

**THE HARVEST NETWORK OF SCHOOLS**  
*Unleashing Potential | Transforming Community*



**Harvest Preparatory School**

**PARENT & SCHOLAR  
CODE OF CONDUCT**

**2016-2017**

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# Organizational Overview

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The Harvest Network of Schools, a charter management organization based in north Minneapolis, exists to unleash the potential of our scholars and transform the community by using education as a lever for change. Together, our group of high-performing public charter schools, which include Harvest Preparatory School (K-4), Best Academy (K-8), and the Mastery School (K-4) serve nearly 1,300 predominantly low-income African-American scholars and deliver a world-class education achieving some of the state's highest math and reading proficiency rates for low-income children, English Language Learners, and children of color.

## **Mission Statement**

The mission of Harvest Preparatory School is to instruct, empower, enable, and guide scholars to achieve superior academic, social, and moral development.

## **School and Programs**

### **Harvest Preparatory School**

Harvest Preparatory School's formula for success is built on three basic principles: strong basic skills instruction, African culture and heritage, and in-depth involvement of parents. Strong basic skills are taught by the use of scientific, systematic reading and math instruction that is aligned with Minnesota state standards. Science and social studies instruction are taught using a careful balance of textbook instruction and opportunities for experiential learning. Harvest Prep scholars take field trips to various Minnesota nature centers, the Science Museum of Minnesota, and the Space Camp in St. Paul. They have also traveled to Philadelphia to learn about the colonial period and the U.S. Constitution, and to visit historically black colleges (HBCUs) and museums in the south.

## **Board of Directors & School Administration**

Specific information can be found at [www.harvestpreparatoryschool.org](http://www.harvestpreparatoryschool.org) under About Us/Board of Directors.

# Academic Program

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The academic day at the Harvest Network of Schools (HNS) consists of:

Breakfast	Reading (Language Arts)
Writing	Area Learning Centers
Mathematics	Science
Social Studies	Independent Reading
Character Education	Specialists (athletics/fitness, music, and social skills)
Lunch	

HNS operates from 7:45 a.m. until 4:45 p.m., Monday through Thursday. School ends at 1:45 p.m. on Fridays to allow teachers adequate time to develop professionally, collaborate, and plan.

Scholars are required to arrive at school on time (by 8:30 a.m. at the latest) and to remain in school until dismissal at 4:45 p.m. or 1:45 p.m. on Fridays. It is very important that you send a strong message to your scholar that school is extremely important.

## **Homework**

### **Culture of Achievement**

We start with the idea that scholars want to learn and want to be successful. We create a culture in which scholars are serious about making academic gains. We set ambitious goals. We make it clear to our students what they can achieve academically, and have faith in ourselves that we will help them to achieve it. Our strongest motivator is a scholar's own desire to succeed.

Part of this culture of achievement includes completion of homework each night. A scholar's homework is extra practice of the day's skills; it is meaningfully assembled, and provides valuable repetitions for each scholar. Homework will connect to the classwork and be due the next day. If the scholar is unable to complete the homework, the parent/guardian or scholar needs to contact the teacher to explain before the next day via phone or email. Homework is 10% of the grade. Parent/guardian will be notified if homework is not turned in through progress reports, at conferences, and directly by the teacher after three (3) missed assignments.

#### *Homework Expectations*

- Submit top quality work: the scholar did his/her absolute best, and it is neat and complete.
- Use a pencil (unless instructed to do otherwise).

### **Independent Reading**

Research shows that the number one way to improve a student's reading skills is to have him/her read. The students who read the most outside of school are the students who are the best readers and who score highest on reading tests. At the Harvest Network of Schools (HNS) we value the knowledge gained through research and the success of our scholars. In turn, we incorporate high-quality reading time for our scholars into our academic schedule. In addition, they must read at home every night. This includes weekends and during any vacations from school. Supporting your child's independent reading at home is the best way to help them improve the speed, accuracy, vocabulary, and comprehension of their reading.

## Assessments

At HNS we strive for excellence and have high expectations for our scholars. We strive to give each scholar ample opportunity to meet the academic challenges they will encounter, now and in the future. We assess (test) our scholars regularly, gather data from these assessments, and use the data to help scholars achieve mastery of the concept/skill. The charts below show the guidelines we have established for our scholars.

Grade Calculation	
60%	Assessments (weekly quizzes, unit tests, comprehensive exams - COMPS)
30%	Classwork (includes participation)
10%	Homework

Grading Scale	
Exceeds Standards (E)	90% +
Meets Standards (M)	80% - 89%
Partially Meets Standard (PM)	75% - 79%
Does Not Meet Standard (DNM)	74% and below

## Sample Schedule *(First Grade)*

Period/Time	Monday-Thursday	Minutes	Notes	Total
7:45-8:15	Breakfast	30 min		ELA: 3 hrs
8:15-8:30	Morning Meeting	15 mn		Math: 1 hr 40 min
8:30-10:30	Reading	2 hr		Science/Soc St: 30 min
10:30-10:50	Break	20 min		Breaks During day: 30 min
10:50-11:05	Calendar Math	15 min		Specials/Recess: 50 min
11:05-11:10	Transition	5 min		
11:10-11:40	Lunch	30 min		SC2
11:40-11:50	Break	10 min		
11:50-1:15	Math	1 hr 25 min		
1:15-1:20	Transition	5 min		
1:20-2:10	Specials	50 min	see rotation schedule	
2:10-2:15	Transition	5 min		
2:15-2:45	Science/SS	30 min		
2:45-3:45	ELA	1 hr		
3:45	Dismissal			

Period/Time	Friday and interim	Minutes
7:45-8:15	Breakfast	30 min
8:15-8:40	Environmental Lesson	25 min
8:40-8:45	Transition	5 min
8:45-9:30	Community Meeting	45 min
9:30-9:35	transition	5 min
9:35-11:05	Reading/DI	1 hr 30min
11:05-11:10	Transition	5 min
11:10-11:40	Lunch	30 min
11:40-12:00	Recess	20 min
12:00-12:05	Transition	5 min
12:05-1:05	Math	1 hr
1:05-1:40	Science or Social Studies or Fun Friday	35 min
1:45	Dismissal	

## **Attendance & Tardiness**

### **Attendance**

Attendance is the first step in ensuring academic achievement. In order for scholars to reach for their personal best, they must show up and give their best effort at school each and every day. At HNS regular attendance is required. Our curriculum is an ambitious one; every day is essential for scholars to keep pace with their class. Parents/guardians/families are expected to ensure that their children are in school. Please do not allow your child to miss a day of school except for serious illnesses. Excessive absences will be considered a violation of the parent/guardian/family-school contract, and students who miss an excessive number of days may not be promoted to the next grade. Our policy is in accordance with the state truancy policy.

#### *All Absences - "Excused" and "Unexcused" - are Considered Absences*

Any day your child does not attend school is considered an absence. Scholar illness (with doctor's note), a death in the family, and religious holiday (with parent/guardian/guardian's notes) are all considered absences at HNS. While we appreciate a call or note from a parent/guardian or doctor explaining the absence, the scholar is still considered (and marked) absent from school.

#### *Never Miss School for Appointments*

Parents/guardians/families are responsible for scheduling medical appointments outside of school time. The best times are Friday afternoon after 2:00 p.m. or days when school is not in session. In the rare case when a scholar has a medical appointment during school, s/he should not be absent for the entire school day.

#### *Out-of-School Suspensions are Considered Absences*

If a scholar is held out of school due to suspension it is considered an absence.

#### *Early Dismissal*

Scholars are expected to stay in school until the very end of the day (3:45 p.m. for regular Monday-Thursday dismissal; 1:45 p.m. on Fridays). Early pickups are disruptive to the learning environment. Please note that if a scholar leaves before 1:00 p.m. on regular days or before 12:00 p.m. on early release days, this will result in the scholar being marked as absent for the day.

#### *How the School Will Keep Track of and Follow Up on Student Absences*

Harvest Prep will keep records of all scholars' absences. If a scholar misses school, HNS staff will make reasonable efforts to contact the scholar's parent/guardian by telephone, in writing, or in person. Staff will explain the school's strict attendance policy and request the parent's/guardian's strong support in enforcing this policy. The school administrator will follow up with parent/guardian about attendance issues.

### **Consequences for Absence**

be@school <http://www.hennepinattorney.org/prevention/students-youth/be-at-school>

The Hennepin County Attorney's Office manages the be@school program, an important initiative to support our children's education and their future. It is estimated that thousands of children in Hennepin County have excessive unexcused absences from school. This is a major societal problem. School absence is a risk factor for substance abuse, teen pregnancy, criminal behavior, and chronic unemployment later in life. Concern for the devastating effects of truancy led to the development of the be@school program. The be@school program serves Hennepin County, with all educational

neglect and truancy efforts consolidated under the leadership of the Hennepin County Attorney's Office.

### **Tardiness**

Our doors open at 7:40 a.m. each morning. Scholars must arrive between 7:45 a.m. and 8:30 a.m. Scholars arriving after 8:30 a.m. (as measured by the school's clocks) are marked tardy. In cases when a school bus arrives late, those scholars riding the bus are not considered tardy.

#### *Tardiness Policy*

Under Minnesota Law (120-A-22 subd. 5a), children must attend school 95% of the time until they are 17 years old. This means that a child should have no more than eight (8) excused or unexcused absences in a school year. Three (3) unexcused tardies are equal to one (1) unexcused absence.

#### *Tardiness and Consequences for Tardiness*

Getting to school on time is key to your child's success – at school and in life. At HNS the learning begins the moment scholars walk in the door. Scholars who are late miss essential instruction, disrupt the learning of other children, and risk falling behind in our ambitious curriculum.

Late students not only miss academics, but tardiness in general is a bad habit. One of the most common reasons that people lose their jobs is persistent tardiness to work.

### **Retention Process**

It is our expectation that our scholars meet grade level expectations in all academic areas. In order to be eligible for promotion, scholars in grades K-4<sup>th</sup> must demonstrate the ability to meet these expectations through each term of the school year. Should they not meet these expectations in reading or math and pass writing, science, or social studies it will be at the discretion of the school to promote the scholar to the next grade level. The teacher will make the recommendation to school administrators, who will then make the final decision based on the required set of data provided by the teacher. If a scholar is being considered for retention, the teacher will inform the parent in writing and in person during winter conferences. A plan will be put in place to improve the academic areas of concern and regular progress reports will continue to be sent home. If the scholar does not meet the grade level expectations in all subject areas by the end of the year, the parent will be notified again in writing and in person at the end of the year conferences about the decision of retention.

Scholars with Individualized Education Plans (IEP) will be promoted to the next grade level based on the successful completion of the goals and objectives outlined in the IEP.

#### *Support Plan for Retained Scholars*

Scholars who have been previously retained at HNS are welcome to return in order to make sure that their academic goals are achieved. Administration is responsible for overseeing the support plan for retained scholars, which includes:

- A check-in plan organized for each retained scholar at the beginning of the year;
- School will keep abreast of his/her grades, and offer additional support services if needed, which could include organizational skills and developing good study habits.



**Interventions**

In preparation for both state-mandated (MCA, NWEA) and in-house assessments (quizzes, COMPs), interventions will be offered for scholars who would benefit from additional differentiated instruction around key literacy and math concepts, as well as test-taking strategies. Interventions may look different depending on the grade, and include small group remedial instruction in the classroom. During this time, students will receive targeted instruction in reading and math in order to fill any gaps in skill.

# School Operations

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## **Uniform Policy**

### **Appearance & Hygiene**

Every scholar will be responsible for arriving at school neat and clean. Every scholar should maintain the scholarly appearance and freshness of his/her uniform on a regular basis. In the event that a teacher notices any student with repeated occurrences of poor hygiene, the student will be reported to the nurse, related services staff, principals, or director who will contact the parent/guardian. Scholars should not attend to their appearance in class. The expectation is for the scholar to prepare at home and arrive at school ready to learn.

### **Uniforms**

We have a required school uniform for several important reasons:

- *Uniforms unite us as a community.* When you look at a group of scholars in any of our HNS uniforms, it is a powerful visual statement of our community. Scholars make a commitment that when they put on the school's uniform, they are agreeing to live up to the school's high expectations.
- *Uniforms reduce distractions and clothing competition.* They eliminate worry about purchasing and planning outfits. Often scholars spend more time discussing and evaluating what others are wearing or not wearing than they spend focusing on learning. Wearing uniforms eliminates this distraction.
- *Uniforms make us all equal.* We all have the same mission. We are all going to college. We all come to school looking the same way.
- *Uniforms look professional.* Scholars look neat when they arrive at school with shirts/blouses tucked in and uniform items clean. The scholars come mentally prepared for school and "dressed for work".
- *Uniforms provide security.* Most importantly, as a security measure, uniforms provide us the ability to identify all of our scholars inside or outside the building.

All scholars must come to school in full uniform every day. It is our expectation that all uniforms worn to school will be clean and neat. If a scholar arrives at school out of uniform s/he will lose Nia points and his/her parent/guardian will be called and asked to bring in the missing uniform item before the scholar is sent to class. Scholars will not be allowed to join the regular classroom unless they are in full uniform. Scholars are assigned to in-school-suspension (ISS) if they are not able to enter the classroom due to non-compliance to the uniform policy. While assigned to ISS, the scholar will be required to follow classroom protocol and complete academic work. If the scholar is not able to follow the procedures outlined in the ISS room and becomes disruptive, the scholar will be assigned out-of-school suspension (OSS) and the parent/guardian will be contacted.

Scholars may not change out of their uniform at any point during the school day or on any school field trips. There will be times when they must be in their school gym uniform (e.g. gym, extracurricular sports activities, etc.). Parent/guardian will be notified when this occurs. All scholars are expected to wear a gym uniform when it is required.

## **Girls K-4**

### Standard Uniform

Plain white Peter Pan collar blouse, short or long-sleeved

Plaid jumper

White socks, or solid white, navy, black, yellow, or green tights

Solid black dress shoes (tennis shoes to be worn for gym only)

Green V-neck cardigan sweater with Harvest logo

### Summer & Gym Uniform

Gold Seed Academy/Harvest Prep T-shirt

Black Seed Academy/Harvest Prep gym shorts with logo, or plain black gym shorts

Closed-toe solid black shoes or gym shoes

## **Boys K-4**

### Standard Uniform

White polo or white dress shirt, short or long-sleeved

Black dress pants

Black belt

Black dress socks

Black dress shoes (tennis shoes to be worn for gym only)

Green V-neck cardigan sweater with Harvest logo

### Summer & Gym Uniform

Gold Seed Academy/Harvest Prep T-shirt

Black Seed Academy/Harvest Prep gym shorts with logo, or plain black gym shorts

Closed-toe solid black shoes or gym shoes

## **Other Uniform Expectations (for all programs and grades)**

Clear nail polish

No other visible piercings or tattoos

Natural hair color

No jewelry

## **Harvest Preparatory School uniforms can be purchased at**

Donald's Uniform Store

972 Payne Avenue

St. Paul, MN 55101

651.776.2723

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

## **Food Service**

### **Meal Program**

Breakfast and lunch will be available at the Harvest Preparatory School. Our new food service provider is the Minneapolis Culinary & Nutrition Services ([nutritionservices.mpls.k12.mn.us](http://nutritionservices.mpls.k12.mn.us)). All families will need to complete a form that enables the school to participate in the free or reduced-price meal program. Families may send lunch to school; however, scholars will not have access to a refrigerator or microwave. If you are sending lunch to school with your child, we ask that you send in nutritious foods. Please do not let your child bring unhealthy drinks (e.g., colas or juices heavy in sugar) or unhealthy foods to school. Candy, gum, chips, and soda are not allowed to be eaten at school. If you choose to send lunch, the entire lunch must be in one bag or container labeled with the scholar's name.

## **Transportation**

### **Bus Transportation & Dismissal**

All scholars will be dismissed by 4:45 p.m. on regular school days. On Fridays, early release days, all scholars will be dismissed by 1:45 p.m. Scholars designated as walkers will be dismissed from the building at the above-mentioned times.

Parents/guardians are required to contact the school by 11 a.m. of any changes in mode of transportation for their child. In the event the call does not occur before 11 a.m., the scholar will be dismissed utilizing the mode of transportation previously established by the parent.

### **Bus Riders**

Scholars will be escorted to the dismissal area by teachers and dismissed according to their bus number. For the safety of your child we ask that parents/guardians please not pick up their child while s/he is boarding the bus. If you need your child to get off the bus, please go to the main office where someone will contact the bus monitor, and your child will be escorted back into the building for pick-up. Our current transportation provider is Minnehaha Transportation.

### **Poor Bus Behavior**

Bus drivers must focus on the road to make sure all scholars arrive at school and home safely. On the bus, scholars must remain in their seats, talk quietly, and follow all directions given by the bus driver. Scholars who behave poorly on the bus compromise the safety of themselves and others. We treat the bus as an extension of the school. As such, we expect our scholars to behave on the bus the same way they behave at school. Poor bus behavior may result in demerits, suspension, or termination of transportation services. If your child is suspended from the bus it will be the parent's/guardian's responsibility to arrange for alternative transportation.

### **Late Pick Up Notice**

Any student who is being picked up from school before 3:45 must be signed out at the main office by a parent or guardian. After 4:45 students will be dismissed to the lunch room where they will need to be signed out by a parent or guardian. School ends at 3:45p.m. The after school program ends at 4:45. All children must be picked up no later than 4:45. If you are unable to be at the school by 4:45 please notify the school. In the event that your child is still at the school after closing and we have not heard from the parent/guardian, we will take the following steps (in order): 1. Call the parent/guardian 2. Call those listed on the authorized/emergency contact for pick-up list 3. If no contacts can be made and the student has not been picked up at this time, the police will be contacted for assistance.

## **School Closings & Inclement Weather Notification Process**

Please see the school calendar for the scheduled school days for the 2016-2017 school year. We will close school only in cases of extreme weather conditions. It is the policy of the board of directors to keep the school open as much as possible. If you don't know whether we are delayed, closed, or open during inclement weather please visit the school website ([harvestpreparatoryschool.org](http://harvestpreparatoryschool.org)), call the school voicemail (612.876.4105), listen to radio stations (WCCO-AM, KMOJ-FM), or check a local television news channel (4, 5, 9, 11).

At the discretion of the principal and Chief Academic Officer, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days during or at the end of the school year.

## **Field Trips & Extracurricular Activities**

### **Field Trips**

Field trips are considered an extension of the classroom. As a result, scholars must earn field trips either through homework, attendance, grades, behavior, or other criteria. Scholars are expected to attend school even if they are unable to attend field trips due to academic issues. If a scholar is dismissed or suspended from a field trip due to behavior, monies will not be refunded. The bus is an extension of the school; therefore, consequences can include, but are not limited to, being suspended from the bus and/or school.

### **Extracurricular Activities**

HNS offers various athletic programs outside of the traditional school day. Participation in these activities may require an additional fee, and parent/guardian will be notified by the school prior to the beginning of these programs.

### **Fees**

School districts may require students to pay for certain specified school-related costs. Such school-related costs include fees for school uniforms, extracurricular activities, security deposits, personal athletic equipment, supplementary field trips, voluntary student insurance, musical instruments, student publications, graduation announcements, class rings, post-secondary instructional programs excluding adult basic education programs, and personal stationary supplies. In addition, school boards may charge fees for lost or destroyed textbooks, workbooks, and library books if the school district annually informs parents and students about its fee policy regarding lost and destroyed books. School districts must hold a public hearing before imposing a fee that is neither authorized nor prohibited by statute. School districts may waive fees for economically disadvantaged students.

## **Visitor Policy & Family Involvement**

### **Visitor Policy**

All visitors, including parents/guardians, must sign in at the main office and be given a visitors badge before proceeding forward in the building. The visitor badge must be present at all times while in the building, and we ask that all visitors sign out after the visit is completed. We have an open door policy for our parents/guardians; however, if a teacher is having a special, closed activity s/he may choose not to accept visitors at that time.

### **Family Involvement Policy**

Harvest Network of Schools is a partnership between school leadership, teachers, scholars, and scholars' families. Although the job of making decisions about school policy belongs to the board of

directors, director, and principal, family involvement is not only welcome, but absolutely critical to the success of the school.

HNS family-school relationships are maintained through:

- Conferences with scholars, families, and teachers
- Orientation prior to the start of school and ongoing family engagement nights
- Teacher-family calls
- Parents/guardians who serve on the school's board of directors
- Volunteer opportunities

HNS families are asked to:

- Attend orientation meeting at the start of each school year
- Reinforce HNS academic and behavioral standards at home
- Provide a quiet space for students to study
- Provide positive reinforcement of scholar progress and success
- Help scholars with homework
- Ensure that scholars complete all of their homework every night
- Chaperone field trips and volunteer at the school
- Attend programs/special assemblies throughout the year

All families are encouraged to participate in Parent Empowerment Meetings (PEM), which:

- Connect families to volunteer opportunities at the school
- Develop and implements special programs for families
- Sponsor events for the entire school community
- Outlines changes in school policies
- Recognize student achievement

## **Grievances/Complaints**

The Harvest Network of Schools wants to ensure that communication between parents/guardians, community members, and staff is of benefit to the students, while also protecting the rights of staff and encouraging parent and community member participation.

If a resolution cannot be achieved through the homeroom teacher, the parent/guardian or community member will inform school leaders of the concern. The following steps must be adhered to in order to make a formal complaint:

- Notice will be given to the principal and the teacher concerning the proposed conference, citing specific concerns and listing the names of the parents/guardians or other visitors who wish to attend.
- The principal or principal's designee will confirm the appointment with the concerned party or parties.
- If the complaint is not resolved in the conference, the principal will request that the parent or community member make the complaint orally or in writing.
- Any complaint remaining unresolved may be forwarded to the Chief Academic Officer.
- Complaints against school administrators will follow the same protocol, except that the initial complaint will be made to the Chief Academic Officer and/or Chief of Administration directly.

# Core Values

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## **Adult to Adult Expectations**

### **Staff Aspirational Values**

The Harvest Network of Schools recognizes that adult culture drives student culture and academic achievement. It is important that all staff align to the same values to promote a sense of unity, positivity, and collaboration throughout the school year. The aspirational values that pertain to adult culture are: Excellence, Inspirational, and Supportive. It is the goal of HNS administrators to ensure every staff members experience excellence in their position, feel inspired on a daily basis, and are supported to do their best work.

## **Adult to Student Expectations**

HNS staff members have adopted the following principles, which exemplify what we want for our scholars:

### **W.I.N.N.E.R.S.**

**We Love Our Children**

**Innovation and Creativity**

**Non-Negotiation for Student Achievement**

**No Excuses**

**Effort Reaps Rewards**

**Respect and Resilience**

**Social Responsibility and Justice**

Keeping the W.I.N.N.E.R.S. model in mind, staff will:

- Value time to teach and model appropriate social behavior
- Model compassion and consider the facts and circumstances during the discipline process
- Use positive framing, and a respectful tone, volume, and cadence
- Embrace apology of action
- Commit to using the HNS Behavior Management Cycle
- Implement research-based practices that positively impact student social behavior
- Use critical thinking during conflict resolution with scholars
- Value a growth mindset toward scholar social behavior

## **Student to Adult Expectations & Student to Student Expectations**

### **Nguzo Saba (African Wellness Model)**

We believe that students at Harvest Prep are entitled to learn and develop in an environment that promotes self-respect, self-determination, and respect for the African world community. We realize that *“It takes a village to raise a child”* and we fully expect that everyone will contribute to the harmony and holistic well-being of our school community by honoring the following Nguzo Saba Principles:

Umoja: Unity  
Kujichagulia: Self-Determination  
Ujima: Collective Work and Responsibility  
Ujamaa: Cooperative Economics  
Nia: Purpose  
Kuumba: Creativity  
Imani: Faith

Keeping the Nguzo Saba in mind, students will:

- Be respectful with their tone, volume, and cadence
- Value a growth mindset toward social behavior
- Accept responsibility for their social behavior
- Abide by HNS policy and procedures

### **HNS Classroom Rules**

1. I will respect myself and others.
2. I will raise my hand before speaking.
3. I will listen and follow directions.
4. I will listen as others speak.
5. I will enter and exit the room in a quiet and orderly manner.

## **Community Member Expectations**

Community Members (parents, guardians, visitors, etc.) will:

- Be respectful with their tone, volume, and cadence
- Value a growth mindset toward social behavior
- Initiate and accept apology of action
- Support and abide by the HNS Behavior Management Cycle
- Model and acknowledge appropriate social behavior at all times and in all settings



# HNS Behavior Management Cycle

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## **Overview**

Our approach to discipline is rooted in a belief that the learning environment is sacred. At the Harvest Network of Schools we will do whatever it takes to make sure that every child is safe (physically, emotionally, mentally, and intellectually) and to make sure that every child has the chance to learn without needless disruptions. We have very high expectations for scholar behavior, and we “sweat the small stuff” to create and preserve a focused learning environment.

The Behavior Management Cycle (BMC) is a fundamental roadmap designed by Yes Prep, a charter school district in Houston, TX, and modified by the Harvest Network of Schools’ leadership team. The principle of the BMC is for teachers, administrators, and HNS staff members to uniformly execute proactive, positively-framed expectations. The cycle has five associated components that are designed to provide a straightforward process for behavior expectations. The cycle instructs and prepares classroom leaders and instructional staff members to proactively set behavior expectations, consistently apply consequences, and reinforce the desired behaviors from our scholars in our classrooms and common areas such as hallways, bathrooms, and cafeterias. Effective utilization of the BMC will ensure we have a unified code of conduct and consistent intervention protocols.

Each of the five components of the BMC is supported by identified and practiced skills and competencies to support confidence in execution. All components of the BMC will be trained in a modular framework combined with *Teach Like a Champion* (written by Doug Lemov) techniques.

Components of the BMC:

- Assertive Authority
- Proactive Expectations
- Reinforce Expectations
- Redirect Non-Compliant Behavior
- Issuing a Consequence

## **Key Terms and Ideas:**

**Assertive Authority:** Assertive is not authoritarian.

- Assertive authority means commanding a classroom and communicating in a firm and positive manner that the adult is in control.
- Teacher presence is a combination of body language, tone, and work choice, which contributes to a positive student perception of the teacher’s instructional leadership in the classroom.

**Proactive Expectations:** Proactive promotes peak performance.

- Proactive expectations are specific directions for exactly what students should be doing and how they should be doing it.
- Positive framing means delivering the message to students in a way that tells them what they should be doing rather than pointing out what they are doing wrong or what not to do.

**Reinforce Expectations:** Reinforce what is expected.

- Reinforcement means restating and reminding students of the expectations.
- On-task behavior narration is a statement about what the staff member sees and wants to see in relation to previously-set expectations.

**Redirect Non-Compliant Behavior:** Minimize the wake.

- Non-verbal redirection occurs when staff communicate by using a series of wordless (mostly visual) cues to students to change the direction or focus.

**Issuing a Consequence:** Consistent consequences are crucial.

- Logical consequences are those that are related to the behavior that precedes them and proportionate to the misbehavior. For example, recess should not be taken unless an incident has happened during that time; recess time should not be taken from the student at random.
- Consistency involves reliably issuing a consequence once the expectations have been stated. A fair classroom environment is established when students know that consequences will be issued when expectations are not met. Consequences must be given each time the expectations are not met.

## **Nia System**

Our teachers use a large array of strategies to promote positive behaviors and to correct problem behaviors. One of the main strategies is the Nia System, a point system developed by the school based on one of the seven principles of Kwanzaa (Nia means “purpose”). Scholars begin each day with 12 Nia points. Based on their behavior, they could end each day with up to 15 points. Nia points are the “currency” for scholars to earn various rewards, including Fun Friday, class parties, and field trips. Our staff use positive reinforcement whenever possible, doing our best to “catch” scholars doing the right thing. We recognize and celebrate scholar success at every opportunity and award bonus points to scholars who go above and beyond, or when they fix their misbehaviors. We also use consequences and a problem-solving approach to help scholars fix behavioral problems.

Deduction of Nia points can occur, and points are taken from scholars for a variety of infractions. Scholars may also lose privileges (social time, parties, trips, etc.) when they violate the rules. The behavior interventionist (BI) for each program is the point person on discipline issues. The BI’s work closely with teachers, families, and scholars to help them learn and grow.

The director of the school, principals, assistant principals, chief academic officer, director of school culture, or their designees have the authority to decide on the appropriate consequences for scholar behavior, including deductions, detention, school service/cleaning, loss of school privileges, denial of school-provided transportation, Friday extended detention, Saturday detention, and/or in-school and out-of-school suspension.

## **Bonuses & Deductions**

Scholars are able to earn bonus points each day as long as their total number of points does not exceed fifteen (15). Staff should award and deduct points using a ratio of 3 positives to every 1 negative. Scholars may earn bonus points by going above and beyond the expectation, and/or exhibiting any of the following character traits: respect, trustworthiness, caring, responsibility, citizenship, fairness, and growth mindset.

If a scholar commits any of the infractions listed in the bottom portion of the Nia System chart, or other behaviors deemed inappropriate by school staff, s/he may receive a deduction or another consequence per the school's discretion.

Scholars are expected to always respond respectfully to the authority and direction of school staff. Behaviors that are considered disrespectful include, but are not limited to, rolling of the eyes; smacking lips or sucking teeth; making inappropriate remarks or sounds in response to a request; walking away from a staff member before a conversation is over; talking back to a staff member; or questioning a staff member's action or authority. Such disrespect will not be tolerated, and demerits, detentions, and other consequences will be issued appropriately.

The chart on the next page explains how students may earn bonuses or receive deductions. It is posted in all classrooms and carried on a clipboard with the class during transitions to activities outside the homeroom, including specialists, lunch, and recess.



THE HARVEST NETWORK OF SCHOOLS  
*Unleashing Potential | Transforming Community*

## NIA SYSTEM

Bonuses						
Respect	Trustworthiness	Caring	Responsibility	Citizenship	Fairness	Growth Mindset
Murua	Imani	Nia	Ujima & Busara	Umoja	Ujamaa	Kujichagulia & Kuumba
<ul style="list-style-type: none"> <li>▪ Treat others with respect</li> <li>▪ Be tolerant of differences</li> <li>▪ Use good manners (please, thank you, smile, silent wave)</li> <li>▪ Be considerate</li> <li>▪ Deal peacefully with disagreements</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be honest</li> <li>▪ Be reliable</li> <li>▪ Have the courage to do the right thing</li> <li>▪ Be loyal</li> </ul>	<ul style="list-style-type: none"> <li>▪ Show kindness</li> <li>▪ Express gratitude</li> <li>▪ Forgive others</li> <li>▪ Help people in need</li> <li>▪ Speak up positively for your classmates</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do what you are supposed to do</li> <li>▪ Always do your best</li> <li>▪ Use self-control</li> <li>▪ Be self-disciplined</li> <li>▪ Think before you act</li> <li>▪ Be accountable for your choices</li> <li>▪ Take the high road and choose to walk away from difficult situations</li> <li>▪ Peer tutoring</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do your share to make your school and community better</li> <li>▪ Be a good neighbor</li> <li>▪ Obey laws and rules</li> <li>▪ Respect authority</li> <li>▪ Protect the environment</li> <li>▪ Demonstrate the Creed and Mission of our school</li> <li>▪ Be a neat and organized scholar</li> </ul>	<ul style="list-style-type: none"> <li>▪ Play by the rules</li> <li>▪ Take turns</li> <li>▪ Share</li> <li>▪ Be open-minded</li> <li>▪ Listen to others</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use your time wisely</li> <li>▪ Grit</li> <li>▪ Ask for and complete extra schoolwork</li> <li>▪ Work hard</li> <li>▪ Be a problem-solver</li> <li>▪ Persevere</li> </ul>
Deductions						
1-3 Points			12 Points			
<ul style="list-style-type: none"> <li>▪ Throwing harmless objects</li> <li>▪ Talking/Calling out/Interrupting the speaker</li> <li>▪ Failure to follow directions</li> <li>▪ Failure to SLANT</li> <li>▪ Out of seat</li> <li>▪ Repetitive action</li> </ul>			<ul style="list-style-type: none"> <li>▪ Throwing harmful objects</li> <li>▪ Inappropriate language/Verbal harassment</li> <li>▪ Teasing/Bullying</li> <li>▪ Aggressive behavior/Fighting</li> <li>▪ Running away from/Skipping class/school</li> <li>▪ Theft</li> <li>▪ Cheating/Copying</li> <li>▪ Refusal to follow consequence</li> <li>▪ Defacing/Destruction of property</li> </ul>			

## Infractions & Consequences

Misbehavior in school disrupts teaching and learning and may cause injury to the individual who is misbehaving or others, damage property, or violate school rules or civil law. Misbehavior ranges from very minor to very serious infractions. Similar misbehavior may have different causes in different situations. Therefore, schools must use a wide range of responses to misbehavior to help students learn appropriate behavior, avoid repetition of similar incidents by the student(s) involved or others, and maintain a safe learning environment.

Listed below are misbehaviors that are so serious that a student must be removed from school to maintain a safe and orderly learning environment. There are three sets of misbehavior that will always result in suspension, except for students with disabilities. It is expected that whenever a student is suspended, other interventions will be used as well. Other misbehaviors may result in suspension depending on the severity of the incident. In addition, HNS has identified nine misbehaviors that may result in referral for expulsion.

The Harvest Network of Schools complies with the Minnesota Pupil Fair Dismissal Act and the Individuals with Disabilities Education Act regarding procedures for suspensions, expulsions, and other disciplinary acts. Whenever a student is referred for expulsion, s/he will be given a five day suspension which can be extended up to 10 days for special education students or 15 days for general education students.

The following chart summarizes consequences for misbehaviors, including suspension and expulsion. HNS recognizes that situations may arise that are not covered by these policies and procedures. HNS trusts the leadership of each school to make sound decisions in the best interest of individual students and the school as a whole. The principal retains the right to take appropriate action to ensure the safety of the school, students, and staff, and to provide interventions and consequences that will help students learn appropriate behavior. It is the principal's responsibility to seek other options and to use suspension judiciously in order to maximize the amount of time students are safely and productively in class.

<b>Infractions</b>	<b>Actions</b>	<b>Suspension</b>	<b>Referral for Expulsion</b>	<b>Police Referral</b>
Possession of a Weapon (knife, gun, rocks, pencils, harmful objects, toy weapons)	Immediate confiscation by administration; Intervention; Parent Communication	1-5 days	Possible	Possible
Possession/Use of Alcohol/Tobacco/Drugs, unauthorized/un-prescribed medicine	Immediate confiscation by administration; Intervention; Parent Communication	1-5 days	Possible	Possible
Possession/Use of Inappropriate Substances/Objects (matches, lighters, mace)	Immediate confiscation by administration; Intervention; Parent Communication	1-5 days	Possible	Possible
Other Safety Violations (running away, skipping, leaving the classroom, leaving the building)	Intervention; Parent Communication; Possible ISS	0-3 days	Possible	Possible

Physical Aggression (pushing, poking, shoving, scuffling, unfriendly touch, biting, spitting, hazing)	Intervention; Apology of Action; Possible ISS	0-3 days		
Bullying (continual/extreme verbal or physical harassment; repetitive harmful actions; spreading rumors/gossiping; social media/cyberbullying/sexting; inappropriate websites)	First Offense: Intervention; Second Offense: Peer Mediation; Third Offense: Team meeting (parents, BI, GC, SW, admin)	0-5 days	Possible	Possible
Obscene Gestures (gang-related, sexual)	Intervention; Parent Communication	0-3 days		Possible
Boyfriend/Girlfriend (kissing, touching)	Intervention; Parent Communication; Repeat offenses may result in OSS	0-5 days		
Verbal Aggression (arguing, teasing, name calling, inappropriate school conversation, mocking)	Intervention; Apology of Action; Possible ISS	0-3 days		
Harassment (culture, religion, language, race, disability)	Intervention; Apology of Action; Possible ISS	0-3 days	Possible	Possible
Severe Defiance of Authority (failure to comply with the request or direction of an adult; persistent lack of cooperation)	Intervention; Apology of Action; Possible ISS	0-3 days		
Severe Temper Tantrum	Direct to BI; Parent Communication; Possible ISS	0-3 days	Possible	
Theft/Possession of Stolen Property	Intervention; Apology of Action	0-3 days	Possible	Possible
Property Offenses (vandalism, unauthorized use of school equipment)	Intervention; Parent Communication; Apology of Action	0-5 days	Possible	Possible
Cheating/Copying	Automatic zero on assignment; Parent Communication; Repeat offenses may result in ISS/OSS	0-3 days		
Forgery	Intervention; Apology of Action; Repeat offenses may result in ISS/OSS	0-3 days		

*Transportation offenses: days denied transportation are determined by school principal or operations lead.*

## **Expulsion Process**

Expulsion is reserved for extraordinary circumstances, including, but not limited to, circumstances where a scholar's conduct posed or continues to pose a danger to the safety and well-being of other scholars, school personnel, or any other person lawfully on school property, attending a school function, or on school-provided transportation.

After three suspensions from the school the scholar may be considered for expulsion from the school. Administration will make expulsion determinations based on the information/facts surrounding the altercations and/or suspensions. When expulsion is warranted, the following steps will be taken:

1. School administration will contact the scholar's parent/guardian in writing informing that the scholar is being considered for expulsion from the school.
2. The school administration will provide the board of directors with written notification of the request of expulsion.
3. The school board shall make findings of fact and recommendations as to the appropriate measure of discipline. The board will conduct a hearing and notify the school and the parent/guardian of the date and time of the hearing. At the hearing the scholar shall have the right to be represented by counsel or advocate (at the scholar's/parent's/guardian's expense), the right to question witnesses against him/her, and the right to present witnesses and other evidence on his/her behalf.
4. After the hearing is conducted, the school board will notify the school and the parent/guardian of its decision concerning the expulsion in writing.
5. If the parent/guardian is not satisfied with the decision of the board, they may file a written appeal to the board within five (5) business days of the date of the decision. Final decisions of the board may be appealed to the commissioner of education within 21 calendar days of the school board action/decision. An appeal is solely the responsibility of the parent/guardian.

At any time during this process, the parent/guardian has the right to withdraw the child from the school. Withdrawal of a scholar being considered for expulsion must occur before the parent/guardian receives written notice that the scholar has been expelled from the school. If the withdrawal occurs after the parent/guardian has received notification of expulsion from the board of directors, documentation of the expulsion will be included in the scholar's permanent record.

## **Interventions for Misbehavior**

Interventions and consequences due to misbehavior should minimize the interruption of a student's educational program. When choosing consequences, the staff should consider the following factors:

- Balance overall school safety, providing consequences and offering help/support to the student and support to staff
- Age and grade level of the student
- Degree of harm
- Disability/special education status (see procedures for suspending students with disabilities)
- Whether the incident is a first offense or a repeat offense
- The impact of the incident on the overall school community
- The willingness and ability of the student to repair the harm done
- If an individual behavior plan exists, developed with the student, family, and school staff

*Other Tips for Staff:*

- Brainstorm solutions together. For example, make statements such as: "I notice that you didn't complete your assignment. Do you think you used this time well? Why or why not? When

would be a good time today to make that up?”, rather than: “You didn’t get your work done so now you have to miss recess.”

- Offer choices rather than threats. A threat looks like this: “Do your work or we will call your parent!” A choice looks like this: “Would you like to do your work at the back table, or try to get on task at your desk?” Offering a choice means giving some of the power to the student. Always offer choices you can accept.

*Continuum of Interventions:*

The following list is a sampling of some interventions that may be used:

- Reminders and redirection
- Re-teaching expectations and skills
- Modifications to instruction
- Student-teacher conference
- Principal conference
- Family conference/phone contact
- Behavior contract
- Referral to school-based support (social worker, counselor, etc.)
- Class or group related to the offense
- Referral to community-based services

The following table describes when or how interventions take place based on state and federal law and HNS best practice guidelines.

<b>Proactive Approaches</b>	Establish caring relationships with students and families, build community in the school and in each classroom, teach expectations, and engage students in quality instruction.
<b>Ongoing Record</b>	Record all behavior referrals and removals.
<b>Classroom Modification</b>	Teachers make modifications in instruction and classroom management to meet the needs of individual students and groups of students.
<b>School Services</b>	Students may receive out-of-classroom interventions including, but not limited to, social worker services, opportunities for restitution, peer mediation, and alternative instruction.
<b>Community Services</b>	Students may be linked to community services such as support groups.
<b>Problem Solving Team</b>	Each school has a multi-disciplinary team to do problem solving and design interventions for students struggling in academics and/or behavior.
<b>Five Day Rule</b>	When a five day suspension is given, a re-admittance and Individual Behavior Intervention Plan or alternate placement plan for the student should be developed during the suspension. When a student with an IEP has been suspended for five consecutive days, the special education team must meet within ten days to determine if the behavior that resulted in suspension is a manifestation of the disability.
<b>Six Day Rule</b>	If a student is suspended for six or more consecutive days, the school must provide alternative education services.
<b>Ten Removal Rule</b>	When a student has been removed 10 times, a problem-solving meeting must be held and staff must discuss the possibility of a mental health screening with the family.
<b>Suspensions</b>	Students may be suspended for up to 10 days for the behaviors identified in this handbook.
<b>Referral for Expulsion</b>	Students may be referred for expulsion for the behaviors listed previously on the Infractions chart.



## **Community Building**

Each school and program offers a variety of ways for students and staff to build community. Some examples are morning meeting, closing circle/daily wrap up, certificates and awards, class parties, classroom colleges, lunch with an administrator, and more.

In morning meeting and closing circle/daily wrap up, students and teachers accomplish the following: become invested in peer relationships, teach and model positive behavior and manners, develop speaking and listening skills through sharing stories and shout outs, and reflect on what went well and what can be improved.

## **Pupil Fair Dismissal Act**

Minnesota law provides that the following definitions, policies, and procedures must be followed in dismissing, suspending, or expelling a student from school.

### **12A.41 Definitions**

Subdivision 1. "Applicability" As used in sections 121A.40 to 121A.56, the terms defined in this section shall have the meanings assigned to them. Subd. 2. "Dismissal" means the denial of the current educational program to any pupil, including exclusion, expulsion, and suspension. It does not include removal from class. Subd. 3. "District" means any school district. Subd. 4. "Exclusion" means an action taken by the school board to prevent enrollment or reenrollment of a pupil for a period that shall not extend beyond the school year. Subd. 5. "Expulsion" means a school board action to prohibit an enrolled pupil from further attendance for up to 12 months from the date the pupil is expelled. Subd. 6. "Parent" means (a) one of the pupil's parents, (b) in the case of divorce or legal separation, the parent or parents with physical custody of the pupil, including a noncustodial parent with legal custody who has provided the district with a current address and telephone number, or (c) a legally appointed guardian. In the case of a pupil with a disability under the age of 18, parent may include a district-appointed surrogate parent. Subd. 7. "Pupil" (a) means any student: (1) without a disability under 21 years of age; or (2) with a disability under 21 years old who has not received a regular high school diploma or for a child with a disability who becomes 21 years old during the school year but has not received a regular high school diploma, until the end of that school year; and (3) who remains eligible to attend a public elementary or secondary school. (b) A "student with a disability" or a "pupil with a disability" has the same meaning as a "child with a disability" under section 25A.02

Subd. 8. "School" means any school defined in section 120A.05, subdivisions 9, 11, 13 and 17. Subd. 9. "School board" means the governing body of any school district. Subd. 10. "Suspension" means an action by the school administration, under rules promulgated by the school board, prohibiting a pupil from attending school for a period of no more than ten school days. If a suspension is longer than five days, the suspending administrator must provide the superintendent with a reason for the longer suspension. This definition does not apply to dismissal from school for one school day or less, except as provided in federal law for a student with a disability. Each suspension action may include a readmission plan. The readmission plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission and may not be used to extend the current suspension. Consistent with section 125A.091, subdivision 5, the readmission plan must not obligate a parent to provide a sympathomimetic medication for the parent's child as a condition of readmission. The school administration may not impose consecutive suspensions against the same pupil for the same course of conduct, or incident of misconduct, except where the pupil will create an immediate and substantial danger to self or to surrounding persons or property, or where the district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of 15 school days. Subd. 11. "Alternative educational services" may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessment, homebound instruction, supervised homework, or enrollment in

another district or in an alternative learning center under section 123A.05 selected to allow the pupil to progress toward meeting graduation standards under section 120B.02, although in a different setting.

**121A.42 Policy** No public school shall deny due process or equal protection of the law to any public school pupil involved in a dismissal proceeding which may result in suspension, exclusion, or expulsion.

121A.43 Exclusion and Expulsion of Pupils with a Disability (a) Consistent with federal law governing days of removal and section 121A.46, school personnel may suspend a child with a disability. When a child with a disability has been suspended for more than five consecutive school days or 10 cumulative school days in the same school year, and that suspension does not involve a recommendation for expulsion or exclusion or other change of placement under federal law, relevant members of the child's individualized education program team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's individualized education program. That meeting must occur as soon as possible, but no more than 10 days after the sixth consecutive day of suspension or the tenth cumulative day of suspension has elapsed.(b) A dismissal for one school day or less is a day or a partial day of suspension if the child with a disability does not receive regular or special education instruction during that dismissal period. The notice requirements under section 121A.46 do not apply to a dismissal of one day or less.(c) A child with a disability shall be provided alternative educational services to the extent a suspension exceeds five consecutive school days.(d) Before initiating an expulsion or exclusion under sections 121A.40 to 121A.56,the district, relevant members of the child's individualized education program team, and the child's parent shall, consistent with federal law, determine whether the child's behavior was caused by or had a direct and substantial relationship to the child's disability and whether the child's conduct was a direct result of a failure to implement the child's individualized education program. When a child with a disability who has an individualized education program is excluded or expelled under sections 121A.40 to 121A.56 for misbehavior that is not a manifestation of the child's disability, the district shall continue to provide special education and related services during the exclusion or expulsion.

**121A.44 Expulsion for possession of firearm**(a) Notwithstanding the time limitation in section 121A.41, subdivision 5, a school board must expel for a period of at least one year a pupil who is determined to have brought a firearm to school except the board may modify this expulsion requirement for a pupil on a case-by-case basis. For the purposes of this section, firearm is as defined in United States Code, title 18, section 921.(b) Notwithstanding chapter 13, a student's expulsion or withdrawal or transfer from a school after an expulsion action is initiated against the student for a weapons violation under paragraph (a) may be disclosed by the school district initiating the expulsion proceeding. Unless the information is otherwise public, the disclosure may be made only to another school district in connection with the possible admission of the student to the other district.

**121A.45 Grounds for dismissal** Subdivision 1. Provision of Alternative Programs. No school shall dismiss any pupil without attempting to provide alternative educational services before dismissal proceedings, except where it appears that the pupil will create an immediate and substantial danger to self or to surrounding persons or property. Subd. 2. Grounds for Dismissal. A pupil may be dismissed on any of the following grounds:(a) willful violation of any reasonable school board regulation. Such regulation must be clear and definite to provide notice to pupils that they must conform their conduct to its requirements;(b) 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; or (c) willful conduct that endangers the pupil or other pupils, or surrounding persons, including school district employees, or property of the school. Subd. 3. Parent Notification and Meeting. If a pupil's total days of removal from school exceeds ten cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the pupil and the pupil's parent or guardian before subsequently removing the pupil from school and, with the permission of the parent or guardian, arrange for a mental health screening for the pupil. The district is not required to pay for the mental health screening. The purpose of this meeting is to attempt to determine the pupil's need for assessment or other services or whether the parent or guardian should have the pupil assessed or diagnosed to determine whether the pupil needs treatment for a mental health disorder.

**121A.46 Suspension procedures** Subdivision 1. Informal Administrative Conference Before Suspension. The school administration shall not suspend a pupil from school without an informal administrative conference with the pupil. The informal administrative conference shall take place before the suspension, except where it appears that the pupil 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. Subd. 2. Administrator Notifies Pupil of Grounds for Suspension. At the informal administrative conference, a school administrator shall notify the pupil of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the pupil may present the pupil's version of the facts. Subd. 3. Written Notice of Grounds for Suspension. 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 sections 121A.40 to 121A.56, shall be personally served upon the pupil at or before the time the suspension is to take effect, and upon the pupil's parent or guardian by mail within 48 hours of the conference. The district shall make reasonable efforts to notify the parents of the suspension by telephone as soon as possible following suspension. In the event a pupil is suspended without an informal administrative conference on the grounds that the pupil will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the pupil and the pupil's parent or guardian within 48 hours of suspension. Service by mail is complete upon mailing. Subd. 4. Suspension Pending Expulsion or Exclusion Hearing. Notwithstanding the provisions of subdivisions 1 and 3, the pupil may be suspended pending the school board's decision in the expulsion or exclusion hearing; provided that alternative educational services are implemented to the extent that suspension exceeds five days.

**121A.47 Exclusion and expulsion procedures** Subdivision 1. Requiring a Hearing; Pupil May Waive Hearing. No exclusion or expulsion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the pupil and parent or guardian. The action shall be initiated by the school board or its agent. Subd. 2. Written notice. Written notice of intent to take action shall:(a) be served upon the pupil and the pupil's parent or guardian personally or by mail;(b) contain a complete statement of the facts, a list of the witnesses and a description of their testimony;(c) state the date, time and place of the hearing;(d) be accompanied by a copy of sections 121A.40 to 121A.56;(e) describe alternative educational services accorded the pupil in an attempt to avoid the expulsion proceedings; and(f) inform the pupil and parent or guardian of the right to:(1) have a representative of the pupil's own choosing, including legal counsel, at the hearing. The district shall advise the pupil'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 department of Education;(2) examine the pupil's records before the hearing;(3) present evidence; and(4) confront and cross-examine witnesses. Subd. 3. Hearing Schedule. The hearing shall be scheduled within ten days of the service of the written notice unless an extension, not to exceed five days, is requested for good cause by the school board, pupil, parent or guardian. Subd. 4. Convenient Time and Place of Hearing. The hearing shall be at a time and place reasonably convenient to pupil, parent or guardian. Subd. 5. Closed or Open Hearing. The hearing shall be closed unless the pupil, parent or guardian requests an open hearing. Subd. 6. Impartial Hearer. The hearing shall take place before:(1) an independent hearing officer;(2) a member of the school board;(3) a committee of the school board, or(4) the full school board; as determined by the school board. The hearing shall be conducted in a fair and impartial manner. Subd. 7. Creating Hearing Record. The school board shall record the hearing proceedings at district's expense, and a party may obtain a transcript at its own expense. Testimony shall be given under oath. The hearing officer or a member of the school board shall have the power to issue subpoenas and administer oaths. Subd. 8. Access to Pupil's Records. At a reasonable time prior to the hearing, the pupil, parent or guardian, or representative, shall be given access to all public school system records pertaining to the pupil, including any tests or reports upon which the proposed action may be based. Subd. 9. Pupil's Right to Compel Testimony. The pupil, parent or guardian, or representative, shall have the right to compel the attendance of any official employee or agent of the public school system or any public employee or any other person who may have evidence upon which the proposed action may be based, and to confront and to cross-examine any witness testifying for the public school system. Subd. 10. Pupil's Right to Present Evidence and Testimony. The pupil, parent or guardian, or representative, shall have the right to present

evidence and testimony, including expert psychological or educational testimony. Subd. 11. Pupil Not Compelled to Testify. The pupil cannot be compelled to testify in the dismissal proceedings. Subd. 12. Hearer's Recommendation Limited to Evidence at Hearing; Service Within Two Days. The recommendation of the hearing officer or school board member or committee shall be based solely upon substantial evidence presented at the hearing and must be made to the school board and served upon the parties within two days of the end of the hearing. Subd. 13. Basis of School Board Decision; Opportunity for Comment. The school board shall base its decision upon the recommendation of the hearing officer or school board member or committee and shall render its decision at a meeting held within five days after receiving the recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's recommendations 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 of the basis and reason for the decision. Subd. 14. Admission or readmission plan. (a) A school administrator shall prepare and enforce an admission or readmission plan for any pupil who is excluded or expelled from school. The plan may include measures to improve the pupil's behavior, including completing a character education program, consistent with section 120B.225, subdivision 1, and require parental involvement in the admission or readmission process, and may indicate the consequences to the pupil of not improving the pupil's behavior. (b) The definition of suspension under section 121A.41, subdivision 10, does not apply to a student's dismissal from school for one school day or less, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. A readmission plan must provide, where appropriate, alternative education services, which must not be used to extend the student's current suspension period. Consistent with section 125A.091, subdivision 5, a readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School officials must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect or medical or educational neglect. Effective Date. This section is effective the day following final enactment.

**121A.48 Good faith exception** A violation of the technical provisions of the pupil fair dismissal act, made in good faith, is not a defense to a disciplinary procedure under the act unless the pupil can demonstrate actual prejudice as a result of the violation.

**121A.49 Appeal** A party to an exclusion or expulsion decision made under sections 121A.40 to 121A.56 may appeal the decision to the commissioner of education within 21 calendar days of the school board action. Upon being served with a notice of appeal, the district shall provide the commissioner and the parent or guardian with a complete copy of the hearing record within five days of its receipt of the notice of appeal. All written submissions by the appellant must be submitted and served on the respondent within ten days of its actual receipt of the transcript. All written submissions by the respondent must be submitted and served on the appellant within ten days of its actual receipt of the written submissions of the appellant. The decision of the school board must be implemented during the appeal to the commissioner. In an appeal under this section, the commissioner may affirm the decision of the agency, may remand the decision for additional findings, or may reverse or modify the decision if the substantial rights of the petitioners have been prejudiced because the administrative findings, inferences, conclusions, or decisions are: (1) in violation of constitutional provisions; (2) in excess of the statutory authority or jurisdiction of the school district; (3) made upon unlawful procedure, except as provided in section 121A.48; (4) affected by other error of law; (5) unsupported by substantial evidence in view of the entire record submitted; or (6) arbitrary or capricious. The commissioner or the commissioner's representative shall make a final decision based upon the record. The commissioner shall issue a decision within 30 calendar days of receiving the entire record and the parties' written submission on appeal. The commissioner's decision shall be final and binding upon the parties after the time for appeal expires under section 121A.50.

**121A.50 Judicial review** The decision of the commissioner of education made under sections 121A.40 to 121A.56 is subject to judicial review under sections 14.63 to 14.69. The decision of the commissioner is stayed pending an appeal under this section.

**121A.51 Reports to Service Agency** The school board shall report any action taken pursuant to sections 121.40 to 121A.56 to the appropriate public service agency, when the pupil is under the supervision of such agency.

**121A.52 Nonapplication of Compulsory Attendance Law** The provisions of section 120A.22, subdivision 5, shall not apply to any pupil during a dismissal pursuant to sections 121A.40 to 121A.56

**121A.53 Report to Commissioner of Education** Subdivision 1. Exclusions and Expulsions. The school board must report through the department electronic reporting system each exclusion or expulsion within 30 days of the effective date of the action to the commissioner of education. This report must include a statement of alternative educational services given the pupil and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. Subd. 2. Report. The school board must include state student identification numbers of affected pupils on all dismissal reports required by the department. The department must report annually to the commissioner summary data on the number of dismissals by age, grade, gender, race, and special education status of the affected pupils. All dismissal reports must be submitted through the department electronic reporting system.

**121A.54 Notice of Right to be Reinstated** Whenever a pupil fails to return to school within ten school days of the termination of dismissal, a school administrator shall inform the pupil and the pupil's parents by mail of the pupil's right to attend and to be reinstated in the public school.

**121A.55 Policies to be Established** (a) The commissioner of education shall promulgate guidelines to assist each school board. Each school board shall establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of sections 121A.40 to 121A.56. The policies shall emphasize preventing dismissals through early detection of problems and shall be designed to address students' inappropriate behavior from recurring. The policies shall recognize the continuing responsibility of the school for the education of the pupil during the dismissal period. The alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress towards meeting the graduation standards adopted under section 120B.02, and help prepare the pupil for readmission.(b) An area learning center under section 123A.05 may not prohibit an expelled or excluded pupil from enrolling solely because a district expelled or excluded the pupil. The board of the area learning center may use the provisions of the Pupil Fair Dismissal Act to exclude a pupil or to require an admission plan.(c) Each school district shall develop a policy, and report it to the commissioner, on the appropriate use of peace officers and crisis teams to remove students who have an individualized education plan from school grounds.

**121A.56 Application** Subdivision 1. Prohibition Against Discrimination Remains in Effect. Sections 121.40 to 121A.56 shall not be deemed to amend or otherwise affect or change section 363.03, subdivision 5, clause (2). Subd. 2. Portions of School Program for Credit.

# Services & Resources

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The Leadership Cabinet provides support for the implementation of standards-based curriculum and best practice instructional strategies.

The HNS Operations Department partners with administration, staff, students, and families to create and maintain a safe environment in our schools.

The HNS Related Services department addresses the social, emotional, and physical health needs of students through social work, psychological support, counseling, and nursing services, including support services for Homeless and Highly Mobile Students and other citywide initiatives.

## **Safety**

### **Identification Badges**

Staff members are expected to wear photo identification badges at all times. Visitors are also expected to wear a badge after signing in at the reception desk. The badges help maintain safety by helping identify who belongs in the school.

### **Visitors**

Visitors are welcome in all schools, and family attendance at school programs is encouraged. It is important that all visitors sign in and out at the reception desk and receive a visitor badge to wear during the visit. HNS reserves the right to deny or revoke permission to visit to individuals or groups who do not comply with school procedures, or if the visit is not in the best interest of students, staff, or the school. A visitor who does not comply with school policies and procedures may be guilty of criminal trespass, and school personnel will call to request an immediate police response.

### **Learning Environment**

The Harvest Network of Schools is committed to teaching, learning, and academic achievement for all students. To achieve this goal, the learning environment must be safe, orderly, and well managed. It is the expectation that all students are active learners and responsible members of the learning community. HNS staff and families share responsibility for developing and maintaining learning environments in which every member is:

- Safe
- Respectful
- Responsible
- Learning
- Treated with dignity and kindness

### **High Expectations and Open Opportunities for All Students and Families**

The Harvest Network of Schools, through the Diversity and Equity Policy, has affirmed that learning and work environments are enriched and improved by the presence, contributions, and perspectives of diverse participants. Learning environments must welcome, respect, and value diversity. The Harvest Network of Schools' Non-discrimination Policy bans discrimination based on race, color, creed, religion, national origin, sex, sexual orientation, marital status, status with regard to public assistance,

disability, or age in its programs and activities. In addition, HNS ensures that children and youth who are homeless and highly mobile have opportunities to achieve the same high academic standards as students who are not homeless or highly mobile. This means that all children, youth and their families are welcome and encouraged to participate in the full range of opportunities at the Harvest Network of Schools, including academic classes, school sponsored organizations, clubs, and activities, athletics, and after school programs. The only limits to participation will be those reasonably related to the activity.

## **Technology**

Technology has become an important tool for learning. Students and staff may use the Internet to participate in distance learning activities, to ask questions of and consult with experts, to communicate with other students and teachers, and to locate resources to meet their educational and personal information needs. The Harvest Network of Schools has established guidelines for appropriate use of technology and the Internet.

Students, staff, and parents/guardians are advised that some websites may contain inappropriate or offensive material. School administrators and staff do not condone the use of such materials and do not permit usage of those materials in the school environment. Situations where students and/or staff knowingly use such materials in school will be addressed in accordance with the HNS discipline policies. HNS administrators have the right to terminate the access privileges of any student or staff who violate the guidelines.

The use of the school system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school 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 suspension, expulsion, exclusion or termination of employment; or civil or criminal liability under other applicable laws.

## **Cell Phones**

Scholars are not permitted to use or make visible any cell phones at school. If their phone is powered on, visible, or making noise it will be confiscated. Scholars should also understand that they are not allowed to take pictures of themselves or friends in bathrooms, at lockers, or any other school areas without authorized permission. If scholars violate this policy the following steps will be taken:

- The first time a scholar's phone is confiscated, s/he will be given a warning, and the phone will be returned at the end of the day.
- The second time a scholar's phone is confiscated a parent/guardian may pick up the phone at their convenience during school hours, Monday through Friday.
- The third time will result in a short-term suspension and the phone will not be returned until the last day of school.

Administration is not responsible for the upkeep of cell phones while in their possession. It is the responsibility of the parent/guardian to retrieve all phones as quickly as possible and hold their scholars accountable to the policies and procedures of cell phone use. To prevent any confusion, HNS administration suggests that parents/guardians ensure that their scholar follows the rules. For safety reasons and to minimize classroom distraction the administration asks that parents/guardians contact scholars only through the main office. We will not reimburse any items that are lost or stolen.

### **Electronic Devices, Tablets, etc.**

Scholars are not permitted to bring any personal electronic devices at school. The same policies for cell phones apply.

### **Toys, Games, and Gadgets**

Scholars are not permitted to bring toys of any kind to school. All toys, cards, and games, will be confiscated and returned only to parent/guardian. The same policies for cell phones apply for any major electronic games (PlayStations, Nintendo DS, etc.).

### **Video Cameras**

The Harvest Network of Schools authorizes the use of video cameras on school property and transportation vehicles to ensure the safety of all staff, students, visitors, and property. The cameras may be used in locations deemed appropriate by the Chief Academic Officer, as allowable by state and federal laws. Video recordings may become a part of a student's educational record. HNS will comply with all applicable state and federal laws related to record maintenance and retention.

### **Data Privacy**

The records that the HNS maintains in its files, which identify students or discuss students' needs or accomplishments, are private data. This means that members of the public and HNS employees whose duties do not require that they have access to this information may not see these records unless consent is given by the parent/guardian, or a law or court order authorizes access. Certain kinds of information have been categorized by HNS as directory information. Directory information, even though is identifying information, can be released to the public. 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, dates of attendance, grade level, participation in officially recognized activities and sports, and honors and awards received.
- Directory information does not include personally identifiable data that references religion, race, color, social position, or nationality.

Families may notify the building principal if they do not want directory information about them to be made public, and the request will be honored.

If an emergency occurs and knowledge of the information is necessary to protect the health and safety of the scholar or other individuals affiliated with HNS, the school can release information about a scholar to appropriate parties, i.e. a hospital, police department, or emergency squad.

In the event that a student transfers to or applies for admission to another school, including post-secondary schools, HNS will transfer the student's records to that school upon receipt of request.

The HNS will bill health care providers for health care services required in an Individual Education Plan (IEP) if an IEP exists.



## **Health Records**

### **Health Records**

It is essential that parents/guardians cooperate with the school nurse in bringing all medical records up to date. Children whose records are not up to date in accordance with state law will be excluded from school until the nurse has been provided verification that the scholar may attend or return.

Being physically healthy helps children learn more effectively. For this reason, it is important to have your doctor or health center look into any problem that your child may have with his/her health. All scholar medicines will be kept in a locked cabinet. The school will keep a detailed log of all medicines that are administered.

### **Medication**

The Harvest Network of Schools strongly encourages families to dispense both temporary and maintenance medications outside of school hours. Your family physician can provide a medication schedule that will assist in the process of administering medications. In those few cases where this is not possible, please bring the medication to the school nurse. If your child requires medication during school hours, we will assist by administering medication. However, medication may not be given without the completion of the Administration of Medication form, which must be completed by a health care provider. Families can obtain a copy of this form by calling or visiting the school. This policy and the requirement to have a form on file applies to all medicine, including aspirin, Tylenol, and other over-the-counter medicines. The medication needs to be in the original container with the appropriate prescription label and the appropriate Student Health Authorization for Administration of Medication Form. The medicine is stored in a secure location in the nurse's office, and will be administered from the school nurse's office. Scholars are not allowed to have medication (prescription or non-prescription) of any kind in their possession at school; however, scholars are permitted to carry their inhaler with written consent from their primary doctor, as well as medications administered as noted in a written agreement between the school and the parent or as specified in an IEP, 504 Plan, or IHP (individual health plan). For further information on medication or any health related issues please call the school nurse.

# Tips for Parents & Caregivers

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**Talk to your children about making safe and healthy decisions early on in their school experience.** Children don't always know which situations could be dangerous, and parents often don't realize how early children are exposed to dangers like tobacco, alcohol, and illegal drugs.

**Teach your child to choose friends wisely.** Being with other children who make poor decisions increases the risk that your children will also make poor decisions.

**Role play ways to resist peer pressure.** If your child knows what to say and has practiced how to say it, it will be easier for them to resist peer pressure.

**Know the discipline policy.** Help your children understand the policies and procedures. Discuss the rewards for following the policies and the consequences for violating the system.

**Get to know your children's teachers and the staff within the building.** Help your children identify a caring adult in school that they can go to when they need support or are having conflicts.

**Check your children's backpacks daily.** Know what your child is taking to and from school. This can help prevent your child from unintentionally bringing something dangerous to school. Teachers may send notes and progress reports home with children, and homework is sent home daily.

**Be proactive if your child tells you about a conflict or unsafe situation.** Encourage your child to tell an adult when there is a potential conflict, or call the school to inform the staff.

**Talk about school every day.** Communicate daily about school and school activities with your child. This gives a message that school is important and helps you stay current with your children's work and school activities. Talking can help identify problems before they become obstacles to your child's education.

## **Parent/Guardian Contract for Academic Expectations**

As a parent who has enrolled my child at The Harvest Network of Schools, I am committing to the following actions:

I understand that if my child's records are not up to date in accordance with state law, s/he will be excluded from school until such a time proper documentation is provided.

I understand that K-8<sup>th</sup> grade scholars must maintain grade level expectations in all academic areas. In order to be eligible for promotion, scholars in grades K-4<sup>th</sup> must demonstrate the ability to meet these expectations through each term of the school year. Should they not meet these expectations in reading or math and pass writing, science, or social studies it will be at the discretion of the school to promote the scholar to the next grade level. The teacher will make the recommendation to school administrators, who will then make the final decision based on the required set of data provided by the teacher. If a scholar is being considered for retention, the teacher will inform the parent in writing and in person during winter conferences. A plan will be put in place to improve the academic areas of concern and regular progress reports will continue to be sent home. If the scholar does not meet the grade level expectations in all subject areas by the end of the year, the parent will be notified again in writing and in person at the end of the year conferences about the decision of retention.

I will attend meetings with administration to discuss academic performance when called or scheduled.

I will read and respond to all materials sent home by the school and classroom. I understand that I am responsible for classroom books and library books assigned to my child, and if lost or damaged I will have to pay replacement cost.

I will communicate respectfully at all times with all stakeholders (includes, but is not limited to, all school employees, parents, scholars) at my child's school. I understand if I fail to communicate accordingly, I will be denied access to the campus and/or my child may be dis-enrolled from the school.

I understand that if my child does not follow bus procedures, rules, and regulations, he/she can be suspended or expelled from the bus, and subsequently, from school.

By signing the Letter of Commitment, I, the parent/guardian, agree to meet the conditions outlined in the above contract in order to best support my child's academic success at The Harvest Network of Schools.

## **Parent/Guardian Letter of Commitment**

The schools and programs in the Harvest Network of Schools are schools of choice. When you enroll your child, you are selecting us for the reasons that make our school unique. We expect much from our scholars. In turn, we also expect much from our families in order to ensure the success of our scholars and the success of our school. Our school requires commitments from parents/guardians that may not be required in other schools. Your signature on this letter indicates that you understand the various expectations of our school (see below) and agree to read and understand the Harvest Network of Schools Code of Conduct prior to school starting, which will state all policies and procedures and that you will comply with them. The policies listed below are CRITICAL to your commitment:

- I will ensure that my child is in school every day, on time and is picked up accordingly at dismissal time or, when needed, at his/her designated bus stop, except for illness or other legitimate reasons.
- I will read and agree that my child will adhere to the uniform policy. In the event my child is in violation of the uniform policy, I understand that an Out-of-Uniform Referral Form will be given to my child, and I will need to make immediate arrangements in order for my child to remain in school that day. Administration will take the following actions:
  - Call parent/guardian to bring the appropriate uniform item(s) to school and
  - Place scholar in in-school suspension (ISS). After three (3) uniform violations my child will be assigned an out-of-school suspension (OSS).
- I will support the school-wide discipline policy and Nia Point System, follow through with any behavior problems noted by the teacher, and visit the school as needed.
- I will attend all parent/teacher conferences, parent involvement activities, orientation/reorientation meetings and parent education opportunities.
- I will read carefully all papers that the school sends home.
- I will be knowledgeable of homework assignments and assist my child with all homework assignments when needed.
- I will provide a regular time and quiet atmosphere for my child to complete daily homework and study.
- I will assure homework is done in compliance with the homework policy.
- As an advocate for my child I will address any concerns that I may have in a respectful manner.
- I understand that bullying will NOT be tolerated, and any infraction will result in out-of-school suspension and/or expulsion.

## **Parent/Guardian Letter of Commitment Signature Page**

Please return the signature page to your scholar's teacher.

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Parent/Guardian Signature

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Date