or “habits of mind,” associated with high student achievement and college readiness. These capacities include focused perception, analysis, elaboration, problem solving, motivation, active engagement and critical thinking skills.

I don’t believe that simply increasing art activities alone is a silver bullet in achieving academic success. The Art and Science Academy school program also incorporates practices of schools that have been labeled “highly successful.”

For example, we offer:

- Smaller class sizes
- Research supported curriculum
- Individual learning plans
- Small group instruction daily
- Uniform policy to enhance a strong school culture.
- A team teaching approach

- Connected classrooms that allow for daily team teaching.
- A year-round school calendar, which allows for higher levels of professional development and collaboration time among teaching teams.
- High levels of professional development time;
- Instructional assistants that are highly trained;
- Staff which possesses (and demonstrate) attributes of flexibility, optimism, the ability to problem solve and adaptability.

Developing a school from the ground up is not an easy task! Parents and staff will need to work together as a team to create a strong and lasting school culture of innovation, creativity and success.

Looking forward to a great year!

Carlo Galeazzi, Ed.D.

Art & Science Academy District # 4227

Addresses & Telephone Numbers

School Address

Art & Science Academy
903 6th Ave Ct, NE
Isanti, MN 55040

Web site

www.artandscienceacademy.org

Campus Numbers

| | |
|-------------------------------|--------------|
| Receptionist, School Building | 763-444-0342 |
| Attendance Line | 763-444-0342 |
| FAX Number (School Building) | 763-444-0331 |

Art and Science Academy Mission and Vision Statements

Mission: The mission of the Art & Science Academy will be to provide rigorous K-6 public education in science, math, technology, language arts and social studies, while integrating the visual and performing arts (visual, media, music, dance and theater) within each school day. ASA will be a free public charter school staffed with highly qualified and motivated individuals.

Vision: Through strong partnerships among teachers, parents, students and the community, Art & Science Academy will provide an outstanding, innovative and individualized education that challenges and motivates each child to reach his/her personal best.

Cornerstones

The Art and Science Academy will provide a healthy, safe and nurturing environment where students can learn and enjoy coming to school every day. The entire community will practice caring, supportive and mutually respectful communication and behavior

The arts facilitate the development of critical thinking, communication and problem solving skills. These are essential 21st century workplace skills.



Science is a subject that should be learned through engagement and discovery. Hands on experiments and activities supporting the concepts being learned must be a regular practice and students should experience concepts rather than simply discussing them.

Student interest in learning is as essential as student achievement. The arts are an essential component of a quality holistic education; they naturally stimulate student interest and serve as a stage or platform for learning academics.

Goal: The Art and Science Academy staff will implement Responsive Classroom approach into grades K-2 during its first three years of operation.

The Responsive Classroom Approach for grades K-2

The Responsive Classroom approach is a nationally used, research- and evidence-based way of teaching that improves students' social and academic skills and raises teachers' instructional quality. Developed by classroom teachers in 1981 and continually refined to meet schools' needs, the approach consists of practical strategies for helping children build academic and social-emotional competencies day in and day out. In urban, suburban, and rural settings nationwide, educators using these strategies report increased student engagement, academic gains, and fewer discipline problems.

Research on Effectiveness of the Responsive Classroom

Research by the University of Virginia's Curry School of Education has found that schools using Responsive Classroom practices see:

Improved teacher-student interactions

Higher-quality teaching

Improved social skills in children

Greater student achievement in math and reading

More positive feelings toward school among children and teachers

Guiding Principles

The Responsive Classroom approach is informed by the work of educational theorists and the experiences of exemplary classroom teachers. Seven principles guide this approach:

The social curriculum is as important as the academic curriculum.

How children learn is as important as what they learn: Process and content go hand in hand.

The greatest cognitive growth occurs through social interaction.

To be successful academically and socially, children need a set of social skills: cooperation, assertiveness, responsibility, empathy, and self-control.

Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach.

Knowing the families of the children we teach and working with them as partners is essential to children's education.

How the adults at school work together is as important as individual competence: Lasting change begins with the adult community.

Classroom Practices

At the heart of the Responsive Classroom approach are ten classroom practices:

Morning Meeting—gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead

Rule Creation—helping students create classroom rules that allow all class members to meet their learning goals

Interactive Modeling—teaching children to notice and internalize expected behaviors through a unique modeling technique

Positive Teacher Language—using words and tone to promote children’s active learning and self-discipline

Logical Consequences—responding to misbehavior in a way that respects children, guides them to recognize the effects of their actions, and helps them develop internal controls

Guided Discovery—introducing materials using a format that encourages creativity and responsibility

Academic Choice—increasing student motivation and learning by allowing students teacher-structured choices in their work

Classroom Organization—setting up the physical room in ways that encourage independence, cooperation, and productivity

Working With Families—inviting families’ insights and helping them understand the school’s teaching approaches

Collaborative Problem-Solving—using conferencing, role-playing, and other strategies to resolve problems with students (www.responsiveclassroom.org)

School Daily Schedule

Daily start time: 8:00 am

Daily end time: 3:00 pm

| | |
|---------------------------|-----------------------------|
| Morning Meeting | 8:00 - 8:20 |
| Hour 1 | 8:20 – 9:15 |
| Hour 2 | 9:15 – 10:20 |
| Hour 3 | 10:20 – 11:15 |
| Hour 4 (2,3, 5-7) | 11:15 – 12:10 |
| Lunch & Recess | K,1,4 11:10 – 12:10 |
| Lunch & Recess | 2,3, 5-7 12:10 –1:05 |
| Hour 4 (K,1,4) | 12:10 – 1:05 |
| Hour 5 | 1:05 – 2:00 |
| Hour 6 | 2:00 – 2:45 |
| End of Day | 2:45 – 3:00 |

Enrichment hour

For grades 2-6 Enrichment is an optional time at the end of each day from 3:00 pm to 3:55 pm. Enrichment hour is time devoted to allowing students to explore different interests and art areas. Each semester, students may choose from a variety of scheduled activities including: choir, guitar and dance. Students may use enrichment time to complete advanced projects and assignments in arts or academics, rehearse plays and performances, or other available structured and supervised programs.

Health & Wellness

What If A Student Becomes Ill During The School Day?

Students who become ill during the day must first get a pass from the appropriate teacher and then report to the Health Office or Front Desk Receptionist in order to be excused from class. If a student is too ill to return to class, a parent/guardian will be contacted and appropriate arrangements made to care for the student.

Immunizations

Minnesota's School Immunization Law

Minnesota Statutes Section 121A.15 requires children enrolled in Minnesota schools to be immunized against certain diseases, allowing for specified exceptions. *Enrollment will be delayed should ASA not receive the required documentation in accordance with this law.*

For further information:

<http://www.health.state.mn.us/divs/idepc/immunize/arekidseng.pdf>

Medications

In order to protect the health and safety of all ASA students, student use, handling and storage of prescribed and over the counter medications must comply with all aspects of this policy and the accompanying procedures.

A Physician's Order is required for all prescription medications brought to the ASA Campus. All medications both prescribed and over the counter, must be checked in with the school health aide.

No medication may be carried or taken in the classroom without explicit written authorization from the Health Office or health aide. Some students (with asthma or allergy for example) may be directed to keep medication with them at all times.

The administration will prepare and disseminate the rules and procedures necessary to implement this policy and ensure the safety of students.

Misuse of medications or other failure to comply with the Medication Policy and procedures may be considered a violation of the Chemical Use Policy. Strict adherence to the Medication Policy and procedures is required.

Medication Procedures

1. All medications brought on campus must be checked in at the Health Office.
2. Prescription medications, such as narcotics/analgesics, stimulants, anti-psychotics, miscellaneous medications for central nervous system drugs, antidepressants, and antitussives (with codeine), will be stored in the nurse office at all times and dispersed to students as prescribed. Students must see the nurse or designated staff when medications are needed.
 - a. Medication to be taken at any time while on the ASA campus must be checked in at the Health office
 - b. A Medication Administration Log will be kept for each medication retained in the Nurse office.
 - c. Asthmatic students are required to keep their inhaler with them at all times while on campus. Students with certain allergies that may require use of

an Epipen are required to keep an Epipen with them at all times also. 911 will likely be called if a student has an allergy or asthma attack and does not have the respective Epipen or inhaler readily available. Although inhalers and Epipens are allowed at ASA and on most school campuses, medications for asthma or severe allergies must also be checked in with the nurse. An extra inhaler or asthma medications and Epipen may be kept in nurse office for back up.

3. If the student's prescription medication has been changed or discontinued, the parent or student must contact the Health Office. Parent/Guardian confirmation is required on all medication changes.
4. The ultimate decision for self-administration of any medication, prescription or over-the-counter while on the ASA campus, is at the Health Office's discretion.
5. All prescription medications must be brought to the Health Office office in the original pharmacy container Student compliance with the Medication Procedures will be monitored. Misuse of medications or non-compliance with the medication policy may be considered a violation of the Chemical Use Policy.

Support Services

A variety of support services are provided for students and include:

- adult supervision on campus and in the school building until the building closes at 4:15 PM Monday through Friday.
- assistance and referrals with family, health and welfare issues;
- assistance and referrals when facing issues related to their emotional health
- assistance to meet eligible students' educational needs through assessment, referral and special education case management.

Community Incident Response Team

A community incident response team is established to handle a variety of situations requiring immediate response and action. Incidents can include violence and threats of violence, death and death by suicide, physical illness, mental illness, chemical issues, accidents and other. The complete community incident response plan is on file with ASA Administration.

Art and Science Academy Policies and Procedures

Lunch and Cafeteria Services

The ASA sponsors a free and reduced lunch program in accordance with the National School Lunch and Breakfast Program guidelines. Student applications for participation in this program may be obtained from and returned to the front desk receptionist. This program reimburses the school for providing free and reduced breakfasts and lunches to students who qualify according to federal income guidelines. To be counted for reimbursement, a meal must meet criteria for portion size and meal components.

Enrichment Hour

The enrichment hour is a special component of the Art and Science Academy. This is one way in which we, as a school community will achieve our goal of providing an individualized educational program to each student. Students can choose from a variety of classes (activities) offered each trimester based on their own individual interests. Classes will take place on Monday/Wednesday or Tuesday/Thursday from 3pm (just after dismissal) until 3:55pm. All students attending enrichment must be picked up by 4pm in front of the school. Class offerings will be posted on the website and sent home with students. Our goal is to offer classes with low fees. The fees associated with the class are to cover supplies and other expenses for the class.

Because the enrichment hour is an optional activity, the expectation is that students commit to the 6-week blocks and attend each scheduled day. Students select a class or activity based on their own interests. Students may be dismissed from a class or activity due to excessive absences or behavior issues. Students who are dismissed from a class may sign up for another class offered during the next enrichment period. Refunds will not be issued if a student is dismissed from an enrichment class or activity. If a student will be absent from enrichment for one or more days, it is imperative that the parent contact and inform the enrichment teacher by phone or email.

Students With Disabilities

The Arts & Science Academy contracts Innovative Special Education Services (ISES) to identify and evaluate students who, as described by the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, need special services or programs in order to receive a required free and appropriate public education.

Under IDEA, the school provides Special Education support to students who meet the state criteria making them eligible for services. The school ensures a free and appropriate public education (FAPE) in the least restrictive environment (LRE) through the direct and related services required to ensure students benefit from instruction.

The school must be informed of existing Individual Education Plans (IEP's) or Section 504 Plans at or before the time of enrollment in order for appropriate services to be prepared. A copy of the most recent IEP and assessment summary, as well as the name of

a contact person, who can make additional information available, should be provided from the student's home school.

Individuals should contact the special education teacher for more information regarding the special education program. A "Parent Rights and Procedural Safeguards" brochure may be requested from the special education teacher at any time if there are concerns about the services planned for a student. A copy of this brochure will be provided to parents/guardians routinely at the first IEP meeting. Parents/Guardians have the right to have an interpreter present if the parents/guardians do not speak or understand English well, are hearing impaired, or use some other modes of communication.

Emergency Notification Service

The safety of the students, faculty and staff is our top priority. For that reason, we have chosen to adopt the [AlertNow Emergency Notification Service](#). Shortly after an emergency or incident has occurred on campus, a message will be sent by phone to our students' parents/guardians' home and work numbers as provided to us on the Parent/Guardian Information form, which was submitted by parents/guardians. In order for this system to work at the optimal level, we MUST have the most current home and work phone numbers

Weather Related School Closings

As part of the Cambridge-Isanti school transportation system, school closing occur in conjunction with the district. In the event of bad weather, parents/guardians should listen to local news announcements to determine if the district will close or have a late start. Parents / guardians will also be notified by email of any school delays and school closings.

Distribution of Materials

The ASA is committed to the free exchange of ideas. However, certain materials are not appropriate in the educational setting of a public school and may not be distributed on campus. Prohibited materials include those that are libelous, obscene or vulgar, materials that are disruptive to the educational setting, and advertisements for products or services illegal for minors.

The ASA will determine the time, manner and place in which appropriate materials may be made available to the student body. Guidelines include:

Bulletin Boards: There are a number of bulletin boards throughout the school building where students are permitted to post materials. All postings must be pre-approved and signed by the Assistant to the ASA Director. Materials not pre-approved will be removed.

Front Desk Receptionist: Materials may be distributed through the desk in Front Desk Receptionist and an announcement that they are available may be published in the "Student Bulletin".

Monthly Student Bulletin: Students may submit short, informational articles to be published in the monthly student bulletin.

Individuals who do not follow school guidelines for distributing materials will be disciplined for "Disregard of Authority" as outlined in the school's Behavior Policy.

Unreturned Materials and Fines

The responsible student and/or their parent must pay for books, materials and equipment that are lost or not returned.

Pledge of Allegiance

If the Board of Directors determines that the Pledge of Allegiance is to be recited each week in the school, the following procedure must be followed.

The ASA Director or their designee will recite the Pledge of Allegiance over the PA system on Mondays at 8:00am.

Persons who do not wish to participate in the pledge may refrain from participation.

Persons may not disrupt the proceedings of the recitation of the pledge.

It is necessary to uphold the rights of all people, those who wish to participate in reciting the Pledge of Allegiance, and those who wish not to participate.

*Students who wish to participate should stand and face the flag during the recitation.

*Students who do not wish to participate should respectfully refrain from talking during the recitation.

Over the PA system you will hear:

“The Pledge of Allegiance will now be recited.

I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one nation under God, indivisible with liberty and justice for all.”

*Flag etiquette (www.usflag.org)

Equal Access Policy

As long as the rights of others are not violated, the ASA Board supports the students' right of free speech and will provide limited open forum in which students may meet in school facilities during non-instructional time.

In accordance with the Federal Equal Access Act and Administrative Rules and Regulations, students desiring to conduct meetings within the limited open forum for the purpose of engaging in free exchange of religious, political or philosophical speech and thoughts will be afforded fair, equal and nondiscriminatory access to facilities within the

school, provided that such meetings conform to the requirements of the Equal Access Act spelled out in the procedures below.

The policy protects the rights of students to express opinions, post written materials and distribute literature so long as it does not disrupt the normal operations of the school and follows all the procedures listed for this policy.

Nothing in the Equal Access Policy or Procedures shall:

- Authorize or require expenditure of public funds beyond the incidental cost of providing the space for the student-initiated meetings.
- Compel any school agent or employee to attend a student-initiated meeting if the content of the speech at the meeting is contrary to the beliefs of the agent or employee.
- Sanction meetings that are otherwise unlawful.
- Limit the authority of the school, its agents or employees, to maintain order and discipline on school premises, to protect the well being of students and faculty, and to assure that attendance of students at meetings is voluntary.

Access to Student Records

In accordance with the federal “No Child Left Behind” Act of 2001 (NCLB) and the Family Educational Rights and Privacy Act of 1974 and the Minnesota Government Data Practices Act, students’ permanent educational records are located at the front office with the office manager. These records contain the current transcript, transcripts from past schools, correspondence relating to application and admission to the ASA and correspondence relating to credits, assessments, etc.

The permanent student records and other educational records are available to school officials, students and parents as allowed by law.

The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students (both as defined by FERPA) certain rights with respect to the student’s educational records.

1. The right to inspect and review the student’s educational records within 45 days of the date the ASA receives a request for access. Parents and eligible students should send requests to the ASA Director and should specify the record(s) they wish to inspect. A written response to the request will be sent and will outline the time and place the records may be inspected.
2. The right to request the amendment of the student’s educational records which the parent or eligible student believes is inaccurate. Requests must be sent in writing to the ASA Director and must specify the record they want changed, the portion of the record they want changed and the reason it is considered inaccurate. If the Arts & Science Academy decides not to amend the record as requested, ASA will notify the parent or eligible student of the decision and advise them of their right

to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the Arts & Science Academy as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Directors; a person or company with whom ASA has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility. Upon request, ASA discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

Attendance and Early Departure Policy

Students are expected to attend every scheduled class, activity and field trip on time. Attendance is an essential part of the ASA's commitment to providing an outstanding educational experience for students.

Tardy Slips

Students who are tardy to a class must obtain an admit slip from the front office prior to going to class. The front office administrator determines the status of late arriving students and will identify the tardy as excused or unexcused.

Definitions of Absences:

Excused Absences

Acceptable reasons for absence include but are not limited to:

1. Sickness
2. Dr. Appointments
3. Religious holidays
4. Funerals of family members and friends

Unexcused Absences

An unexcused absence is one recorded and counted on a student's record. Teachers will determine the nature of make-up work required due to the absence.

Unexcused absences are one of the following:

1. Any absence for which proper procedures are not followed
2. Truancy from class or school
3. Baby-sitting
4. Oversleeping or missing the bus

Attendance Line

All absences should be phoned in by 10am by calling 763-444-0342. Please provide the following information when calling in an absence:

1. Name of child
2. Date and reason for absence
3. Grade or teacher's name
4. Telephone number where you can be reached for verification if needed.

Pre-Arranged Absence

If a child will be absent or tardy due to medical appointments or other excused reasons please contact the front desk receptionist in advance if possible. If a child will be out for an extended absence exceeding one day (pre-arranged) it is in the best interest of the student for parents to contact teachers and inform them of the absence. This advanced notice will allow teachers to provide missing assignments in some cases or provide the student with instructions for completing work.

Pick-up and Drop-off of Students

The school parking lot has one clearly marked entry point, and one exit. All traffic should enter and exit the parking lot accordingly and drop off all students at the front of the building in the designated drop off/pick up zone. All traffic must flow slowly and in a single file manner to ensure complete student safety. The busses will arrive at the school at approximately 7:55 am and 3:00 pm. As busses arrive in the morning, they will pull into the designated "student drop off / pick up area" and release students as directed by school staff.

At the end of the day, students will line up inside of the school with their teachers. Students will walk outside of the building and immediately get on the appropriate bus, monitored by teachers and other staff. Students who are being picked up by a parent or guardian will line up on the sidewalk outside of the building accompanied by a teacher until that parent arrives and the teacher releases the student.

Students participating in the Enrichment Hour will need a parent/guardian to pick them up by 4:00 pm. The students will be accompanied and released by teachers.

Tours and Visitors

Visitors to the ASA include everyone who is not a current ASA student or current employee of the Arts & Science Academy. All visitors must register with the receptionist and wear a visitor badge. Identification may be required prior to the issuance of the badge. Visits determined to be disruptive to staff and students will be denied and rescheduled when convenient to all parties. Violations of this procedure may result in the misdemeanor charges under Minnesota Statutes 609.606 (Criminal Code), Trespasses and Other Acts.

- ASA students are NOT permitted to have visitors during the school day. The school day is 8:00 AM to 4:00 PM Monday through Friday. Visitors who drop in will not be permitted to stay and must leave campus immediately.

Campus Behavior Policy

The ASA values respect, teamwork, community, appreciation, trust, diversity, communication, responsibility, and motivation in all members of the community. In keeping with these values, the ASA has worked to establish a safe, respectful and creative learning environment by establishing the standards of behavior outlined throughout the Student Handbook and listed in the Campus Behavior Policy. Behavior expectations are based on the belief that to function successfully within the ASA community, students must show respect for themselves, for others, for property and for school values. By being informed of what behavior is acceptable and unacceptable, students are expected to make appropriate decisions about their actions.

Offenses and Consequences

Administration reserves the right to assign consequences to students that engage in conduct which disrupts the rights of others or which endangers the student and/or other students on campus. The lists of offenses and consequences outlined throughout the Student Handbook and chart below are not intended to be all-inclusive. Administration reserves the right to assign consequences, which seem warranted under the circumstances and add or alter violations and/or their consequences throughout the school year. Students would be notified of additions or alterations to policies that may not be outlined in this Student Handbook.

The standards of behavior and consequences for violation of rules outlined in this policy govern student behavior wherever and whenever the school has a duty to care for the student; this includes, but is not limited to, when the student is on campus, on a field trip, at an off-campus performance, at bus transportation pick up locations, or during van transportation to school. In cases where violation of rules or behavior off campus results in substantial disruption to the school, appropriate disciplinary action in school will be taken.

As appropriate, depending on the nature and degree of the offense and the number of prior offenses, any one or combination of consequences may be assigned by Administration.

Possible Consequences

1. Verbal and/or written notice to student and/or student and parent/guardian.
2. Administrative conference involving the student, Assistant to the ASA Director, ASA Director or designee and any other person deemed appropriate by the Director or designee. Parents/guardians may be required to attend.
3. Referral to support staff.
4. Restitution: a plan agreed upon by the ASA Director or designee and the student to compensate for the misbehavior.
5. Mediation: an agreement facilitated by an adult and/or peer mediator in lieu of other discipline.
6. Fine/bill to student and parent/guardian.
7. Confiscation of any unauthorized item, object or substance is automatic in any situation.
8. Referral to police.
9. Removal from class for 1 to 5 days (see School Due Process).
10. Behavior contract: a contract is created outlining specific expectations of the student's behavior and consequences for failure to meet those expectations.
11. Barred from participation in school activities and ceremonies.
12. Community service: clean up assistance on campus or in neighborhood.
13. Sent home: a student is removed from school for less than one school day.
14. School suspension: (see School Due Process).

"The Art and Science Academy will provide a healthy, safe and nurturing environment where students can learn and enjoy coming to school every day. The entire community will practice caring, supportive and mutually respectful communication and behavior."

Bullying, Discrimination & Offensive Behavior

All ASA students have the right to feel safe from ridicule, discrimination, violence, and offensive or degrading remarks or behavior of any kind. ASA will not tolerate any offensive behavior related to student group affiliation, including but not limited to: race,

color, creed, religion, national origin, gender, status with regard to public assistance, disability or age. ASA will respond to all allegations quickly and appropriately. Discrimination and offensive behavior/bullying may include any words or actions that make others feel uncomfortable, degraded, fearful or discriminated against. Some examples include: name calling, unwelcome touch of person or clothing, posting or circulation of written material, sexual jokes.

ASA will use the Olweus Bully Prevention Program as a guide in developing a safe and positive school environment and as a key resource for educating students, staff and parents about the warning signs of bullying. Active education on the harmful impact of bullying is a prominent component of our guidance curriculum. ASA takes every instance of bullying seriously and works to protect and empower the student being bullied as well as educate students who engage in bullying behavior.

(<http://www.violencepreventionworks.org/public/bullying.page>)

Definitions

Discrimination: Unwelcome behavior of any form when based on race, color, creed, religion, national origin, gender, marital status, financial or public assistance status, disability, sexual orientation or age. This behavior has the purpose or effect of substantially or unreasonably interfering with an individual's performance, adversely affecting an individual's work or educational opportunities, or creating an intimidating, hostile or offensive working or educational environment.

Offensive Behavior: Behavior of any form for any reason that has the purpose or effect of substantially or unreasonably interfering with an individual's performance, adversely affecting an individual's work or educational opportunities, or creating an intimidating, hostile or offensive working or educational environment.

Harassment: A pattern of offensive behaviors that continue even after the recipient of the behaviors have indicated they want the behaviors to stop.

Sexual Harassment: Such behavior is one form of illegal discrimination and offensive behavior. It consists of unwelcomed sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

Violence: Some acts of violence can be considered discrimination and offensive behavior. Such acts would be physical aggression, assault, force or threat thereof upon another because of, or in a manner reasonably related to, race, color, creed, religion, national origin, gender, marital status, financial or public assistance status, disability, sexual orientation or age.

Bullying (including cyber-bullying): Intentional or non-intentional acts of intimidation.

Sexual Misconduct: Involves the touching of another's intimate parts, or forcing a person to touch another's intimate parts. Intimate parts, as defined by Minnesota Statutes Section 609.341, include the primary genital area, groin, inner thigh, buttocks or breast, as well as the clothing covering these areas. State law mandates the reporting of physical abuse, sexual abuse (including sexual violence) and neglect against minors by persons responsible for a child's care, pursuant to Minnesota Statutes 626.556.

In addition to the reporting procedures outlined in this policy, individuals may directly report discrimination and offensive behavior to the Minnesota Department of Human Rights, 190 East 5th Street, St. Paul, MN 55101 (telephone: 651-296-5663; TTY at 651-296-1283).

Stopping the Behavior

Incidents of offensive behavior are often best resolved at the lowest and most direct level. Accordingly, a student may choose to deal personally with the individual she/he believes committed the offensive behavior and try to resolve the situation using clear communication. In these instances, the student is encouraged to document his/her efforts to resolve the situation in case the problem continues. The student is also encouraged to report the behavior, with the help of any ASA adult if necessary, to the School Director or designee. Once notified a behavior is offensive, the offender should refrain from repeating the same or similar behavior.

While a student may choose to resolve a situation without assistance from others, this is not necessary. At any time, the student may report the discrimination or offensive behavior directly to the School Director or designee. The individual may ask any trusted ASA adult or his/her supervisor for help making the report. Students are encouraged to report the behavior as soon as possible after the behavior occurs. In all cases, the School Director or designee may wish for the report to be put in writing. Information related to any report is shared only with those who have a "need to know" and as required by the circumstances.

Procedures for reporting offenses:

1. To end the discrimination or offensive behavior, a student can confront the situation with or without assistance, depending on the severity of the offense and the comfort level of the student in confronting the situation. The student may also make a report to the teacher, school director or designee. Any trusted school adult can assist in making such a report.
2. If any words or actions make an individual feel uncomfortable, degraded, fearful or discriminated against, the individual should tell a teacher or other school adult, the school Director or designee.
3. The privacy of all involved will be respected as much as possible.
4. ASA will investigate all reports of discrimination or offensive behavior and take action to resolve the situation. In addition to educational efforts, disciplinary

measures may be appropriate. Depending on the nature and degree of the violation and the number of prior violations, any one or combination of consequences will be assigned. Consequences range from informal meetings to suspension and police notification at the discretion of the school director.

5. The ASA will take action if anyone tries to retaliate against another for reporting discrimination or offensive behavior or for participating in any way in the investigation of a report.

Mandatory reporting: Knowledge of discrimination or offensive behavior by an employee, contractor or volunteer toward a student must be reported to the School Director or designee for review and action. Such behavior may constitute a criminal violation. Incidents involving sexual or physical abuse must be reported directly by the employee to the local police department pursuant to M.S. 626.556, subd. 3. However, after reporting the incident to one of the authorities listed above, the School Director or designee must also be notified of the violation.

Investigation of Report and Resolution

When appropriate, the School Director will designate an individual(s) to help resolve the situation or to investigate the report. This investigation may include interviews with or statements from all involved parties, including witnesses, supervisors, and ASA officials, as well as a review of all relevant documentation or records relating to the complaint. As soon as possible or within five working days after the report is made, the School Director or a designated individual will give a verbal or written response to the individual who made the report. The response will include appropriate information regarding the status of the report and efforts to resolve the situation.

Retaliation

This policy prohibits retaliation against any person who has reported discrimination or offensive behavior or participated in any way in the investigation of a report. Retaliation includes, but is not limited to, any form of intimidation, imposition of unwarranted discipline, reprisal or harassment. Any ASA adult or student who feels he/she has been the target of retaliation should contact a trusted school adult or the School Director.

Consequences for Violations of ASA Behavior Policy

The list of consequences presented here is not intended to be all-inclusive. It is presented as a guideline for ASA adults and students. Depending on the nature, frequency, intensity, location, context, and duration of the reported behavior, any or all of these consequences may be assigned: meetings mediated by staff, assignments designed to increase awareness and sensitivity to the issue in question, referral for mental health assessment at family expense, administrative conferences, suspension, expulsion or exclusion from school.

Removal from Class

"Removal from class" and "removal" means any actions taken by a teacher or administrator to prohibit a pupil from attending a class or activity for a period of time not

to exceed five days, pursuant to procedures established in the school district discipline policy adopted by the school board pursuant to MN Stat. section 121A.61.

Cause for Removal From Class

A student may be removed from class for the following reasons:

- Willful conduct which materially and substantially disrupts the rights of others to an education.
- Willful conduct which endangers school employees, the student or other students, or the property of the school.
- Willful violation of any rule of conduct specified in the ASA's behavior policy.

Informing Students and Parent/Guardians

Student rights and responsibilities governing student conduct and appropriate procedures outlined in this regulation shall be included as part of information presented to each student and parent/guardian at the beginning of each school year. Classroom teachers and the ASA Director have the authority to remove students from the classroom pursuant to the procedures and rules here set forth. The period of time for which the student may be removed from a class may not exceed five class periods for a violation of a rule of conduct.

The procedures for notifying students and parents/guardians of violations of the rules of conduct and of resulting disciplinary action are the responsibility of the ASA's administration and staff.

Removal of a Student from Class

The right to remove a student from class is granted to the teacher responsible for classroom instruction and the ASA Director. Upon reasonable cause, the teacher and ASA Director may decide to remove the student.

- When circumstances permit, a student shall be removed from class upon agreement of the individual responsible for removing the student and the ASA Director after a conference with the student.
- The removal from class may be imposed without a conference when it appears that the student will create an immediate and substantial danger to himself/herself or to persons or property. If a student is removed from class due to immediate and substantial danger to himself/herself and no conference has been held, the individual responsible for removing the student will notify the school directors immediately of the action taken.
- The length of time of the removal from class shall be at the discretion of the ASA Director after consultation with the individual responsible for removing the student but shall not exceed five class periods.
- A written disciplinary report shall be submitted by the individual removing the student to the ASA Director within 24 hours of the removal of any student from the class.

- A student removed from class shall be the responsibility of the ASA Director or his/her lawful designee.
- A student removed from class must report directly to the ASA Director.
- The student will receive excused absences for the class periods from which he/she is removed.

Reporting Procedures When a Student is Removed from Class

The individual removing the student shall communicate with the legal parent/guardian in two ways:

1. By telephone, preferably on the day of the removal, or within 24 hours, and
2. By completing the Class Removal Form, a copy of which is sent to the home. In the event that a parent/guardian cannot be reached by phone, after three attempts the Class Removal Form shall constitute the communication with the parent/guardian.

Daily Class Work

Students who are removed from class will complete assignments outside of class in a timely manner as determined by the classroom teacher.

Return to Class

Before a student returns to class, he/she must attend a conference with the ASA Director or his designee and the teacher, in which conditions for return to class will be enumerated verbally and/or in writing. ASA support staff may also be asked to attend this conference.

Special Education Provision

For students who have IEP's where behavior is a concern, any established behavior contracts or behavior plans will be followed. If a disabled student is removed from class, the need for further assessment and the adequacy of the IEP will be considered by the IEP team.

Students may be suspended, excluded or expelled from school in accordance with the "THE PUPIL FAIR DISMISSAL ACT"

Chemical Use

Illegal substances use is detrimental to individuals and their development, the learning process, and to a school community, especially a residential school community. The ASA administration will not assume responsibility or liability for students who make irresponsible decisions to use drugs or alcohol. Possession of drugs or drug paraphernalia, and selling or supplying drugs (including prescription drugs) to others are also violation of criminal statute. Therefore, since chemical use is a serious legal and health issue, the possession, use, and/or supplying of alcohol, other drugs and/or drug paraphernalia on campus or when returning to campus is prohibited under any

circumstances. Assistance is provided to students who are interested in getting help before use becomes a disciplinary issue.

Zero Tolerance

The ASA has adopted a zero tolerance approach to drug and alcohol use and/or possession or supply. Zero tolerance defined by Administration means disciplinary action WILL be taken for any possession, use, supplying for of any drugs or drug paraphernalia on the Arts & Science Academy campus as outlined in this Chemical Use Policy.

Prohibited Objects

When working on school projects, students sometimes need to bring to campus objects, which are prohibited by school policy. Prohibited objects include, but are not limited to, alcoholic beverage containers, drug paraphernalia, cigarettes, weapons and look alike weapons (ex. toy weapons). Regardless of a student's intent, failure to receive authorization and failure to follow procedures for possessing prohibited objects on campus will result in consequences as determined by the school administration.

Because of the safety issues involved, weapons are of a special concern. Equipment that is used in the visual arts department such as exacto-knives, staple guns, etc. are considered weapons outside the visual arts classroom. This type of equipment must be stored in the visual arts classroom and is not permitted on key chains, in lockers, backpacks, etc. Weapons include firearms and look-alikes, knives and look-alikes, and any objects or substances that could reasonably be considered weapons given the circumstances. Weapons and look-alike weapons and ammunition are not permitted on school property. Regardless of intent, possessing, storing or keeping a weapon or look-alike weapon on school property is a violation of law and of school policy.

Searches of Property and Person

School Property and Personal Property

The school staff have the right and responsibility to search school property (including, but not limited to, storage areas, desks, bathrooms, and personal property (including, but not limited to, pockets, purses, backpacks, tool boxes, cell phones including both images and messages, when there are reasonable grounds to suspect students are breaking the law or school policies. These searches may legally occur without notice, without student consent, and without a search warrant. However, whenever possible, at least two school staff and the student will be present at any searches of personal property or school property. If a student refuses to cooperate with a search, the student will be suspended for 1-5 days and other disciplinary actions may also be taken.

Technology & Internet Acceptable Use Policy

Philosophy

The purpose of offering individuals at the ASA access to computer technology and the Internet is to promote excellence in research and education consistent with the school's mission and policies. Computer technology skills are now fundamental to the preparation of citizens and future employees. Students will develop these skills as they interact with the unique resources available through computer technology. With access to some computer technology like the Internet comes a danger of encountering materials and participating in activities inappropriate for students at our school.

We believe, however, that with education, acceptable use by students and with parent/guardian involvement, the benefits of responsible use exceed potential risks. Access to computer technology is a privilege provided by the school, and it carries with it the responsibility to use resources appropriately. Failure to adhere to school policy regarding acceptable use of computer technology and the Internet will result in restrictions or loss of school sponsored access to computer technology and other appropriate disciplinary action.

Computer Use

Students are expected to abide by the following rules when using ASA computers:

- No negligent behavior or misuse of school computers; no rough play is allowed in the computer labs.
- No beverages or food are allowed in the computer labs.
- Respect the work of others.
- Do not add or delete programs from the computers.
- Log out when you leave your computer station.

Acceptable Use

Individuals are expected to use their access to computer technologies to further educational and personal goals consistent with the ASA mission and school policies. The guidelines of responsible, considerate, and ethical behavior expected of students at the ASA extend to the use of all campus computers, campus network resources, and networks throughout the world to which the school provides access.

The following are some examples of acceptable use of school sponsored computer technology:

1. Complete class work and personal projects.
2. Locate information needed to complete class required research or personal research.
3. Participate in distance learning projects.
4. Download appropriate information from the Internet to personal network folders provided by the school.

Unacceptable Use

The examples of unacceptable use and possible consequences listed on the following page are not intended to be all-inclusive. They are presented as guidelines for administrators, teachers, students, and parents.

| | |
|-------------------|--|
| Vandalism | <ul style="list-style-type: none">• Intentionally degrading or disrupting equipment, software or software performance• Unauthorized monitoring, accessing, editing or changing of data belonging to others |
| Hacking | <ul style="list-style-type: none">• Tampering, modification, or additions to network software, hardware or wiring• Willful violation of computer system security |
| Inappropriate Use | <ul style="list-style-type: none">• Wasting of finite resources (i.e. generation of excessive network traffic, excess printing)• Transmitting or requesting, reviewing, downloading, storing, printing, editing or posting materials that are profane, obscene, or uses language or images that are disruptive to the educational process, including actions which could constitute harassment or discrimination• Posting personal information about a student or staff, including telephone numbers and addresses as well as information regarding the specific location of any student or staff• Using network for financial gain, political or religious promotion, or commercial purposes unrelated to the mission of the school• Plagiarism• Setting up web pages or private email accounts through external servers• Posting personal ads on external servers• Joining inappropriate chat rooms• Posing as another person (student, staff, faculty, etc) in any manner |

Miscellaneous

Bulletin Boards /Electronic Message Boards

Bulletin boards are located at various locations throughout the school building. They are one way to communicate important information to the school community.

Students who wish to put up postings in the school must have materials approved and initialed by the Director prior to posting. Postings must be removed by the individual or group after the meeting or event is completed. For security and safety purposes, posters may not be placed on the front entrance doors. Postings will be removed if the proper procedure is not followed.

Change Of Address/ Change Of Telephone Numbers/ Change In Custody/Moving Out Of Minnesota

Parents/guardians should notify the Office Manager by phone at 763-444-0342 when addresses and telephone numbers and custody stipulations change.

Pets

Students are not allowed to have pets in the buildings or on campus. Pets include, but are not limited to, the following: dogs, cats, rats, mice, reptiles.

Recycling

The ASA recycles paper, glass, plastic and metal products. All recyclable items should be placed in blue recycling bins located at convenient locations throughout the school.

Shoes

In accordance with the Minnesota Department of Health regulations and for the students' safety, shoes must be worn at all times, except in the dance studio and theater rehearsal areas when directed by the instructors.

Sunglasses

Students may not wear sunglasses in the building during school hours.

Lost and Found

Students should put names on their possessions and use lockers and locks. Any items that have been found and turned in will be located with the front desk receptionist. Unclaimed items are donated to charity at the end of each school year.

Bicycles

The ASA is not responsible for stolen or damaged bicycles. All bicycles should be locked on the outdoor bike racks. Bicycles are not allowed in school buildings.