

# Parnassus Preparatory School Student and Parent Handbook



**2016-2017**

Parnassus Preparatory School  
11201 96<sup>th</sup> Avenue North  
Maple Grove, MN 55369

Phone: 763.496.1416

[www.parnassusprep.com](http://www.parnassusprep.com)

# Table of Contents

<b>Introduction</b> .....	<b>5</b>
Contact Information .....	6
Welcome from the Executive Director.....	7
The Parnassus Administrative Team .....	9
Parnassus Preparatory School Framework .....	11
Teacher & Classroom, Parent, Student Responsibilities .....	14
<b>PART I – INFORMATION</b> .....	<b>23</b>
Arrival and Dismissal Hours .....	23
Attendance and Open Building Times .....	25
<b>Background Checks</b> .....	<b>29</b>
<b>Calendar</b> .....	<b>30</b>
<b>Class Assignments and Student Schedules</b> .....	<b>30</b>
<b>Communications to Administration, Faculty, and Staff</b> .....	<b>30</b>
<b>Complaints or Concerns</b> .....	<b>31</b>
<b>Eighteen-Year-Old Students</b> .....	<b>33</b>
<b>Facilities Use</b> .....	<b>33</b>
<b>Fees</b> .....	<b>33</b>
<b>Fundraising</b> .....	<b>33</b>
<b>Gifts to Employees</b> .....	<b>34</b>
<b>Graduation Ceremony</b> .....	<b>34</b>
<b>Holiday Celebrations and Special Events</b> .....	<b>34</b>
<b>Interviews of Students by Outside Agencies</b> .....	<b>35</b>
<b>Lunch &amp; Breakfast Program</b> .....	<b>35</b>
<b>Messages to Students</b> .....	<b>35</b>
<b>Nondiscrimination</b> .....	<b>35</b>
<b>Notice of Violent Behavior by Students</b> .....	<b>36</b>
<b>Parent and Teacher Conferences</b> .....	<b>36</b>
<b>Parent Volunteers</b> .....	<b>36</b>
<b>Pledge of Allegiance</b> .....	<b>39</b>
<b>School Activities</b> .....	<b>39</b>
<b>School Closing Procedures</b> .....	<b>40</b>
<b>Searches</b> .....	<b>40</b>
Lockers and Personal Possessions Within a Locker.....	41
Desks .....	41
Personal Possessions and Student’s Person.....	41

Vehicles on Campus.....	41
Patrols and Inspections.....	41
Search of the Interior of a Student’s Motor Vehicle .....	41
<b>Student Planners/Assignment Notebooks .....</b>	<b>42</b>
<b>Student Publications and Materials .....</b>	<b>42</b>
School-Sponsored Student Publications.....	42
<b>Student Records .....</b>	<b>43</b>
<b>Transportation of Public School Students.....</b>	<b>43</b>
Extracurricular Transportation .....	43
<b>Video and Audio Recording.....</b>	<b>43</b>
School Buses .....	43
Places Other Than Buses.....	44
<b>PART II — ACADEMICS.....</b>	<b>44</b>
<b>Cheating and Plagiarism .....</b>	<b>46</b>
<b>Class Rank/Academic Standing.....</b>	<b>47</b>
<b>Early Graduation.....</b>	<b>47</b>
<b>Activity Eligibility (All Levels).....</b>	<b>47</b>
<b>English Language Learners (ELL).....</b>	<b>48</b>
<b>Extended School Year Opportunities.....</b>	<b>48</b>
<b>Field Trips.....</b>	<b>48</b>
<b>Films, Videos, and Classroom Speakers .....</b>	<b>50</b>
<b>Grades.....</b>	<b>51</b>
<b>Graduation Requirements.....</b>	<b>52</b>
<b>School of Rhetoric Honors, College in Schools (CIS) &amp; Advancement Placement (AP).....</b>	<b>53</b>
<b>Post-Secondary Enrollment Options.....</b>	<b>53</b>
<b>Homework &amp; School Expectations.....</b>	<b>54</b>
<b>Promotion and Retention .....</b>	<b>56</b>
<b>Parent Right to Know .....</b>	<b>56</b>
<b>Special Education and Response to Intervention (RTI).....</b>	<b>57</b>
<b>PART III — RULES AND DISCIPLINE.....</b>	<b>59</b>
<b>Attendance.....</b>	<b>59</b>
<b>Behavior Guidelines.....</b>	<b>59</b>
<b>Bullying Prohibition.....</b>	<b>60</b>
<b>Buses – Conduct on School Buses and Consequences for Misbehavior .....</b>	<b>60</b>
<b>Cell Phones, Pagers, and Other Electronic Communication Devices.....</b>	<b>61</b>
<b>Discipline.....</b>	<b>62</b>

<b>Dress and Appearance</b> .....	<b>65</b>
<b>Drug-Free School and Workplace</b> .....	<b>66</b>
<b>Harassment and Violence Prohibition</b> .....	<b>66</b>
<b>Hazing Prohibition</b> .....	<b>66</b>
<b>Internet Acceptable Use</b> .....	<b>67</b>
<b>Parking on School District Property</b> .....	<b>67</b>
Students .....	67
Visitors .....	67
<b>Tobacco-Free Schools</b> .....	<b>68</b>
<b>Vandalism</b> .....	<b>68</b>
<b>Weapons Prohibition</b> .....	<b>68</b>
<b>PART IV — HEALTH AND SAFETY</b> .....	<b>69</b>
<b>Accidents</b> .....	<b>69</b>
<b>Crisis Management</b> .....	<b>69</b>
<b>Emergency Contact Information</b> .....	<b>69</b>
<b>Health Information</b> .....	<b>69</b>
First Aid .....	69
Communicable Diseases .....	69
Health Services.....	70
Immunizations.....	70
Medications at School During the School Day .....	70
<b>Pesticide Application Notice</b> .....	<b>71</b>
<b>Safety</b> .....	<b>71</b>
<b>Visitors in School Buildings</b> .....	<b>71</b>
<b>Appendix A – Calendar</b> .....	<b>72</b>
<b>APPENDIXES</b> .....	<b>73</b>
Appendix 1 – Distribution of Materials to Students and Families Policy- 923 .....	73
Appendix 2 – Protection and Privacy of Pupil Records - 515 .....	73
Appendix 3 – Student Attendance.....	73
Appendix 4 – Bullying Prohibition - 514 .....	73
Appendix 5 – Student Discipline - 506 .....	73
Appendix 6 – Harassment and Violence Prohibition – 413 .....	73
Appendix 8 – Hazing Prohibition - 526 .....	73
Appendix 9 – Tobacco-Free Environment – 419 .....	73
Appendix 10 – Animal Policy .....	73
<b>Acknowledgement Form</b> .....	<b>74</b>



*The mission of Parnassus Preparatory School is to provide students with a K-12 classical education grounded in the classical Trivium that demands their best in intellectual achievement and character development.*

## **Introduction**

### **Purpose of this Handbook**

The Board of Directors, Administrators, and Faculty welcome you to Parnassus Preparatory School (Parnassus).

This handbook has been prepared to inform you about Parnassus' mission, philosophy, key policies, and practices.

We ask that you read this handbook carefully and refer to it whenever questions arise. We also hope that it will reaffirm your decision to attend Parnassus. This manual is both a narrative and a means to provide you with key Board Policies that are important to highlight. Parnassus Preparatory School's Board Policies Book is available in the front office for review.

Policies and procedures included in this handbook supersede any previous communication on these topics. Parnassus Handbook will be reviewed and updated annually as needed.

The Parnassus Student Handbook is comprised of four parts:

- 1) Information;*
- 2) Academics;*
- 3) Rules and Discipline; and*
- 4) Health and Safety.*

**Parnassus Preparatory School**  
**11201 96<sup>th</sup> Avenue North**  
**Maple Grove, MN 55369**

**Contact Information**

School Phone Number	763-496-1416
School Fax Line	763-898-3977
School Web Page	<a href="http://www.parnassusprep.com">www.parnassusprep.com</a>
School E-Mail Address	<a href="mailto:contact@parnassusprep.com">contact@parnassusprep.com</a>
Title IX Coordinator:	
Human Rights Coordinator:	Principal Hamiel, <a href="mailto:hamiel@parnassusprep.com">hamiel@parnassusprep.com</a>
504 Coordinator:	Principal Omberg, <a href="mailto:omberg@parnassusprep.com">omberg@parnassusprep.com</a>
Special Education Coordinator:	Principal Omberg, <a href="mailto:omberg@parnassusprep.com">omberg@parnassusprep.com</a>
Executive Director:	Ms. Ford, <a href="mailto:ford@parnassusprep.com">ford@parnassusprep.com</a>
Board of Directors	Mr. Friess, Chair, Treasurer <a href="mailto:friess@parnassusprep.com">friess@parnassusprep.com</a> Ms. Ross, Vice Chair <a href="mailto:ross@parnassusprep.com">ross@parnassusprep.com</a> Mr. Zigrino, Secretary <a href="mailto:zigrino@parnassusprep.com">zigrino@parnassusprep.com</a> Ms. Rigby <a href="mailto:rigby@parnassusprep.com">rigby@parnassusprep.com</a> Ms. Rose <a href="mailto:rose@parnassusprep.com">rose@parnassusprep.com</a>

Board members response time expectations must be realistic. Contacting Board members should be made after procedures for communication described in this handbook, including complaints and concerns protocol, have been followed. An acknowledgement of receipt will be submitted and a response will follow upon collection of facts and evaluation is completed.

## Welcome from the Executive Director

Welcome to a new school year! Parnassus Preparatory School opened in August of 2011 to offer students an excellent education in the classical tradition. A classical education is a balanced education as it seeks to develop the whole child. It attends to advancing the intellect while instructing the moral character and it delivers the best content of the Western traditional canon through pedagogy that acknowledges current understanding of child development and learning. Parnassus students are prepared to think for themselves. They have at their command a large body of factual knowledge, a logical frame of mind that allows them to organize and analyze facts, and the ability to put forward reasoned and persuasive arguments in what they say and write. Undergirding their learning is a keen attention to ethics and the habitual practice of applying wisdom and virtue as a way of life.

As the Executive Director of Parnassus, I am committed to advancing our school's critical mission on behalf of all students. We set a rigorous standard for excellence at our school and we will ask our students to work beyond their potential to meet that standard. At the same time, we aim, as a classical school, to nurture a sense of intellectual wonder and a need for Beauty, Goodness, and Truth. My education in liberal arts helped form my thirst for knowledge, for a life enriched by beauty, and for conversations that tested my thinking – much the same as a Parnassus education does for our young scholars.

At Parnassus, students learn early the value of hard work. We are inviting them to take on the adventure of a lifetime—to climb that metaphorical Mount Parnassus towards wisdom and virtue. Scaling this mountain demands a high level of preparation, knowledge, care, and commitment, and our staff is devoted to leading our students to the summit. We know that the small steps and giant leaps they take on this journey will benefit them now and also prepare them to face the challenges and experience the triumphs that lie ahead after they leave our school. Our Latin motto, *Finis Origine Pendet* (the end depends on the beginning), reminds us of the importance of building a strong foundation.

On behalf of the Parnassus Preparatory School administration, staff, and board, we thank you for choosing Parnassus Preparatory School. Best wishes to our students for a successful school year!

Ms. Ford

---



### **Ms. Ford, Executive Director**

Ms. Ford is the current and founding Executive Director of Parnassus Preparatory School. She was also one of the founders of the first classical charter school in our neighboring state and one of the first charter schools in her region. Under her leadership, the school grew to full capacity, nearly 500 students in grades K-8 with a large waiting list in the hundreds each year since its inception in the 1990s. The school was identified as one of the top charter schools in Wisconsin based on student performance,

low staff and student attrition levels, and high academic standards. Ms. Ford holds a B.A. in Art History from Lawrence University and an M.A. in Educational Leadership.

**Ms. Bottenfield, Director of Academics and Programs, Founder**

Mrs. Bottenfield holds a B.A. in International Relations with a minor in marketing from the University of St. Thomas and a Master of Business Administration with an International Business concentration from the University of Minnesota, Carlson School of Management. Mrs. Bottenfield is the original founder of Parnassus and served as the Board Chair for five years from its initial development until 2013 when she resigned from the Board Chair position to accept the Director of Academics position. Mrs. Bottenfield has visited several classical charter schools and classical private schools in and out of state. She has observed classes at these schools, has seen firsthand the results of the rigorous classical curriculum and the trivium teaching methods, has participated in workshops, engaged in many discussions with experts in the field, read many books on education and the classical trivium, and continues to conduct extensive research about classical education.

**Ms. Good, District Assessment Coordinator**

Ms. Good wears many hats in her role. She oversees all testing assessment practices, including state and national exams. She trains staff on appropriate testing procedures as well as analyzing and understanding data to improve instruction. Ms. Good oversees the Animus and Accendo after-school programs and all school events and activities. She serves as the volunteer coordinator, assists with marketing and communications. Ms. Good holds a B.A. in Cognitive and Linguistic Sciences with a minor in Italian from Wellesley College in Wellesley, Massachusetts and an M.A. in Educational Leadership.

**Principal Hamiel, Principal of the Schools of Logic & Rhetoric**

Principal Hamiel is a former high school math teacher and has always had a love for education. Prior to coming to Parnassus in the fall of 2013, he was a mathematics teacher for the St. Cloud Area Schools. Principal Hamiel sets high expectations for all students and champions classical education. He holds an M.A. in Curriculum, Instruction, and Assessment and a K-12 Principal and Superintendent licenses from St. Cloud State University.

**Principal Kasowicz, Asst. Principal of the Schools of Logic & Rhetoric**

Principal Kasowicz was previously employed by Robbinsdale Area Schools as a special education teacher within a self-contained program. He was co-chair of his building's Professional Development committee the past two years. Concurrently, Mr. Kasowicz has worked as an adjunct instructor for Concordia University, St. Paul, teaching courses in the Graduate programs for Educational Leadership and Educational Technology. Prior to working for Robbinsdale Area Schools, he spent five years as a special education teacher for BlueSky Online High School, where he served on the charter school board as Board Secretary. Principal Kasowicz is presently enrolled at Bethel University, St. Paul for his Doctorate in Educational Leadership.

**Dean Melander, Dean of Students & Academics**

Dean Melander is a strong advocate of classical education. She holds a B.A. in studio arts from Minnesota State University Moorhead, an MFA from Minneapolis College of Art & Design, an

MAT in Literacy, and is currently working toward an ED. D Educational Leadership degree with a K-12 Principal License through St. Mary's University of Minnesota.

**Principal Omberg, Principal of the School of Grammar and Special Education Director**

Principal Omberg holds high expectations for all learners and is very excited to continue being a part of Parnassus. Principal Omberg came to Parnassus last year as the Special Education Coordinator with ten years previous experience from Minnetonka Public Schools. She has an M.A. in Special Education from the University of Minnesota. She also holds a K-12 Principal and Director of Special Education licenses from Saint Mary's University.

**The Parnassus Administrative Team**



Pictured above (left to right): Ms. Bottenfield, Ms. Good, Principal Hamiel, Principal Omberg, Principal Kasowicz, Dean Melander.

## The Parnassus Board of Directors

**Mr. Greg Friess - Board Chair, Treasurer, & Founder**

Mr. Friess holds a B.A. in both Economics and Political Science. He earned an M.S. in Economics from the University of Wisconsin-Madison where he also worked as a teaching assistant. He has spent his career as a financial analyst providing investment research to professional money managers, working on forecasting and regulatory issues in the utility industry, and working with small business. Mr. Friess is been with Parnassus since its inception. He believes that charter schools offer an additional educational choice to families in the northwest suburbs and that choice is a key to improving the educational outcomes of all children in the area.

**Ms. Nancy Rigby - Director**

Ms. Rigby has been a practicing attorney for 10 years. After graduating with a B.A. from Trinity University and a J.D. from the Washington and Lee School of Law, she joined the Minneapolis based

law firm Faegre & Benson where she represented financial institutions and corporations in a variety of financing transactions, including multi-currency loans, construction real estate financing, asset-based lending, and specific project finance. She is currently senior corporate counsel in the legal department of U.S. Bank National Association, advising the bank on legal and regulatory issues surrounding various derivative products (including interest-rate swaps and foreign exchange). Ms. Rigby has served as a committee member of the Parnassus Policy and Election Committee where she assisted with crafting school policies for board consideration. She is convinced of the merits of a classical curriculum and is thrilled to be part of the Parnassus Preparatory School community, both as a parent and board member.

#### **Ms. Barbara Rose – Director**

Ms. Rose, teacher since 1997, graduated Summa Cum Laude from Bemidji State University with a major in Elementary Education, minor in Art, and an emphasis in reading. She earned her Master's degree in Teaching and Learning from St. Mary's in 2001. After teaching at a large district school for most of her career, she joined the Parnassus team as a Fourth Level Grammar teacher when the school opened. Ms. Rose is passionate about implementing the Classical Education model and the difference it can make in the academic growth of her students.

#### **Ms. Heather Ross - Vice Chair & Founder**

Ms. Ross has a B.A. degree from the University of Minnesota with majors in History and Political Science and a Masters of Education degree from the University of Minnesota. Ms. Ross's experience with 7-12 education includes teaching in both public and private high school settings. Ms. Ross holds a current Minnesota Teaching License and brings a wealth of teaching and education experience to the team.

#### **Mr. Kenneth D. Zigrino**

Mr. Zigrino is an original founder of Aspen Acquisition Corporation, and has been the Chief Intellectual Property Officer, Secretary and a director of the Company since its inception. For the past 30 years, Mr. Zigrino has been an entrepreneur and corporate lawyer, focusing on emerging firms. From March of 2001 to the present, Mr. Zigrino was in the private practice of law, advising emerging businesses in a wide range of industries, from medical devices to manufacturers to renewable energy. From June of 1998 to March of 2001, Mr. Zigrino was the Vice President, Secretary and General Counsel of Velocity Express, Inc., North America's largest same-day delivery company with annual revenues in excess of \$550 million. Prior to that, he was Secretary and general counsel to Primo Piatto, Inc., a Twin Cities based pasta manufacturer that was sold to Dakota Growers. Mr. Zigrino served as President of the law firm of Zigrino & LoGalbo, P.A. from January 1990 to June of 1998. Prior to 1990, Mr. Zigrino practiced corporate law at two well-known Twin Cities law firms. He received his law degree cum laude from Syracuse University College of Law in 1985.

### **Governance**

A Board of Directors composed of parents, one teacher, and one community member govern Parnassus Preparatory School. The Board delegates the management and daily operation of the school to the Executive Director who is responsible for carrying out the Board's policies. Parnassus' Board of Directors follows some aspects of the John Carver Policy Governance model where it fits with public charter schools and where it aligns with Parnassus' mission, charter, and philosophy. Policy Governance<sup>®</sup>, an integrated board leadership paradigm created by Dr. John Carver, is a model of governance designed to empower boards of directors to fulfill

their obligation of accountability for the organizations they govern. The model enables the board to focus on the larger issues, to delegate with clarity, to control management's job without meddling, to rigorously evaluate the accomplishment of the organization.

The Board's job is defined in accordance with the roles of the board, its members, the chair and other officers, and any committees the board may need to help it accomplish its job. This includes the necessity to "speak with one voice". Dissent is expressed during the discussion preceding a vote. Once taken, the board's decisions may subsequently be changed, but are never to be undermined. The board's expectations for itself also set out self-imposed rules regarding the delegation of authority to the staff and the method by which board-stated criteria will be used for evaluation. Policy Governance boards delegate with care. There is no confusion about who is responsible to the board or for what board expectations they are responsible. Double delegation (for example, to a board committee as well as to the CEO) is eliminated.

Evaluation, with such carefully stated expectations, is nothing more than seeking an answer to the question, "Have our expectations been met?" The board, having clarified its expectations, can assess performance in that light. This focused approach reduces the mountains of paperwork boards often feel obliged to review. Moreover, those boards which worry that they are only furnished the data management wants to give them find that, in stating their expectations and requiring a relevant and credible accounting of performance, they have effectively taken over control of their major information needs. Policy Governance is a radical and effective change in the way boards conceive of and do their job. It allows greater accountability. Board leadership isn't just rhetoric. It's a reality.

## **Board Committees**

### *Committees of the Board*

Parnassus Board Committees are active or dormant in response to the request of the Board and exist to support the needs of the Board. Committees have objectives, strategies, and a preferred set of experiences, skills, and backgrounds for participation in order to better serve the Board and the needs of the school. The Board will activate one or more Board Committee when it decides there is a need and at the appropriate time. Parents are encouraged to become involved in committees that interest them and according the skills and background experiences for that committee. Parents are also encouraged to attend Board meetings and committee meetings. Information about meetings is posted on the school's official posting site on a bulletin board in the main office and on the school website. Committees have non-voting power, report to the Board of Directors, collaborate with the Executive Director, and must comply with the Open Meeting Law.

## **Parnassus Preparatory School Framework**

### *What is a charter school?*

A charter school is a public school that receives public education funding and is open to all children in the state in which it is located. In general, a charter school is its own school district, nonsectarian, tuition-free, and governed by a Board of Directors elected by the parents and staff of the school. Minnesota passed the first charter school law in 1991 and saw the opening of the

first charter school in the nation in 1992. Since 1991, over 40 states, the District of Columbia, and Puerto Rico have enacted laws allowing the creation of charter schools.

*Charter Schools Are Created For A Very Defined Purpose:*

Parnassus desires to educate all students who enter our school, expecting nothing less than the best from each one.

- Parnassus is a fit for parents and students who wish to make a definite educational choice in the Parnassus’ classical schooling model.
- Those students who will thrive at Parnassus are the ones who understand and whose parents understand the effort necessary to attain a classical education.
- Parents and students not in agreement with the mission, philosophy, and policies of the school may not be able to adhere to the stated policies of the school. In such cases a different educational opportunity may be more appropriate.

*Focused on one specific philosophy:*

Every charter school has its own mission and philosophy. Parnassus Preparatory School is a classical college preparatory school.

*Minnesota Charter Schools are:*

Publicly funded schools of choice: Parnassus is a charter school in Minnesota and is authorized by Friends of Education. Parnassus is funded on a per pupil basis. The “official count” occurs in October, so it is very important that students are accounted for during this period of time, as specified by the state. The “Request for Transcript and Student Release Record” form is of utmost importance as it is used as the official student count by the state. Parnassus receives its funding based on the number of these forms the school has received.

*Usually established by a group of founders:*

Parnassus’ founding members are three parents, Laura Bottenfield, Greg Friess, and Heather Ross, who were interested in providing the best education available to their own children and to as many other students as possible. The lack of choices available for education excellence in the community became the driving force in the decision to have Parnassus be a classical college preparatory school for Prima through the School of Rhetoric.

*Site-based managed:*

The mode of governance can vary from charter school to charter school. The Parnassus Board of Directors has a parent majority comprised of three parents, one licensed teacher teaching at the school and one community member.

**Mission**

The mission of Parnassus Preparatory School is to provide students with a K-12 classical education grounded in the classical Trivium that demands their best in intellectual achievement and character development.

## **Vision and Goals**

The name "Parnassus" in literature typically refers to its distinction as the home of poetry, literature, and learning. We envision a school where staff, parents, and students share a unity of purpose and where all consider themselves part of a community of learners. We believe, with the late Mortimer Adler, that a complete education is the work of a lifetime and that the K-12 years are only the beginning of a lifelong educational journey. Parnassus' goal is to become one of the top performing high schools in Minnesota and in the nation.

## **Philosophy**

Parnassus' philosophy is that all students benefit from the highest standards of academic integrity and from a rigorous, content-rich, educational program that develops their intellectual capacity and personal character. The school will provide an environment that fosters academic excellence through the habit of discipline and thoroughness, the willingness to work, and the perseverance to complete difficult tasks. Through a defined, traditional, classical curriculum grounded in the Trivium students will be prepared to become active and responsible leaders and members of their community.

## **Education Philosophy**

- Our educational philosophy is expressed in our charter, our research, as well as Dorothy Sayers' essay "The Lost Tools of Learning," writings from E.D. Hirsch Jr., Dr. T.O. Moore, and James Kilpatrick (*Why Johnny Can't Tell Right From Wrong*).
- Student services and special education provide support for all students with academic, behavioral, and other identified needs. Interventions utilized to achieve Parnassus' expectations are congruent with the classical model.
- Parnassus resists grade inflation and social promotion.
- Latin and Greek are taught as a critical component of a classical education.
- Successful completion of a Fourth Level Rhetoric thesis, including presentation and its defense, is a requirement for graduation.
- Students will be academically prepared to pursue multiple post-secondary options.
- Literacy is taught through a Direct Instruction phonics program. Math and science instruction begins in the Grammar School and moves toward a more conceptual approach using the Socratic Method in the Logic and Rhetoric Schools.
- The Humanities, the study of history, literature, as well as the arts is an integral part of the scholars learning also taught through direct instruction, Socratic and Harkness style discussions.
- While Parnassus complies with all state standards, our curriculum is centered on classical education.

For an increased understanding of Parnassus Preparatory School's mission and philosophy we encourage the reading of the following articles & books.

## **Bibliography:**

- Bauer, Susan Wise. *The Well Trained Mind*
- Hirsh, E.D. *Cultural Literacy: What Every American Needs to Know*
- Hirsh, E.D. *The Schools We Need and Why We Don't Have Them*

- Jensen, Eric. *Enriching the Brain: How to Maximize Every Learner’s Potential*
- Kilpatrick, William. *Why Johnny Can’t Tell Right From Wrong*
- Kilpatrick, William. *Why Johnny Can’t Read or Write*
- Sayers, Dorothy. “The Lost Tools of Learning”
- Simmons, Tracy Lee. *Climbing Parnassus: A New Apologia for Greek and Latin*
- Veith, Gene Edward & Andrew Kern. *Classical Education: The Movement Sweeping America*

Note: Materials used at the school are always adjusted to reflect the nonsectarian nature of public schools.

## **Teacher & Classroom, Parent, Student Responsibilities**

### **Role of the Teachers**

Teachers are the heart of the school. Without dedicated, competent teachers, the best educational practices will never come to fruition in the classroom. Parnassus’ teachers are expected to implement Parnassus’ academic mission. In the classroom, the teacher is in charge. Outside of the classroom, teachers receive professional guidance with respect to specific goals and objectives from the Executive Director and school administrators.

Teachers are professionals. Professionalism refers to conducting oneself with the dignity and gravitas that befit the activity of learning. Professionalism among teachers also entails continued studies both in one’s area of expertise and in the liberal arts and sciences generally. Every teacher should be the master of his own academic discipline and of the art of teaching.

Teachers have different styles of teaching. Socrates asked questions. Aristotle delivered lectures. The teacher’s style sets the intellectual tone for the class. Teachers have the ultimate responsibility over the direction and scope of the class. All teachers accept the responsibility for teaching the entire curriculum, both content and skills, in a manner congruent with the school’s philosophy based in the classical Trivium and classical pedagogy.

Because all of us have had educational experiences and most have attended school, we have been immersed in various philosophies whether we have been aware of them or not. The book, *The Academic Achievement Challenge: What Really Works in the Classroom*, by Jeanne S. Chall (Professor Emeritus at Harvard University, Graduate School of Education), notes the importance of understanding philosophical approaches in education, for philosophy dictates choices from textbook selection to approaches to student discipline.

Educators and parents, since the end of the 19th century, have aligned themselves with one or the other of two fundamental positions. The historian R. Hofstadter terms the first “Intellectualist,” which defines the primary goal of education as the mastery of core academic subjects by everyone. Parnassus aligns entirely with Hofstadter’s definition of “intellectualist.” The other position may be termed “Anti- Intellectualist” and defines the primary goal of education as “meeting the needs of individual students, which may or may not include a primary emphasis on academic learning” (Stevenson & Stigler, 1992). These positions have also been termed “Teacher-Centered” and “Student-Centered.”

## **Role of the Parents**

At Parnassus Preparatory School, parents are an important part of the educational effort. Parents are expected to:

- Model good character and embrace Parnassus' pillars of character
- Help their children develop effective study skills
- Oversee regular reading, writing, and mathematics skill development
- Stimulate discussion and exploration of ideas and events with students
- Support the school goals through familiarity with the Handbook, through homework review, getting children to school on time, taking vacation time only during the school breaks, and holding high expectations and aspirations that contribute positively to the students' success.

Students' self-esteem and sense of belonging develop from practice and accomplishment, from consistent expectations in the school climate and culture, and from achieving good character and citizenship.

## **Student Accountability**

The purpose of Parnassus is to teach students. "Student" derives from the Latin word *studēre*, which means "to give attention to," "to take pains with," "to apply oneself to," "to strive after," "to pursue," "to desire." Students, then, are by definition diligent in, attached to, and zealous for, their studies. We simply expect students to live up to their name. The teachers of Parnassus will work hard to prepare their lessons. Students must in turn take fullest advantage of these lessons and make the best use of this time of their lives given to preparing their minds for the opportunities and challenges that await them.

Role of the Teacher	
What Parnassus IS Teacher-centered/intellectualist	What Parnassus IS NOT Student-centered/anti-intellectualist
<ul style="list-style-type: none"> <li>❖ Acquiring knowledge from the past and present and recognizing patterns that may occur in future;</li> <li>❖ Developing skills important for the individual society;</li> <li>❖ A core curriculum</li> </ul>	<ul style="list-style-type: none"> <li>❖ Learning based on the learner's interests</li> <li>❖ No required core curriculum;</li> <li>❖ Emphasis on integration</li> </ul>

Moral Development	
What Parnassus IS Teacher-centered/intellectualist	What Parnassus IS NOT Student-centered/anti-intellectualist
<ul style="list-style-type: none"> <li>❖ Students learn right from wrong from their studies, from adult guidance, and from extra-curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>❖ Morality develops from the individual's experience</li> <li>❖ It is best learned when not taught directly</li> </ul>

Curriculum	
What Parnassus IS Teacher-centered/intellectualist	What Parnassus IS NOT Student-centered/anti-intellectualist
<ul style="list-style-type: none"> <li>❖ Core subjects are taught separately;</li> <li>❖ History and Geography are defined</li> <li>❖ Explicit phonics instruction is used to teach reading</li> </ul>	<ul style="list-style-type: none"> <li>❖ Any subject can serve to develop problem-solving abilities and creativity;</li> <li>❖ Social Studies combines History, Sociology, Geography and Anthropology</li> </ul>

Work Habits	
What Parnassus IS Teacher-centered/intellectualist	What Parnassus IS NOT Student-centered/anti-intellectualist
<ul style="list-style-type: none"> <li>❖ Students are expected to learn what is taught;</li> <li>❖ Students are taught important skills to help them become good citizens and learners</li> </ul>	<ul style="list-style-type: none"> <li>❖ The best learning comes when students are interested in what they learn;</li> <li>❖ Therefore teachers are to encourage students to follow their own interests in learning;</li> <li>❖ Students are assumed to have good habits</li> </ul>

Promotion	
What Parnassus IS Teacher-centered/intellectualist	What Parnassus IS NOT Student-centered/anti-intellectualist
<ul style="list-style-type: none"> <li>❖ Promotion is largely by achievement;</li> <li>❖ Student may be remediated and retained if achievement is too low</li> </ul>	<ul style="list-style-type: none"> <li>❖ Social promotion is preferred;</li> <li>❖ Student is promoted with age group even if achievement is too low</li> </ul>

Teacher's Background	
What Parnassus IS Teacher-centered/intellectualist	What Parnassus IS NOT Student-centered/anti-intellectualist
<ul style="list-style-type: none"> <li>❖ Education in subject matter being taught is preferred;</li> <li>❖ Of course, excellent teaching methods are also required to help students learn the content</li> </ul>	<ul style="list-style-type: none"> <li>❖ Teacher's mastery of subject matter is considered less important than an understanding of child and adolescent development</li> </ul>

Classroom Appearance	
What Parnassus Classroom IS	What Parnassus Classroom IS NOT
<ul style="list-style-type: none"> <li>❖ Scholarly setting</li> <li>❖ Students seated at desks squared facing front</li> <li>❖ Organized, uncluttered structure</li> <li>❖ Visuals related to curriculum only</li> <li>❖ Students' curriculum based work exhibited</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students teaching students</li> <li>❖ Students working on the floor with improper body posture and increased distraction</li> <li>❖ Students seating at tables during lecture facing many directions</li> <li>❖ Students need to adjust their bodies to face the front</li> <li>❖ Students' work unrelated to the curriculum displayed categorized as "cute"</li> <li>❖ Busy nick-knacks</li> <li>❖ Holiday decorations</li> </ul>

Teaching Pedagogy	
What Parnassus Classroom IS	What Parnassus Classroom IS NOT
<ul style="list-style-type: none"> <li>❖ Teacher-directed instruction (the teacher is a sage on the stage)</li> <li>❖ Teacher delivering content-specific or skill information for majority of classroom time specifically in the Grammar School</li> <li>❖ Teaching a rigorous, rich, challenging curriculum regardless of test standards</li> <li>❖ Specific teaching precedes any expectations of students (organization, standards, etc.)</li> <li>❖ Focused on mastery</li> <li>❖ Focus on skill building (drill, rote learning and memorization in Grammar School)</li> <li>❖ Phonics-based reading instruction - beginning in Kindergarten</li> <li>❖ Classrooms may have one curriculum-related event each year, such as medieval feast</li> <li>❖ Academically focused - <u>every minute matters!</u></li> </ul>	<ul style="list-style-type: none"> <li>❖ Teacher is a guide on the side</li> <li>❖ Students teaching students</li> <li>❖ Projects-based or exploratory learning</li> <li>❖ Assignments of busy work that takes student time, but does not further learning (such as word searches)</li> <li>❖ Teaching to the state test</li> <li>❖ Enrichment and "fun" activities (<u>Parnassus believes that learning is fun!</u>)</li> <li>❖ Whole-language based</li> <li>❖ Slow paced teaching</li> <li>❖ Classroom parties throughout the year wasting learning time</li> <li>❖ Much time wasted and lots of "down-time"</li> </ul>

Classroom Discipline & Expectations	
What Parnassus Classroom IS	What Parnassus Classroom IS NOT
<ul style="list-style-type: none"> <li>❖ Successful discipline system in action</li> <li>❖ Clear expectations set forth</li> <li>❖ Students exhibit respect addressing others "Sir" "Ma'am" and personal titles Mr., Mrs., Ms.</li> <li>❖ Students stand up every time they address the teacher</li> <li>❖ Students also stand up when participating in curriculum related exercises such as disputation/debates, discussions, mock trials</li> <li>❖ High-expectations is in every aspect of the school</li> <li>❖ Homework supports the curriculum and reinforces concepts taught</li> </ul>	<ul style="list-style-type: none"> <li>❖ Discipline system not respected, successful</li> <li>❖ Unclear expectations</li> <li>❖ Students address authority "dude" "bro" "yo"</li> <li>❖ Students lounge at their chairs</li> <li>❖ Low expectations (they are just kids)</li> <li>❖ Homework is limited, non-existent, or busy work</li> </ul>

## Meaning of the School Name

Mount Parnassus is a mountain in central Greece that towers above Delphi. As the Oracle of Delphi was sacred to the god Apollo, so did the mountain itself become associated with Apollo. According to some traditions, Parnassus was the site of the fountain Castalia and the home of the Muses. As the home of the Muses, Parnassus became known as the home of poetry, music, and learning. In Greek mythology, the Muses are nine archaic goddesses who embody the right evocation of myth, inspired through remembered and improvised song and traditional music and dances. The canonical nine Muses are:

- Calliope (Beautiful Voice) – epic poetry
- Euterpe (Delight) – music
- Erato (*eros* (love) Lovely One) – lyric poetry
- Thalia (*thallein* (to bloom), Festivity) – comedy.
- Clio (*kleos*(glory) / *kleiein* (to celebrate) / Celebration/Fame) – history
- Urania (*ouranos* (sky) Heavenly One) – astronomy
- Terpsichore (Delight of dancing/choruses) – dance
- Melpomene (*melpain* (to sing) the Singing goddess) – tragedy
- Polyhymnia (*poly* (many) and *hymnos* (hymn) or *mnasthai* (to remember - Many Songed/Hymned) –sacred poetry and eloquence

Greek *mousa* is a common noun as well as a type of goddess: it literally means "song" or "poem". In Pindar, to "carry a *mousa*" is "to sing a song". The word is probably derived from the Indo-European root *\*men-*, which is also the source of Greek Mnemosyne, Latin Minerva, and English "mind", "mental" and "memory."

The Muses were therefore both the embodiment and sponsors of performed metrical speech: *mousike*, whence "music", was the art of the Muses. In the archaic period, before the widespread availability of books, this included nearly all of learning: the first Greek book on astronomy, by Thales, was set in dactylic hexameter, as were many works of pre-Socratic philosophy; both Plato and the Pythagoreans explicitly included philosophy as a sub-species of *mousike*. Herodotus, whose primary medium of delivery was public recitation, named each one of the nine books of his Histories after a different Muse.

## Meaning of the School Crest & Colors

### The Crest

At Parnassus, we will proudly wear our crest – letting others know that we are united in the belief that knowledge stems from an education rooted in the classical system. By wearing a common uniform and educational crest, we agree to stand together as students, learners, thinkers, scholars, and friends. Always wear your crest with pride! The elements included in our crest have symbolic meaning:

- The book on the top represents knowledge.



- The torch represents life, truth and intelligence.
- The laurel leaf vines represent both peace and strong, lasting friendships.

### Authorized Crest Usage

The above crest, the uniform crest, Parnassus™ and Parnassus Preparatory School™ names have been trademarked, are the exclusive property of Parnassus Preparatory School and may not be reproduced or used without the prior written consent of the Executive Director or his/her designee.

A trademark is a symbol, word, or words used to identify the source of goods or services. Registering our trademark limits the use of our name and crest as well as protecting them from confusingly similar names or designs, both now and in the future.



PARNASSUS™

### School Colors

The school's colors are red, gold, and blue. The colors have a specific meaning described below:

- Red is the color of fire and blood, so it is associated with energy, strength, power, determination as well as love.
- Gold is the color of sunshine. It is associated with joy, happiness, intellect, and energy.
- Blue is the color of the sky and sea. It is often associated with depth and stability. It symbolizes trust, loyalty, wisdom, confidence, intelligence, faith, and truth.

### Latin Motto

The school's Latin motto is: *Finis origine pendet*. Loosely translated, it means: *The end depends on the beginning*.

### School Mascot

The Olympians



## Levels of the Trivium Replace Traditional Grade Level Terms

In the spirit of a traditional preparatory school, Parnassus uses its own system for labeling grade levels to replace those that are used in most district schools. Many preparatory schools in the U.S., Britain, and other countries use the Sixth Form system, but at Parnassus we wanted to underscore the classical Trivium.

Since the cornerstone of a classical school and our mission is the Trivium (the schools of grammar, logic, and rhetoric), our system has labeled the four levels of each school as follows:

**School of Grammar (SOG)** [Begins with the Latin term, *Prima*, for kindergarten - “first in Latin”]

- Prima
- 1st Level Grammar (1G)
- 2<sup>nd</sup> Level Grammar (2G)
- 3<sup>rd</sup> Level Grammar (3G)
- 4<sup>th</sup> Level Grammar (4G)



**School of Logic (SOL)**

- 1st Level Logic (1L)
- 2<sup>nd</sup> Level Logic (2L)
- 3<sup>rd</sup> Level Logic (3L)
- 4<sup>th</sup> Level Logic (4L)

**School of Rhetoric (SOR)** [Our system is outlined on transcripts for universities]

- 1st Level Rhetoric (1R)
- 2<sup>nd</sup> Level Rhetoric (2R)
- 3<sup>rd</sup> Level Rhetoric (3R)
- 4<sup>th</sup> Level Rhetoric (4R)

### **School of Grammar – Prima – 4th Level Grammar (4G)**

Prima through Fourth Level Grammar (4G) are the years in which young students master and internalize the skills of language and mathematics as well as absorb a broad expanse of facts in history, geography, science, and the arts. Instruction is primarily parts-to-whole. In these years students are expected to master foundational concepts and skills. In initial literacy instruction students master the phonograms of the English language and use them to capture their own oral language production in the written system. The study of parts of speech and of the structure of sentences develops into examination of, and practice with, various types of writing. In mathematics, basic computation and number sense undergird problem-solving. In science, students learn about the natural world as well as the stages of scientific inquiry. In history, the chronological development of world civilizations is linked with a study of geographic regions, as well as introductory concepts of civics and economics. The other content areas have similar structure. The goal is to accumulate knowledge that will later be leveraged in the comprehension and analysis of more complex concepts.

### **School of Logic – First Level Logic (1L) – Fourth Level Logic (4L)**

In the second stage of a classical education, students continue to advance in skill areas and to accumulate knowledge, but more focus is placed on developing analytical thinking skills and the capacity for abstract thought, discovering relationships between fields of knowledge, and fitting knowledge into a logical framework. Instruction is primarily whole-to-parts. The logic stage is also known as the “dialectic” stage because there is more of a give-and-take conversation between students and instructors. Instructors will build upon the Socratic method of guided questions to help students learn to reason and develop conclusions. Students in 1L through 4L are expected to demonstrate the ability to move beyond facts to integration and analysis. For instance, in the study of literature, whereas the grammar stage child is expected primarily to show comprehension through summary, the logic stage child is asked to interpret and evaluate how multiple elements of fiction contribute to the meaning of a text. Similarly, in mathematics, the logic-phase student is expected to recognize relationships in numerical patterns, explain relationships (e.g., equivalences and probabilities) and to distinguish between the effectiveness of problem-solving strategies for various problems and contexts. The study of science extends beyond factual presentation and rehearsals of scientific inquiry to introductory investigation and experimentation with data gathering and data analysis. The Logic School focuses on preparing the students for the Rhetoric School versus a continuation of the Grammar School. In other words, the School of Logic is not a continuation of the elementary years, but rather a push forward in preparation for high-school.

### **School of Rhetoric – First Level Rhetoric (1R) – Fourth Level Rhetoric (4R)**

In the rhetoric stage, 1R through 4R, students use knowledge and critical thinking skills to write and speak with fluency, eloquence and persuasiveness about all subjects in the curriculum. The study of history, literature, government, philosophy, ethics, and art and music appreciation have become so intertwined that they are studied together and examined through seminars in all subject areas. Advanced science, mathematics, and modern foreign languages are studied as well as rhetoric and debate. In this stage students choose topics on which to do in-depth projects in an area of interest. Students in the School of Rhetoric are expected to be clear, elegant, and reasoned communicators. They support their ideas with facts acquired in the grammar stage and apply analysis skills formed in the logic stage by explicit instruction in formal logic and examination of virtue. In this stage, students begin to develop original arguments, profess well-informed opinions, and debate ideas. Writing and oration are dominant modes of expression intended to persuade hearers and inspire dialogue. Students are liberated to critique what they have learned in the prior stages of the Trivium and make individual decisions for their elective course(s) of study.



**PARNASSUS PREPARATORY SCHOOL**  
**Pillars of Character**



**Citizenship**

To honor rules and laws and act with obedience toward authority. To give of my time and abilities to serve others.  
 To uphold social equality and fairness through respect for individual differences and knowledge of our democratic system.

**Integrity**

To make the best choices with my words and behavior by knowing the difference between right and wrong, and to ask for adult help if I am not sure. To be a person of strong ethical values.

**Respect**

To treat others and myself with kindness. To be polite and considerate. To appreciate the good in others and myself and show compassion. To treat others and the property of others as I wish to be treated.

**Courage**

To always do what I know is right despite hardship and challenge. To resist negative peer pressure and provide positive peer pressure. To defend the rights of others and myself.

**Perseverance**

To complete a task or project to the best of my ability. Not to give up or become discouraged. To be committed creatively to finding a solution.

**Cooperation**

To complete a task or project to the best of my ability. Not to give up or become discouraged. To be committed creatively to finding a solution.

**Honesty**

To take turns, share, and pay attention. To work with others for the good of all involved with a positive attitude. To be a team player by doing my best and to support others to do their best.

**Responsibility**

To do what I say I will do and be someone others can count on. To use self-discipline when choosing my words, actions, and emotions. To learn from the consequences of my choices, challenges, and mistakes rather than making excuses for them or blaming others.

## PART I – INFORMATION

### Arrival and Dismissal Hours

#### Morning Arrival

Please be sure to leave home in plenty of time to make sure that your children are in their desks and ready to learn by 8:00am. Traffic and weather issues often arise unexpectedly, so please make sure to leave in plenty of time for your child to be at school on time. This will help ensure that your child starts the day off in a positive fashion and learning for other students is not disrupted. Any scholar arriving to school after 8:00am needs to be brought into the school by a parent or legal guardian (this applies to all schools). The parent will need to sign the child in at the office before he or she can go to class.

#### School of Grammar

School starts promptly at 8:00am and dismisses at 3:30pm. Lunch times are as follows:

- Prima: 11:00am
- 1G: 11:20am
- 2G: 11:40am
- 3G: 12:00pm
- 4G: 12:20pm

#### School of Logic – 1L & 2L

School starts promptly at 8:00am and dismisses at 3:30pm. Periods are listed below:

PERIOD	TIME – 1L AND 2L
Homeroom/Period 1	8:00 - 9:10
Period 2	9:13 - 9:43
Period 3	9:46 - 10:16
Period 4	10:19 - 10:49
Period 5	10:50 - 11:20
Lunch	11:23 - 12:03
Period 6	12:06 - 12:49
Period 7	12:52 - 1:35
Period 8	1:38 - 2:21
Period 9	2:24 - 3:07
Resource Period	3:07 - 3:30

### School of Logic – 3L

School starts promptly at 8:00am and dismisses at 3:30pm. Periods are listed below:

<b>PERIOD</b>	<b>TIME – 3L</b>
Homeroom/Period 1	8:00 - 8:35
Period 2	8:38 - 9:08
Period 3	9:11 - 9:54
Period 4	9:57 - 10:40
Period 5	10:43 - 11:26
Period 6	11:29 - 12:12
Lunch	12:12 - 12:52
Period 7	12:52 - 1:48
Period 8	1:51 - 2:21
Period 9	2:24 - 3:07
Resource Period	3:07 - 3:30

### School of Logic – 4L

School starts promptly at 8:00am and dismisses at 3:30pm. Periods are listed below:

<b>PERIOD</b>	<b>TIME – 4L</b>
Homeroom/Period 1	8:00 - 8:35
Period 2	8:38 - 9:08
Period 3	9:11 - 9:54
Period 4	9:57 - 10:40
Period 5	10:43 - 11:39
Period 6	11:42 - 12:12
Lunch	12:12 - 12:52
Period 7	12:52 - 1:35
Period 8	1:38 - 2:21
Period 9	2:24 - 3:07
Resource Period	3:07 - 3:30

### School of Rhetoric

School starts promptly at 8:00am. See details below:

<b>PERIOD</b>	<b>School of Rhetoric</b>
Homeroom/Period 1	8:00 - 8:48
Period 2	8:51 - 9:37
Period 3	9:40 - 10:23
Period 4	10:26 - 11:09
Period 5	11:12 - 11:55
Lunch	11:58 - 12:41
Period 6	12:41 - 1:24
Period 7	1:25 - 2:08
Period 8	2:11 - 2:54
Resource Period	2:57 - 3:30

**\*\*Parents of students in the School of Rhetoric must select one of the two regular dismissal options – either dismissal at 2:54pm or students will attend Resource period and be dismissed at 3:30pm. Students who are riding the bus *must* choose the 3:30pm option and are required to report to Resource Period. Students whose parents do not complete an Early Dismissal Permission Form will be assigned to the 3:30pm dismissal with a Resource Period assignment.**

If you select the 3:30pm dismissal time for your child and he or she needs to be dismissed earlier on a certain day for an appointment, please call the office as you would for any other appointment during the school day to let the office know you will be picking your child up early.

### **Attendance and Open Building Times**

Regular attendance is important to ensure achievement in school. We discourage vacations and trips taken during the school year. We also discourage doctors' and other appointments when avoidable. When those appointments are unavoidable, students are responsible for any make-up work during their absence. Assignments that are not made up, according to the time restrictions set by the teacher and school, will be reflected in their grades. It is helpful to both student and teacher to make prior arrangements to meet that requirement.

Please contact the school office in advance whenever you know your child will be absent. If your child will be absent or tardy, you must call the school's office by the start of school on the day of the absence or tardy. It is critical to student safety that we know where all students are on school days. You may call early and leave a message at the Absence Line: 763-496-1416, extension 119. Please notify the school every day your child is to be away from school. Office staff will place calls daily to parents for unaccounted absences.

The school may require suitable proof of excused absences, including written statements from medical professionals.

Parnassus' goal for attendance is a 95% student attendance rate. Parnassus' high expectations for its students and demanding curriculum require that attendance rate goal is met in order for the materials to be delivered as planned. In order to obtain this goal, a student cannot miss more than 10 days during the entire school year.

Missing 2 hours equals a half-day absence. Missing 4 hours equals a full-day absence.

### *Open Building Times*

In order to keep our students safe, Parnassus has prescribed open building hours for the regular school day. There may be exceptions for special events, but the open building policy is as follows:

- Students in the Animus or Accendo before school programs may enter at 7:00 am
- The building is open to all students at 7:45 am. Students not in the Animus or Accendo school programs may not enter before 7:45 am without prior permission from a teacher or staff member
- School Day begins at 8:00 am (all 3 schools)

- Students must be picked up by 3:45 pm if not in the Animus or Accendo after school programs  
Students in the Animus or Accendo school programs must be picked up by 6:00 pm. A late pickup fee of \$1.00 per minute per child will be charged after 6:00 pm.

All students who have not been picked up by 3:45 pm will be placed in the Animus or Accendo after school program by the school secretary after a call has been placed to the parent or guardian. Parents or guardians are responsible for the program drop-in fees when a student is not picked up by 3:45.

Students whose parents call ahead to notify the office that they will be picking up their children later than 3:45pm will also be placed in the Animus or Accendo school program. Parents or guardians are responsible for the program drop-in fees.

### **Habitual Truancy**

If a student has more than four unexcused absences in one month or ten days in any year, the student may be classified as habitually truant according to Minnesota Statutes. When the parent cannot provide a sufficient explanation for unexcused absences, the Department of Social Services will be notified, a parent conference will be required, and course credit may be withheld.

### **Excused Absences**

We expect all students to be regular in attendance. A student absent from school on a day of instruction shall be excused for the following reasons:

- Absence because of illness, medical, dental or diagnostic testing appointments. An absence of three (3) consecutive school days or more due to these reasons must be documented in writing by the treating physician, dentist, other health professional, or a parent (for standard illnesses).
- Absence because of death in the immediate family. Immediate family includes the grandparents of the student and the descendants of a grandparent of the student.
- Absence due to attendance or observance of religious holy days. We request written notice of absences due to religious observance in advance of the absence.
- Absences because of other circumstances as approved by Administration prior to the absence.

### **Extended Excused Absences**

Due to the individual nature of extended excused absences including, but not limited to, acute or chronic illnesses/injuries, a terminally ill family member, or family death, the parent/guardian can expect to be informed by the Principal or his designee in the general expectation of the faculty related to the student's completion of assignments and status for moving to the next grade, if applicable.

Upon a student's return from an extended absence the Principal will notify the faculty when the first day assignments are due for the student will be. A copy of the information given to the faculty will be given to the student and/or parent, depending on the grade of the student.

### **Unexcused Absences**

An unexcused absence is defined as an absence that is not covered by one of the foregoing exceptions. Each unexcused absence will be entered on the student's record. The parents or guardian of the student receiving an unexcused absence will be notified by the school of the unexcused absence. Homework will not be sent home nor will credit be awarded for any work done during periods of unexcused absence except as defined in "Explanation of Excused/Unexcused Absences."

### **Late Arrival /Tardiness**

Tardiness is a form of absence and interferes with student learning. Disruption and loss of instruction time result when students are not in their classrooms ready to begin learning on time. Classes begin promptly at 8:00am. Parents are expected to have their students at school a minimum of 10 - 15 minutes prior to the start of classes. Students coming in after 8:00am must be checked in at the office by their parent or guardian before going to class.

### **School of Grammar**

It is important for students to be at school on time each day. Being late for school can lead to poor achievement and discouragement in school. When students are late, it is a disruption to the class and is not fair to students who arrive at school on time.

Students must be in their classrooms by the start of school or they will be considered late for school. If they are not in their classrooms by the start of class, they must report to the school office to get a pass to enter class. Parents of students who are repeatedly late will be contacted by the school Principal to work on a plan for correcting the situation.

After two tardies a letter will be sent home to inform the parent(s) of their child's excessive lateness. Any tardies thereafter will have a consequence that may include a detention. Habitual tardiness will result in further disciplinary action. Three tardies will be equal to one unexcused absence.

### **Schools of Logic and Rhetoric**

The academic day begins promptly at 8:00 am. For classes in the Schools of Logic and Rhetoric, tardy students will incur an unexcused absence. Four unexcused absences in one month or ten in any year will cause credit to be withheld.

### **Illness Guidelines for School Attendance – *How sick is too sick?***

Parents may wonder whether they should send their child to school if the child has symptoms of illness or is being treated for an infection or communicable disease. Also, the child may have sustained an injury which would preclude his being in school for his own safety and well-being. At times, children will become ill or injured at school and parents will be contacted to take the child home or to a medical facility. The following guidelines can help parents, caregivers, and school staff as they determine "how sick is too sick:"

- Child has a condition that requires immediate medical diagnosis or intervention, e.g., needs emergency dental care, sutures, bone-setting, or medical care.
- Child needs ongoing supervision, above and beyond that normally provided in daycare or school, which cannot be managed in the routine setting.
- Child is not able to function because of illness, e.g., fever, toothache, vomiting, loose stools, migraine headache.
- Child has untreated pediculosis or scabies.
- Child has an open, draining, infected skin lesion which cannot be covered with a protective barrier.
- Child has a persistent, productive cough.
- Child has an undiagnosed rash.
- Child poses a significant health risk to others in the normal course of the day in day care or school activities, such as
  - Is in the infectious stage of a serious airborne transmitted communicable disease including, but not limited to, chicken pox, measles, mumps, pertussis, tuberculosis, or rubella
  - Is unable to hygienically manage bowel and/or bladder functions expected of his age and/or is in the infectious stage of an oral-fecal transmitted communicable disease (Hepatitis A, giardiasis, salmonella, shigella, rotavirus, and parasites such as pin worm;

Children may not be excluded from school when the risk of transmission of a communicable disease is non-existent in that setting or when transmission can be controlled through education of staff and children and through the provision of readily available supplies to carry out hygiene measures.

If your child shows signs of illness at the beginning of the school day, check his or her temperature. Keep your child home if his or her temperature is 100 degrees Fahrenheit or greater before use of fever reducing medication. The child should not return to school until his/her temperature has been below 100 degrees Fahrenheit for 24 hours. If your child has diarrhea or vomiting, he/she cannot return to school until 24 hours after it has stopped. Sending a sick child to school is hard on him and can expose others to contagious illnesses. When a child has a communicable disease, the school office must be informed so that the parents of classmates can be notified. After beginning an antibiotic, your child must remain at home for a full 24 hours before he is considered non-contagious.

Parents, care providers, and school staff are encouraged to contact a health care professional for specific information and recommendation about the ill or injured child's needs for exclusion from the setting and possible medical assessment and intervention.

### **Sign-In and -Out Procedure**

Parents wishing to pick children up from school early will be required to sign their child(ren) out at the front desk.

Parents must remain at the front desk while a school employee calls for the student to come to the office. Please do not go to the instructor's room prior to school dismissal time for pick-up. If

the child(ren) return during the school day, the parent must also sign them back in at the front desk.

For the safety and security of your child, Parnassus will not release children to anyone other than parents or legal guardians who are not prohibited by court order from the guardianship of a minor child. Please do not call the school and ask for your child to be released to a relative, a friend, or a neighbor. We request that all parents fill out an emergency contact form which lists only those individuals whom the school may contact in the event that we are unable to contact the parent(s). It is critical that you make sure this list is updated annually or any time there is a change. You may also indicate on this contact form whether or not any of these emergency contacts have your permission to pick your child up from school. This permission is not a “blanket” authorization but must be activated with a call to the office from the parent or guardian each time that an authorized individual who is not the parent or guardian plans to pick the child up at school.

Parents who are separated with joint legal custody of a minor child are, by law, each permitted to sign the child out from school. We ask that the school not be placed in the middle of family disputes over interpretations or rightful execution of this legal mandate.

Students may NOT be taken from the school or playground unless parents have signed them out in the office. School sponsored activities require a teacher to be responsible for the students. Therefore if a parent desires to take his or her student before the completion of an activity, written notification must be given to the teacher or sponsor. Students may only leave the activity or event with their own parent unless prior written authorization is given to the teacher or sponsor.

## **Background Checks**

The school will seek criminal history background checks for all applicants who receive an offer of employment with Parnassus. The school also will seek criminal history background checks for all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school, regardless of whether compensation is paid. These positions include, but are not limited to, all athletic coaches, extracurricular academic coaches, assistants, independent contractors, and advisors.

The school requires annual criminal background checks for all volunteers. The school recognizes the importance of maintaining a safe place for our students and employees. This requires volunteers who are honest, trustworthy, qualified, reliable, and nonviolent, and who do not present a risk of harm to others.

## **Calendar**

The school calendar is adopted annually by the school board. A copy of the school calendar can be found in *Appendix A* and on the Parnassus website at <http://www.parnassusprep.com/calendar.aspx>.

## **Class Assignments and Student Schedules**

Classroom assignments are given at the school's discretion. Student schedules are determined by our curricular mission, staffing availability, and state requirements. All Parnassus students are required to attend all classes offered by Parnassus. This includes Spanish, Latin, music, and physical education. It is the position of this school, as a school of choice, that every student will participate in all classes unless there is a fundamental religious belief or demonstrable health reason that would preclude the student from participation. In this unlikely event, a conference with the Principal and the faculty member will be necessary to discuss the reason for withdrawal and to provide the student an alternative assignment per the schools curricular review policy.

Repeated requests for exemptions from classroom activities or from curricular components may be likely signs that the curriculum of Parnassus is not a good fit for the family and the student.

Parnassus Preparatory School welcomes parent input regarding concerns about a child's academic, social, emotional, and physical needs, but we do not accept requests for specific teachers. As you would probably imagine, it would be logistically impractical due to the imbalances that this would create. It is important, for example, to have good gender balance and balance of aptitude in classrooms. We have very high regard for the ability, character, and knowledge of all of our teachers. The distinctive effectiveness of our school is not driven by the individual style or personality of the teachers, but by the curriculum. Of course, individual teachers bring their own unique strengths and variety to the delivery of the curriculum, however, they work in a highly integrated "teamwork" environment where curricular expectations are clear to everyone. As in the rest of life, school is an opportunity to grow through interaction with all different styles and personalities.

## **Communications to Administration, Faculty, and Staff**

Parents may use any of the following ways to contact/communicate with Administration, Faculty, and Staff of Parnassus:

- Email
- Note placed in mailbox in Parnassus Office (an administrative assistant will deliver to the appropriate mailbox)
- Voice mail
- Face-to-face meeting (this must be scheduled in advance using one of the means above)

### **Useful Guidelines:**

*Administrators*

Due to the amount of day-to-day responsibilities facing administrators, they will have to prioritize requests; you generally can expect to be contacted in no more than 3 business days.

*Faculty*

Parnassus faculty will make every effort to respond within 1 business day, and no more than 2 business days unless special circumstances exist.

*Front Office:*

You will receive a response from the office within 2 business days.

*Paraprofessionals*

Questions and concerns regarding students should be directed to the teacher or Principal.

*Recess/Lunch Monitor, Substitute Teacher, Custodian:*

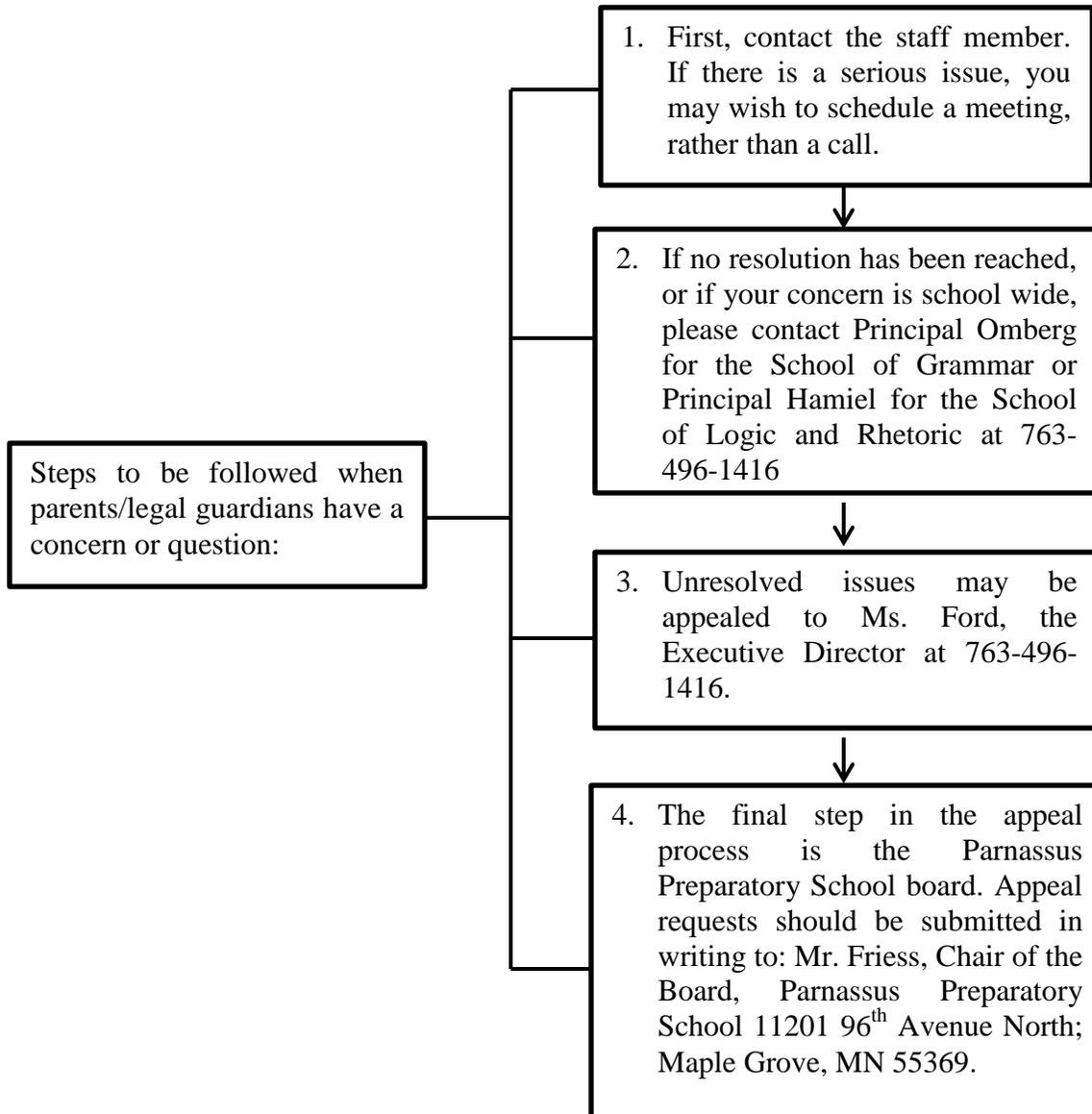
Please contact the Principal.

**\*\*Please Note:** The Parnassus email spam filter will sometimes flag new addresses as junk mail, so if you are not getting a response via email please try one of the other means of communication.

## **Complaints or Concerns**

Students, parents/guardians, employees, or other persons may report concerns or complaints to the school. Complaints may be either written or oral. People are encouraged, but not required, to file a written complaint at the school level (Grammar, Logic, and Rhetoric). The appropriate administrator will respond in writing regarding the school's response to the complaint.

Parnassus Preparatory School is committed to working closely with parents and guardians to resolve issues and concerns in a way that is mutually agreeable.



## **Eighteen-Year-Old Students**

The age of majority for most purposes in Minnesota is 18 years of age. All students, regardless of age, are governed by the rules for students provided in school district policy.

## **Facilities Use**

Use of the Parnassus Preparatory school facilities must meet the following conditions:

- Must be for school sponsored event;
- Must have an Employee or a member of the Board of Directors present who is familiar with the school emergency plan and security procedures;
- Student use of school facilities is subject of Policy 801 Equal Access to Facility of School.

## **Fees**

Materials that are part of the basic educational program are provided with state, federal, and local funds at no charge to a student. Students are expected to provide their own pencils, paper, erasers, and notebooks. Students may be required to pay certain other fees or deposits, including, but not limited to:

- Costs for materials for a class project that exceeds minimum requirements and is kept by the student.
- Security deposits for the return of materials, supplies, or equipment.
- Field trips considered supplementary to the school's educational program.
- Admission fees or costs to attend or participate in optional extracurricular activities and programs.
- Voluntarily purchased student health and accident insurance (if offered).
- Use of musical instruments owned or rented by the school.
- A school-sponsored driver or motorcycle education training course.
- Transportation to and from school for students living within two miles of school.
- Transportation of students to and from optional extracurricular activities or post-secondary instruction conducted at locations other than school.

Students will be charged for textbooks, workbooks, and other books or materials that are lost, damaged beyond normal use, or destroyed. The school may waive a required fee or deposit if the student and parent/guardian are unable to pay. For more information, contact your child's school Principal.

## **Fundraising**

Fundraising activities must not undermine the mission and philosophy of the school. All fundraising activities conducted by student groups and organizations and/or parent groups must be approved in advance by the Executive Director or his or her designee. Participation in non-approved fundraising activities is a violation of school policy. Solicitations of students or

employees by students for non-school-related activities will not be allowed during the school day.

All requests of monetary donations or fund-raising events from the parent body must be approved by the Board of Directors.

## **Gifts to Employees**

Employees are not allowed to solicit, accept, or receive a gift from a student, parent, or other individual or organization of greater than nominal value. Parents/guardians and students are encouraged to write letters and notes of appreciation or to give small tokens of gratitude.

## **Graduation Ceremony**

Student participation in the graduation ceremony is a privilege, not a right. Students who have completed the requirements for graduation are allowed to participate in graduation exercises, unless participation is denied for appropriate reasons, which may include discipline. Graduation exercises are under the control and direction of the school Principal(s).

## **Holiday Celebrations and Special Events**

Special events or classroom events held during part of the school day must be directly tied to the curriculum and add to the instructional environment by conveying knowledge or an experience that supports the curriculum. Parnassus does not celebrate holidays during the academic day.

Any special event or classroom event must be approved by the Principal or Executive Director a minimum of two weeks prior to its scheduled occurrence and no more than once per year per grade level. Approval for one year does not carry over to the next.

### *Private Birthday and Other Party Invitations*

Private birthday and other parties held during the year are an exciting event for the child hosting the party and those who are invited. It can be a very disappointing time, however, for a child who has not been invited to the same party. Out of respect and consideration for the feelings of all students, and in keeping with our core values, we ask families not to distribute invitations to birthday parties or any other personal parties at school; this includes before or after the school day during drop off and pickup as well as during school events.

## **Interviews of Students by Outside Agencies**

Students may not be interviewed/observed during the school day by persons other than a student's parents/guardians or school district officials, employees, and/or agents, except as provided by law and/or school policy.

## **Lunch & Breakfast Program**

Lunch is to be eaten in designated areas only. Lunch times vary by classroom. Students will be notified of their assigned lunch time on the first day of school. Students may purchase lunch at school or bring a prepared lunch from home. Milk will be available for purchase to supplement lunches brought from home.

Hot lunch price:       \$3.85  
A la Carte milk price:   50¢

Students may be eligible for free and reduced price lunches. Free and reduced price eligibility forms are available through the main office or on the school's website at <http://www.parnassusprep.com/files/paranassus/files/ParentPage/LunchNutrition/2016-17%20Application%20for%20Educational%20Benefits%20Packet.pdf>  
For more information regarding eligibility for free and reduced price meals, contact the school office.

### **Breakfast Program**

The School Breakfast Program is a federally assisted meal program operating in public and nonprofit private schools and residential child care institutions. It began as a pilot project in 1966, and was made permanent in 1975. The School Breakfast Program is administered at the Federal level by the Food and Nutrition Service. At the State level, the program is usually administered by State education agencies, which operate the program through agreements with local school food authorities in more than 89,000 schools and institutions.

Parnassus will participate in the breakfast program beginning in the academic year of 2016-2017. The program is free to students who qualify and costs \$2.10 per breakfast for interested families.

## **Messages to Students**

Office telephones are not for students' personal use. Students will not be called out of class to receive phone messages except in the event of an emergency. Personal cell phone use during the instructional day is also prohibited. Please see "Cell Phone, Pagers, and Electronic Devices" guidelines and policy under Part III of this handbook for details.

## **Nondiscrimination**

The school is committed to inclusive education and providing an equal educational opportunity for all students. The school does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, or age in its programs and activities. Principal Hamiel, (11201 96<sup>th</sup> Ave. N; Maple Grove, MN 55369; Phone: (763) 496.1416) has been designated as the school's human rights officer to handle inquiries regarding nondiscrimination. Principal Kasowicz has (11201 96<sup>th</sup> Ave. N; Maple Grove, MN 55369; Phone: (763) 496.1416) has been designated as the Title IX coordinator.

## **Notice of Violent Behavior by Students**

The school will give notice to teachers and other appropriate school staff before students with a history of violent behavior are placed in their classrooms. Prior to giving this notice, school officials will inform the student's parent or guardian that the notice will be given. The student's parents/guardians have the right to review and challenge their child's records, including the data documenting the history of violent behavior.

## **Parent and Teacher Conferences**

Parent and teacher conferences will be held on the following dates and times:

September 22, 2016	4:30pm – 7:30pm
September 23 2016	8:00am – 11:00am and 12:00pm – 3:00pm
February 16, 2017	4:30pm – 7:30pm
February 17, 2017	8:00am – 11:00am and 12:00pm – 3:00pm

For more information, contact the school Principal.

## **Parent Volunteers**

Parnassus is a school of choice. When parents have the opportunity to choose the kind of education they prefer for their children, they find the necessary energy, time, and resources to devote themselves to this education. Parnassus anticipates that parents will be directly engaged in preparing resource materials, helping with facility needs, providing other necessary and invaluable assistance. Parental assistance is encouraged and appreciated, although not required. Volunteers must complete a volunteer application and information form and comply with all guidelines and rules for volunteering outlined in the school's volunteer agreement form. This pertains to volunteers who participate in Parnassus' sanctioned off-site events.

- Volunteers are an integral part of Parnassus Preparatory School. All volunteers' activities must be pre-approved by the Academic Community Director and Principal.

- On occasion, parents will be asked to volunteer specifically in the classroom to help with special projects, etc., but not during instructional time in order to protect each student's right to data privacy. Most volunteering for the classroom will take place in a designated volunteer work area.
- Any grievance or concern a volunteer has with a classroom or a teacher will be handled by the procedures defined in this handbook. Under NO CIRCUMSTANCE is it ever acceptable for a volunteer to confront a teacher about an issue when students are present.
- No volunteers are permitted in the staff work rooms. Volunteers are invited to work in our designated volunteer space where they will have the space and supplies they need.
- Volunteers who will tutor in a specific subject or skill may be required to receive prior training.
- Volunteers may not help correct or grade any student work.
- Parnassus Preparatory School requires annual criminal background checks for all volunteers. The school recognizes the importance of maintaining a safe place for our students and employees. This requires volunteers who are honest, trustworthy, qualified, reliable, and nonviolent, and do not present a risk of serious harm to others.
- Off-site volunteers must sign in at the main office to ensure the safety of all Parnassus students. NOTE: If your child participates in off-site school related activities; you are responsible for making sure that the event has been sanctioned by the school, ensuring volunteer registration. A list of all Parnassus sanctioned off-site events and activities are available in the front office.
- Parnassus encourages every adult—parents, stepparents, grandparents, aunts, uncles, and community members—to take a special interest in the lives of Parnassus' students, to act as mentors, and to instill in every student a love of learning. Volunteers work in conjunction with the faculty to ensure the most effective education possible for the students. To this end, volunteers are responsible for knowing and understanding the contents of Parnassus' mission, philosophy, and policies and are encouraged to read the core books and essays used as a foundation for Parnassus' mission and culture.

As indicated on the Parnassus volunteer form, volunteers may be removed for conflicts of interest or violation of confidentiality. Volunteering is a privilege. The privilege of volunteering may be removed by the Administration or Board if either believes it is in the best interest of the school.

### **Volunteer Confidentiality**

Volunteers often inadvertently have access to sensitive information. Any information about students' private data, school faculty, etc. is to remain confidential. Volunteers may observe situations of a sensitive nature. These are also to remain confidential. If a volunteer has a

concern involving something that is witnessed, observed, or overheard it may only be discussed with the faculty member, Principal, Executive Director or the Board Chair. If a volunteer disregards this policy, the privilege of volunteering may be revoked.

As a volunteer you will be required to sign the following agreement:

**Parnassus Volunteer and Parent  
Confidentiality and Conflict of Interest Agreement**

The success of our volunteer program depends very much on our ability to keep confidences and remain impartial. Maintaining confidences and avoiding conflicts of interest are required of all who volunteer at Parnassus. In doing so, we accomplish these two purposes:

- Fairness to all students, faculty, staff, volunteers, and visitors
- Protection of Parnassus' reputation, which in turn impacts the future of our school

While not all volunteering involves activities of a confidential nature, matters of confidentiality and potential conflicts of interest can arise at any time when a volunteer may be present. Therefore volunteers are expected to follow the guidelines listed and maintain confidentiality at all times. Possible situations are too numerous to specify individually. Common expectations include:

- Not discussing the names or any other information regarding students, teachers, staff, or other volunteers with anyone other than the volunteer's specific supervisor
- Not participating in any discussions about suspected wrong doing by students, teachers, staff, or other volunteers
- Participating in discussions regarding confidential information only in settings where such confidences can be maintained and not jeopardized (1 to 1 with volunteer supervisor or in writing to the Administration)
- Exercising judgment in situations where public statements of personal opinion may be detrimental to the reputation of Parnassus
- Maintaining the confidential status of information obtained as "confidential forever"
- Not grading students' work
- Not evaluating your own child's work
- Full cooperation with your supervisor

All persons involved in volunteering are required to inform the classroom teacher of potential conflicts of interest. Due to the seriousness of violations in confidentiality and conflicts of interest, the consequence of such behavior is removal from classroom volunteering.

I have read this agreement, understand it, and have asked any clarifying questions necessary. Based on this, I agree to maintain confidentiality and understand the consequences of not doing so.

Volunteer's Printed Name

Signature

Date

\_\_\_\_\_  
Signature of Academic Community Director

\_\_\_\_\_  
Date

### **Pledge of Allegiance**

Parnassus scholars recite the Pledge of Allegiance every morning after the morning announcements. Anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reasons may elect not to recite and remain silent. Students and staff must respect another person's right to make that choice. Students will also receive instruction in the proper etiquette toward, correct display of, and respect for the flag.

### **School Activities**

The school provides opportunities for students to pursue special interests that contribute to their physical, mental, and emotional health; however, instruction is the school's priority.

Students who participate in school-sponsored activities are expected to responsibly represent the school and community. All rules pertaining to student conduct and student discipline apply to school activities.

All spectators at school-sponsored activities are expected to behave appropriately. Students and employees may be subject to discipline and parents/guardians and other spectators may be subject to sanctions for inappropriate, illegal, or unsportsmanlike behavior at these activities or events.

Parnassus Preparatory School is a member of the Minnesota State High School League (MSHSL). Students who participate in MSHSL activities must also abide by the MSHSL rules. The school will enforce all MSHSL rules during the school year and in the summer where applicable.

Employees who conduct MSHSL activities will cover applicable rules, penalties, and opportunities with students and parents/guardians prior to the start of an activity. For more information about the MSHSL rules and student eligibility requirements, contact Mr. Hamiel, School of Rhetoric Principal.

### **Co-Curricular Activities**

Parnassus offers many co-curricular activities throughout the year. Below is a list of programs offered for the academic year 2016-2017. Please see the Parnassus Co-Curricular catalog for additional information.

World Cup Soccer (P-3G) \$59.00	Lego X (YEL) (P-4G) \$57.00
Soccer Champions (4G-4L) \$59.00	Young Rembrandts (P-4G) \$59.00
	Mock Trial (4L-3R) \$75.00

Fencing I (1L-3R)\$75.00 Quiz Bowl (2L-4L, and 1R-3R) \$75.00 First LEGO League (1L-4L) - No fee Cricket (SOG-SOL) – fees apply Drama (2G-3R) \$150 Grandmaster of Chess (YEL) (P-1L) \$81.00 Community Service (3L-3R) - No fee	Student Senate (3L-3R)- No fee Science Bowl (2L-4L, and 1R-3R) \$75.00 Mathcounts (2L-4L)\$75.00 Advanced Robotics (YEL) (3L-3R) \$117.00 Fencing II (1L-3R) \$75.00 Media Production I (3G-1L) \$60.00 Speech (1R-3R) \$75.00
--	--

### **Athletics**

Parnassus offers competitive sports throughout the year. Below is a list of programs offered for the academic year 2016-2017. Please see the Parnassus Co-Curricular catalog for additional information. Fees apply.

- Dance (Girls)
- Volleyball (Girls)
- Soccer (Boys and Girls)
- Basketball (Boys and Girls)
- Golf (Boys)

### **School Closing Procedures**

School may be cancelled when the executive director believes the safety of students and employees is threatened by severe weather or other circumstances. The Executive Director will make a decision about closing school as early in the day as possible. In the event that school will be closed, close early, or have a late start, tune into WCCO for postings. WCCO can be accessed by viewing channel 4 on your televisions, listening to the radio on AM 830, or visiting their website at [www.wcco.com](http://www.wcco.com). Other local television stations may also post the news. Our school will be listed as Parnassus Preparatory School.

An email blast will also be sent through the messenger feature of Infinite Campus. Please check your demographic information on the parent portal and make sure that you have the correct email address or an email listed.

In the event that Parnassus has a late start or an early dismissal, The Animus and Accendo before and after-school programs will be *canceled*.

### **Searches**

In the interest of student safety and to ensure that schools are drug free, school authorities may conduct searches. Students violate school policy when they carry contraband on their person or in their personal possessions or store contraband in their desks, lockers, or vehicles parked on school property. “Contraband” means any unauthorized item, the possession of which is prohibited by school policy and/or law. If a search yields contraband, school officials will seize the item(s) and, where appropriate, give the item(s) to legal officials for ultimate disposition. Students found to be in violation of this policy are subject to discipline in accordance with the

school district's "Student Discipline" policy, which may include suspension, exclusion, expulsion, and, when appropriate, the student may be referred to legal officials.

### **Lockers and Personal Possessions Within a Locker**

According to state law, school lockers are the property of the school. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant.

Students' personal possessions within a school locker may be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school officials will provide notice of the search to students whose lockers were searched, unless disclosure would impede an ongoing investigation by police or school officials.

### **Desks**

School desks are the property of the school. At no time does the school relinquish its exclusive control of desks provided for the convenience of students. Inspection of the interior of desks may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant.

### **Personal Possessions and Student's Person**

The personal possessions of a student and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

### **Vehicles on Campus**

#### **Patrols and Inspections**

School officials may conduct routine patrols of student parking lots and other school locations and routine inspections of the exteriors of the motor vehicles of students. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

#### **Search of the Interior of a Student's Motor Vehicle**

The interior of a student's motor vehicle in a school location, including the glove and trunk compartments, may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule. The search will be reasonable in its scope and intrusiveness. Such searches may be conducted without notice, without consent, and without a search warrant. A student will be subject to withdrawal of parking privileges and

to discipline if the student refuses to open a locked motor vehicle or its compartments under the student's control upon the request of a school official.

## **Student Planners/Assignment Notebooks**

Organizational skills are so important to lifelong success that we have made them part of our curriculum. To help students manage their assignments, we shall issue all students an assignment notebook beginning in Second level Grammar.

Second Level Grammar (2G) students will be filling out assignment notebooks for math and language arts only. Each student in the Third Level Grammar and above will complete assignment notebooks daily for each subject. Parents/guardians are asked to sign the assignment notebooks each evening in order to know what assignments are due and when they are due. Teachers will check each morning to make sure the assignment notebooks have been signed. This book will include an assignment log and a communication log for parent and teacher comments. The agendas should go home every night and provide parents with a convenient method to monitor their student's work and study skills.

Students are to treat their assignment notebooks with care. Pages should NOT be torn out of the assignment notebooks as doing so causes the notebooks to fall apart. Teachers will assess the condition of the assignment notebook and will notify parents if a replacement copy needs to be purchased (\$5.00 replacement fee).

## **Student Publications and Materials**

All school publications are under the supervision of the building principal and/or sponsor. Non school-sponsored publications may not be distributed.

Parnassus' School Board has adopted a restricted policy regarding distribution of materials on school premises. The purpose of this policy is to provide for distribution of materials appropriate to the Parnassus Preparatory School setting and that promote the educational program or educational objectives, formal culture, and mission of the school. See Distribution of Materials to Students & Families Policy in the *Appendix 1*.

## **School-Sponsored Student Publications**

The school may exercise editorial control over the style and content of student expression in school-sponsored publications and activities. Faculty advisors shall supervise student writers to ensure compliance with the law and school policies. Students producing official school publications and participating in school activities will be under the supervision of a faculty advisor and the school Principal. "Official school publications" means school newspapers, yearbooks, or material produced in communications, journalism, or other writing classes as part

of the curriculum. Expression in an official school publication or school-sponsored activity is prohibited when the material:

- Is obscene to minors;
- Is libelous or slanderous;
- Advertises or promotes any product or service not permitted for minors by law;
- Encourages students to commit illegal acts or violate school regulations or substantially disrupts the orderly operation of school or school activities;
- Expresses or advocates sexual, racial, or religious harassment or violence or prejudice;
- Is distributed or displayed in violation of time, place, and manner regulations.

Expression in an official school publication or school-sponsored activity is subject to editorial control by the school over the style and content. Official school publications may be distributed at reasonable times and locations as approved by the school Principal.

## **Student Records**

Student records are classified as public, private, or confidential. State and federal laws protect student records from unauthorized inspection or use and provide parents/guardians and eligible students with certain rights. For the purposes of student records, an “eligible” student is one who is 18 or older or who is enrolled in an institution of post-secondary education. For more complete information, please see *Appendix 2* in the back of this handbook for a copy of the school’s “Protection and Privacy of Pupil Records” policy.

## **Transportation of Public School Students**

The school will provide transportation, at the expense of the school, for all students who are residents of District 279 and live two miles or more from the school. Transportation will be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break. The school will not provide transportation for students whose transportation privileges have been revoked or have been voluntarily surrendered by the students’ parent or guardian.

### **Extracurricular Transportation**

The school district may provide transportation for students to and from extracurricular activities. To the extent the school district provides extracurricular transportation, the district may charge a fee for transportation of students to and from extracurricular activities and optional field trips at locations other than school.

## **Video and Audio Recording**

### **School Buses**

All school buses used by the school may be equipped for the placement and operation of a video camera. The school will post a notice in a conspicuous location informing students that their conversations or actions may be recorded. The school may use a video recording of the actions of student passengers as evidence in any disciplinary action arising from the students' misconduct on the bus.

### **Places Other Than Buses**

The school buildings and grounds may be equipped with video cameras. Video surveillance may occur in any school building or on school property. Video surveillance of locker rooms or bathrooms will only be utilized in extreme situations, with extraordinary controls, and only as expressly approved by the Executive Director.

## **PART II — ACADEMICS**

### **Academic Standards**

Parnassus Preparatory School upholds high academic standards for all students regardless of their background, socioeconomic status, or ability. The curriculum is rigorous, content-rich, following the classical Trivium-liberal arts, traditional education model, with provisions to challenge all students to fulfill and expand their individual academic potential.

- Objective standards will be monitored and maintained as defined by the State Charter School Law.
- Promotion and graduation requirements will meet or exceed state requirements.
- Students shall take the defined curriculum and must earn promotion and graduation.
- The student schedule will be predominantly occupied by the defined curriculum.
- Students will be assessed formally and informally through class-work, regular assignments and tests, the levels of which will be calibrated against Parnassus, State, and National norms.

### **Curriculum**

Parnassus has adopted a rigorous curriculum in the liberal arts, sciences, and fine arts; a curriculum based on the classical Trivium model of teaching and learning. The goal of a classical education is to produce young adults who are able to think broadly, deeply, and creatively across a wide range of subjects; who are literate, articulate, and curious; who can reason logically, analyze the unfamiliar, and express conclusions with confidence; who strive for excellence and virtue in their daily lives; who have the desire and the skills to continue learning throughout their lives; and who are prepared to shoulder the responsibilities of family and citizenship in a democratic society.

The curriculum at Parnassus is language-intensive and knowledge-centered. The structure of classical education rests on the concept of the Trivium of Grammar, Logic, and Rhetoric as the structure of every discipline and as a description of a student's maturing mind. Grammar is the foundation of a subject—the collection of its parts and the mechanics of how they work. The

grammar-stage student delights in naming everything in his or her world, memorizing facts, and practicing new skills. Logic is the organization of these parts into a whole and an understanding of the relationships between the parts. The logic-stage student wants to analyze everything and needs to know why things are the way they are. The rhetoric stage of study involves the ability to apply the foundational knowledge and logical understanding of a subject purposefully and creatively. The rhetoric-stage student craves the opportunity to express his or her individuality.

At Parnassus Preparatory School, the curriculum addresses core disciplines such as those listed below and also offers electives in alignment with the classical program:

- English Grammar and Literature
- Classical Rhetoric & Composition
- Mathematics & Sciences
- Fallacies and Traditional Logic
- History & Geography
- Physical Education
- Classical and Foreign Languages
- The Arts

### **Character Education**

Parnassus Preparatory School's classical model and philosophy attend to the dual strands of a person's development: rigorous pursuit of the intellect and refinement of one's moral character. It is our expressed goal as a school to provide meaningful enterprise each day towards this twofold process. We view our daily activities, interactions, and conversations as opportunities to nurture an intellectual and highly principled life. It is our hope that as a school we inspire our families and school staff to get deeply involved in a lifelong pursuit of character.

The classical tradition calls for daily, deliberate examinations into truth, beauty, and goodness. Through guided instruction, discussion, reflection, and debate on the nature of virtue and its purpose for self and society, we move ourselves closer to our mission of being a wise and virtuous school. At Parnassus, we rely heavily on the rich content of the school's curriculum, including our physical education program and Taekwondo, as the medium through which our conversations and investigations about character are conceived and illustrated, and we use our daily work, behavior, and volunteer service to apply what we have learned for the good of our school and wider community. As a classical school, we have the unique privilege and opportunity of joining the great human endeavor of representing the ideals of goodness, truth, and beauty in all that we do.

Parnassus' environment and curriculum are designed to promote and build strength of character in students:

- Parnassus' eight pillars of character will be clearly taught, supported, and followed.
- The values of a democratic society will be identified and taught.
- Administrators and faculty will encourage and model habits of honesty, respect, social responsibility, and self-discipline to promote these traits. Students will be given opportunities to practice and develop these traits.
- Outstanding people will be used as role models throughout the curriculum to teach

character.

- Role models' biographies, essays, writings, poems, and literature will be used throughout the curriculum to teach character and Parnassus' pillars.
- Martial Arts will be part of the curriculum to also develop and teach character.

## **Cheating and Plagiarism**

Cheating and plagiarism are prohibited. Plagiarism will not be tolerated by any teacher in any subject. Students progress academically only by receiving comments and corrections on work they turn in and by taking these comments and corrections to heart in order to improve their performance. The entire system of assessment rests on the assumption that the work a student turns in is his own. Plagiarism compromises this system, is unfair to other students in the class who do their own work, and constitutes a form of theft of others' ideas and labor. Plagiarism is defined as the appropriation of another's ideas or words in order to present them as one's own. An instance of plagiarism can be as long as a term paper or as short as a sentence. Simply rephrasing an author's words can also constitute plagiarism. The words of authors can only be used when properly quoted and cited. Teachers will provide the guidelines of acceptable citation. When in doubt, the student has the responsibility to ask how an author should be used in an assignment. Whenever a student has been caught plagiarizing, the following process will be followed.

1. The teacher will keep a copy of the student's assignment and, whenever possible, a copy of the plagiarized work. The teacher will also write a brief description of the instance of the plagiarism. These materials will be placed in the student's permanent record.
2. The teacher will inform the Principal of the plagiarism.
3. Either the teacher or the Principal will inform the student's parent of the plagiarism.
4. The student will receive an F on the assignment if it is the first offense.
5. For a second offense, the student will fail the entire course, and further disciplinary action will be taken.

A disciplinary referral will be issued if plagiarism has occurred.

Like plagiarism, cheating will not be tolerated by any teacher in any subject. Cheating occurs when a student uses someone else's work or a prohibited source of information in order to gain an unfair advantage on a test or an assignment and to avoid doing his own work. Cheating comes in many forms. One student copying off another, a student using a "cheat sheet" to answer questions on a test, and a student trying to pass off another student's work as his own are examples of cheating.

Whenever a teacher suspects two students of cheating, he or she should confront the students individually before speaking to them together. Otherwise, the same process outlined for plagiarism should be followed for instances of cheating. A student who allows others to copy his or her work will also be held accountable in the same fashion.

A disciplinary referral will be issued if cheating has occurred.

## **Class Rank/Academic Standing**

Final class rank for Fourth Level Rhetoric will be based solely on the classes taken at Parnassus. To qualify for first class rank a minimum number of courses and credits must be taken at Parnassus. See the School of Rhetoric course catalog for additional details.

In writing letters of recommendation to colleges, the Executive Director or Principal will inform admissions officers of what the student rank in his or her graduating class.

The selection of valedictorian and salutatorian will be based upon final grade point averages and upon good standing in terms of character. Students found guilty of academic dishonesty, disrespect to administration, faculty or staff, or similar offenses will not be ranked, and therefore cannot be Salutatorian or Valedictorian.

The final class rank will be determined after the first semester of the 4R year. It is important to make the cutoff at that point since colleges will wish to know the final rankings as soon as possible and since the valedictorian and salutatorian should be afforded the opportunity of including their honors on their graduation invitations. All students must nonetheless complete all graduation requirements in the last semester in order to graduate.

In the unlikely event of a tie for a certain place, two or more student may hold the same class rank. The subsequent place in rank will not be skipped. For example, if two students tie for third place, the next student in rank will be fourth.

Graduation Latin Honors GPA Information:

- 3.25 Cum Laude, with Honors
- 3.50 Magna Cum Laude, with High Honors
- 3.75 Summa Cum Laude, with Highest Honors

Honors courses and Parnassus offered AP courses will be recorded as such in the student's official transcript with the appropriate weighted GPA as described in the School of Rhetoric course catalog.

## **Early Graduation**

Students may be considered for early graduation after completing the conditions provided in school policy, state requirements, and School of Rhetoric requirements.

## **Activity Eligibility (All Levels)**

Students are ineligible for extracurricular activities if they have two D's or one F in any subject(s). Academic eligibility will be determined with quarter ending grades. Ineligible students will remain ineligible for the remainder of the following quarter. The Principal may deem a student ineligible for the following season or for off-campus field trips based on repeated misconduct.

## **English Language Learners (ELL)**

Parnassus Preparatory School partners with licensed ELL staff who work with the general and, as needed, special education teachers to help students who are identified as English Language Learners (ELL). Their primary mission is to help ELL students access Parnassus's classical curriculum through concentrated skill development in English. Students are identified for ELL services through a combination of evaluation measures including home language questionnaires, parent and teacher interviews, grade reports, standardized and ESL-designed assessments, and identification for services from the last-attended school.

## **Extended School Year Opportunities**

Parnassus provides extended school year opportunities to a student who is the subject of an Individualized Education Program (IEP) if the student's IEP team determines the services are necessary during a break in instruction in order to provide a free and appropriate public education. For more information on extended school year opportunities for students with an IEP, contact the school's special education coordinator.

## **Field Trips**

Field trips may be offered to supplement student learning. Field trips may be optional and, if so, students who participate may be charged. Students will not be required to pay for instructional trips that take place during the school day, relate directly to a course of study, and require student participation.

Field trips must be directly tied to the curriculum and add to the instructional environment by conveying knowledge or an experience that supports the curriculum. Field trips must be approved by the Director of Academics or Executive Director a minimum of two weeks prior to planning, and no more than two field trips will be approved per year for a given class or grade level. The teacher must submit the Field Trip Approval Form and obtain a signed approval prior to notifying students, parents, and front office of the event. The Director of Academics or Executive Director must review and sign the Field Trip Approval Form to verify costs and cost estimates prior to notifying students, parents, and front office of the event. To be educationally beneficial, a trip requires thoughtful selection, careful advance preparation of the class, and opportunities for students to assimilate the experiences during and after the trip. Consideration must be given to the effect the trip will have on other classes, school programs, and activities. The financial implications of field trips must be considered. Field trips shall be planned and approved in accordance with established procedures.

### Day / Partial Day Field Trips and Excursions

Field trips are approved, planned educational activities that involve students in learning experiences difficult to duplicate in a classroom situation. The main criterion governing the acceptance of a proposed field trip activity is that it should be a valuable educational experience relating directly to the curriculum. Appropriate instruction should precede and follow each field trip.

1. Teachers are to obtain the Academic Director's approval for each regular field trip. Two weeks prior notice of a trip must be given to insure proper scheduling. Field trip requests should be made in writing on the proper forms with an alternate date, whenever practical.
2. A parental permission slip is required for each student participating in the trip. The teacher will provide the parents with information concerning the purpose and destination of the trip, connection to the curriculum, transportation and eating arrangements, date and time of departure, estimated time of return, and a detailed field trip itinerary.
3. Participants may be charged for a fair share of costs; however, no student will be denied the opportunity to participate due to inability to pay.
4. The chaperone to student ratio must be a minimum of 1:10. The teacher will provide acceptable standards of conduct to the chaperone after approval from the Director of Academics.
5. The teacher will review acceptable standards of conduct with the students in advance of the trip. All school conduct policies and rules will apply to students participating in field trips and excursions. Students who have exhibited unruly behavior in the past that may cause safety concerns for themselves or others may be excluded from the trip.
6. School attendance is compulsory, but attendance for field trips and excursions is not required. An appropriate alternate experience must be provided at school for students not participating in the trip. The teacher planning the trip will be responsible for arranging an appropriate educational experience and supervision for students who do not participate in the trip.
7. First aid kits, student medical information, and any necessary student medications are required on all field trips and excursions. Use and care of necessary student medication while on trips and excursions shall be governed by policy established by the school nurse. All necessary student medication shall remain in the possession of an adult while on the trip or excursion.
8. Student safety will be a primary consideration. Should an emergency situation occur, the teacher is responsible for notifying the Executive Director or designee by telephone as soon as possible.
9. School buses ordinarily will be used for transportation. Commercial carriers may be used for certain trips. If parents are chaperone they ride the bus with the students. Transportation of students by parents, teachers or staff will not be permitted.
10. The following must be completed and submitted to the front office prior to the event:
  - Document of Rules, signed by students
  - Document of Responsibilities and Standard of Conduct signed by chaperones
  - Established Discipline Policy
  - Written Emergency / Accident Procedures
11. Under no circumstance will students, a student club, or any outside organization plan field trips associated with the school.

A permission slip signed by the parent/guardian of each student must be obtained prior to occurrence of the field trip.

Teachers must adhere to these guidelines:

- The chaperone to student ratio must be a minimum of 1:10.
- Chaperones must be registered with Parnassus as volunteers and have a completed background check on file.

If any of the aforementioned criteria are not met, the field trip will be canceled. The school Principal must meet with the field trip sponsor a minimum of 3 days in advance of the trip to verify the completion of the requirements. Five minutes prior to departure, the Principal will approve or deny departure. If the trip is canceled due to violation of the field trip policy the school will refund the students.

Taking students on a field trip requires careful planning. The trip must satisfy real educational goals and be approved in advance by the administration. Field trips should not simply be a time away from school or an opportunity to get out of the classroom. The teacher should have specific curricular connections and educational purposes and objectives in mind and should know how this trip will advance those objectives. The time should be planned so that it is used, under the supervision of the teacher, for educational purposes.

Some field trips may require students to travel away from school, and, as always, the well-being of the students is of paramount concern. Any time students are transported to new surrounding there is always a chance for accidents and injury. Thus, all aspects of the trip: transportation, the supervision of the students at the new location, etc., must be carefully planned.

General requirements for field trips:

1. They must serve an educational purpose in keeping with Parnassus's curriculum, mission and goals.
2. The trip's plan must be submitted to the Director of Academics at least two weeks before departure.
3. No student can participate in a field trip who does not have a permission slip signed by a parent. Any student not participating is required to attend an alternate program at the school developed by the teacher.
4. Students are to wear uniforms on field trips and adhere to Parnassus' Pillars of Character.
5. An adult must accompany students at all times.
6. Transportation will take place in school buses or transportation company vehicles only.

## **Films, Videos, and Classroom Speakers**

### **Film & Video**

Parnassus is a rigorous language-based school and video usage is an exception to its curriculum. From time to time, videos or other media may be used to support the lesson. To be used in class, they must meet a specific curricular objective, be graded similarly to other assignments, and will not have profane language, sexually explicit material, or include other inappropriate items for student viewing.

Teachers must receive prior approval from the Executive Director or designee in order to show a video. Teachers are responsible for previewing videos to ensure that they are appropriate and are part of the lesson plan. Per Parnassus' policy, all lesson plans must be approved by the Executive Director or designee prior to being taught.

Films are not used during instruction. Exception to this rule applies to pre-approved film of Shakespeare plays as the students read the unabridged literary works. This exception applies to other pre-approved unabridged plays Parnassus' students read during the academic career at Parnassus.

### **Classroom Speakers**

Guest speakers utilized during the school day must speak on topics covered in the course or grade.

Guest Speakers must be approved by Executive Director or designee prior to the invitation being extended. Approval must still be obtained for guest speakers used in the previous school year. Approval for one year does not carry over to the next.

### **Grades**

Students' grades will be reported four times during the year. Report cards will be sent home to parents/guardians or eligible students and will be available on Infinite Campus for review.

Grading is not the end-all and be-all of education. Still, grades are a useful tool to evaluate the extent to which a student has mastered a particular skill or course. Therefore grades will be assigned in all subjects. Parnassus will assign grades in order to reflect accurately the range between true mastery and insufficient knowledge of a subject. Grade inflation will be discouraged. In this scheme the following letter grades have these meanings:

- A – Mastery
- B – Proficiency
- C – Sufficiency (Competence)
- D – Insufficiency
- F – Failing
- S – Satisfactory
- N – Needs Improvement

Students in the Schools of Grammar and Schools of Logic receive report cards at the end of each quarter (four times per year). Students in the School of Rhetoric will receive an official report card at the end of each semester (Quarters 2 and 4) with their final, official transcript grade and credit summaries. School of Rhetoric students will also receive a Quarterly Progress Report at the mid-term of each semester (Quarters 1 and 3) listing their in-progress grades and attempted credits for each course. Grades reported on this Quarterly Progress Report are not final and will not be reflected on the student's transcript.

In addition to these general parameters, we will be using a 4.0 grading scale. School of Rhetoric scholars will have the opportunity to receive grading on a 4.5 scale for Honors or Advance

Placement (AP) courses. Please see the School of Rhetoric Course Catalog for additional detail. Grades are weighted based on the number of days the class meets.

Percentage Score	Letter Grade	GPA	Comments
94-100%	A.	4.0	Indicates outstanding work in a subject.
90-93%	A-	3.7	
87-89%	B+	3.3	
84-86%	B.	3.0	Indicates above average work in a subject.
80-83%	B-	2.7	
77-79%	C+	2.3	
74-76%	C.	2.0	Indicates average work in a subject.
70-73%	C-	1.7	
67-69%	D+	1.3	
64-66%	D	1.0	Indicates below average work in a subject.
60-63%	D-	0.7	
0-59%	F	0.0	Indicates failure. The student has not met the minimum requirements of the course, and has made no definite effort to do the assigned work in a satisfactory manner.
	I		Indicates work is not yet completed for grading period.

### **Schools of Logic and Rhetoric Honor Roll:**

Honors Roll GPA - Quarterly (SOL) or at Semester (SOR)

3.25 With Honors

3.50 With High Honors

3.75 With Highest Honors

The grading scale as defined above is utilized for all students with the exception of Prima and First Level Grammar (1G) where the scale will reflect grades of A, B, C, and Needs Improvement. Some courses will be grant semester grades rather than quarter grades. Incompletes will only be given under special circumstances as determined by the school's policy. Schoolwork, especially in the School of Rhetoric, will be graded on content, accuracy, timeliness, and quality of work.

### **Graduation Requirements**

Students must meet all course credit requirements and graduation standards, as established by the state and the school board, in order to graduate from Parnassus Preparatory School. All Fourth-

Level Rhetoric students will be required to write and defend a thesis for graduation. See the School of Rhetoric course catalog for additional details.

All students must also follow the state-identified proficiency test requirements, minimum credit requirements by the state, and Parnassus requirements in order to receive a diploma from Parnassus.

### **School of Rhetoric Honors, College in Schools (CIS) & Advancement Placement (AP)**

To take an honors, CIS, or AP course, a student must have a cumulative 3.5 GPA in that subject area to go into or continue in that course. Students below a 3.5 GPA could be admitted to honors, CIS, or AP courses with a recommendation from the current teacher in that subject. Students and parents must sign a Course Agreement of Understanding for the challenging course level. Honors designations may be dropped at any time during the school year. CIS designation may be dropped during the academic year. Students considering dropping from CIS designation must speak with the CIS teacher and the Principal before moving forward. Students dropping from an AP course must see the Principal for the possibility of registering in another course – this may not be an option after the deadline for class registrations. Honors, CIS, and AP classes will require anywhere from 45 to 60+ extra minutes of homework per night beyond the usual amount required for the School of Rhetoric. Given the rigorous course work at the School of Rhetoric, we recommend that students take no more than two Honors/CIS/AP courses at a time. Any more classes than two will require special review by the Principal. Please see the School of Rhetoric catalog for additional information.

School of Rhetoric students may elect to be scheduled in an additional study hall in lieu of an elective. No credit will be awarded for study hall. Students who do not use this time wisely will be required to enroll in an elective.

### **Post-Secondary Enrollment Options**

Tenth, eleventh, and twelfth grade students may apply to enroll in Post-Secondary Enrollment Options (PSEO) and other advanced enrichment programs. General information about the PSEO program will be provided to all Fourth Level Logic (4L) through Second Level Rhetoric (2R) students by March 1<sup>st</sup> of each school year. Qualifying credits granted to a student through a PSEO course or program that meets or exceeds a graduation standard or requirement will be counted toward the graduation and credit requirements of the state academic standards. Interested students must fill out an application form and submit it to the Principal by May 30 for enrollment the following school year. The application form must be signed by the student and his/her parent or guardian. Details about PSEO can be found at <http://education.state.mn.us/MDE/StuSuc/CollReadi/PSEO/> . Students wishing to take a PSEO course should contact Mr. Hamiel, Principal. Please see School of Rhetoric course catalog for additional dual (high-school and college) credit options.

## **Homework & School Expectations**

At Parnassus homework is designed to:

- Reinforce skills and concepts learned in class;
- Contribute to the development of good study skills and habits;
- Allow students to practice skills and knowledge in ways that are not readily accomplished in the classroom due to limitations of time;
- Complete assignments from the day's class or complete a brief background reading for the next day;
- Include parents in the work of the school.

Homework assignments are made by the teachers. The amount of homework varies by teacher and subject area. The school asks for parents/guardians to encourage their child(ren) to complete homework thoroughly and promptly.

Homework is a fundamental part of any rigorous academic program such as the classical curriculum at Parnassus. It prepares the student for higher levels of education. It also helps develop a strong work ethic time management, and personal organizational skills. There can be no mastery of any kind of skill —intellectual, physical, artistic —without repeated practice and the development of automaticity. Scholars in all grade levels should expect daily homework assignments. Teachers will communicate with one another to monitor the homework assignments and student workload as much as possible. Homework is normally given in all core subjects and only occasionally in music and in art

Homework is an essential component of a student's education at Parnassus. Please contact your child's teacher if you have questions or concerns about homework assignments. Parents should expect that the homework requirements at Parnassus are going to be challenging and are likely to exceed what other schools may require. Homework requirements will increase incrementally as the students move up grade levels.

Parnassus expects that parents will support the school's homework guidelines and support their children in the completion of their homework. This support would include providing a suitable, quiet place to work free from distractions. Please monitor your child's effort with homework. If your child is struggling with it and is becoming frustrated for whatever reason, contact the teacher.

Students are expected to learn how to use their time effectively to complete the required work at each grade level. Parents are expected to support their children in this endeavor. Advanced or honors classes will require additional homework time.

For poor, sloppy, or uncompleted work, instructors may require students to redo an assignment. Whether the initial or subsequent work is given any credit is left solely to the discretion of the teacher.

### **Late Work**

Assignments turned in one day late in all three schools will result in one-letter grade (10 percentage points) demotion for each day late. Students must still complete any missing or

partially completed work. If a student has an excused absence, credit is determined based on the Make-Up Work guidelines. The Principal or designated administrator will be notified if a student is habitually missing assignments or turning in incomplete assignments on a regular basis.

### **Vacations**

Vacations during the school year are discouraged as the instruction that is missed in the classroom cannot be replicated. Parents must notify teachers at least one week before leaving on vacation in order to provide appropriate time for the teachers to prepare assignments and materials. All assignments given prior to vacation departure are due before departure or on the day the student returns to class. Late assignments are subject to Late Work Guidelines described in this Handbook. In many cases, teachers will not be able to provide assignments until the student returns. If this is the case, the teacher will assign a due date. Please note that absences due to vacations may result in a reduced letter grade for your child.

### **Student Bereavement or Family Emergencies**

Unfortunately, there will be times when our students and their families will experience the loss of loved ones or other family tragedies and emergencies. During these times, teachers will not be expected to follow school policies for assignments. Instead, teachers should use their discretion to minimize the workload and assignments for their students until they are able to return to regular expectations.

### **Reading Expectations**

In addition to regular classroom assignments, we would like each student to read, or be read to, at least five times a week, preferably every day. As cited in *A Nation at Risk*, “the single most important factor for determining whether children will go to college is being read to as a child.” Going to college is not necessarily a goal for everyone, but becoming a life-long learner should be if one hopes to remain competitive and to have impact in society throughout one’s lifetime. We believe that becoming a competent reader is critical to becoming a good student and is the first step to being able to explore and to understand the world. By reading to your child, you encourage your child’s growth, instill an appreciation of literacy and learning, and expand his or her vocabulary base needed for independent reading and comprehension. By making sure your child is reading at home you are directly contributing to his education. To assist in this process, Parnassus implements a ‘Reading Minutes Tracking’ form which students will use to record their reading minutes and/or the number of pages read daily.

The expected minimum daily reading time for each grade (including assigned reading) is as follows:

<b>Grade Level</b>	<b>Expected Minimum Daily Reading Time</b>
Prima	20 minutes of family reading time
Level 1 Grammar	20 minutes of family reading time
Level 2 Grammar	30 minutes of reading time
Level 3 Grammar	30 minutes of reading time

Level 4 Grammar	30 minutes of reading time
Level 1-4 Logic	45 minutes of reading time
Level 1-4 Rhetoric	60 minutes of reading time

**Note:** Assigned readings for English Literature, History, story/novel/biographical books in other subjects may count towards the total minutes.

Students are expected to turn in the Reading Minutes Tracking form on a monthly basis. Teachers may connect with parents when students have not turned in their tracking form or have not met their minimum reading guidelines.

## **Promotion and Retention**

All students are expected to achieve an acceptable level of proficiency. Students who achieve at an acceptable level will be promoted to the next grade level at the completion of the school year. Retention of a student may be considered when professional staff and parents/guardians feel that it is in the best interest of the student. The Executive Director’s decision will be final.

Age: Minnesota Statute requires that a child entering Kindergarten (Prima at Parnassus) must reach the age of five by September 1 of the school year to be admitted, and a child entering first grade must reach the age of six by September 1 of the school year, unless the School Board establishes a specific policy which permits exceptions to this statute.

Our primary goal at the grammar stage levels is solid literacy. A child cannot go on to more complex studies if he or she does not have adequate reading skills. To avoid loss of reading skills over the summer, a summer reading program will be distributed to parents.

In addition to literacy, students must have attained competence in all the subjects (English, including reading, spelling, grammar, composition; history; math; science; logic, Latin, and Spanish) over the course of the year. Competence is attained not only by demonstrating knowledge of the material at measurable school-defined assessment benchmarks, but also by achieving Minnesota state educational standards (which include not only curriculum standards, but state testing requirements) and by completing assigned work in a timely, high-quality manner. Students whose grades or skills fall below grade- level expectations may be retained.

It is our goal for parents, teachers, and students to work together during the year to ensure that students are developing responsible work habits and attaining a sufficient level of understanding in their courses.

## **Parent Right to Know**

If a parent requests it, the school will provide information regarding the professional qualifications of his/her child’s classroom teachers, including, the following:

1. whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. whether the teacher is teaching under emergency or other provisional licensing status through which state qualification or licensing criteria have been waived;
3. the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree;
4. whether the student is provided services by paraprofessionals and, if so, their qualifications.

In addition, the school will provide parents with information as to the level of achievement of their child in each of the state academic assessments.

## **Special Education and Response to Intervention (RTI)**

### **Special Education Services**

Parnassus Preparatory School has contracted with a Special Education Director and other licensed specialists to help our special education coordinator, teachers, and staff deliver the special education services for all eligible students identified with a disability. These services are provided within the framework of the classical model of education which defines our school. The goal of special education services is to provide our students with the skills that will enable them to function in the classroom and on the job. We are committed to identifying students who would benefit from special education services, but we also ask parents to recognize successes in special education and to understand that a student's need for services may decrease over time.

### **Child Find/Child Study Team**

In addition to providing services, our school has adopted a Five Phase School-Wide Support Model that includes:

1. Early identification;
2. Intervention planning;
3. Referral for special education consideration;
4. Assessment;
5. Eligibility consideration.

If you have questions or need additional information please contact the school's special education coordinator or RTI coordinator.

### **Special Education Advisory Council (SEAC)**

Per Minnesota Statute 125A.24, school districts are required to form a Special Education Advisory Council (SEAC). Parnassus Preparatory School has established a local SEAC comprised of parents and guardians of special needs children and staff members who work with

special needs students and their families. This is intended to increase the involvement of parents of children with disabilities in making recommendations to the administration. For more information about the Parnassus Preparatory School SEAC, or if you have any other questions or need additional information regarding special education services, please call the school and arrange for a time to meet with a special education teacher.

## **PART III — RULES AND DISCIPLINE**

### **Attendance**

Regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability. For detailed information, see the “Student Attendance” policy in *Appendix 3*.

### **Behavior Guidelines**

Students will:

- Be polite and attentive.
- Stand when addressing a teacher or staff member (exceptions are made for the SOR Harkness Table and Socratic Circle discussions, and for Direct Instruction reading classes).
- Attend school consistently, be on time, and take responsibility for promptly making up any work when absent. Each student will bear the responsibility for his own conduct. Each student will respect the school’s atmosphere of learning by attending class and being prepared and punctual.
- Follow directions the first time they are given.
- Respond quickly to any staff member’s request to sit up, listen, and track the speaker
- Follow all reasonable requests made by adults on the premises with a positive attitude, and show respect for self, others, and property. Each student is expected to cooperate with and respect the faculty and staff, including administrators, teachers, secretaries, custodians, and any other people working in the school. Students are expected to communicate in an acceptable tone of voice using an acceptable choice of words.
- Follow lunchroom, playground, field-trip, lab, and individual classroom rules. Each student is expected to follow school rules when participating in school-related events.
- Adhere to the dress code.
- Not use threats or intimidation against any other person.
- Respect the health and safety of others, safety rules, and not use tobacco, alcohol, or other illegal substances.
- Be dismissed by the teacher, not the bell or the clock.
- Not leave school or the playground without signing out in the main office.
- Cell phones and other electronic devices, if brought to school, must be turned off and in student backpacks during school hours and school events unless other permission has been granted.
- Students will not bring anything to school that could be used to harm another individual or that is illegal.

The school has responsibility to protect the health, safety, and welfare of all its students and to ensure compliance with school rules. School employees (usually administrators) may conduct

searches of property or persons when they have reason to suspect that the health, safety, or welfare of students or staff may be endangered.

Parnassus is not responsible for loss, theft, or breakage of items brought to school. Fines will be levied on parents for vandalism or theft committed by their students. Fines or charge back will also be levied for lost or damaged school property. Students may also be required to be involved in the maintenance or repair of damaged property.

Special note about dress code violations: Students must be strictly in code to attend class. Students in violation of the dress code will be sent to the office and must call a parent or guardian. Parents will either bring acceptable attire, or students will be sent home. These absences are NOT excused.

## **Bullying Prohibition**

The school is committed to providing a safe and respectful learning environment for all students. Acts of bullying, in any form, by either an individual student or a group of students, is prohibited on school property, at school-related functions, and by misuse of technology. For detailed information regarding the school's "Bullying Prohibition" policy, see *Appendix 4*.

## **Buses – Conduct on School Buses and Consequences for Misbehavior**

Riding the school bus is a privilege, not a right. The school's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students. The school district will not provide transportation for students whose transportation privileges have been revoked.

The school is committed to transporting students in a safe and orderly manner. To accomplish this, student riders are expected to follow school district rules for waiting at a school bus stop and rules for riding on a school bus.

While waiting for the bus or after being dropped off at a school bus stop, all students must comply with the following rules:

- Get to the bus stop five minutes before your scheduled pick up time. The school bus driver will not wait for late students.
- Respect the property of others while waiting at the bus stop.
- Keep your arms, legs, and belongings to yourself.
- Use appropriate language.
- Stay away from the street, road, or highway when waiting for the bus.
- Wait until the bus stops before approaching the bus.
- After getting off the bus, move away from the bus.

- If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- No fighting, harassment, intimidation, or horseplay.
- No use of alcohol, tobacco, or drugs.

While riding a school bus, all riders must comply with the following rules:

- Follow the driver's directions at all times.
- Remain seated facing forward while the bus is in motion.
- Talk quietly and use appropriate language.
- Keep all parts of your body inside the bus.
- Keep arms, legs, and belongings to yourself and out of the aisle.
- No fighting, harassment, intimidation, or horseplay.
- Do not throw any object.
- No eating, drinking, or use of alcohol, tobacco, or drugs.
- Do not bring any weapons or dangerous objects on the school bus.
- Do not damage the school bus.

Consequences for school bus/bus stop misconduct will be imposed by the school under adopted administrative discipline procedures. All school bus/bus stop misconduct will be reported to the school's principals. Serious misconduct may be reported to local law enforcement.

## **Cell Phones, Pagers, and Other Electronic Communication Devices**

Students are prohibited from using cell phones, pagers, and other electronic communication devices during the instructional day. Students also are prohibited from using a cell phone or other electronic communication device to engage in conduct prohibited by school policies including, but not limited to, cheating, bullying, harassment, gang activity, etc. If the school has a reasonable suspicion that a student has violated a school rule or law by use of a cell phone or other electronic device, the school may search the device. The search of the device will be reasonably related in scope to the circumstances justifying the search. Students who use an electronic device during the school day and/or in violation of school policies may be subject to disciplinary action pursuant to the school's discipline policy. In addition, a student's cell phone or electronic device may be confiscated by the school and, if applicable, provided to law enforcement. Cell phones or other electronic devices that are confiscated and retained by the school will be returned in accordance with school building procedures. See below for details.

Electronic devices, if brought to school, must be turned off and in student backpacks during school hours and school events unless other permission has been granted. Consequences are as follows:

### **1st Offense:**

- Device given to school Principal.
- Loss of the device until the end of the next school day

**2nd Offense:**

- Device given to school Principal.
- Loss of the device until the end of the next two school days
- A parent/guardian must pick it up
- Lunch detention

**3rd Offense:**

- Device given to school Principal.
- Loss of the device until the end of the next five school days
- A parent/guardian must pick it up
- Lunch detention

**4th Offense:**

- Device given to school Principal.
- Loss of the device until the end of the next ten school days
- A parent/guardian must pick it up
- Lunch detention

**Discipline**

Misbehavior by one student can disrupt the learning process for many other students. In addition, students must learn to practice good safety habits, value academic honesty, respect the rights of others, and obey the law. For detailed information on the Student Code of Conduct and consequences for violations, see the complete “Student Discipline” policy in *Appendix 5*.

The activity of learning requires students to be attentive and polite. Students are expected to adhere to the Code of Conduct and Character Pillars to which they have agreed to follow. If a student does misbehave, the consequences for the infraction will be immediate, relevant and effectual.

**School-wide Behavioral System**

We all make choices about our behavior. Students who misbehave at school can expect consequences. Consequences will be carried out in a respectable manner, will fit the behavior or situation, and will relate to the age and developmental level of the student. Incidents of irresponsible behavior will have consequences based upon the frequency and severity of the problem, this handbook policies, Parnassus Preparatory School Board Policy, and Minnesota State Statutes.

The School of Grammar at Parnassus Preparatory School employs a card system to ensure a structured, disciplined learning environment for all of our students. This system is a quick way to check behavior without much classroom disruption or public shaming of students. A chart will be kept in each homeroom with a card pocket for each child. Each pocket contains four cards--green, yellow, red, and blue. Children will be asked to flip their card to the next color if they break a school rule or demonstrate inappropriate behavior. Detention consequences for card flips are detailed below. Teachers will use the detention time to privately conference with

students about the behavior that led to the card flip and to discuss how the student can make a better behavioral choice in the future. Students may also be asked to write notes to their parents or guardians to describe what occurred at school.

### **Prima to Fourth Level Grammar**

A green card is good to go; a yellow card serves as a warning to communicate to the student that they need to slow down and think about their actions. In order to do this, the student will stay seated for 5 minutes of playtime. A red card signifies that the student needs to stop and create a plan with the teacher to improve their behavior. Upon receiving a red card, the student will stay seated for 10 minutes of playtime. Finally, a blue card communicates that the teacher and student were not able to fix the behavior together. This equates to 15 minutes seated during playtime, and a call or note home. If a student receives a blue card, we ask that parents partner with the school and discuss the behaviors with their students at home as well.

### **The Schools of Logic and Rhetoric**

Parnassus Preparatory School employs demerit and merit systems to ensure a structured, disciplined learning environment for all of our students. Again, we find that this system is a quick way to check behavior without much classroom disruption or public shaming of students as well as recognize good behavior.

### **Merits**

Parnassus uses Merits as a way to recognize appropriate student behavior. The aim of the program is to honor students making good character choices. As teachers see students demonstrating good character, they acknowledge their efforts with a merit—a small piece of paper that records the student’s name along with his or her positive character choice. Merits are then brought to the office and placed in the merit box for a weekly drawing.

Students are beaming as they share news of a Merit they have earned with faculty, staff, and fellow students. The power of recognizing students formally in the classroom and school at large has already helped with positivity in the building. Indeed, as we work to teach the Character Pillars, it is imperative that we acknowledge and celebrate the efforts to truly live with good character.

Excited to share their achievements even more, students have requested that merits be sent home so they are able to share the good news with their parents.

### **Demerits**

Demerits are logged in the student’s planner in order to help with teacher/parent communication. A child will receive one demerit if they break a school rule or demonstrate inappropriate behavior. Detention consequences for demerits are detailed below and are recorded in the following progression—yellow, pink, blue. Lunch detention will be served with an assigned School of Logic or Rhetoric teacher. If the behavior warrants further consequence or there are repeat behaviors, administration may assign an after-school detention. This would be arranged with the parent ahead of the time served. The detention supervisor will use the detention time to guide students in reflecting on their actions and creating a plan of how to make more prudent behavioral choices in the future.

*Automatic Blue Demerit* – Certain behaviors such as harming another student, using inappropriate language, et cetera, may be deemed egregious enough to result in an automatic blue card from the teacher. The Principal or teacher will contact the parent in instances where a blue was given to the student.

*Staff Discretion*-Students and parents should not argue about whether a card flip/demerit was “fair” or if other students did or did not receive a card flip/demerit for the same actions. “Fair” is not always equal and questioning the teacher’s discretion in this matter is an action that undermines his or her authority. The student will be clearly explained what the infraction was and why the student received a card flip or a demerit.

*Students Giving Card Flips/Demerits* –Students may not be put in charge of overseeing the discipline of other students, including watching the class for the teacher or letting the teacher know if other students should receive card flips or demerits.

*Taking Back Card Flips/Demerits* – If a student receives a legitimate card flip/demerit, it should stand and not be taken back later in the class if the student has done something to “un-do” it. If the behavior warranted a card flip/demerit in the first place, it should stand.

*Whole-Class Card Flips/Demerits* – Teachers may not give a whole-class card flip/demerit as this is an unfair practice to students who may not have deserved this consequence.

*Missing Materials* – In the School of Grammar, card flips will not be given for missing materials. Classroom teachers will consistently teach students how to be organized and to be prepared for class by bringing the necessary materials. Extra materials will be kept in the classroom for students in the event that they were missing necessary items. School of Logic students will be given demerits for missing materials.

**Detention Guidelines:**

- After the teacher has conferenced with the student, detention time will be served in silence.
- After the teacher has conferenced with the student, detention time will be served in silence.
- Students in levels 1-4 Grammar may do homework at teachers’ discretion. Schools of Logic and Rhetoric students will be assigned a behavior reflection sheet to complete.
- Students are to be seated at all times, i.e. not helping teacher, working with classmates, etc.

In accordance with the school policy, Parnassus has adopted the following procedure for disruptive behavior that requires an office referral. The teacher issues the student a Discipline Referral form, and the student is required to visit the Principal. The Principal will determine if a call home is required or other disciplinary action such as detention or in or out-of-school suspension.

Suspensions may render a student ineligible for field trips and other activities. Students may not attend any school activities on a day of suspension (in or out of school suspension)

Students' misbehavior will not be used to “teach” the class a lesson.

At no time will a student's disciplinary record be discussed with another student or parent; however, other students or adults present may be consulted regarding an incident in attempt to discern truth.

Parnassus desires to educate all students who enter our school, expecting nothing less than the best from each one.

The expulsion process and proceedings will follow all Parnassus’ policies that apply and Minnesota statute 121A.45 Subd.2.

### **Suspension**

The Principal, and Executive Director or designee have the authority to suspend students as appropriate.

Suspensions last from one to five days depending on the severity of the infraction. All suspensions will require a parent conference with administration. A remedial student discipline plan will be created during this conference. The conference will occur before the student is readmitted to class. The Principal may require the parent to attend a full day of class with the student upon return. Students may not attend school activities on days when suspension (in or out of school) is in effect.

### **Dress and Appearance**

Students are required to wear the Parnassus uniform (please see the school’s Uniform Policy) and are encouraged to be dressed appropriately for school activities and events outside of the school day in keeping with community standards.

Appropriate clothing includes, but is not limited to, the following:

- Clothing appropriate for the weather.
- Clothing that does not create a health or safety hazard.
- Clothing appropriate for the activity (i.e., physical education or the classroom).

Inappropriate clothing includes, but is not limited to, the following:

- “Short shorts,” skimpy tank tops, tops that expose the midriff, and other clothing that is not in keeping with community standards.
- Clothing bearing a message that is lewd, vulgar, or obscene.
- Apparel promoting products or activities that are illegal for use by minors.
- Objectionable emblems, badges, symbols, signs, words, objects, or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves,

advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals as defined in school district policy.

- Any apparel or footwear that would damage school property.
- Hats are not to be worn in the building except with the approval of the building Principal (i.e., student undergoing chemotherapy, medical situations).
- Sun glasses are not to be worn in the building except with the approval of the building Principal (i.e. health reasons)

If the administration believes a student's appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities or poses a threat to the health or safety of the student or others, the student will be directed to make modifications or will be sent home for the day. A parent or guardian will be notified.

## **Drug-Free School and Workplace**

The possession and use of alcohol, controlled substances, and toxic substances are prohibited at school or in any other school location before, during, or after school hours. Paraphernalia associated with controlled substances also is prohibited. The school will discipline or take appropriate action against anyone who violates this policy.

School policy is not violated when a person brings a controlled substance which has a currently accepted medical treatment use onto a school location for personal use if the person has a physician's prescription for the substance. Students who have prescriptions must comply with the school's "Student Medication" policy. The school will provide an instructional program in every elementary and secondary school on chemical abuse and the prevention of chemical dependency.

## **Harassment and Violence Prohibition**

The school strives to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. For detailed information on the school's "Harassment and Violence Prohibition" policy, see *Appendix 6*

## **Hazing Prohibition**

Hazing is prohibited. No student will plan, direct, encourage, aid, or engage in hazing. Students who violate this rule will be subject to disciplinary action pursuant to the school's "Student Discipline" policy. For detailed information on the school district's "Hazing Prohibition" policy, see *Appendix 7*

## **Internet Acceptable Use**

All Parnassus students have conditional access to the school's computer system, including internet access, for limited educational purposes, including use of the system for classroom activities, educational research, and professional and career development. Use of the school's system is a privilege, not a right. Unacceptable use of the school's computer system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school policies, including, but not limited to, suspension, expulsion, or exclusion; or civil or criminal liability under other applicable laws. A copy of the school district's "Internet Acceptable Use" policy is provided to students and parents during enrollment and is available at the front desk.

Students will receive a copy of the school district's "Internet Acceptable Use" policy and are expected to understand and agree to abide by the policy as a condition of use of the school district's computer system. All students who wish to use the school district's computer system must sign the Internet Use Agreement form provided during enrollment.

## **Parking on School District Property**

### **Students**

The school allows limited use and parking of motor vehicles by students subject to the following rules:

- Parking a motor vehicle on school property during the school day is a privilege;
- Parking is permitted in designated areas only, by permit. For information, contact your school Principal
- Students are not permitted to use motor vehicles during the school day in any school location unless an emergency occurs and permission has been granted to the student by the school principal.
- Students are permitted to use motor vehicles on the School of Rhetoric campus only before and after the school day;
- Unauthorized vehicles parked on school property may be towed at the expense of the owner or operator.

The school may conduct routine patrols of school properties and inspections of the exteriors of the motor vehicles of students. Interiors of students' vehicles in school locations may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule. If a search yields contraband, school officials may seize the item and may turn it over to legal authorities when appropriate. A student who violates this policy may be subject to withdrawal of parking privileges and/or discipline according to the school's "Student Discipline" policy.

### **Visitors**

Visitors are permitted to park in designated school visitor parking areas. Unattended vehicles left on school property may be towed at the owner's expense.

## **Tobacco-Free Schools**

Parnassus students and staff have the right to learn and work in an environment that is tobacco free. School policy is violated by any individual's use of tobacco, tobacco-related devices, or electronic cigarettes in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Students may not possess any type of tobacco, tobacco-related device, or electronic cigarette in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Any student who violates this policy is subject to school discipline. For detailed information on the school district's "Tobacco-Free Environment" policy, see *Appendix 8*. Contact the school principal if you have questions or wish to report violations.

## **Vandalism**

Vandalism of any school property is prohibited. Violators will be disciplined and may be reported to law enforcement officials.

## **Weapons Prohibition**

No person will possess, use, or distribute a weapon when in a school location except as provided in school policy. A "weapon" means any object, device, or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; nunchucks; throwing stars; explosives; fireworks; mace and other propellants; stunguns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon. A weapon also includes look-alike or toy weapons. Appropriate discipline and action will be taken against any person who violates this policy. The school does not allow the possession, use, or distribution of weapons by students. Discipline of students will include, at a minimum: immediate out-of-school suspension; confiscation of the weapon; immediate notification of police; parent or guardian notification; and recommendation to the executive director of dismissal for a period of time not to exceed one year. A student who brings a firearm to school will be expelled for at least one year, subject to school discretion on a case-by-case basis. For a copy of the "School Weapons" policy, contact your school Principal.

## **PART IV — HEALTH AND SAFETY**

### **Accidents**

All student injuries that occur at school or school-sponsored activities should be reported to the school Principal. Parents/guardians of an injured student will be notified as soon as possible. If the student requires immediate medical attention, the Principal or other school leader will call 911 or seek emergency medical treatment and then contact the parent(s).

### **Crisis Management**

The school has developed a specific “Crisis Management” plan. The “Crisis Management” plan addresses a range of potential crisis situations in the school and includes general crisis procedures for securing the building, classroom evacuation, campus evacuation, sheltering, and communication procedures. The school will conduct lock-down drills, fire drills, and a tornado drill. Building plans include classroom and building evacuation procedures.

### **Emergency Contact Information**

In the event of an emergency, Parnassus will issue a phone alert and an email blast to the Parnassus community. Depending on the situation, Parnassus will also post any pertinent information on the school’s website. It is important that parents and legal guardians have the most updated contact information filed with the school to ensure receipt of school alerts.

### **Health Information**

#### **First Aid**

The nurse’s office in each school is equipped to handle minor injuries requiring first aid. If the nurse’s office is not open, assistance can be sought from the building’s administrative office. If a student experiences a more serious medical emergency at school, 911 will be called and/or a parent/guardian will be contacted depending on the situation.

The school has installed automated external defibrillators (AEDs) in the School of Grammar outside the workroom #1008. Tampering with any AED is prohibited and may result in discipline.

#### **Communicable Diseases**

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent suspects that his/her child has a

communicable or contagious disease, the parent should contact the school nurse or principal so that other students who might have been exposed to the disease can be alerted.

Students with certain communicable diseases will not be excluded from attending school in their usual daily attendance settings as long as their health permits and their attendance does not create a significant risk of transmitting the illness to other students or school district employees. The school district will determine on a case-by-case basis whether a contagious student's attendance creates a significant risk of transmitting the illness to others. For a copy of the "Communicable Diseases" policy, contact your school Principal.

### **Health Services**

The student health office is staffed by two licensed school nurses: Ms. Hahn and Ms. Laxen. In addition, Ms. Mester, Ms. Lemke, and Ms. Kotaska are trained to provide health support under the direction and supervision of the license school nurses.

Students who become sick at school should request to go to the nurse's office at the appropriate school (School of Grammar or School of Logic/Rhetoric). In the event of an emergency, the school will call 911 and will contact the parent or legal guardian. The school nurse or designee will arrange for students who get sick at school to go home early.

A parent/guardian should notify the school if his/her child is unable to attend school because of illness by calling the Absent Line or the main office at 763-496-1416. Please see the section on "How sick is too sick?" in this handbook to help you identify when your child is too sick to attend school.

### **Immunizations**

All students must be properly immunized or submit appropriate documentation exempting them from such immunizations in order to enroll or remain enrolled. Students may be exempted from the immunization requirement when the immunization of the student is contraindicated for medical reasons; laboratory confirmation of adequate immunity exists; or due to the conscientiously held beliefs of the parents/guardians or student. The school district will maintain a file containing the immunization records for each student in attendance at the school district for at least five years after the student reaches the age of 18. For a copy of the immunization schedule or to obtain an exemption form or information, contact the main office at 763-496-1416.

### **Medications at School During the School Day**

The school district acknowledges that some students may require prescribed drugs or medication during the school day. The administration of prescription medication or drugs at school requires a completed signed request from the student's parent. An "Administering Prescription Medications" form must be completed once a year and/or when a change in the prescription or

requirements for administration occurs. Prescription medications must be brought to school in the original container labeled for the student by a pharmacist, and must be administered in a manner consistent with the instructions on the label. Prescription medications are not to be carried by the student, but will be left with the appropriate school personnel. Exceptions that may be allowed include: prescription asthma medications administered with an inhaler pursuant to school district policy and procedures, medications administered as noted in a written agreement between the school district and parent or as specified in an Individualized Education Program (IEP), a plan developed under Section 504 of the Rehabilitation Act (§504 Plan), or an individual health plan (IHP). The school district is to be notified of any change in a student's prescription medication administration.

## **Pesticide Application Notice**

The school may plan to apply pesticide(s) on school property. To the extent the school applies certain pesticides; the school will provide families with notice as to the school's plan to use these pesticides. A parent may request to be notified prior to the application of certain pesticides on days different from those specified in the notice. Additional information regarding what pesticides are used, the schedule of pesticide applications, and the long-term health effects of the class of pesticide on children can be requested by contacting the Principal.

## **Safety**

The safety of students on campus and at school-related activities is a high priority of the school. While school-wide safety procedures are in place, student and parent cooperation is essential to ensuring school safety. The school has safety drills and emergency procedures in the event of tornados, fire, and lockdown.

## **Visitors in School Buildings**

Parents/guardians and community members are welcome to visit the schools. To ensure the safety of those in the school and to avoid disruption to the learning environment, all visitors must report directly to the main office upon entering the building, with the exception of events open to the public. All visitors will be required to sign in at the main office and to wear a "visitors badge" while in the building during the school day. Visitors must have the approval of the Principal before visiting a classroom during instructional time. An individual or group may be denied permission to visit the school or school property, or such permission may be revoked, if the visitor does not comply with school procedures or if the visit is not in the best interests of the students, employee, or the school board.

Students are not allowed to bring visitors to school without prior permission from the Principal.

# Appendix A – Calendar

Parnassus Preparatory School							2016-2017							School Year Calendar							August																				
(Board approved 11/4/15)																																									
<b>August 16</b>							<b>September 16</b>																																		
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa																												
	1	2	3	4	5	6					1	2	3																												
7	8	9	10	11	12	13	4	5	6	7	8	9	10																												
14	15	16	17	18	19	20	11	12	13	14	15	16	17																												
21	22	23	24	25	26	27	18	19	20	21	22	23	24																												
28	29	30	31				25	26	27	28	29	30																													
<b>October 16</b>							<b>November 16</b>							<b>December 16</b>							<b>January 17</b>																				
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa														
						1		1	2	3	4	5					1	2	3	1	2	3	4	5	6	7															
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14														
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21														
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28														
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	29	30	31																		
30	31																																								
<b>February 17</b>							<b>March 17</b>							<b>April 17</b>							<b>May 17</b>																				
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa														
						1							1						1							1															
5	6	7	8	9	10	11	5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13														
12	13	14	15	16	17	18	12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20														
19	20	21	22	23	24	25	19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27														
26	27	28					26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31																	
														30																											
<b>June 17</b>																																									
Su	M	Tu	W	Th	F	Sa																																			
				1	2	3																																			
4	5	6	7	8	9	10																																			
11	12	13	14	15	16	17																																			
18	19	20	21	22	23	24																																			
25	26	27	28	29	30																																				
							First and last days of school No classes for students (staff planning) No school (students/teachers/paras) No classes (parent-teacher conferences) First day of new quarter																																		
							Quarter 1: August 22 - October 21 Quarter 2: October 31 - January 20 (Semester 1 ends January 20) Quarter 3: January 17 - March 31 Quarter 4: April 3rd - June 8 (Semester 2 ends June 8) Makeup Dates (if needed): 1st: April 14th & 2nd: June 9th																																		
																					August 18 Open House 4:00-6:00pm 22 First day of school/Start of Quarter 1 26 No school September 5 No school 22 Parent-teacher conferences 4:30-7:30pm 23 NO SCHOOL / Parent-teacher conferences 8:00-11:00am and 12:00 - 3:00pm October 17 Fall break begins 24 Classes resume 28 End of Quarter 1 31 Start of Quarter 2 November 23 24 25 No school December 23 Winter break begins January 4 Classes resume 16 No classes (staff development) 20 End of Quarter 2 and Semester 1 23 Quarter 3/ Semester 2 starts February 16 Parent-teacher conferences 4:30-7:30pm 17 NO SCHOOL / Parent-teacher conferences 8:00-11:00am and 12:00 - 3:00pm 20 No classes (staff development) March 27 Spring break begins 31 End of Quarter 3 April 3 Classes resume/Quarter 4 begins 14 No school May 29 No school June 8 Last day of school/End of Quarter 4 9 Staff development																				

## **APPENDIXES**

Please see Parnassus' website for board approved policies.

**Appendix 1 – Distribution of Materials to Students and Families Policy- 923**

**Appendix 2 – Protection and Privacy of Pupil Records - 515**

**Appendix 3 – Student Attendance**

**Appendix 4 – Bullying Prohibition - 514**

**Appendix 5 – Student Discipline - 506**

**Appendix 6 – Harassment and Violence Prohibition – 413**

**Appendix 7 – Students Survey - 520**

**Appendix 8 – Hazing Prohibition - 526**

**Appendix 9 – Tobacco-Free Environment – 419**

**Appendix 10 – Animal Policy**

## Acknowledgement Form

We have received information and access to the 2016-2017 Student Handbook for the Parnassus Preparatory School.

---

Student Printed Name

---

Student Signature

---

Parent/Guardian Printed Name

---

Parent/Guardian Signature

---

Parent/Guardian Printed Name

---

Parent/Guardian Signature

---

Date

# Parnassus Preparatory School

## Governance Policy Group

### **DISTRIBUTION OF MATERIALS - 923**

#### 923 - DISTRIBUTION OF MATERIALS

##### I. PURPOSE

The purpose of this policy is to provide for distribution of materials appropriate to the Parnassus Preparatory School ("school") setting and that promote the educational program or educational objectives, formal culture, and mission of the school.

##### II. DEFINITIONS

- A. "Distribution" means the distribution, circulation or dissemination of materials, by any direct or indirect means, including without limitation by means of handing out, selling or offering for sale, hanging, posting or displaying, or placement in mailboxes, weekly folders, or by electronic mail.
- B. "Materials" includes all tangible and intangible materials, compositions or communications, in whatever form, by whomever originated and however perceptible, whether written, electronic or otherwise, including without limitation, leaflets, posters, brochures, buttons, badges, flyers, petitions, posters or newspapers.
- C. "School materials" means materials that are school-sponsored, school-originated or distributed in furtherance of school-supported activities and events, and that relate directly to or further the school's programs, function or mission.
- D. "School person" means any current student, employee, volunteer, officer or board member of the school, or any independent contractor of the school providing educational or curriculum-related services.
- E. "School premises" means the physical confines of the school, consisting of all property or space leased by the school at the Zachary Square Shopping Center, 11221 96th Avenue North, Maple Grove, MN 55369, as well as all other real estate, facilities, properties or instrumentalities (including but not limited to school computers and other electronic devices, and school buses or other means of transportation), that the school from time to time owns, leases, contracts or occupies, or over which it has control.
- F. "Non-school person" means any person, firm, entity, group or organization other than a school person.
- G. "Administration" means the Executive Director of the School or his or her designee.

**III. GENERAL STATEMENT OF POLICY**

In order to promote the best interests of the school and its students, protect the formal culture and mission of the school and to use public resources to provide educational services, the school has determined to limit the distribution of materials as follows:

- A. No materials may be distributed on or from school premises, except as herein specifically authorized;
- B. School persons may distribute school materials on or from school premises, subject to reasonable restrictions and guidelines of the administration;
- C. No school person may distribute any non-school materials on or from school premises; and
- D. No non-school person may distribute any materials on or from school premises.

**IV. VIOLATION OF POLICY**

Any non-school person violating this policy will be directed to cease distributing materials and to immediately leave school premises. Any school person violating this policy shall be subject to disciplinary action by the school, including without limitation suspension and/or termination of employment.

**V. IMPLEMENTATION**

The school administration may develop any additional guidelines and procedures necessary to implement this policy.

# Parnassus Preparatory School

## Executive Limitations Policies Group

### PROTECTION AND PRIVACY OF PUPIL RECORDS

#### 515 PROTECTION AND PRIVACY OF PUPIL RECORDS

##### I. PURPOSE

The school recognizes its responsibility in regard to the collection, maintenance and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

##### II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding the protection and privacy of parents and students are adopted by the school, pursuant to the requirements of 20 U.S.C. §1232g, *et seq.*, (Family Educational Rights and Privacy Act) 34 C.F.R. Part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and Minn. Rules Parts 1205.0100-1205.2000.

##### III. DEFINITIONS

###### A. Dates of Attendance

Date of attendance means the period of time during which a student attends or attended the school. The term does not include specific daily records of a student's attendance at school.

###### B. Dependent Student

A "dependent student" is an individual who during each of five (5) calendar months during the calendar year in which the taxable year of the parent begins:

1. is a full-time student at an educational institution; or
2. is pursuing a full-time course of instructional on-farm training under the supervision of an accredited agent of an educational institution or of a state or political subdivision of the state.

###### C. Directory Information

"Directory information" means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to: the student's name, address,

## PROTECTION AND PRIVACY OF STUDENT RECORDS

telephone listing, electronic mail address, photograph, date and place of birth, dates of attendance, grade level, enrollment status (i.e. full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and the most recent educational agency or institution attended. It also includes the name, address and telephone number of the student's parent(s). Directory information does not include personally identifiable data which references religion, race, color, social position or nationality. Data collected from nonpublic school students, other than those who receive shared time educational services, shall not be designated as directory information unless written consent is given by the student's parent or guardian.

A charter school must provide parents with annual notice of the information that it designates as directory and a reasonable period of time within which to object to the designation. 34C.F.R. § 99.37.

### D. Education Records

1. What constitutes "education records". Education records means those records which: (1) are directly related to a student; and (2) are maintained by the school.
2. What does not constitute an education record. The term "education records" does not include:
  - a. Records of instructional personnel which:
    - (1) are in the sole possession of the maker of the record; and
    - (2) are not accessible or revealed to any other individual except a substitute teacher; and
    - (3) are destroyed at the end of the school year.
  - b. Records of a law enforcement unit of the school, provided educational records maintained by the school are not disclosed to the unit, and the law enforcement records are:
    - (1) maintained separately from education records;
    - (2) maintained solely for law enforcement purposes; and
    - (3) disclosed only to law enforcement officials of the same jurisdiction.
  - c. Records relating to an individual, including a student, who is employed by the school which:

## PROTECTION AND PRIVACY OF STUDENT RECORDS

---

- (1) are made and maintained in the normal course of business;
- (2) relate exclusively to the individual in that individual's capacity as an employee; and
- (3) are not available for use for any other purpose.

However, these provisions shall not apply to records relating to an individual in attendance at the school who is employed as a result of his or her status as a student.

- d. Records relating to an eligible student, or a student attending an institution of post-secondary education, which are:
  - (1) made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his or her professional or paraprofessional capacity or assisting in that capacity;
  - (2) made, maintained, or used only in connection with the provision of treatment to the student; and
  - (3) disclosed only to individuals providing the treatment; provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are a part of the program of instruction within the school.
- e. Records that only contain information about an individual after he or she is no longer a student at the school.

### E. Eligible Student

"Eligible student" means a student who has attained eighteen (18) years of age or is attending an institution of post-secondary education.

### F. Juvenile Justice System

"Juvenile justice system" includes criminal justice agencies and the judiciary when involved in juvenile justice activities.

### G. Legitimate Educational Interest

"Legitimate educational interest" includes interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for education data. It includes

## PROTECTION AND PRIVACY OF STUDENT RECORDS

---

a person's need to know in order to:

1. Perform an administrative task required in the school or employee's contract or position description approved by the school board;
2. Perform a supervisory or instructional task directly related to the student's education; or
3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement or student financial aid.
4. Perform a task directly related to responding to a request for data.

### H. Parent

"Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent of the student in the absence of a parent or guardian. The school may presume the parent has the authority to exercise the rights provided herein, unless it has been provided with evidence that there is a state law or court order governing such matters as marriage dissolution, separation or child custody, or a legally binding instrument which provides to the contrary.

### I. Personally Identifiable

"Personally identifiable" means that the data or information includes, but is not limited to: (a) a student's name; (b) the name of the student's parent or other family member; (c) the address of the student or student's family; (d) a personal identifier such as the student's social security number or student number; (e) a list of personal characteristics that would make the student's identity easily traceable; or (f) other information that would make the student's identity easily traceable.

### J. Record

"Record" means any information or data recorded in any way including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm and microfiche.

### K. Responsible Authority

"Responsible authority" means the executive director.

### L. Student

"Student" includes any individual who is or has been in attendance, enrolled or registered at the school and regarding whom the school maintains education records. Student also includes applicants for enrollment or registration at the school, and individuals who receive shared time educational services from the school.

M. School Official

“School official” includes: (a) a person duly elected to the school board; (b) a person employed by the school board in an administrative, supervisory, instructional or other professional position; (c) a person employed by the school board as a temporary substitute in a professional position for the period of his or her performance as a substitute; and (d) a person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, as public information officer or data practices compliance official, an attorney or an auditor for the period of his or her performance as an employee or contractor.

N. Summary Data

“Summary data” means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify the individual is ascertainable.

O. Other Terms and Phrases

All other terms and phrases shall be defined in accordance with applicable state and federal law or ordinary customary usage.

**IV. GENERAL CLASSIFICATION**

State law provides that all data collected, created, received or maintained by a school are public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by a school which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of 20 U.S.C. §1232g and the regulations promulgated thereunder.

**V. STATEMENT OF RIGHTS**

A. Rights of Parents and Eligible Students

Parents and eligible students have the following rights under this policy:

1. The right to inspect and review the student’s education records;
2. The right to request the amendment of the student’s education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student’s privacy or other rights;
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that such consent is not required for disclosure pursuant to this policy, state or federal law,

## PROTECTION AND PRIVACY OF STUDENT RECORDS

or the regulations promulgated thereunder;

4. The right to refuse release of secondary students' names, addresses, and home telephone numbers to military recruiting officers;
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the federal law and the regulations promulgated thereunder;
6. The right to be informed about rights under the federal law; and
7. The right to obtain a copy of this policy from the school.

### **B. Eligible Students**

All rights and protections given parents under this policy transfer to the student when he or she reaches eighteen (18) years of age or enrolls in an institution of post-secondary education. The student then becomes an "eligible student." However, the parents of an eligible student who is also a "dependent student" are entitled to gain access to the educational records of such student without first obtaining the consent of the student.

## **VI. DISCLOSURE OF EDUCATION RECORDS**

### **A. Consent Required for Disclosure**

1. The school shall obtain a signed and dated written consent of the parent of a student or the eligible student before disclosing personally identifiable information from the education records of the student, except as provided herein.
2. The written consent required by this subdivision must be signed and dated by the parent of the student or the eligible student giving the consent and shall include:
  - a. a specification of the records to be disclosed;
  - b. the purpose or purposes of the disclosure;
  - c. the party or class of parties to whom the disclosure may be made; and
  - d. if appropriate, a termination date for the consent.
3. When a disclosure is made under this subdivision:
  - a. if the parent or eligible student so requests, the school shall provide him or her with a copy of the records disclosed; and
  - b. if the parent of a student who is not an eligible student so requests, the school shall provide the student with a copy of the records disclosed.
4. A signed and dated written consent may include a record and signature in

## PROTECTION AND PRIVACY OF STUDENT RECORDS

electronic form that:

- a. identifies and authenticates a particular person as the source of the electronic consent; and
  - b. indicates such person's approval of the information contained in the electronic consent.
5. If the responsible authority seeks an individual's informed consent to the release of private data to an insurer or the authorized representative of an insurer, informed consent shall not be deemed to have been given unless the statement is:
- a. in plain language;
  - b. dated;
  - c. specific in designating the particular persons or agencies the data subject is authorizing to disclose information about the data subject;
  - d. specific as to the nature of the information the subject is authorizing to be disclosed;
  - e. specific as to the persons or agencies to whom the subject is authorizing information to be disclosed;
  - f. specific as to the purpose or purposes for which the information may be used by any of the parties named in clause e above, both at the time of the disclosure and at any time in the future; and
  - g. specific as to its expiration date which should be within a reasonable time, not to exceed one year except in the case of authorizations given in connection with applications for (i) life insurance or non-cancellable or guaranteed renewable health insurance and identified as such, two years after the date of the policy, or (ii) medical assistance under Minn. Stat. Ch. 256B or Minnesota Care under Minn. Stat. Ch. 256L, which shall be ongoing during all terms of eligibility, for individualized education program health-related services provided by a school that are subject to third party reimbursement.

6. Eligible Student Consent

Whenever a student has attained eighteen (18) years of age or is attending an institution of post-secondary education, the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student, except as provided in the STATEMENT OF RIGHTS section of this policy.

B. Prior Consent for Disclosure Not Required

## PROTECTION AND PRIVACY OF STUDENT RECORDS

---

The school may disclose personally identifiable information from the education records of a student without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. To other school officials, including teachers, within the school whom the school determines have a legitimate educational interest in such records;
2. To officials of other schools or school districts in which the student seeks or intends to enroll. The records shall include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, and with proper annual notice (See Part XIX.), suspension and expulsion information pursuant to section 4155 of the federal No Child Left Behind Act. The records also shall include a copy of any probable cause notice or any disposition or court order under Minn. Stat. § 260B.171, unless the data are required to be destroyed under Minn. Stat. § 120A.22, Subd. 7(c) or § 121A.75. On request, the school will provide the parent or eligible student with a copy of the education records which have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with the REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA section of this policy;
3. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or the Commissioner of the State Department of Education or his or her representative, subject to the conditions relative to such disclosure provided under federal law;
4. In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:
  - a. determine eligibility for the aid;
  - b. determine the amount of the aid;
  - c. determine conditions for the aid; or
  - d. enforce the terms and conditions of the aid.

“Financial aid” for purposes of this provision means a payment of funds provided to an individual or a payment in kind of tangible or intangible property to the individual that is conditioned on the individual’s attendance at an educational agency or institution;
5. To state and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to state statute adopted:
  - a. before November 19, 1974, if the allowed reporting or disclosure concerns

## PROTECTION AND PRIVACY OF STUDENT RECORDS

the juvenile justice system and such system's ability to effectively serve the student whose records are released; or

- b. after November 19, 1974, if the reporting or disclosure allowed by state statute concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records are released, provided the officials and authorities to whom the records are disclosed certify in writing to the school that the data will not be disclosed to any other party, except as provided by state law, without the prior written consent of the parent of the student. At a minimum, the school shall disclose the following information to the juvenile justice system under this paragraph: a student's full name, home address, telephone number, and date of birth; a student's school schedule, attendance record, and photographs, if any; and parents' names, home addresses, and telephone numbers;
6. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating or administering predictive tests, administering student aid programs or improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization and the information is destroyed when no longer needed for the purposes for which the study was conducted. For purposes of this provision, the term "organizations" includes, but is not limited to, federal, state and local agencies and independent organizations. In the event the Department of Education determines that a third party outside of the school to whom information is disclosed violates this provision, the school may not allow that third party access to personally identifiable information from education records for at least five years.
7. To accrediting organizations in order to carry out their accrediting functions;
8. To parents of a dependent student;
9. To comply with a judicial order or lawfully issued subpoena, provided, however, that the school makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance therewith so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a federal grand jury subpoena, or any other subpoena issued for law enforcement purposes, and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed. In addition, if the school initiates legal action against a parent or student it may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school to proceed with the legal action as plaintiff. Also, if a parent or eligible student initiates a legal action against the school, the school may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the school to defend itself.

## PROTECTION AND PRIVACY OF STUDENT RECORDS

10. To appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. In addition, an educational agency or institution may include in the educational records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. This information may be disclosed to teachers and school officials within the school and/or teachers and school officials in other schools who have legitimate educational interests in the behavior of the student;
11. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals;
12. Information the school has designated as “directory information” pursuant to the **RELEASE OF DIRECTORY INFORMATION** section of this policy;
13. To military recruiting officers pursuant to the **MILITARY RECRUITMENT** section of this policy;
14. To the parent of a student who is not an eligible student or to the student himself or herself;
15. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiologic investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted;
16. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by the educational agency or institution for students or former students; or
17. To the juvenile justice system, on written request that certifies that the information will not be disclosed to any other person except as authorized by law without the written consent of the parent of the student:
  - a. the following information about a student must be disclosed: a student’s full name, home address, telephone number, date of birth; a student’s school schedule, daily attendance record, and photographs, if any; and any parents’ names, home addresses, and telephone numbers;
  - b. the existence of the following information about a student, not the actual data or other information contained in the student’s educational record, may be disclosed provided that a request for access must be submitted on the statutory form and it must contain an explanation of why access to the information is necessary to serve the student: (1) use of a controlled

## PROTECTION AND PRIVACY OF STUDENT RECORDS

---

substance, alcohol, or tobacco; (2) assaultive or threatening conduct that could result in dismissal from school under the Pupil Fair Dismissal Act; (3) possession or use of weapons or look-alike weapons; (4) theft; or (5) vandalism or other damage to property. Prior to releasing this information, the executive director or chief administrative officer of a school who receives such a request must, to the extent permitted by federal law, notify the student's parent or guardian by certified mail of the request to disclose information. If the student's parent or guardian notifies the school official of an objection to the disclosure within ten (10) days of receiving certified notice, the school official must not disclose the information and instead must inform the requesting member of the juvenile justice system of the objection. If no objection from the parent or guardian is received within fourteen (14) days, the school official must respond to the request for information.

The written requests of the juvenile justice system member(s), as well as a record of any release, must be maintained in the student's file.

18. To the executive director and to any counselor directly supervising or reporting on the behavior or progress of the student if it is information from a disposition order received by a superintendent under Minn. Stat. § 260B.171, Subd. 3. The executive director must notify the counselor immediately and must place the disposition order in the student's permanent education record. The executive director also must notify immediately any teacher or administrator who directly supervises or reports on the behavior or progress of the student whom the executive director believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The executive director may also notify other school employees, substitutes, and volunteers who are in direct contact with the student if the executive director determines that these individual need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the executive director must identify the student, outline the offense, and describe any conditions of probation about which the school must provide information if this information is provided in the disposition order. Disposition order information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information may not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except as necessary to serve the student, to protect students and staff, or as otherwise required by law, and only to the student or the student's parent or guardian.
19. To the executive director if it is information from a peace officer's record of children received under Minn. Stat. § 260B.171, Subd. 5. The executive director must place the information in the student's educational record. The executive director also must notify immediately any teacher, counselor, or administrator directly supervising the student whom the executive director believes needs the information to work with the student in an appropriate manner, to avoid being

## PROTECTION AND PRIVACY OF STUDENT RECORDS

needlessly vulnerable, or to protect other persons from needless vulnerability. The executive director may also notify other employees, substitutes, and volunteers who are in direct contact with the student if the executive director determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the executive director must identify the student and describe the alleged offense if this information is provided in the peace officer's notice. Peace officer's record information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information must not be further disseminated by the counselor, teacher administrator, staff member, substitute, or volunteer except to communicate with the student or the student's parent or guardian as necessary to serve the student, to protect students and staff, or as otherwise required by law.

The executive director must delete the peace officer's record from the student's educational record, destroy the data, and make reasonable efforts to notify any teacher, counselor, staff member, administrator, substitute, or volunteer who received information from the peace officer's record if the county attorney determines not to proceed with a petition or directs the student into a diversion or mediation program or if a juvenile court makes a decision on a petition and the county attorney or juvenile court notifies the superintendent of such action.

### C. Nonpublic School Students

The school may disclose personally identifiable information from the education records of a nonpublic school student, other than a student who receives shared time educational services, without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. Pursuant to a valid court order;
2. Pursuant to a statute specifically authorizing access to the private data; or
3. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiological investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted.

## **VII. RELEASE OF DIRECTORY INFORMATION**

### A. Classification

Directory information may be disclosed (i) to parents of other Parnassus students and school officials, as defined in this Policy, except as provided herein, and (ii) as otherwise required herein or required by applicable law.

## PROTECTION AND PRIVACY OF STUDENT RECORDS

### B. Former Students

Unless a former student affirmatively opted out of the release of directory information in his or her last year of attendance, the school may disclose directory information from the education records generated by it regarding the former student without meeting the requirements of Paragraph C. of this section. In addition, under an explicit exclusion from the definition of an “education record,” the school may release records that only contain information about an individual obtained after he or she is no longer a student at the school.

### C. Present Students and Parents

The school may disclose directory information from the education records of a student and information regarding parents without prior written consent of the parent of the student or eligible student, except as provided herein. Prior to such disclosure the school shall:

1. Annually give public notice by any means that are reasonably likely to inform the parents and eligible students of:
  - a. the types of personally identifiable information regarding students and/or parents that the school has designated as directory information;
  - b. the parent’s or eligible student’s right to refuse to let the school designate any or all of those types of information about the student and/or the parent as directory information; and
  - c. the period of time in which a parent or eligible student has to notify the school in writing that he or she does not want any or all of those types of information about the student and/or the parent designated as directory information.
2. Allow a reasonable period of time after such notice has been given for a parent or eligible student to inform the school, in writing, that any or all of the information so designated should not be disclosed without the parent’s or eligible student’s prior written consent, except as provided in the DISCLOSURE OF EDUCATION RECORDS section of this policy.

### D. Procedure for Obtaining Nondisclosure of Directory Information

The parent’s or eligible student’s written notice shall be directed to the responsible authority and shall include the following:

1. Name of the student and/or parent, as appropriate;
2. Home address;
3. School presently attended by student;
4. Parent’s legal relationship to student, if applicable; and
5. Specific categories of directory information to be made not accessible to parents of other Parnassus students without the parent’s or eligible student’s prior written consent,

which shall only be applicable for that school year.

E. Duration

The designation of any information as directory information about a student or parents will remain in effect for the remainder of the school year unless the parent or eligible student provides the written notifications provided herein.

**VIII. DISCLOSURE OF PRIVATE RECORDS**

A. Private Records

For the purposes herein, education records are records which are classified as private data on individuals by state law and which are accessible only to the student who is the subject of the data and the student's parent if the student is not an eligible student. The school may not disclose private records or their contents except as summary data, or except as provided in the DISCLOSURE OF EDUCATION RECORDS section of this policy, without the prior written consent of the parent or the eligible student.

B. Private Records Not Accessible to Parent

In certain cases state law intends, and clearly provides, that certain information contained in the education records of the school pertaining to a student be accessible to the student alone, and to the parent only under special circumstances, if at all.

1. The responsible authority may deny access to private data by a parent when a minor student who is the subject of that data requests that the responsible authority deny such access. The minor student's request must be submitted in writing setting forth the reasons for denying access to the parent and must be signed by the minor. Upon receipt of such request the responsible authority shall determine if honoring the request to deny the parent access would be in the best interest of the minor data subject. In making this determination the responsible authority shall consider the following factors:
  - a. whether the minor is of sufficient age and maturity to be able to explain the reasons for and understand the consequences of the request to deny access;
  - b. whether the personal situation of the minor is such that denying parental access may protect the minor data subject from physical or emotional harm;
  - c. whether there are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate;
  - d. whether the data in question is of such a nature that disclosure of it to the

## PROTECTION AND PRIVACY OF STUDENT RECORDS

parent may lead to physical or emotional harm to the minor data subject;  
and

- e. whether the data concerns medical, dental or other health services provided pursuant to Minn. Stat. §§ 144.341-144.347, in which case the data may be released only if the failure to inform the parent would seriously jeopardize the health of the minor.

### C. Private Records Not Accessible to Student

Students shall not be entitled to access to private data concerning financial records and statements of the student's parent or any information contained therein.

## IX. **DISCLOSURE OF CONFIDENTIAL RECORDS**

### A. Confidential Records

Confidential records are those records and data contained therein which are made not public by state or federal law, and which are inaccessible to the student and the student's parents or to an eligible student.

### B. Reports Under the Maltreatment of Minors Reporting Act

Pursuant to Minn. Stat. § 626.556, reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data shall be confidential and will not be made available to the parent or the subject individual by the school. The subject individual, however, may obtain a copy of the report from either the local welfare agency, county sheriff or the local police department subject to the provisions of Minn. Stat. § 626.556, Subd. 11.

### C. Investigative Data

Data collected by the school as part of an active investigation undertaken for the purpose of the commencement or defense of pending civil legal action, or which are retained in anticipation of a pending civil legal action are classified as protected nonpublic data in the case of data not on individuals, and confidential data in the case of data on individuals.

1. The school may make any data classified as protected non-public or confidential pursuant to this subdivision accessible to any person, agency or the public if the school determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.
2. A complainant has access to a statement he or she provided to the school.
3. Once a civil investigation becomes inactive, civil investigative data becomes public unless the release of the data would jeopardize another pending civil legal

## PROTECTION AND PRIVACY OF STUDENT RECORDS

action, except for those portions of such data that are classified as not public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record shall be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events:

- a. a decision by the school, or by the chief attorney for the school, not to pursue the civil legal action. However, such investigation may subsequently become active if the school or its attorney decides to renew the civil legal action;
  - b. the expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or
  - c. the exhaustion or expiration of rights of appeal by either party to the civil legal action.
4. A “pending civil legal action” for purposes of this subdivision is defined as including, but not limited to, judicial, administrative or arbitration proceedings.

### **X. DISCLOSURE OF SCHOOL RECORDS PRIOR TO EXCLUSION OR EXPULSION HEARING**

At a reasonable time prior to any exclusion or expulsion hearing, the student and the student’s parent or guardian or representative shall be given access to all school records pertaining to the student, including any tests or reports upon which the action proposed by the school may be based, pursuant to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. § 121A.40, *et seq.*

### **XI. DISCLOSURE OF DATA TO MILITARY RECRUITMENT OFFICERS**

- A. The school will release the names, addresses, and home telephone numbers of secondary students to military recruiting officers within sixty (60) days after the date of the request unless a parent or eligible student has refused in writing to release this data to military recruiters pursuant to Paragraph C. below.
- B. Data released to military recruiting officers under this provision:
  1. may be used only for the purpose of providing information to students about military service, state and federal veterans’ education benefits, and other career and educational opportunities provided by the military; and
  2. cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces.
- C. A parent or eligible student has the right to refuse the release of the name, address, or home telephone number to military recruiting officers. To refuse the release of the above information to military recruiting officers, a parent or eligible student must notify the responsible authority in writing each year. The written request must include the

following information:

1. Name of student and parent, as appropriate;
  2. Home address;
  3. Student's grade level;
  4. School presently attended by student;
  5. Parent's legal relationship to student, if applicable;
  6. Specific category or categories of information which are not to be released to military recruiters; and
  7. Specific category or categories of information which are not to be released to the public, including military recruiters.
- D. Annually, the school will provide public notice by any means that are reasonably likely to inform the parents and eligible students of their rights to refuse to release the names, addresses, and home phone numbers of secondary students without prior consent.
- E. A parent or eligible student's refusal to release the above information to military recruiting officers does not affect the school's release of directory information to parents of other Parnassus students and school officials. In order to make any directory information about a student private, the procedures contained in the **RELEASE OF DIRECTORY INFORMATION** section of this policy also must be followed.

## **XII. LIMITS ON REDISCLOSURE**

### **A. Redisclosure**

Consistent with the requirements herein, the school may only disclose personally identifiable information from the education records of a student on the condition that the party to whom the information is to be disclosed will not disclose the information to any other party without the prior written consent of the parent of the student or the eligible student, except that the officers, employees and agents of any party receiving personally identifiable information under this section may use the information, but only for the purposes for which the disclosure was made.

### **B. Redisclosure Not Prohibited**

1. Subdivision A. of this section does not preclude the school from disclosing personally identifiable information under the **DISCLOSURE OF EDUCATION RECORDS** section of this policy with the understanding that the party receiving

## PROTECTION AND PRIVACY OF STUDENT RECORDS

the information may make further disclosures of the information on behalf of the school provided:

- a. The disclosures meet the requirements of the DISCLOSURE OF EDUCATION RECORDS section of this policy; and
- b. The school has complied with the record-keeping requirements of the RESPONSIBLE AUTHORITY; RECORD SECURITY; AND RECORD KEEPING section of this policy.

2. Subdivision A. of this section does not apply to disclosures made pursuant to court orders or lawfully issued subpoenas or litigation, to disclosures of directory information, to disclosures to a parent or student, or to parents of dependent students.

C. Classification of Disclosed Data

The information disclosed shall retain the same classification in the hands of the party receiving it as it had in the hands of the school.

D. Notification

The school shall, except for disclosures made pursuant to court orders or lawfully issued subpoenas, disclosure of directory information under the RELEASE OF DIRECTORY INFORMATION section of this policy, or disclosures to a parent or student, the school shall inform the party to whom a disclosure is made of the requirements set forth in this section. In the event that the Family Policy Compliance Office determines that a third party improperly rediscloses personally identifiable information from education records, the educational agency or institution may not allow that third party access to personally identifiable information from education records for at least five years.

### **XIII. RESPONSIBLE AUTHORITY, RECORD SECURITY; AND RECORD KEEPING**

A. Responsible Authority

The responsible authority shall be responsible for the maintenance and security of student records.

B. Record Security

The executive director shall be the records manager of the school, and shall have the duty of maintaining and securing the privacy and/or confidentiality of student records.

C. Plan for Securing Student Records

The executive director shall submit to the responsible authority a written plan for securing students records by September 1 of each school year. The written plan shall contain the following information:

## PROTECTION AND PRIVACY OF STUDENT RECORDS

---

1. A description of records maintained;
2. Titles and addresses of person(s) responsible for the security of student records;
3. Location of student records, by category, in the buildings;
4. Means of securing student records; and
5. Procedures for access and disclosure.

### D. Review of Written Plan for Securing Student Records

The responsible authority shall review the plans submitted pursuant to Paragraph C. of this section for compliance with the law, this policy and the various administrative policies of the school. The responsible authority shall then promulgate a chart incorporating the provisions of Paragraph C. which shall be attached to and become a part of this policy.

### E. Record Keeping

1. The executive director shall, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record with the education records of the student which indicates:
  - a. the parties who have requested or received personally identifiable information from the education records of the student; and
  - b. the legitimate interests these parties had in requesting or obtaining the information;
2. In the event the school discloses personally identifiable information from an education record of a student pursuant to Paragraph B. of the LIMITS ON REDISCLOSURE section of this policy, the record of disclosure required under this section shall also include:
  - a. the names of the additional parties to which the receiving party may disclose the information on behalf of the school; and
  - b. the legitimate interests under the DISCLOSURE OF EDUCATION RECORDS section of this policy which each of the additional parties has in requesting or obtaining the information.
3. Paragraph (1) of Record Keeping does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests by or disclosures to other school officials under Paragraph B.1 of the DISCLOSURE OF EDUCATION RECORDS section of this policy, to requests for disclosures of

## PROTECTION AND PRIVACY OF STUDENT RECORDS

directory information under the RELEASE OF DIRECTORY INFORMATION section of this policy, or to a party seeking or receiving the records as directed by a Federal grand jury or other law enforcement subpoena and the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed.

4. The record of requests of disclosures may be inspected by:
  - a. the parent of the student or the eligible student;
  - b. the school official or his or her assistants who are responsible for the custody of the records; and
  - c. the parties authorized by law to audit the record-keeping procedures of the school.
5. The record of requests and disclosures shall be maintained with the education records of the student as long as the school maintains the student's education records.

### **XIV. RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS**

A. Parent of a Student, an Eligible Student or the Parent of an Eligible Student Who is Also a Dependent Student

The school shall permit the parent of a student, an eligible student or the parent of an eligible student who is also a dependent student who is or has been in attendance in the school to inspect or review the education records of the student, except those records which are made confidential by state or federal law or as otherwise provided in the DISCLOSURE OF PRIVATE RECORDS section of this policy.

B. Response to Request for Access

The school shall respond to any request pursuant to Subdivision A. of this section immediately, if possible, or within ten (10) days of the date of the request, excluding Saturdays, Sundays and legal holidays.

C. Right to Inspect and Review

The right to inspect and review education records under Subdivision A. of this section includes:

1. The right to a response from the school to reasonable requests for explanations and interpretations of records; and
2. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the school shall provide the parent or eligible student with a copy of the records requested, or make other

## PROTECTION AND PRIVACY OF STUDENT RECORDS

---

arrangements for the parent or eligible student to inspect and review the requested records.

3. Nothing in this policy shall be construed as limiting the frequency of inspection of the educational records of a student with a disability by the student's parent or guardian or by the student upon the student reaching the age of majority.

### D. Form of Request

Parents or eligible students shall submit to the school a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect.

### E. Collection of Student Records

If a student's education records are maintained in more than one location, the responsible authority may collect copies of the records or the records themselves from the various locations so they may be inspected at one site. However, if the parent or eligible student wishes to inspect these records where they are maintained, the school shall attempt to accommodate those wishes. The parent or eligible student shall be notified of the time and place where the records may be inspected.

### F. Records Containing Information on More Than One Student

If the education records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information which pertains to that student.

### G. Authority to Inspect or Review

The school may presume that either parent of the student has authority to inspect or review the education records of a student unless the school has been provided with evidence that there is a legally binding instrument or a state law or court order governing such matters as marriage dissolution, separation or custody which provides to the contrary.

### H. Fees for Copies of Records

1. The school shall charge a reasonable fee for providing photocopies or printed copies of records unless printing a copy is the only method to provide for the inspection of data. In determining the amount of the reasonable fee, the school shall consider the following:
  - a. the cost of materials, including paper, used to provide the copies;
  - b. the cost of the labor required to prepare the copies;
  - c. any schedule of standard copying charges established by the school in its normal course of operations;

- d. any special costs necessary to produce such copies from machine based record-keeping systems, including but not limited to computers and microfilm systems; and
  - e. mailing costs.
2. The cost of providing copies shall be borne by the parent or eligible student.
  3. The responsible authority, however, may not impose a fee for a copy of an education record made for a parent or eligible student if doing so would effectively prevent or, in the case of a student with a disability, would impair the parent or eligible student from exercising their right to inspect or review the student's education records.
  4. The school reserves the right to make a charge for copies such as transcripts it forwards to potential employers or post-secondary institutions for employment or admissions purposes.

**XV. REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA**

A. Request to Amend Education Records

The parent of a student or an eligible student who believes that information contained in the education records of the student is inaccurate, misleading or violates the privacy or other rights of the student may request that the school amend those records.

1. The request shall be in writing, shall identify the item the requestor believes to be inaccurate, misleading or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the requestor wishes the school to make. The request shall be signed and dated by the requestor.
2. The school shall decide whether to amend the education records of the student in accordance with the request within a reasonable period of time after receiving the request.
3. If the school decides to refuse to amend the education records of the student in accordance with the request, it shall inform the parent of the student or the eligible student of the refusal and advise the parent or eligible student of the right to a hearing under Subdivision B. of this section.

B. Right to a Hearing

If the school refuses to amend the education records of a student, the school, on request, shall provide an opportunity for a hearing in order to challenge the content of the student's education records to ensure that information in the education records of the student is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. A hearing shall be conducted in accordance with Subdivision C. of

## PROTECTION AND PRIVACY OF STUDENT RECORDS

this section.

1. If, as a result of the hearing, the school decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall amend the education records of the student accordingly and so inform the parent of the student or the eligible student in writing.
2. If, as a result of the hearing, the school decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school, or both.
3. Any statement placed in the education records of the student under Subdivision B. of this section shall:
  - a. be maintained by the school as part of the education records of the student so long as the record or contested portion thereof is maintained by the school; and
  - b. if the education records of the student or the contested portion thereof is disclosed by the school to any party, the explanation shall also be disclosed to that party.

### C. Conduct of Hearing

1. The hearing shall be held within a reasonable period of time after the school has received the request, and the parent of the student or the eligible student shall be given notice of the date, place and time reasonably in advance of the hearing.
2. The hearing may be conducted by any individual, including an official of the school who does not have a direct interest in the outcome of the hearing. The school board attorney shall be in attendance to present the school board's position and advise the designated hearing officer on legal and evidentiary matters.
3. The parent of the student or eligible student shall be afforded a full and fair opportunity for hearing to present evidence relative to the issues raised under Subdivisions A. and B. of this section and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney.
4. The school shall make a decision in writing within a reasonable period of time after the conclusion of the hearing. The decision shall be based solely on evidence presented at the hearing and shall include a summary of evidence and reasons for the decision.

### D. Appeal

The final decision of the designated hearing officer may be appealed in accordance with the applicable provisions of the Minn. Stat. Ch. 14 relating to contested cases.

**XVI. PROBLEMS ACCESSING DATA**

- A. The data practices compliance official is the designated employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.

**XVII. COMPLAINTS FOR NONCOMPLIANCE**

A. Where to File Complaints

Complaints regarding alleged violations of rights accorded parents and eligible students by 20 U.S.C. §1232g, and the rules promulgated thereunder, shall be submitted in writing to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605.

B. Content of Complaint

A complaint filed pursuant to this section must contain specific allegations of fact giving reasonable cause to believe that a violation of 20 U.S.C. §1232g and the rules promulgated thereunder has occurred.

**XVIII. WAIVER**

A parent or eligible student may waive any of his or her rights provided herein pursuant to 20 U.S.C. §1232g. A waiver shall not be valid unless in writing and signed by the parent or eligible student. The school may not require such a waiver.

**XIX. ANNUAL NOTIFICATION OF RIGHTS**

A. Contents of Notice

The school shall give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:

1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing education records;
2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;
3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated

## PROTECTION AND PRIVACY OF STUDENT RECORDS

thereunder authorize disclosure without consent;

4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school to comply with the requirements of 20 U.S.C. §1232g, and the rules promulgated thereunder;
5. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing education records to other school officials whom the school has determined to have legitimate educational interests; and
6. That the school forwards education records on request to a school in which a student seeks or intends to enroll including suspension and expulsion records pursuant to the federal No Child Left Behind Act and, if applicable, a student's history of violent behavior.

B. Notification to Parents of Students Having a Primary Home Language Other Than English

The school shall provide for the need to effectively notify parents of students identified as having a primary or home language other than English.

C. Notification to Parents or Eligible Students Who are Disabled

The school shall provide for the need to effectively notify parents or eligible students identified as disabled.

### **XX. DESTRUCTION AND RETENTION OF RECORDS**

Destruction and retention of records by the school shall be controlled by state and federal law.

### **XXI. COPIES OF POLICY**

Copies of this policy may be obtained by parents and eligible students at the main office of the school.

---

***ADOPTED BY THE BOARD ON:***

***REVISED BY THE BOARD ON: April 12, 2016***

# PARNASSUS PREPARATORY SCHOOL

## ATTENDANCE POLICY

### School Hours

- School Day: 8:00 am until 3:30 pm

*Students in the before school program may enter at 7:00 am.*

*Students not in the before school program may enter at 7:45 am.*

*Students must be picked up by 3:45pm if not in the Animus or Accendo Programs.*

*Students in Animus or Accendo must be picked up by 6:00 pm.*

Regular attendance is important to ensure achievement in school. We discourage vacations and trips taken during the school year. We also discourage doctors' and other appointments when avoidable. Students are responsible for any make-up work during their absence.

Please contact the school office in advance whenever you know your child will be absent. If your child will be absent or tardy, you must call the school's office by the start of school on the day of the absence or tardy. ***Please notify the school every day your child is to be away from school.*** For an absence to be excused, you must call the Parnassus Attendance Line.

### **Parnassus Attendance Line: 763-496-1416 ext 119**

Please report the following information:

- Child's Name
- Grade
- Teacher
- Reason for Absence
- You may request homework, which will be available after 3 pm at the front office

### Excused Absence

- Illness (please refer to the handbook for guidelines to determine if a child is too sick to send to school)  
*An absence of three (3) consecutive school days or more due to illness must be documented in writing by the treating physician, other health professional, or a parent (for standard illnesses).*
- Medical, dental or diagnostic testing appointments
- Absence because of death in the immediate family/funeral
- Absence due to attendance or observance of religious holy days

### Extended Absences

For any absence that will be 3 days or more, please complete the **Absence Notification Form** and return to the office at least one week prior to absence. This form is available at the office or on the parent page of the Parnassus website.

### Late Arrival /Tardiness

**Classes begin promptly at 8:00 a.m.** Parents are expected to have their students at school a minimum of 10 - 15 minutes prior to the start of classes. Students coming in after 8:00am must be signed in at the office by their parent or guardian before going to class.

### Early Dismissal

Parents who need to pick children up from school early should call or email the office in advance. Parents will be required to sign their child(ren) out at the front desk. In order to cause the least disruption to learning, a school employee will call for the student to come to the office once the parent arrives to pick the student up.

# Parnassus Preparatory School

## Executive Limitations Policies Group

### Bullying Prohibition – EXEC 514

#### I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, as defined below, works against the provision of such an environment. Parnassus Preparatory School (the “school”) cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school and the rights and welfare of its students and is within the control of the school in its normal operations, the school intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

#### II. GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on school property, at school functions or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student’s act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school or the safety or welfare of the student or other students, or materially and substantially interferes with a student’s educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school property and/or with or without the use of school resources.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school shall permit, condone, or tolerate bullying.
- C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

- E. False accusations or reports of bullying against another student are prohibited.
- F. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school's policies and procedures, including the school's discipline policy (See Parnassus' Student Discipline Policy - Exec 506). The school may take into account the following factors:
  - 1. The developmental ages and maturity levels of the parties involved;
  - 2. The levels of harm, surrounding circumstances, and nature of the behavior;
  - 3. Past incidences or past or continuing patterns of behavior;
  - 4. The relationship between the parties involved; and
  - 5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply it throughout the school, and foster student, parent, and community participation.

Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school property and events.

- G. The school will act to investigate all complaints of bullying reported to the school and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school who is found to have violated this policy.

### **III. DEFINITIONS**

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

- A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

## BULLYING PROHIBITION

---

1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, "bullying," specifically includes cyberbullying as defined in this policy.

- B. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.
- C. "Immediately" means as soon as possible but in no event longer than 24 hours.
- D. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:
1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;
  2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
  3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.
- E. "On school premises, on school property, at school functions or activities, or on school transportation" means all school buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored

activities, events, or trips. School property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school does not represent that it will provide supervision or assume liability at these locations and events.

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

#### **IV. REPORTING PROCEDURE**

- A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school official designated by this policy. A person may report bullying anonymously. However, the school may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school office, but oral reports shall be considered complaints as well.
- C. The building principal or other person designated by the school board in writing (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to the building report taker. If the complaint involves the building report taker, the complaint shall be made or filed directly with the Executive Director of the school by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a

report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.

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

**V. SCHOOL ACTION**

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school shall undertake or authorize an investigation by the building report taker or a third party designated by the school.
- B. The building report taker or other appropriate school officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of

this policy. School action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (See Parnassus' Student Discipline Policy - Exec 506) and other applicable school policies; and applicable regulations.

- E. The school is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

## **VI. RETALIATION OR REPRISAL**

The school will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

## **VII. TRAINING AND EDUCATION**

- A. The school shall discuss this policy with school personnel and volunteers and provide appropriate training to school personnel regarding this policy. The school shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school. The school or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules,

procedures, and standards of conduct, which materials shall also be used to publicize this policy.

- B. The school shall require ongoing professional development, consistent with Minn. Stat. § 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
  - 1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
  - 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
  - 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
  - 4. The incidence and nature of cyberbullying; and
  - 5. Internet safety and cyberbullying.
  
- C. The school annually will provide education and information to students regarding bullying, including information regarding this school policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
  
- D. The administration of the school is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
  
- E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;
  2. Partner with parents and other community members to develop and implement prevention and intervention programs;
  3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
  4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
  5. Teach students to advocate for themselves and others;
  6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
  7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- F. The school may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- G. The school shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See Parnassus' Protection and Privacy of Pupil Records Policy - Exec 515) in the student handbook.

## **VIII. NOTICE**

- A. The school will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy or a summary thereof must be conspicuously posted in the administrative offices of the school and the office of each school.
- C. This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the school.

- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See Parnassus' Student Discipline Policy - Exec 506) distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school's website.
- F. The school shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

**IX. POLICY REVIEW**

To the extent practicable, the school board shall, on a cycle consistent with other school policies, review and revise this policy. The policy shall be made consistent with Minn. Stat. § 121A.031 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definition of Public School)  
Minn. Stat. § 120B.232 (Character Development Education)  
Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)  
Minn. Stat. § 121A.031 (School Student Bullying Policy)  
Minn. Stat. § 121A.0311 (Notice of Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota schools Act)  
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.69 (Hazing Policy)  
Minn. Stat. § 124D.10 (Charter school)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)  
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

# Parnassus Preparatory School

## Executive Limitations Policies Group

### STUDENT DISCIPLINE AND CODE OF CONDUCT – EXEC 506

#### **1.0 PURPOSE**

The purpose of this policy is to ensure that students of Parnassus Preparatory School (the “school”) are aware of and comply with the school’s expectations for student conduct. Such compliance will enhance the school’s ability to maintain discipline and ensure that there is no interference with the educational process. The school will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

#### **2.0 GENERAL STATEMENT OF POLICY**

The school board recognizes that individual responsibility and mutual respect are essential components of the educational process. The school board further recognizes that each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child’s dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. It is the position of the school that a fair and equitable school-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40 through 121A.56.

In view of the foregoing and in accordance with Minn. Stat. § 121A.55, the school board, with the participation of school administrators, teachers, employees, students, parents, community members and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the school.

### **3.0 AREAS OF RESPONSIBILITY**

- 3.1 The School Board. The school board holds all school personnel responsible for the maintenance of order within the school and supports all personnel acting within the framework of this discipline policy.
- 3.2 Executive Director. The Executive Director shall establish guidelines and directives to carry out this policy, hold all school personnel, students and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The Executive Director shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.
- 3.3 Principal(s). The school principal (or principals, if more than one exists and is designated for this purpose) is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
- 3.4 Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
- 3.5 Other School Personnel. All school personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the Executive Director. A school employee, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another.
- 3.6 Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.

- 3.7 Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.
- 3.8 Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

#### **4.0 STUDENT RIGHTS**

All students have the right to an education and the right to learn.

#### **5.0 STUDENT RESPONSIBILITIES**

All students have the responsibility:

- 5.1 for their behavior and for knowing and obeying all school rules, regulations, policies and procedures;
- 5.2 to attend school daily, except when excused, and to be on time to all classes and other school functions;
- 5.3 to pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
- 5.4 to make necessary arrangements for making up work when absent from school;
- 5.5 to assist the school staff in maintaining a safe school for all students;
- 5.6 to be aware of all school rules, regulations, policies and procedures, including those in this policy, those listed at the end of this policy, and the school's Pillars of Character, and to conduct themselves in accord with them;
- 5.7 to assume that until a rule or policy is waived, altered or repealed, it is in full force and effect;
- 5.8 to be aware of and comply with federal, state and local laws;
- 5.9 to volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- 5.10 to respect and maintain the school's property and the property of others;
- 5.11 to dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with the school's Uniform Policy;
- 5.12 to avoid inaccuracies in student newspapers or publications and refrain from

indecent or obscene language;

5.13 to conduct themselves in an appropriate physical or verbal manner; and

5.14 to recognize and respect the rights of others.

## **6.0 CODE OF STUDENT CONDUCT**

6.1 The following are examples of unacceptable behavior subject to disciplinary action by the school. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds and school property, school-sponsored activities or trips, school bus stops, school buses, school vehicles, school contracted vehicles or any other vehicles approved for school purposes, the area of entrance or departure from school premises or events, and all school-related functions. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school or the safety or welfare of the student, other students or employees.

6.1.1 Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;

6.1.2 The use of profanity or obscene language, or the possession of obscene materials;

6.1.3 Gambling, including, but not limited to, playing a game of chance for stakes;

6.1.4 Hazing;

6.1.5 Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;

6.1.6 Opposition to authority;

6.1.7 Using, possessing or distributing tobacco or tobacco paraphernalia;

6.1.8 Using, possessing, distributing or being under the influence of alcohol or other intoxicating substances or look-alike substances;

6.1.9 Using, possessing, distributing or being under the influence of narcotics, drugs or other controlled substances, or look-alike substances, except as prescribed by a physician;

6.1.10 Using, possessing or distributing items or articles that are illegal or

harmful to persons or property including, but not limited to, drug paraphernalia;

- 6.1.11 Using, possessing or distributing weapons, or look-alike weapons or other dangerous objects;
- 6.1.12. Violation of the school Weapons Policy;
- 6.1.13. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
- 6.1.14. Possession, use or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function by explosion;
- 6.1.15. Possession, use or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
- 6.1.16. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school.
- 6.1.17. Violation of any local, state or federal law as appropriate;
- 6.1.18. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
- 6.1.19. Possession of nuisance devices or objects which cause distractions.
- 6.1.20. Violation of school bus or transportation rules or the school bus safety policy;
- 6.1.21. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
- 6.1.22. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
- 6.1.23. Possession or distribution of slanderous, libelous or pornographic materials;
- 6.1.24. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing

containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;

- 6.1.25. Criminal activity;
- 6.1.26. Falsification of any records, documents, notes or signatures;
- 6.1.27. Tampering with, changing, or altering records or documents of the school by any method including, but not limited to, computer access or other electronic means;
- 6.1.28. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment, plagiarism or collusion;
- 6.1.29. Impertinent or disrespectful language toward teachers or other school personnel;
- 6.1.30. Sexual and/or racial abuse and/or harassment;
- 6.1.31. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school personnel, or other persons;
- 6.1.32. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
- 6.1.33. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
- 6.1.34. Verbal assaults, or verbally abusive behavior, including, but not limited to, use of language that is discriminatory, abusive, obscene, threatening, intimidating or that degrades other people;
- 6.1.35. Physical or verbal threats, including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
- 6.1.36. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin or sexual orientation;
- 6.1.37. Violation of school rules, regulations, policies or procedures;
- 6.1.38. Other acts, as determined by the school, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school

personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school or the safety or welfare of students or employees.

## **7.0 DISCIPLINARY ACTION OPTIONS**

It is the general policy of the school to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school, and the school may elect to utilize outside agencies or other resources, to the extent allowed by law, in assessing or taking disciplinary measures or resolving conflicts. At a minimum, violation of school rules, regulations, policies or procedures will result in discussion of the violation and a verbal warning. The school shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school. Disciplinary action may include, but is not limited to, one or more of the following:

- 7.1 Student conference with teacher, principal, counselor or other school personnel, and verbal warning;
- 7.2 Parent contact;
- 7.3 Parent conference;
- 7.4 Removal from class;
- 7.5 In-school suspension;
- 7.6 Suspension from extracurricular activities;
- 7.7 Detention or restriction of privileges;
- 7.8 Loss of school privileges;
- 7.9 In-school monitoring or revised class schedule;
- 7.10 Referral to in-school support services;
- 7.11 Referral to community resources or outside agency services;
- 7.12 Financial restitution;
- 7.13 Referral to police, other law enforcement agencies, or other appropriate authorities;
- 7.14 Out-of-school suspension under the Pupil Fair Dismissal Act;

- 7.15 Preparation of an admission or readmission plan;
- 7.16 Expulsion under the Pupil Fair Dismissal Act;
- 7.17 Exclusion under the Pupil Fair Dismissal Act;
- 7.18 Other disciplinary action as deemed appropriate by the school.

## **8.0 REMOVAL OF STUDENTS FROM CLASS**

- 8.1 Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

Grounds for removal from class shall include any of the following:

- 8.1.1 Willful conduct that disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
- 8.1.2 Willful conduct that endangers surrounding persons, including school employees, the student or other students, or the property of the school;
- 8.1.3 Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
- 8.1.4 Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

- 8.2 If a student is removed from class more than ten times in a school year, the school shall notify the parent or guardian of the student's tenth removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.

## 9.0 DISMISSAL

- 9.1 “Dismissal” means the denial of the current educational program to any student, including exclusion, expulsion and suspension. Dismissal does not include removal from class.

The school shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school shall not dismiss any student without attempting to provide alternative educational services before dismissal proceedings, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

- 9.2 Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:

9.2.1 willful violation of any reasonable school board regulation, including those found in this policy;

9.2.2 willful conduct that significantly disrupts the rights of others to an education or the ability of school personnel to perform their duties, or school sponsored extracurricular activities;

9.2.3 willful conduct that endangers the student or other students, or surrounding persons, including school employees, or property of the school.

- 9.3 Suspension Procedures

9.3.1 “Suspension” means an action by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the Executive Director with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less, except as may be provided in federal law for a student with a disability.

9.3.2 If a student’s total days of removal from school exceed ten cumulative days in a school year, the school shall make reasonable attempts to convene a meeting with the student and the student’s parents or guardian prior to subsequently removing the student from school. The purpose of this meeting is to attempt to determine the pupil’s need for assessment or other services.

9.3.3 Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission and may not be used to extend the current suspension. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.

9.3.4 In the case of a student with a disability, the student's individual education plan team shall meet immediately but not more than ten (10) school days after the date on which the decision to remove the student from the student's current education placement is made. The individual education plan team shall, at the meeting, conduct a review of the relationship between the child's disability and the behavior subject to disciplinary action, and determine the appropriateness of the child's education plan. The requirements of the individual education plan team meeting apply when: (1) the parent requests a meeting; (2) the student is removed from the student's current placement for five (5) or more consecutive days; or (3) the student's total days of removal from the student's placement during the school year exceed ten (10) cumulative days in a school year. The school administration shall implement alternative educational services when the suspension exceeds five (5) days. A separate administrative conference shall be conducted for each period of suspension.

9.3.5 The school administration shall implement alternative educational services when the suspension exceeds five (5) days.

9.3.6 The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.

9.3.7 A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40 through 121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within 48 hours of the conference.

- 9.3.8 The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
- 9.3.9 In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
- 9.3.10 Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) days.

#### 9.4 Expulsion and Exclusion Procedures

- 9.4.1 "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.
- 9.4.2 "Exclusion" means an action taken by the school board to prevent enrollment or reenrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.
- 9.4.3 All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40 through 121A.56.
- 9.4.4 No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
- 9.4.5 The student and parent or guardian shall be provided written notice of the school's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minn. Stat. §§121A.40 through 121A.56; describe alternative educational services accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE).

- 9.4.6 The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school, student, parent or guardian.
- 9.4.7 All hearings shall be held at a time and place reasonably convenient to the student, parent or guardian and shall be closed, unless the student, parent or guardian requests an open hearing.
- 9.4.8 The school shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
- 9.4.9 The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school in any proceeding.
- 9.4.10 If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to the student's records.
- 9.4.11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
- 9.4.12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
- 9.4.13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school.
- 9.4.14 The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
- 9.4.15 The student cannot be compelled to testify in the dismissal proceedings.
- 9.1.16 The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be

made to the school board and served upon the parties within two (2) days after the close of the hearing.

- 9.1.17 The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (the "Commissioner") of the basis and reason for the decision.
- 9.1.18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minn. Stat. § 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
- 9.1.19 The school shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
- 9.1.20 The school shall report each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report shall include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must include state student identification numbers of affected students on all dismissal reports required by the department.
- 9.1.21 Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school.

## **10.0 ADMISSION OR READMISSION PLAN**

A school administrator shall prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan may include measures to improve the student's behavior and require parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior.

## **11.0 NOTIFICATION OF POLICY VIOLATIONS**

Notification of any violation of this policy and resulting disciplinary action shall be as

provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, principal or other school official may provide additional notification as deemed appropriate.

## **12.0 STUDENT DISCIPLINE RECORDS**

It is the policy of the school that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school policies and federal and state law, including the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13.

## **13.0 DISABLED STUDENTS**

Students who are currently identified as disabled under IDEA or Section 504 will be subject to the provisions of this policy provided that their misbehavior is not a manifestation of the student's disability, unless an educational program has specified a necessary modification.

When a disabled student is removed from class, the building's special needs committee will review the educational plan and current assessment data. The committee will determine if the placement was appropriate and recommend, if necessary, other methods of dealing with the behavior. The committee may also make exceptions as necessary and appropriate based on the disabling conditions of the student involved. Such exceptions may be reflected in the student's educational plan.

For students with IEPs, a team meeting is required within five (5) school days of a suspension or prior to an expulsion or exclusion. If a student is placed on in-school suspension status according to school policy established for all students, for all or part of the day for two (2) or more consecutive days or three (3) times in one (1) month, a team meeting must be held. A student disabled under Section 504 but not under IDEA shall be entitled to such a meeting only pending expulsion, exclusion or suspension over ten (10) days. The team shall (a) determine whether the misconduct is related to the disability; (b) review any assessments and determine the need for further assessment; and (c) review the adequacy of the current IEP and amend the goals and objectives or develop an alternative IEP program as appropriate. If it is determined that a student's misconduct is related to the student's disability, the student may not be expelled or excluded, and an alternative program shall be sought.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school shall continue to provide special education and related services after a period of suspension, if suspension is imposed. The school shall initiate a review of the student's IEP and conduct a review of the relationship between the disability and the behavior subject to disciplinary action and determine the appropriateness of the student's education plan before commencing an expulsion or exclusion.

## **14.0 [RESERVED]**

**15.0 DISTRIBUTION OF POLICY**

The school will notify students and parents of the existence and contents of this policy in such manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents at the commencement of each school year and to all new students and parents upon enrollment. This policy shall also be posted on the school's website and be available upon request in each principal's office.

**16.0 REVIEW OF POLICY**

The principal and representatives of parents, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the Executive Director for consideration by the school board, which shall conduct an annual review of this policy.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
 Minn. Stat. Ch. 125A (Students With Disabilities) and IDEA 1997  
 Minn. Stat. §§ 121A.40 to 121A.56 (Pupil Fair Dismissal Act)  
 Minn. Stat. §§ 121A.582 (Reasonable Force)  
 Minn. Stat. §§ 121A.60 to 121A.61 (Removal From Class)  
 Minn. Stat. Ch. 260A (Truancy)  
 29 U.S.C. § 794 et seq. (Section 504 of the Rehabilitation Act of 1973)

**Cross References:** Parnassus Policy 501 (School Weapons)  
 Parnassus Uniform Policy  
 Parnassus Policy 923 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)  
 Parnassus Policy 526 (Student Hazing Prohibition)

*Approved December \_\_\_\_, 2014*

# Parnassus Preparatory School

## Executive Limitations Policies Group

### HARASSMENT AND VIOLENCE POLICY - EXEC 413

#### I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is free from religious, racial or sexual harassment and violence. Parnassus Preparatory School prohibits any form of religious, racial or sexual harassment and violence. Parnassus Preparatory School shall be referred to as Parnassus.

#### II. GENERAL STATEMENT OF POLICY

- A. Parnassus prohibits any form of religious, racial or sexual harassment and violence.
- B. It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of Parnassus to harass a pupil, teacher, administrator or other school personnel through conduct or communication of a sexual nature or regarding religion and race as defined by this policy. (For purposes of this policy, school personnel include Parnassus' Board of Directors, employees, agents, volunteers, contractors or persons subject to the supervision and control of Parnassus.)
- C. It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of Parnassus to inflict, threaten to inflict, or attempt to inflict religious, racial or sexual violence upon any pupil, teacher, administrator or other school personnel.
- D. Parnassus will act to investigate all complaints, either formal or informal, verbal or written, of religious, racial or sexual harassment or violence, and to discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who is found to have violated this policy.

#### III. RELIGIOUS, RACIAL AND SEXUAL HARASSMENT AND VIOLENCE DEFINED

##### A. Sexual Harassment; Definition

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

1. Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or

2. Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
3. That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or educational environment.

**Sexual harassment may include but is not limited to:**

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

**B. Racial Harassment; Definition**

Racial harassment consists of physical or verbal conduct relating to an individual's race when the conduct:

1. Has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
2. Has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
3. Otherwise adversely affects an individual's employment or academic opportunities.

**C. Religious Harassment; Definition**

Religious harassment consists of physical or verbal conduct which is related to an individual's religion when the conduct:

1. Has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
2. Has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
3. Otherwise adversely affects an individual's employment or academic opportunities.

#### **D. Sexual Violence; Definition**

Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minn. Stat. § 609.341, includes the primary genital area, groin, inner thigh, buttocks or breast, as well as the clothing covering these areas.

**Sexual violence may include, but is not limited to:**

1. Touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
2. Coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;
3. Coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another; or
4. Threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

#### **E. Racial Violence; Definition**

Racial violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, race.

#### **F. Religious Violence; Definition**

Religious violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, religion.

#### **G. Assault; Definition**

Assault is:

1. An act done with intent to cause fear in another of immediate bodily harm or death;
2. The intentional infliction of or attempt to inflict bodily harm upon another; or

3. The threat to do bodily harm to another with present ability to carry out the threat.

#### IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the victim of religious, racial or sexual harassment or violence by a pupil, teacher, administrator or other school personnel of Parnassus, or any person with knowledge or belief of conduct which may constitute religious, racial or sexual harassment or violence toward a pupil, teacher, administrator or other school personnel should report the alleged acts immediately to an appropriate Parnassus official designated by this policy. Parnassus encourages the reporting party or complainant to use the report form available from the Head of School or available from Parnassus' office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting harassment or violence directly to Parnassus Head of School or any adult personnel.
- B. Parnassus Head of School is the person responsible for receiving oral or written reports of religious, racial or sexual harassment or violence. Any adult personnel who receives a report of religious, racial or sexual harassment or violence shall inform the Head of School immediately.
- C. Upon receipt of a report, the Head of School must notify the Parnassus Board of Directors immediately, without screening or investigating the report. The Head of School may request, but may not insist upon a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the Head of School to the Board of Directors. If the report was given verbally, the Head of School shall personally reduce it to written form within 24 hours and forward it to the Board. Failure to forward any harassment or violence report or complaint as provided herein will result in disciplinary action against the Head of School.
- D. If the complaint involves the Head of School, the complaint shall be made or filed directly with Parnassus Board of Directors by the reporting party or complainant.
- E. Parnassus shall conspicuously post the name of the Board of Directors including mailing addresses, email, and telephone numbers.
- F. Submission of a good faith complaint or report of religious, racial or sexual harassment or violence will not affect the complainant or reporter's future employment, grades or work assignments.
- G. Use of formal reporting forms is not mandatory.
- H. Parnassus will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with

Parnassus' legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

**V. INVESTIGATION**

- A. By Parnassus' authority, the Board of Directors, upon receipt of a report or complaint alleging religious, racial or sexual harassment or violence, shall immediately undertake or authorize an investigation. The investigation may be conducted by Parnassus officials or by a third party designated by Parnassus.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, Parnassus should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, Parnassus may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged religious, racial or sexual harassment or violence.
- E. The investigation will be completed as soon as practicable. The Head of the School shall make a written report to the Board of Directors upon completion of the investigation. If the complaint involves the Head of the School, the report may be completed by assigned Parnassus officials or by the designated third party and filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

**VI. SCHOOL DISTRICT ACTION**

- A. Upon receipt of a report, Parnassus will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. Parnassus action taken for violation of this policy will be consistent with Minnesota and federal law and Parnassus' policies.

- B. The result of the Parnassus' investigation of each complaint filed under these procedures will be reported in writing to the complainant and to Parnassus' authorizer, by Parnassus in accordance with state and federal law regarding data or records privacy.

**VII. REPRISAL**

Parnassus will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who makes a good faith report of alleged religious, racial or sexual harassment or violence or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

**VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES**

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

**IX. HARASSMENT OR VIOLENCE AS ABUSE**

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

**X. DISSEMINATION OF POLICY AND TRAINING**

- A. This policy shall be conspicuously posted throughout Parnassus in areas accessible to pupils and staff members.
- B. This policy shall be given to each Parnassus' employee and independent contractor at the time of entering into the person's employment contract. This policy shall be given to any individual that will have direct contact with Parnassus students.
- C. This policy shall appear in the student handbook.
- D. Parnassus will develop a method of discussing this policy with students and employees.
- E. Parnassus may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-

discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

- F. This policy shall be reviewed at least annually for compliance with state and federal law.

***Legal References:*** Minn. Stat. § 120B.232 (Character Development Education)  
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious and Racial Harassment and Violence Policy)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
Minn. Stat. § 626.556 et seq. (Reporting of Maltreatment of Minors)  
42 U.S.C. § 2000e et seq. (Title VII of the Civil Rights Act)

***Cross References:*** MSBA/MASA Model Policy 102 (Equal Educational Opportunity)  
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)  
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 525 (Violence Prevention)

# Parnassus Preparatory School

## Executive Limitations Policies Group

### **STUDENT SURVEYS POLICY – EXEC 520**

#### **520 STUDENT SURVEYS**

##### **I. PURPOSE**

Occasionally, the school district utilizes surveys to obtain student opinions and information about students. The purpose of this policy is to establish the parameters of information that may be sought in student surveys.

##### **II. GENERAL STATEMENT OF POLICY**

Student surveys may be conducted as determined necessary by the school district. Surveys, analyses, and evaluations conducted as part of any program funded through the U.S. Department of Education must comply with 20 U.S.C. § 1232h.

##### **III. STUDENT SURVEYS IN GENERAL**

- A. Student surveys will be conducted anonymously and in an indiscernible fashion. No mechanism will be used for identifying the participating student in any way. No attempt will be made in any way to identify a student survey participant. No requirement that the student return the survey shall exist, and no record of the student's returning a survey will be maintained.
- B. The superintendent may choose not to approve any survey that seeks probing personal and/or sensitive information that could result in identifying the survey participant, or is discriminatory in nature based on age, race, color, sex, disability, religion, or national origin.
- C. Surveys containing questions pertaining to the student's or the student's parent(s) or guardian(s) personal beliefs or practices in sex, family life, morality, and religion will not be administered to any student unless the parent or guardian of the student is notified in writing that such survey is to be administered and the parent or guardian of the student gives written permission for the student to participate or has the opportunity to opt out of the survey depending upon how the survey is funded. Any and all documents containing the written permission of a parent for a student to participate in a survey will be maintained by the school district in a file separate from the survey responses.
- D. Although the survey is conducted anonymously, potential exists for personally identifiable information to be provided in response thereto. To the extent that personally identifiable information of a student is contained in his or her responses to a survey, the school district will take appropriate steps to ensure the

# Parnassus Preparatory School

## Executive Limitations Policies Group

data is protected in accordance with Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act), 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act) and 34 C.F.R. Part 99.

- E. The school district must not impose an academic or other penalty on a student who opts out of participating in a student survey.

#### **IV. STUDENT SURVEYS CONDUCTED AS PART OF DEPARTMENT OF EDUCATION PROGRAM**

- A. All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole or in part by the U.S. Department of Education, shall be available for inspection by the parents or guardians of the students.
- B. No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, without the prior consent of the student (if the student is an adult or emancipated minor), or, in the case of an unemancipated minor, without the prior written consent of the parent, to submit to a survey that reveals information concerning:
  - 1. political affiliations or beliefs of the student or the student's parent;
  - 2. mental and psychological problems of the student or the student's family;
  - 3. sex behavior or attitudes;
  - 4. illegal, antisocial, self-incriminating, or demeaning behavior;
  - 5. critical appraisals of other individuals with whom respondents have close family relationships;
  - 6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
  - 7. religious practices, affiliations, or beliefs of the student or the student's parent; or
  - 8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).
- C. A school district that receives funds under any program funded by the U.S. Department of Education shall develop local policies consistent with Sections

# Parnassus Preparatory School

## Executive Limitations Policies Group

IV.A. and IV.B., above, concerning student privacy, parental access to information, and administration of certain physical examinations to minors.

1. The following policies are to be adopted in consultation with parents:

- a. The right of a parent to inspect, on request, a survey, including an evaluation, created by a third party before the survey is administered or distributed by a school to a student, including procedures for granting a parent's request for reasonable access to such survey within a reasonable period of time after the request is received.

“Parent” means a legal guardian or other person acting *in loco parentis* (in place of a parent), such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child.

- b. Arrangements to protect student privacy in the event of the administration or distribution of a survey, including an evaluation, to a student which contains one or more of the items listed in Section IV.B., above, including the right of a parent of a student to inspect, on request, any such survey.

- c. The right of a parent of a student to inspect, on request, any instructional material used as part of the educational curriculum for the student and procedures for granting a request by a parent for such access within a reasonable period of time after the request is received.

“Instructional material” means instructional content that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (i.e., materials accessible through the Internet). The term does not include academic tests or academic assessments.

- d. The administration of physical examinations or screenings that the school district may administer to a student. This provision does not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. § 1400, *et seq.*).

- e. The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing the information to others for

# Parnassus Preparatory School

## Executive Limitations Policies Group

that purpose), including arrangements to protect student privacy that are provided by the school district in the event of such collection, disclosure, or use.

- (1) “Personal information” means individually identifiable information including a student or parent’s first and last name; a home or other physical address (including street name and the name of the city or town); a telephone number; or a Social Security identification number.
- (2) This provision does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as:
  - (a) college or other post-secondary education recruitment or military;
  - (b) book clubs, magazines, and programs providing access to low cost literary products;
  - (c) curriculum and instructional materials used by elementary and secondary schools;
  - (d) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students, or to generate other statistically useful data for the purpose of securing such tests and assessments and the subsequent analysis and public release of the aggregate data from such tests and assessments;
  - (e) the sale by students of products or services to raise funds for school-related or education-related activities; and
  - (f) student recognition programs.
- (3) The right of a parent to inspect, on request, any instrument used in the collection of information, as described in Section IV.C.1., Subparagraph e., above, before the instrument is administered or distributed to a student and procedures for granting a request by a parent for reasonable

# Parnassus Preparatory School

## Executive Limitations Policies Group

access to such an instrument within a reasonable period of time after the request is received.

2. The policies adopted under Section IV.C., Subparagraph 1., above, shall provide for reasonable notice of the adoption or continued use of such policies directly to parents of students enrolled in or served by the school district.
  - a. The notice will be provided at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in a policy.
  - b. The notice will provide parents with an opportunity to opt out of participation in the following activities:
    - (1) Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose.
    - (2) The administration of any third-party survey (non-Department of Education funded) containing one or more of the items contained in Section IV.B., above.
    - (3) Any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student or other students.

“Invasive physical examination” means any medical examination that involves the exposure of private body parts, or act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.
  - c. The notice will advise students of the specific or approximate dates during the school year when the activities in Section IV.C.2., Subparagraph b., above, are scheduled, or expected to be scheduled.
  - d. The notice provisions shall not be construed to preempt applicable provisions of state law that require parental notification and do not apply to any physical examination or screening that is permitted or

# Parnassus Preparatory School

## Executive Limitations Policies Group

required by applicable state law, including physical examinations or screenings that are permitted without parental notification.

### V. NOTICE

- A. The school district must give parents and students notice of this policy at the beginning of each school year and after making substantive changes to this policy.
- B. The school district must inform parents at the beginning of the school year if the district or school has identified specific or approximate dates for administering surveys and give parents reasonable notice of planned surveys scheduled after the start of the school year. The school district must give parents direct, timely notice when their students are scheduled to participate in a student survey by United States mail, e-mail, or another direct form of communication.
- C. The school district must give parents the opportunity to review the survey and to opt their students out of participating in the survey.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 121A.065 (District Surveys to Collect Student Information; Parent Notice and Opportunity for Opting Out)  
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)  
20 U.S.C. § 1232h (Protection of Pupil Rights)  
34 C.F.R. § 99 (Family Educational Rights and Privacy Act Regulations)  
*Gonzaga University v. Doe*, 536 U.S. 273, 122 S.Ct. 2268, 153 L.Ed. 2d 309 (2002)  
*C.N. v. Ridgewood Bd. of Educ.*, 430 F.3d. 159 (3<sup>rd</sup> Cir. 2005)  
*Fields v. Palmdale School Dist.*, 427 F.3d. 1197 (9<sup>th</sup> Cir. 2005)

**Cross References:** MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)  
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 526

Orig. 1997

Revised: \_\_\_\_\_

Rev. 1999

## **526 HAZING PROHIBITION**

*[Note: The Commissioner of the Department of Education approved Model Policy 526 – Hazing Prohibition as the State’s Model Policy.]*

### **I. PURPOSE**

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

### **II. GENERAL STATEMENT OF POLICY**

- A. No student, teacher, administrator, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid or engage in hazing.
- B. No teacher, administrator, volunteer, contractor or other employee of the school district shall permit, condone or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. This policy applies to behavior that occurs on or off school property and during and after school hours.
- E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- F. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who is found to have violated this policy.

### **III. DEFINITIONS**

- A. “Hazing” means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:
  - 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.

2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
  3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
  4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
  5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.
- B. “Student organization” means a group, club or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

#### **IV. REPORTING PROCEDURES**

- A. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy.
- B. The School Director is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to a school district human rights officer or to the superintendent.
- C. Teachers, administrators, volunteers, contractors and other employees of the school district shall be particularly alert to possible situations, circumstances or events which might include hazing. Any such person who receives a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the building principal immediately.
- D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter’s future employment, grades or work assignments.

#### **V. SCHOOL DISTRICT ACTION**

- A. Upon receipt of a complaint or report of hazing, the school district shall undertake

or authorize an investigation by school district officials or a third party designated by the school district.

- B. The school district may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of hazing.
- C. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act, school district policies and regulations.

## **VI. REPRISAL**

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

## **VII. DISSEMINATION OF POLICY**

This policy shall appear in each school's student handbook and in each school's Building and Staff handbooks.

**Legal References:** Minn. Stat. § 121A.69 (Hazing Policy)  
Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)

**Cross References:** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 525 (Violence Prevention [Applicable to Students and Staff])

# Parnassus Preparatory School

## Executive Limitations Policies Group

### **TOBACCO FREE ENVIRONMENT - EXEC 419**

#### **I. PURPOSE**

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

#### **II. GENERAL STATEMENT OF POLICY**

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

#### **III. TOBACCO AND TOBACCO RELATED DEVICES DEFINED**

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

#### **IV. EXCEPTION**

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

**V. ENFORCEMENT**

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

**VI. DISSEMINATION OF POLICY**

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

**Legal References:** Minn. Stat. § 144.413, Subd. 4 (Definitions)  
Minn. Stat. § 144.4165 (Tobacco Products Prohibited in Public Schools)  
Minn. Stat. § 144.417 (Commissioner of Health, Enforcement, Penalties)  
Minn. Stat. § 609.685 (Sale of Tobacco to Children)

**Cross References:** MSBA Tobacco Free Environment 419  
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of Parnassus Employees)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA Service Manual, Chapter 2, Students; Rights, Responsibilities and Behavior

# Parnassus Preparatory School

## Executive Limitations Policies Group

### Animals Policy

#### I. PURPOSE

The purpose of this policy is to set forth the circumstances where animals are permitted at Parnassus Preparatory School.

#### II. GENERAL STATEMENT OF POLICY

- A. The Board recognizes that animals have educational value in the school setting. Live animals in the classroom provide opportunities to learn about diversity, habitat, humane care, animal growth and development, reproduction, and behavior.
- B. Prior approval must be received from the principal before any animals are brought into the school, which approval will only be granted upon demonstration by the teacher that the animal will be used to further the curriculum.
- C. Significant care must be taken to insure the safety and well-being of the students, staff, and the animal, in accordance with the guidelines set forth herein.
- D. Dogs that are specifically certified to assist individuals with disabilities will be permitted. For students, the need for a service dog will be documented in the individual educational plan (IEP). This plan will also include any necessary precautions.

#### III. GUIDELINES

##### A. RESIDENT ANIMALS IN SCHOOLS

- 1. Live animals are only permitted in the classroom where they serve an educational purpose. Teachers must seek the approval of the principal prior to allowing an animal in the classroom. The principal will examine the totality of the circumstances when considering whether to allow the animal, including, but not limited to, the educational value of the animal, the teachers familiarity and experience with the animal, the proposed habitat for the animal and any safety concerns (including student allergies (see A2)).
- 2. Teachers must notify staff and parents of all students who are present on a regular basis in the classroom where the animal where be housed about the proposed animal and solicit information about potential allergies. Teacher,

principal and school nurse will review any responses and consider them when making the decision to permit the animal.

3. All resident animals must be animals that are commonly kept as pets. Additionally, in no event shall wild animals, stray animals, reptiles, amphibians, baby chicks and ducks, psittacine birds, and poisonous animals (including insects, reptiles, and amphibians) be permitted as resident animals.
4. Animals must be procured from a reputable source and must have received all customary vaccines and medications, and be cared for in accordance with best practices recommended by veterinarians or animal experts.
5. The classroom teacher must assume primary responsibility for the humane treatment of the animal while in the classroom. Animals must be properly housed, have adequate food and water, and their habitats must be kept clean. The classroom teacher is responsible for developing rules for student/animal interaction. These guidelines should include student training on how to handle the animal, and all children who handle animals should be instructed to wash their hands immediately after handling them. Children should not be allowed to handle or clean up any form of animal waste (feces, urine, blood, etc.)
6. If animals are to be kept in the classroom on days when classes are not in session, the teacher must make arrangements for their care and safety. No animals will be housed in the schools during the summer break when school is not in session. Animals may not be transported on school buses.
7. Teachers considering an animal must assure that resident animals entering the classroom are healthy and free of transmissible diseases or other problems that may endanger human health. If a resident animal bites or scratches a person, the classroom teacher will notify the principal, nurse, parents, and the animal control officer with the Maple Grove Police Department. It is the responsibility of the animal control officer to determine if additional measures need to be taken.
8. If any staff member becomes aware of potentially harmful health or safety concerns, adverse smells, or disruptive sounds regarding animals in the school, he/she is directed to notify the principal, who will take appropriate steps, including immediate removal of the animal if necessary.

B. Animal Visitation to School

1. In the event that there is a request to allow an animal to visit the school setting, the school principal must approve all requests for such visitation using the same guidelines as set forth in Section A(1) above.

C. Certified Service Dogs

1. Dogs that are specifically certified to assist individuals with disabilities will be permitted at the school. For students, the need for a service dog will be documented in the individual educational plan (IEP). This plan will also include any necessary precautions.