Mission Statement
The Blake School provides students with an excellent, academically challenging education in a diverse and supportive community committed to a common set of values. Students are expected to participate in an integrated program of academic, artistic and athletic activities in preparation for college, lifelong learning, community service and lives as responsible world citizens.

Core Values
Respect – We care for and respect each other and ourselves. An openness to that which is different, a commitment to pluralism and a strong sense of justice are important to our sense of community.

Love of Learning – Curiosity, discovery, a sense of awe, creativity and a passion of knowing are all central to our mission at Blake. Scholarship, academic excellence, superior teaching and a climate of active intellectualism mark our work.

Integrity – Honest, moral, considerate and fair behavior is expected on the part of all members of the Blake community.

Courage – We prize both intellectual and ethical courage. We recognize the need to ensure that all feel both free and safe to take risks. Intellectual independence, a belief in and knowledge of oneself and perseverance are all elements in this commitment to courage.

Commitment to Pluralism – The Blake School believes that a diverse society enriches all individuals and communities. Diversity of race, ethnicity, national origin, geography, religion, gender, affectional or sexual orientation, age, physical ability, and marital, parental or economic status forms the fabric of our society. As a result of these beliefs, The Blake School actively seeks students, families and employees who value and contribute to the fullness of a diverse community within the context of its mission. In doing so, we recognize our responsibility to help make each person’s experience a success.
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ACADEMIC PROGRAM

Philosophy of Learning

Lower School
Lower School students learn through personal involvement and active engagement with people, places, things and ideas. Exploration, interaction and dialogue with peers and adults and reflection lead to an individual’s construction of knowledge. Learning is a process that encourages children to play with, practice, connect, synthesize and apply new understandings. Ownership and choice are key elements in maximizing students’ learning potential.

Middle School
The Blake Middle School believes in inspiring enthusiasm for learning and nourishing each adolescent’s intellectual and emotional development in a supportive and diverse community grounded in the values of honesty, acceptance, respect, responsibility and trust. Our program and strong partnership among students, parents and faculty will
empower our Middle Schoolers to become well-rounded, lifelong learners who are able to consider multiple perspectives in order to understand and improve their world.

Upper School
The Blake Upper School believes in giving students a wide variety of academic, artistic and athletic opportunities in order to develop their skills, expose them to new ideas and foster their individual interests and collaborative capabilities. We believe in nurturing independent, self-motivated and self-reliant individuals who assume greater and greater responsibility for their own learning, take on active and meaningful leadership roles, and become increasingly aware of, and sensitive to, their interdependent roles in our community and the world. As the curriculum progresses, classes become increasingly student-centered and students will be given a considerable amount of freedom, even at the risk of temporary failure. Toward this end, we encourage all members of the community to engage in a creative and on-going process of self-inquiry. Above all, we believe in promoting Blake’s core values of respect, love of learning, integrity courage and commitment to pluralism.

Divisional Standards

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

The Safety Rule — Our actions do not endanger ourselves or others.

The Respect Rule — We show respect for ourselves, other students, animals, and adults. We respect the property of students, adults and the school.

The Welcome Rule — We welcome everyone into the community and invite other students to join us in school activities.

Middle School Citizenship Code (HARRT)
The Blake Middle School promotes an atmosphere dedicated to learning and to allowing intellectual curiosity to flourish. It believes that the environment must be safe, secure and caring for all students and staff. It further believes that such an environment promotes learning and good citizenship. As a community, we in the Middle School must work together to create that environment and believe the following values to be essential:

Honesty — We do our own work unless instructed otherwise on homework, projects and exams. We are honest in our interactions with others.

Acceptance of Others — We are accepting of others and appreciate the differences among us. We include and value others.

Respect — We are respectful to staff and students and recognize the need to respect authority and the role of the faculty. We respect our environment and facilities.

Responsibility — We are responsible to ourselves, one another, the school and the community.

Trust — We work to establish and maintain a high level of trust within the school community.

Upper School: Kindness and Honesty
There are many specific guidelines, policies and procedures referenced in the definition and maintenance of our community standards. However, in considering the interactions we hope for at Blake, kindness and honesty are the two virtues that undergird all our expectations. Kindness in the treatment of others is highly prized. Honesty in all
communications and in acceptance of personal responsibility is a paramount goal. Upper School community
members should be kind and honest in all their decisions, actions and behaviors.

School personnel will assume these expectations are being met by students unless there is evidence to the contrary. When a student is unkind or dishonest in any situation, the general well-being of our community is undermined and a disciplinary response may result. In situations requiring a disciplinary response from the school, it is most important that the offending, misbehaving or complicit students are honest and forthcoming. Being dishonest or uncooperative in investigations of citizenship violations may result in a more significant disciplinary response, including suspension or expulsion.

**Academic Day and After-School Options**

**Lower School**

The School Day

Pre-Kindergarten
- Morning program: 8:30 a.m.–12:00 p.m.
- Optional Pre-K Afternoon Activity Program: 12:00 p.m.–3:30 p.m., includes lunch
- For program start and end dates, please check the Bear Cub Connection or online calendar

Kindergarten
- Monday through Thursday: 8:30 a.m.–3:30 p.m.; Friday: 8:30 a.m.–12:00 p.m.
- Optional Friday Afternoon Activity Program: 12:00 p.m.–3:30 p.m., includes lunch
- For program start and end dates, please check the Bear Cub Connection or online calendar

Grades 1-5
- 8:30 a.m.–3:30 p.m.

At 8:15 a.m. all students are welcome to enter their classrooms. Supervision is provided between 7:30–8:15 a.m. at our extended day. Do not leave your child at school before 7:30 a.m. as doors are locked until staff members arrive.

If your child must leave school early during the day, a written or electronic request must be sent to the school office. Links to electronic communication are available online. Please come to the office to pick up your child.

If an emergency arises and your child will be picked up late, please call the office as soon as possible. If the delay results in your child going to the Extended Day Program, a fee will be charged.

**Recess**

Daily recess is a vital time when students interact with each other in a less structured environment than the classroom. It is a very important social setting where students learn and practice cooperative skills. Each recess period is supervised by teaching assistants. Teaching assistants are actively involved with the students, helping them to live and play by the school’s Safety, Respect and Welcome Rules.

All students are expected to go outside for recess. If your child is recovering from an illness and you do not want him or her to go out for recess, send a note to the teacher. A student may spend recess in the office area for up to two days on the basis of the note. If a student must stay in for more than two days, a doctor’s note is required.

**School Meetings and Assemblies**

Lower School students and faculty meet to build community through collective assemblies and activities. Programs are either developed and shared by the students and faculty or may be provided by outside resources. Although these assemblies are planned for and directed to the students, families are always welcome to attend though we ask that siblings not miss their own classes for performances or events of other Lower School siblings.

**Optional Pre-K Afternoon Activity Program (PKAAP)**

Our optional afternoon Pre-K program provides opportunities for Pre-K students to enjoy a variety of activities in a play-oriented atmosphere. The program includes lunch, rest and recess and is available one to five days per week.
Registration is on a yearly basis. The hours are 12:00–3:30 p.m. Call the Lower School administrative coordinator at (952) 988-3503 if you have questions. The PKAAP is not available for drop-ins.

Optional Friday Kindergarten Afternoon Activity Program (KAAP)
For those kindergarten families needing or wanting a school option on Friday afternoons, we offer a program from 12:00–3:30 p.m. Registration is on a yearly basis. Call the Lower School administrative coordinator at (952) 988-3503 if you have questions. The KAAP is not available for drop-ins.

Optional Extended Day Program
Blake offers an Extended Day Program on both campuses, open to Pre-K through fifth graders. The Extended Day Program offers a warm, secure environment where children enjoy friendships across age groups and develop an increased sense of independence. The students also have the opportunity to pursue many interests with a caring staff. It is available from 3:30–6:00 p.m. Monday through Friday. Registration is on a yearly basis. Extended Day is available on a drop-in basis with at least 24-hour notice. Space is limited, and the Lower School reserves the right to limit the number of drop-in registrations on any given day. Parents can register for drop-in Extended Day online or via email to the Lower School administrative coordinator.

The Extended Day Program offers child care on parent conference and on early dismissal days. Those dates can be found in the Bear Cub Connection or the online calendar. Extended Day on these special days requires registration even if your child is already enrolled in the regular Extended Day program. Registration for these Extended Day dates will be available via the Bear Cub Connection and Bear Essentials several weeks beforehand. Call the Lower School administrative coordinator at (952) 988-3503 if you have questions.

Middle School

School Hours
The school day begins at 8:25 a.m. and ends at 3:25 p.m. Monday through Friday. Classes begin promptly at 8:30 a.m.

Upper School

Hours
The academic school day begins at 8:00 a.m. and ends at 3:00 p.m. every Monday, Tuesday and Thursday. On Wednesdays and Fridays, the academic day begins at 8:30 a.m. and ends at 3:00 p.m. Please see Appendix C for a copy of the general daily schedule.

Advisory
Advisory is held during each academic day, and attendance is taken. On Mondays and Fridays, advisory meets briefly for five minutes at the start of the school day; students and parents are asked to make every effort to respect the importance of advisory by arriving to school on time. On Tuesdays and Thursdays, advisory immediately follows assembly, and there is an extended advisory period mid-morning on Wednesdays. Five or more homeroom tardies in a quarter will result in a detention.

Grade Meetings
Each grade will meet as an entire class approximately once a month during the extended advisory period. This time is used to discuss issues or disseminate information that is pertinent to a specific grade. The grade dean and the respective homeroom advisors attend grade meetings as well.

Activity Periods
A student activity group or club can meet on school grounds outside of the academic day if there is a faculty member supervising the activity. A special activity period has been established between 7:30 and 8:15 a.m. every Wednesday and Friday. Student groups can also meet during free periods, open symposium times and/or lunches.
Homework and General Curriculum Information

Lower School

The purposes of homework are:

- to help students develop responsibility and organizational skills,
- to create good work habits,
- to reinforce concepts and skills.

These habits are established early and built upon each year. Families may need to help your child organize or initiate homework, but in most cases they should not need to do more than this. However, some projects are designed to include parental involvement.

Students will have homework four to five nights per week. The daily time allowance generally is:

- Kindergarten 10 minutes
- First grade 20 minutes
- Second grade 30 minutes
- Third grade 40 minutes
- Fourth grade 50 minutes
- Fifth grade 60 minutes

Independent reading is included in the homework time expectation.

Middle School

Curriculum

The Blake Middle School expects all enrolled students to engage in our full program of offerings across all disciplines. Students may enrich their learning experience by taking online or outside-of-Blake courses, but these will not supplant a Blake offering in that discipline.

Homework is regarded as an important part of each student’s education. The amount and frequency of homework may vary according to grade and subject but will increase at successive grade levels. The school generally expects sixth graders to spend 1 to 1-1/2 hours daily doing out-of-class work; seventh and eighth graders may expect between 1-1/2 and 2 hours. Be aware that these are averages; some students require more study time and some require less. Homework is generally not assigned over Thanksgiving, winter and spring breaks.

Individual classroom teachers have the discretion to address late homework as they see fit. Each teacher will clearly communicate the policy regarding late homework to his/her class at the start of the school year. This information will also be available on Curriculum Night.

A pattern of late or missing homework may result in the teacher referring the student to the administration for follow-up. Most likely, students who have missing work will be restricted from participating in recess or attend after-school detention until said work is completed.

Please note that in order to successfully engage in the depth and breadth of the Middle School academic program, access to a computer and the Internet is required. All seventh and eighth graders are issued a mobile learning device. The rules for Blake’s network and online resources are the same as the rules for The Blake School. The Middle School's Citizenship Code, which fosters honesty, acceptance of others, respect, responsibility and trust, applies. Students using social networks, blogs, podcasts or wikis are expected to treat these spaces as classroom spaces. Speech that is inappropriate for class is not appropriate for any social network, blog, podcast or wiki. While the goal is to engage in conversation with others, the school also expects students to conduct themselves in the spirit of our community standards.

Grade-Level Teams/Advisors

The Middle School is divided by grade level into three teams. The teachers in each grade-level team meet together twice a week to discuss both academic and social issues pertinent to the class as a whole and/or individual students. Each team is led by a Grade Level Coordinator (GLC) who also serves as a teacher and advisor in this grade level.
The advisory teacher serves as an advocate for the student. This advisor collects appropriate feedback about the student and is the first source of contact for the parent for general academic or social concerns.

**Scheduling**
At the Blake Middle School all faculty have a good understanding of the curriculum and developmental issues of 11- to 14-year-old students. The school works carefully with the faculty and counselor to ensure the best placement in individual classes. However, because of the many complexities of scheduling, the school is unable to guarantee the honoring of requests for particular teachers or courses. Choice is available in the following areas:

- Students may choose a modern or classical language when entering Middle School but then must stay in that language for all three years in the Middle School unless a change is deemed appropriate with the approval of the Middle School Director.
- Students will elect to participate in the band, string orchestra or choir program when entering Middle School. A student may switch from one music option to another at the end of the school year but only with the permission of the music faculty involved in the switch.
- Eighth grade students may apply for integrated arts rather than participate in band, string orchestra or choir.

**Upper School**

**Homework**
Homework is an integral part of the learning process and academic program. Teachers will assume that homework is completed as assigned; policies for evaluating homework will vary from teacher to teacher. The amount of homework and weight of its evaluation may vary depending on the course, the teacher and the time of year. On average students may spend 30-45 minutes on homework per class each evening. Homework is generally not assigned over Thanksgiving, winter and spring breaks.

All Upper School academic teachers will maintain an online Canvas site on which they will post course information, including daily homework assignments. This allows students who are absent from class to be able to access homework assignment information in preparation for their return to class.

**Tests**
Tests are a normal part of the evaluation process. If a student has more than two tests scheduled on a given day, the student has the right to postpone taking the test(s) that was announced latest. It is the student’s responsibility to communicate to his/her teachers as early as possible if a scheduled test needs to be postponed. The teacher(s) will then make alternate arrangements for the student to take the test in a timely manner.

**Semester Exams/Projects**
There will be two cumulative exam/project periods during the school year, one in December and one in May/June, at the end of each semester. Semester grade calculations include grades for the two quarters in that semester and the exam or project grade. The exam/project can be given a weight of up to 25 percent of the semester grade in a particular course. Within the above guidelines, the precise weight of the exam/project is left to the teacher’s discretion.

**Registration/Course Selection**
A student chooses courses in consultation with his/her parents, advisor, current teachers and grade dean. Explanations of specific courses and their prerequisites are available in the course catalog, which is distributed at the beginning of the registration process. During the third quarter, students register for their classes for the next school year. A normal class load is six classes per semester; five classes is the minimum required.

**Adding/Dropping a Course**
A student may add a course by the fifth class meeting of the semester if there is space available in the class.

A student may drop a course without penalty:
- within the first six weeks for a semester course
- within the first quarter for a yearlong course
After the fifth class meeting, a student dropping a course may simultaneously request to add a course in the same subject area at a different level. This request may not be honored if the new course is fully enrolled. If this change occurs before the end of the first semester, the student’s transcript will reflect only enrollment in the new course, though the grade of record will be determined with consideration of the student’s performance in both the original and new classes. If this change occurs after the first semester, a student’s transcript will reflect the student’s separate enrollment and performance in both courses as if they were each a semester-long course. In this case, there would be no end-of-year grade given.

Rare circumstances may warrant permission being granted to drop or change courses after the deadline. In these cases, that student’s transcript will reflect either a WP (withdraw passing) or WF (withdraw failing) grade in the course being dropped.

All decisions to add or drop a course must be approved by the grade dean.

Pass/Fail Option
Juniors and seniors may take one course per semester on a pass/fail basis if the course is not a graduation requirement. To take a course on a pass/fail basis, a student must gain the approval of the grade dean, who may consult with the teacher, parents and the College Counseling Office. The pass/fail option must be invoked within the first six weeks for a semester-long course and within the first quarter for a yearlong course.

Academic Program Support
Tutorials
Tutorial periods are built into the schedule each week to allow students to work with their teachers outside of class. Teachers are available during tutorials, without appointment, to provide remediation or enrichment. Students are encouraged to use these opportunities as primary resources for their learning. In addition, teachers are available by appointment to work with students during free periods and often before or after school.

Study Halls
Study hall is a supervised setting designed to allow students to develop time management and study skills. All ninth graders will be assigned to study hall during all their free periods. Study halls are built into individual class schedules.

At the beginning of the year, all sophomores will be assigned to study hall for three-quarters of their free periods. At the end of the first semester, sophomores who have demonstrated successful study skills by achieving no grades of C- or lower will have their study hall assignment reduced to one-half of their free periods. However, if a subsequent quarter grade of a C- or lower is earned, the student will be reassigned to study halls as determined by the grade dean.

While juniors and seniors are generally not assigned to study hall, the administration reserves the right to do so as needed. The grade deans will make the decisions regarding which students will be assigned and released from study hall.

Attendance in study hall is required and unexcused absences will be considered cuts.

Staffings
Staffings are meetings called by grade deans when there is a need to share information that could help teachers work to support a student more effectively in their classes. The student’s advisor and current teachers are always asked to attend. The counselor, the college counselor, the learning specialist and parents are asked to attend as needed.

Reports, Grading, Academic Requirements and Conferences
Lower School
Families will receive written reports twice a year and formally confer with faculty twice a year. Details and dates can be found online and in Bear Essentials and the Bear Cub Connection, and information will be communicated via email as the dates approach. The school has designated these days to allow all parents to communicate with faculty
and administrators about their student’s progress. We strongly request that you be available to confer during these times. Parents who choose to use conference days for vacation will be offered a telephone conference.

At parent conferences, teachers and parents (and occasionally students) will share information and set goals together. Additional conferences may be held at the request of a parent or teacher.

Each student has a Friday Folder that is available to families at the end of each week. The folder may contain important information from division or Parent Association leadership, rubrics, overdue notices from the library as well as work your child has completed during the week. Please plan to take time over the weekend to review its contents with your child. Students should bring their folders back to school each Monday morning.

Lower School faculty maintain classroom webpages open to all parents. While these classroom pages vary by teacher and grade, most will include monthly newsletters, photos, unit descriptions and more. We recommend bookmarking your teacher's page and visiting it regularly.

**Middle School**

Students are evaluated in various disciplines four times per year. Grades of D or F should be of concern and serve as the basis for recommended or required summer work (see Academic Probation & Grade Promotion Requirements for further information). Repeated grades of D and F may be reason for not continuing at the school. A grade of C is regarded by the school as satisfactory, except in sequential disciplines such as math or modern and classical language, where a minimum level of proficiency is required in order to progress to the next course in a sequence. Grades of B and A are considered good to excellent.

Non-academic categories reflect the Middle School HARRT code by reporting to students their achievements in the categories of responsibility and respect. In cases where students are not meeting teacher expectations, specific recommendations for improvement in the areas of responsibility and respect will be noted in the comments section. Students and families should set these recommendations as goals for future marking quarters.

Note: Theater, visual arts and wood studio meet for one trimester during the sixth grade year. Grades will be determined and issued at the end of each of these three grading periods.

**Academic Probation and Grade Promotion Requirements**

Students not meeting Blake’s academic expectations will be placed on academic probation. Students on academic probation may be asked to leave the school if the school determines that these deficiencies have not been corrected. A student will automatically be placed on academic probation if they earn two or more D range or failing grades over two or more quarters. The school reserves the right to place a student on academic probation following any quarter and in other circumstances if the school has a significant concern about that student’s overall academic performance and achievement.

Students placed on academic probation at the end of the second quarter may have their re-enrollment contract withheld pending review of their year-end performance. Students who have not demonstrated satisfactory improvement, as determined by the Middle School Director, by the end of the year will not receive a re-enrollment contract.

In certain courses of study (math, for example) a higher standard of content understanding is expected in order to matriculate along the discipline sequence. In order to progress to the next course in the sequence, summer work may be required if a student earns a grade indicating a less-than-proficient level of understanding (generally B-). Please note that a student accepting placement in the seventh grade Honors Algebra 1 sequence must meet the B- standard, or he/she will be required to do summer work and then take an end-of-summer assessment in order to remain in the sequence. Failure to pass that assessment at the acceptable level will force that student to repeat the Honors Algebra 1 class in eighth grade.

**Conferences - Fall and Spring Conversations**

Conversations are held during the first and third marking periods to update parents on student progress. Parent-student-teacher conversations are an important element of the educational process, and the importance of these
meetings is reflected by the school shutting down normal operations so that they may occur. Families are expected to sign up to meet with their child’s advisor and a number of classroom teachers. The student is required to attend the conversations with their parent(s). If a family is not available during the established parent-student-teacher conversations time frame, it is the family’s responsibility to make alternate arrangements for these conversations to occur. Please know that if families are unavailable during the conversations time frame, advisors and teachers are not required to offer alternative meeting times. If necessary, additional conversations with teachers can be held at either the parents’ or the school’s request. Please contact any of your student’s teachers if you wish to arrange a meeting with that teacher for any reason.

Progress Reports
Students receive full written reports twice during the year: at the end of the second quarter and at the end of the year. These reports are available online in BlakeNet, the NetClassroom. The school will notify all families by email when the reports are posted. If you need help accessing your BlakeNet account, email blakenetadmin@blakeschool.org for support.

Interim reports may be sent to students during any marking period if difficulties arise or performance is worthy of special commendation. If you require even more frequent feedback on your student’s progress, please ask to see their graded work, which is returned regularly by Middle School teachers. In rare circumstances, a system of weekly reports is used if a student’s progress needs especially close monitoring; this step is normally taken only if the parents, teachers and administration agree that such a step is necessary. Weekly reports, if instituted, will be submitted for a maximum of four weeks by the child’s teachers, collected by the advisor and passed on to parents.

Upper School
Graduation Requirements
Twenty-two (22) credits earned during grades nine through twelve are required for graduation. One credit is earned for one full-year course or the equivalent. The normal and recommended course load is six courses per semester, and the minimum load for any student is five courses per semester. In addition, there is a Blake athletic team participation requirement as well as an assembly speech requirement.

- Credit Bearing Requirements
  Please refer to the Upper School Course Catalog.

- Non-Credit Bearing Requirements
  Athletic Team
  Students must participate as a playing member of a Blake athletic team for at least one season during both grades nine and ten. A student who wishes to satisfy this requirement by participating in a physical activity outside of the school must submit such a request in writing and obtain approval from the athletic director.

  Assembly Speech
  An assembly speech is required of all students during their senior year. The speech is 5–7 minutes in length and focuses on a topic of the student’s choosing. The speech is prepared in connection with enrollment in Psychology of Communications or Advanced Debate. Parents are welcome to attend these assembly speeches.

Grades
Grades in the Upper School are computed on a quarterly basis and stated as letters in gradations from A to F excluding A+ and D-. No credit is given for an F grade earned as the grade of record. The grade of record is the semester grade in semester-long courses and the year grade in yearlong courses.

While each department has a specific grading policy, marking period grades can be interpreted as follows:

A Range — denotes consistently exceptional work in fulfilling course objectives and outstanding performance throughout the entire marking period.

B Range — denotes generally good work in fulfilling course objectives and a strong overall performance.
C Range — denotes satisfactory fulfillment of course objectives.

D Range — denotes minimal fulfillment of course objectives.

F — denotes course objectives have not been met. An F received at the completion of a course means that the entire course must be retaken if credit is to be granted.

WP/WF — denotes that the student withdrew from the course after the add/drop deadline. WP denotes the student was passing when she/he withdrew. WF denotes the student was failing when she/he withdrew. If a student withdraws from a course, no credit will be earned for that course. [Note: Students may withdraw from courses only after the add/drop deadline by special permission of the administration.]

I — denotes that required course work is incomplete. Students are expected to meet their academic obligations in accordance with the schedule specified by their classroom teachers and by the school. Late work will be penalized in accordance with each teacher’s grading policy. At the end of an academic term, exceptional circumstances may arise whereby a student is unable to complete academic work for reasons of health, serious emergency, or unanticipated events beyond that student's control; in such a case, the issuing of a course grade may not be appropriate at that time and the school may provide an “I”, or “Incomplete” for the corresponding marking period. It is important to note that an Incomplete is not the same as an extension: an extension does not impact the timely reporting of a course grade at the end of a term, is issued under less exceptional circumstances, and is typically granted at the discretion of the classroom teacher. An Incomplete is far rarer and issued only after consultation with and support of the appropriate grade dean and the approval of the division director. If an Incomplete is issued, the student will have two weeks beyond the end of the marking period (quarter or semester) to complete and submit all academic work. If the teacher and grade dean determine that a different time frame is necessary and appropriate, the deadline will be set as soon as is reasonable and possible, but not to exceed the last day of second semester classes (for a first semester incomplete) or August 1 (for a second semester incomplete). If a student fails to meet the deadline established as part of the agreement, the grade for all work that has not been received will revert to an F and the semester grade will be calculated accordingly.

P — denotes a passing grade for courses being taken on a pass/fail basis.

Academic Probation

Students not meeting Blake’s academic expectations will be placed on academic probation. Students on academic probation may be asked to leave the school if the school determines that these deficiencies have not been corrected. A student will automatically be placed on academic probation if she/he earns two or more D range or failing grades for a semester. The school reserves the right to place a student on academic probation following any semester and in other circumstances if the school has a significant concern about that student’s overall academic performance and achievement.

Non-seniors placed on academic probation at the end of the first semester may have their re-enrollment contract withheld pending review of their year-end performance. Non-seniors placed on academic probation at the end of an academic year who have not demonstrated satisfactory improvement by the end of the first semester of the next school year could be asked to leave the school at that time. The grade dean will be available to support and monitor a student who is on academic probation.

Academic Standards for Seniors

There are increased expectations, demands, responsibilities and privileges bestowed upon students in their senior year. Faculty members and administrators are committed to working with seniors to support the satisfactory completion of their academic programs as well as to foster the seniors’ ability to take ownership of their learning. These academic standards for the senior year are intended to hold seniors accountable for their academic progress.

- A senior must receive a passing grade (end-of-semester grade) in all courses upon completion of the second semester. If a senior fails a second-semester course, she/he will not receive a diploma at Commencement. A Blake diploma will be granted upon the successful completion of an approved replacement course of study,
most likely over the summer. The student is responsible for finding an alternative course and gaining approval from the department chair and grade dean.

- If a senior is not meeting satisfactory academic standards at the end of the first semester (i.e., a failing grade in any course or more than one D-range grade), a conference will be held with the student, his/her parents, a college counselor and the twelfth grade dean. At this time, a plan of action will be devised to help improve the student’s level of achievement. Terms of the plan will be agreed upon and signed by all participants in the conference. Failure to abide by the agreement could result in the senior not being granted a diploma at Commencement.

- A senior must achieve grades of C- or higher in all courses (third and/or fourth quarter grades) if she/he is to participate in a Senior Program. There are also attendance requirements for participation in Senior Program.

**Academic Reporting**

Grade reports and teacher comments detailing a student’s academic progress will be issued at the end of each quarter. Please refer to the Upper School calendar for relevant dates. A parent-teacher conference held prior to the quarter’s end will usually serve as a substitute for a teacher’s written comment.

Interim reports may be filed by any teacher between the ends of marking periods if there have been important developments in a student’s work that merit special attention. A mid-quarter interim will be written by a teacher on any student who is earning a grade of C or below in a particular course.

Grade reports, teacher comments and interim reports will be posted to NetClassroom (part of BlakeNet) as quickly as possible after their receipt by the main office. Copies of all reports will be shared with the grade dean, advisor and, if appropriate, the College Counseling Office. The school will notify all families by email when the reports are posted online. For help accessing Blake/NetClassroom please email blakenetadmin@blakeschool.org.

**Conferences**

Parent-teacher-student conferences are scheduled twice a year to provide an opportunity to discuss a student’s academic progress. Students are encouraged to attend these conferences. The first set of conferences will be held in October at or near the end of the first quarter. The second round of conferences is scheduled two weeks prior to the end of the third quarter.

**Parent Access to Records**

The school will provide each student’s parents with copies of all school reports and certain other materials and, upon request, will make the contents of their student’s school file available to parents. It is Blake’s practice to provide information to all parents, regardless of physical custodial arrangements, unless the school is presented with proper legal documentation. No student, including those who are 18 years or older, may limit the school’s communications with his or her parents.

**Special Academic Programs**

**Global Online Academy (GOA)**

Blake is a member of GOA, a consortium of outstanding domestic and international independent schools offering rigorous online courses taught by members of their faculty. Students work independently and asynchronously in courses from a variety of disciplines. Class size is limited to 18. These demanding courses are intended to be taken in place of, not in addition to, an Upper School course and grades will appear on student transcripts and be counted toward a student’s Blake GPA. Currently, only a small number of students per semester enroll in GOA courses. With rare exceptions, students may not enroll in a GOA course that duplicates a course currently offered at the Upper School or use a GOA course to fulfill a departmental graduation requirement. There is no additional cost for these courses.

**Independent Study**

An independent study program is an opportunity for a student to explore an area of study that is not offered in our curriculum. It is open primarily to seniors, but sophomores and juniors may apply. An independent study program should be a rigorous course of study that adheres to high academic standards. Students should expect the workload
for an independent study course to be the same as for any other course.

Students must apply by the middle of the quarter prior to the beginning of the proposed independent study program. A proposal form is submitted to the supervising faculty member, the department chair and the grade dean for approval. They will review the proposal along with the student’s entire academic program, and if they support the proposal, it will be submitted to the Upper School director for approval. If approved, weekly meeting times between the student and the advisor will be determined.

Students will maintain a minimum course load (five classes) in addition to an independent study program. An independent study program may not satisfy a departmental requirement. A student is permitted to pursue only one independent study program at a time. The pass/fail option is available for independent study programs under the same guidelines as other courses.

**Summer Study**
A student may take a summer school course or arrange special tutoring to cover the same material as a course offered during the school year for the purpose of enrolling in a higher-level course the following year. Each department has established standards that must be met in order for a student to accelerate. These are likely to include passing a Blake examination at the conclusion of any summer work.

The student must fill out a summer study request form and have it approved by the department chair and the grade dean by Commencement. In rare circumstances and with advance administrative approval, students may be allowed to take summer coursework to satisfy course-content requirements.

A student’s cumulative grade-point average, however, will not include any grade for a summer course nor will graduation credit be given. An approved summer course will be recorded on the transcript at the student’s request.

**Post-Secondary Education Option (PSEO)**
The State of Minnesota’s PSEO program enables high school juniors and seniors who have exhausted their school’s curriculum an opportunity to take college courses for high school credit. As Blake reserves the right to define its own graduation requirements and academic standards, juniors and seniors are eligible to participate in PSEO under the following conditions:

- The course is not offered in The Blake School curriculum.
- A student must remain enrolled in at least four full-credit courses each semester at Blake.
- Participation must have the approval of the grade dean, the college counselor and the director of the Upper School.
- Students interested in participating in a PSEO program must inform the grade dean at least two months prior to the proposed enrollment date.
- Students are solely responsible for contacting the prospective colleges to get information about the application process for the PSEO program.
- There is no discount/refund of Blake tuition payments for students who take courses through a PSEO program, regardless of the number of courses being taken at Blake.

Note: Deadlines for the PSEO program vary from college to college and admission into these programs is very competitive. We recommend that students who are interested in these programs inquire early.

**World Citizenship**
We support and encourage student participation in a number of foreign exchange and travel/study programs.

**International Programs**
The Blake School seeks to encourage the participation of its students in travel, service or study-abroad programs, whether by traveling abroad or hosting a visiting student. Blake students are encouraged to participate in an individually tailored study-abroad program. These programs provide an in-depth experience in the home as well as in a foreign school. By hosting international students, our school as a whole and each individual is enriched by this diversity. Families interested in hosting an international student should contact the director of international and off-campus programs at (952) 988-3782.
Student Participation Guidelines for Exchanges/Trips

The Blake School community values and supports an inclusive program open to all Upper School students. Consideration will be given to balance gender and socioeconomic factors, as well as behavioral objectives and social maturity within the specific program. Need-based financial assistance is available on a limited basis by application. Priority will be given to students currently enrolled in the target language of the travel program.

Tuition Policy for Off-Campus Study Programs

As prerequisites to participation in any off-campus study program, the student must have advance approval from the school, and the school must agree that academic credit can be awarded for participation in that program. Students who have complied with these prerequisites and who participate in off-campus study programs during the academic year for at least one quarter will have their tuition and lunch charges reduced by a prorated amount for that portion of the academic year involved. However, the student will be charged a "holding fee," a percentage of the pro-rated portion of the regular tuition, for the time that student is away.

For students who inform the director of Admissions by March 1 of their intent to study away from school, the holding fee will be 10 percent of the prorated tuition. For students who notify after March 1 but before May 1, the holding fee will be 20 percent of the prorated tuition. After May 1, no reduction in tuition will be made for students studying off-campus. This same policy will apply for any student whose request to graduate early during his/her senior year is approved.

This policy does not apply to students taking courses off-campus through PSEO.

To learn more about diversity, inclusion and community engagement and how you can be involved, please contact the director of the Office of Equity and Community Engagement at (952) 988-3717 or visit the Blake website.

Library and Media Resources

Purpose

The Blake School library program strives to empower every student “to be critical thinkers, enthusiastic readers, skillful researchers and ethical users of information” (Standards for the 21st Century Learner, 2009). Each library provides fiction and nonfiction books, periodicals and media equipment for student use; the Middle School and Upper School provide access to databases for research.

Online Resources

Online resources for the library:
Library Catalog: http://blakeschool.follettdestiny.com
Middle School Library Canvas Page: https://blake.instructure.com/courses/530
Upper School Library Guides: http://libguides.blakeschool.org

Process for Challenge of Library Materials

The Blake School libraries strive to provide a broad range of materials to enrich and support a rigorous academic curriculum. The libraries at all divisions aim to support the individual and classroom pursuits of students and staff including recreational reading, extracurricular activities, research and schoolwork. Library materials include but are not limited to books, films, periodicals, vocal and music recordings and materials published in print or online by the instructional support staff and students. While The Blake School supports principles of intellectual freedom, any member of the community has the right to question the presence of materials in the library or published by associated members. Each challenge will be judged on its own merit and treated with equal consideration and courtesy.

Procedure to Challenge

If challenging an item, the complainant must read or view the work in its entirety. If the complainant still wishes to challenge the item’s place in the library or publication, she/he must fill out the library’s challenged materials form available from the teacher-librarians at each division. The form is submitted to the division director, who will review
the case and submit the challenge to a committee appointed to review the specific challenge. The review will include consulting professional sources and reviews and determining how the item does or does not meet the objectives of the school and library programs. Students, teachers, parents and other members of the Blake community may be consulted in addition to the committee members. Challenged materials will remain available to the Blake community during the review process, which will be completed within five business days. The decision will be communicated through a meeting with the complainant.

**Tutoring**

Consistent and open communication among the family, teacher and tutor is critical to ensure that tutoring serves the best interests of the student. To this end, the school expects that families will inform the classroom teacher, dean and/or a divisional administrator when a student is working with a tutor who is not employed at Blake. Tutoring will be most beneficial to the student when the tutor works in concert with the classroom teacher(s). When a child is struggling in a given class, she/he should first seek extra help from the classroom teacher during free periods, extra help time or tutorials. The school believes that such additional help can address most struggles and only under exceptional circumstances should tutoring with a non-Blake employee be necessary. Divisional administrators, deans and/or learning specialists can provide guidance in this area and suggest tutors, if needed. The school has a vetting process for prospective on-campus private tutors. If families contact a prospective on-campus tutor, that tutor should contact the director of learning support before they begin working with a student.

In addition, schoolwork done with inappropriate assistance from a tutor may not be submitted for a grade and improper assistance from a tutor could constitute academic dishonesty. It is also important to note that it becomes difficult for teachers to assess the effectiveness of instruction when they are unaware of student-tutor work outside of class.

It is customary for teachers in independent schools to make themselves available outside of class time to provide individual attention, especially at the middle and upper school levels. It is not appropriate for a Blake employee to provide tutoring for pay to a child who is enrolled in his/her class or could be enrolled in a future class of that employee. If a Blake employee wishes to propose a for-pay tutoring arrangement with a Blake student, he or she must first seek written approval from the division director and the director of learning support services before this tutoring would begin. And this tutoring must take place off campus. In the event of extended illness or unavoidable absences, the division director or dean will work with families and classroom teachers to develop a plan for the student to catch-up. Parents are responsible for paying the cost of any tutoring.

**Lower School**

Occasionally a Lower School student benefits from tutoring outside of the school day. The administrators are available to facilitate the selection of such tutors. Infrequently, the school determines that individual tutoring during the school day is in a student’s best interest. In this case, an administrator will direct the selection and scheduling of a tutor according to the Lower School Tutoring Policy Guidelines (available in the Lower School office).

**Middle School**

Our teachers pride themselves on providing special help to their students whenever that help is needed. Still, there are some occasions when outside tutoring may be deemed necessary. While tutoring may be appropriate for some students, others come to rely on tutors to assist them with homework and papers. Often these students do not seek extra help from the classroom teacher. Therefore, it is necessary for the teacher and tutor to work together if both are working with a student. To facilitate communication, the family is expected to notify the school before the commencement of tutoring. Recommendations for tutoring by school administration will be made only after thorough discussions with parents.

The following guidelines govern outside tutoring:

- The tutor should contact the student’s subject classroom teacher before tutoring commences.
- The tutor should follow up regularly with the teacher for updates.
- Paid tutoring must not be done by the student’s current classroom teacher or advisor.
We recommend that parents review this process with the tutor and specifically request a written summary of progress. Reliance on tutoring over an extended period of time can be detrimental to the independent learning of the student.

**Upper School**

Upper School teachers are regularly available to provide special help when students request assistance. Still, there are times when students and/or their families believe outside tutoring would be beneficial. Although there may be situations where obtaining a tutor is appropriate, sustained dependence on a tutor is not encouraged.

The school recognizes obtaining a tutor may be appropriate under the following circumstances:

- In order to pass a course or fulfill a graduation requirement.
- During or immediately following an extended absence.
- For students new to Blake who may need to close gaps in a skill area or fill in missing and necessary content areas.
- To complement classroom instruction for students with identified and documented learning differences.

In all cases it is beneficial to the student’s academic progress if the grade dean is notified prior to the start of tutoring. The responsibility for facilitating communication between the tutor and the teacher is that of the family and the student. Note: A tutor cannot replace or replicate the classroom experience.

Students must be certain that work turned in for a grade has been independently crafted and not the result of inappropriate collaboration with a tutor. Submitting collaboratively created work as if individually authored constitutes a violation of our academic honesty policy and will result in disciplinary consequences. See Academic Honesty section.

If parents would like assistance in finding a tutor they may contact the appropriate grade dean or a learning specialist. Grade deans and learning specialists maintain lists of available tutors in most subject areas; however, finding and hiring a tutor is ultimately the family’s responsibility.

Generally, parents are responsible for paying the cost of any tutoring. In the situation where enlisting the support of a tutor is deemed necessary but the cost is prohibitive to the family, the parents should contact the grade dean.

If a student wishes to meet with a tutor during the school day, the parent and/or student should consult with the grade dean. In-school tutoring approval is based on academic need and scheduling needs. However, before granting approval, the grade dean will consult with the classroom teacher to make sure all available programmatic support mechanisms have been exhausted. If in-school tutoring is approved by the dean, tutors must complete a background check and notify the director of learning support regarding their work with students on campus. Tutors must sign in and sign out at the main office whenever working with students in the building.

**School Supplies and Equipment**

**Lower School**

The school purchases books, pencils and other supplies; please do not purchase extra supplies. We require that each child have the following:

- A pair of tennis shoes, ice skates, a helmet for ice skating (some school-owned skates and helmets are available for use) and a swimsuit (for grades 2-5);
- A book bag or backpack for homework, library books and Friday Folders; and
- Outdoor wear for winter recess: snow pants, boots, gloves/mittens, hats and jackets.

Please mark these and all belongings with your student’s name.

Skateboards, scooters, video games, other portable electronic devices, including cell phones, cannot be used at school.

If you need assistance with the expenses associated with curricular, co-curricular and social activities sponsored by
Blake (supplies, fees and/or equipment) please do not hesitate to consult with division personnel or Blake’s director of financial assistance at (952) 988-3420.

**Middle School**

Middle School students may purchase school supplies at the Middle School on-campus bookstore located in the Middle School main office between 7:30 a.m. and 4:00 p.m. Items will be charged to the student’s account.

Textbooks are ordered through Blake’s Virtual Bookstore, a website operated in partnership with MBS Direct, an online textbook provider. Families will have a secure access to the Virtual Bookstore to purchase new and used books and to return used books for credit. Shipping, billing and refunds are handled directly between Blake families and MBS Direct. Questions about the use of the Virtual Bookstore can be answered in most cases by Blake main office staff.

**Upper School**

For any student supplies that are purchased from the main office, an invoice is created and the student’s account is billed by the Business Office to cover his/her charges.

Textbooks are ordered through Blake’s Virtual Bookstore, a website operated in partnership with MBS Direct, an online textbook provider. Families will have a secure access to the Virtual Bookstore to purchase new and used books and to return used books for credit. Shipping, billing and refunds are handled directly between Blake families and MBS Direct. Questions about the use of the Virtual Bookstore can be answered in most cases by Blake main office staff.

**Upper School Co-Curricular Activities And Special Programs**

**Forum**

Forum is the Upper School’s student-faculty government organization. The goal of Forum is to create the best possible teaching and learning environment by promoting communication and cooperation within the school.

During the school year, Forum will meet regularly. These meetings are open to the entire school community. A person wishing to place an item on the agenda should consult an elected Forum representative prior to the meeting. In addition, Forum representatives will meet with their grades on a regular basis.

Forum is only as strong as the people it represents. Students should feel free to voice opinions regarding school-related issues by attending a meeting or contacting a representative.

All student fundraising proposals must be approved by Forum as well as by the Upper School director.

**Forum Membership**

Forum regularly consists of 18 members of the school community. These are:

- three students elected from each grade by that grade,
- the senior class president,
- the junior class president,
- three faculty members elected by the faculty,
- two faculty members elected at large by the students and faculty,
- a representative from the Upper School administration,
- a representative from Upper School parent committee serving as a liaison to Upper School, and
- the Upper School director, who sits as an ex-officio member of Forum.

Once selected, Forum will elect one student and one faculty member from its own membership to serve as co-chairs.

**Community Judiciary Board (CJB)**

The role of the Community Judiciary Board is to provide student involvement in the disciplinary process of the school, to assure fairness and the appearance of fairness in the administration of the school’s citizenship guidelines, and to make recommendations to school administration about consequences in individual cases of citizenship violations.
While the school administration has the ultimate responsibility for imposing consequences for citizenship violations, the CJB will make recommendations to the school administration based solely on its own deliberations. Absent exceptions outlined in the CJB Charter, incidents involving either (1) admitted or suspected violations that may warrant a suspension or expulsion, (2) harassment or academic dishonesty, or (3) minor infractions that constitute a troubling pattern will be referred to the CJB.

**Student Clubs and Activities**
Forum charters numerous clubs that are led by students and advised by faculty members. Students are urged to take advantage of the many opportunities offered for involvement. Students interested in forming a new club should consult with a Forum representative and follow the chartering procedures outlined by Forum. Additionally, there are many other student activities that are supported by the school.

**Selected Student Groups**

**Cornerstone, A Student of Color Alliance**
Blake’s Cornerstone program supports students of color at the Upper School by building academic skills, providing a cultural and racial affinity group and developing leadership potential. The program aims to train students early on to identify and negotiate the academic and socio-cultural norms at Blake, to manage the school/life balance and to support each other. Cornerstone works to create a community of high-achieving student leaders who will have a profound impact on each other, the Upper School and their home communities.

The parent component of Cornerstone supports parents as they navigate the terrain of their child’s experiences at Upper School. The program provides opportunities for parents to learn about the school’s culture and norms, avenues for parent involvement and the best strategies to support their children at various stages in their high school years. The program strives to build community among parents and guardians of students of color so they can share common experiences, support each other and provide a solid foundation for their children as they grow as students and leaders.

**Cum Laude Society**
The Cum Laude Society is a national fellowship of scholars whose purpose is to promote learning and true scholarship and to recognize academic distinction. The criteria for induction into the Blake Chapter of the Cum Laude Society include the pursuit of a rigorous academic course of study, demonstrated intellectual curiosity and excellence in academic performance. In addition, to be eligible for election, students must have been enrolled in the Upper School for a minimum of two years, be of good character, and have conducted themselves with honor and integrity in all aspects of their school life. The number of inductees cannot exceed 20 percent of the senior class, of which up to 10 percent may be inducted at the end of their junior year. While the full faculty is consulted, the faculty members of the Blake Cum Laude Chapter, using procedures established by their membership and applying the above referenced criteria, make decisions regarding inductees.

**Justice League**
The Justice League supports work that recognizes and values the different lived experiences of individuals in our community, acknowledges systems of privilege and oppression that exist related to various aspects of identity, roots out injustice and seeks equity through action, education and engagement.

**Student Inter-Action Committee (SIAC)**
The Student Inter-Action Committee (SIAC) is a select group of juniors and seniors who are trained in peer leadership skills. SIAC takes an active leadership role within the Upper School by welcoming students at orientation events, leading student discussion groups, and providing peer support as needed.

Student Leadership Council (SLC)

**Co-Curricular Arts**
The Upper School has a thriving arts program. Aside from the numerous course offerings, there are many opportunities to explore the visual and performing arts outside of class. There is an evening life drawing workshop, two main-stage theater productions (one each in the fall and spring), vocal and instrumental music concerts and tours, as well as numerous other events at which student talents are showcased. There are also student groups (listed below) that focus on promoting arts at Blake. Membership in some of these groups is by audition or invitation; interested parties should contact the faculty advisor.

- Instrumental Ensembles
- Jazz Combo
- Jazz Express
- National Art Honor Society
- Technical Theater Club
- Thespian Society
- Vocal Ensembles (a cappella)
- Blakers’ Dozen (male)
- Blakers in Treble (female)

**Academic Teams**

There are several teams that compete in after-school, academically oriented contests. There are no prerequisites for participation; all are invited to join. Please see the advisor/coach for more information.

- Debate and Speech Teams
- Knowledge/Quiz Bowl
- Math Team
- Mock Trial
- Robotics Team
- Science Bowl/Olympiad

**Selection of Student Leadership Positions**

Being selected to a leadership position is a privilege and carries many responsibilities. To be considered for a leadership role, students are expected to:

- Exhibit Blake’s core values: Respect, Love of Learning, Integrity, Courage and Commitment to Pluralism
- Demonstrate leadership potential and communication skills throughout the school
- Display a willingness to help, encourage and represent other students
- Show a strong commitment to the activity
- Not have exhibited behavior that led to a suspension by the school or by the Minnesota State High School League.

To ensure that prospective student leaders have lived up to the expectations stated above, the organization advisor will solicit recommendations from assistants, current leaders and student participants before the activity begins. The advisor will then bring his/her recommendations for the leadership role(s) to the Upper School director for discussion and final approval. Whether elected or appointed, a student leader who incurs an out-of-school suspension should expect to have her/his leadership position revoked.

**After-School Participation Policy**

The school insists upon the same commitment to attendance during the academic day as to any after-school activity. In order to participate in co-curricular programming, students must attend all of their classes in a given day, unless the absence is for a medical appointment that was communicated to the attendance office in advance. This includes athletic contests, practices, performances, rehearsals, debate tournaments or any other school-related activity. This does not include after-hour curricular obligations that are enrollment requirements for Blake courses.

Exceptions to this policy may be allowed for excused or prearranged absences on a limited basis. However, the granting of an exception necessitates specific approval by the grade dean. For such an exception to be considered, parents/guardians must contact the grade dean as soon as they are aware that attendance at all classes for the day may be a problem. Students who have an unapproved absence, as determined by the attendance officer or grade
dean, will not be allowed to participate in their activity the day an unapproved absence is noted. Therefore, students who do participate in after-school activities should be careful to follow proper attendance procedures at all times.

**Senior Program**

Senior Program is an alternative learning opportunity available to students in good standing at the end of their senior year. The program provides the student with an opportunity to initiate and design their own learning experience. Those students who do not plan their own program will be required to attend classes through the end of the semester. All participating seniors will be required to make a presentation at the end of their senior program experience.

**Attendance**

A senior cannot have accumulated more than eight class absences in any course for the second semester in order to be eligible for Senior Program. Absences from school due to school-related activities (e.g., field trips, athletics) or long-term illnesses do not count toward absence limits.

**Off-Campus Study**

Blake students have a variety of off-campus study opportunities from travel abroad to locally sponsored study programs. Students completing courses of study at accredited institutions may be eligible to receive Blake credit applied toward graduation. Students are encouraged to take advantage of pre-existing off-campus study programs but may also propose individual off-campus study programs tailored to personal academic interests.

**Athletics**

**General Information**

The following contains policies and procedures for Blake’s Athletic Department. We hope that you will find this information useful in answering questions pertaining to our program.

Athletic Office: **952-988-3800**
Athletic Hotline: **952-988-3843**
Website: [www.blakebears.org](http://www.blakebears.org)
Conference: Independent Metro Athletic Conference

Conference Schools: The Blake School, Breck School, Minnehaha Academy, Mounds Park Academy, Providence Academy, and St Paul Academy and Summit School.

**Mission And Philosophy Statement**

The Blake School provides students with an excellent, academically challenging education in a diverse and supportive community committed to a common set of values. Students are expected to participate in an integrated program of academic, artistic and athletic activities in preparation for college, lifelong learning, community service and lives as responsible world citizens.

The Blake School firmly believes in an athletic program that is committed to the pursuit of excellence as well as providing opportunities for every student, regardless of ability level, to participate in an interscholastic sport. A dynamic and diversified athletic program is vital to the educational, physical and social development of the student. Through interscholastic athletics, the student athlete has the opportunity to develop the qualities of competitiveness, sportsmanship, accountability, sharing in a common goal, responsibility and teamwork. Furthermore, athletics are an extension of the Blake classroom; the athletic, art and academic programs must strive to work in harmony to provide students with a well-rounded education.

The Blake School has a proud athletic tradition, and the school’s distinctive pride and spirit stems in part from the sportsmanship and teamwork fostered on the playing fields. We take pride in our teams and their accomplishments, and winning teams are certainly part of that tradition. However, excellence and success will not and should not be measured solely in terms of a win-loss record, and it is the intangible qualities that best represent the major goals of our athletic program.
The athletic program is available to all students — boys and girls — who demonstrate an interest in participating. Blake currently offers 34 interscholastic sports, 17 for girls and 17 for boys and fields over 75 interscholastic teams. The Blake School is committed to establishing an athletic program of excellence. The school believes that a dynamic program of student athletics is vital to the educational, physical and social development of its students.

Participation on at least one athletic team is required in both the ninth and tenth grade years. Students are welcome to participate in as many as three teams each year up through their senior year. Blake has a no-cut policy that allows any student who desires to play a sport the opportunity to compete at some level.

The following sports are offered within Blake’s athletic program:  (B=Boys, G= Girls)

**Fall:** Cross Country Running (B & G)
Soccer (B & G)
  - Swimming & Diving (G)
  - Tennis (G)
Volleyball (G)

**Football (B)**

**Soccer (B & G)**

**Swimming & Diving (G)**

**Tennis (G)**

**Volleyball (G)**

**Winter:** Alpine Skiing (B & G)
Basketball (B & G)
Fencing (B & G)
Hockey (B & G)
Nordic Skiing (B & G)
Swimming & Diving (B)
  - Yoga (B & G)

**Spring:** Clay Target (B & G)
Baseball (B)
Golf (B & G)
Lacrosse (B & G)
Softball (G)
  - Synchronized Swimming (G)
Track & Field (B & G)
  - Tennis (B)
Ultimate Frisbee (B&G)

**Participation and Involvement**

**Athletic Requirement and Participation Guidelines**

- **Middle School**
  The Middle School offers a comprehensive interscholastic athletic program that is only open to seventh and eighth grade students. While there is no athletic requirement, we encourage all students to participate in at least one sport each school year. Please note that participation by a Middle School student on a Blake athletic team may preclude trying out for an acting role in a drama production occurring during that same season. In some instances students participating in an individual sport may be able to participate in both activities with the approval of the Middle School Director.

  Middle School students (seventh and eighth graders only) may petition to tryout and participate on a varsity team. Prior to the first date of practice, the athlete must submit the petition form to the Athletic Office for review by the athletic director and Middle School director. Submitting a petition is not a guarantee that permission will be granted. The student’s academic standing, social and emotional maturity will be weighed in determining whether he/she can effectively manage the rigors of varsity level interscholastic athletics.

  While the petition applies to all three athletic seasons, continuing participation on any athletic team, at either the Middle School or Upper School level, is dependent upon a student’s ability to maintain all
academic and social expectations set by the school. Middle School administration reserves the right to suspend participation should academic performance or social behavior falter.

Students wishing to tryout must be at a level of play that is consistent with varsity competition. Generally, a student who does not make varsity will be expected to play at the Middle School level. Exceptions may be granted where circumstances at the Upper School level or athlete development necessitate that an individual player be elevated to play on a sub-varsity team.

- **Transportation**
The Blake School route buses will be used whenever possible to assist with transportation to practices and contests that occur off-site from the Blake (Hopkins) campus or have an Upper School departure. In the event of that unavailability, parents of Middle School athletes participating on an Upper School team are expected to provide or arrange transportation.

It is the goal of the Athletic Department to limit the amount of time that travel to athletic contests interferes with the academic school day. To limit the number of early dismissals needed to accommodate travel time for our Middle School athletes playing on upper-level teams, we may ask parents to pick up their student at the end of the academic day or at the dismissal time designated by the Athletic Department and drive directly to the contest site.

It is the responsibility of each individual team member and his/her parent(s) to be aware of dismissal time and travel arrangements for any given contest. Exceptions to this policy would include sectional and state tournament play.

- **Upper School**
  All students must participate in an interscholastic sport for one full season in grades nine and ten as a graduation requirement.
  - Students may receive credit for an athletic commitment outside of Blake by petitioning for an exemption. Please check the athletic website or contact the Athletic Office for an exemption form.
  - Below the varsity level, Blake has a no-cut policy that allows any student who desires to play a sport the opportunity to compete on a team. Exceptions may apply in certain sports where facility constraints limit the number of participants.
  - At the varsity level, playing time is not guaranteed and is at the coach’s discretion.
  - At all other levels, all athletes who have met team requirements will be given the opportunity to be active participants through practice and/or contests.

**Season Dates & Scheduling**
Starting dates for all Upper School sports are governed by the Minnesota State High School League (MSHSL), vary in length and may overlap. Student athletes who participate in overlapping seasons will not be penalized in any manner. For specific start dates see the MSHSL website (www.mshsl.org).

Note: Captain’s practices are arranged by the captains and may be held no earlier than one week prior to the official MSHSL season start date. These practice times and locations must be approved and confirmed by the Athletic Department and made available to everyone. In compliance with the MSHSL rules, no equipment or uniforms can be issued for captain’s practices. Open gym for recreational use may be scheduled at any time during the off-season. The use of all athletic facilities must be coordinated through the Athletic Office. Please contact the Athletic Office at (952) 988-3803.

Athletic schedules can be accessed on the athletic section of Blake’s website and are updated whenever changes occur.
- Most team tryouts take place during the first two weeks of the designated season.
- All upper-level fall sports begin practice sessions in the middle of August. A pre-season practice schedule for all of our teams is available on the athletic website.
• Blake supports the need for student athletes and their families to take vacations. However, athletic teams often practice during vacation times and the amount of involvement varies with each sport. An athlete must check with the coach in advance (as early as possible) to understand program-specific requirements and expectations.
• In accordance with MSHSL rules, practices and contests may be scheduled Monday through Saturday, with Sunday being a mandatory day off.
• In a spring sport where there is a section or state tournament event that conflicts with graduation ceremonies, the school will work with the MSHSL and make every effort to reschedule the event at a mutually agreeable time for the schools involved. However, the school reserves the right to not allow a team to participate in a section or state competition if the event conflicts with graduation ceremonies.

Team Constructs
The number of teams and team rosters are variable and will be determined by student interest, the number of participants required to play any given sport and facility constraints. Blake does not guarantee positions on varsity teams to any athlete in any grade. Tryouts for all teams are based on a variety of both objective and subjective criteria as established by each coach.

Fees, Gifts and Fundraising
It is the goal of the school to minimize any mandatory assessment fees for athletic participation; therefore, team assessments should be limited to a maximum of $ per player and will be billed to Blake student accounts. We also recognize that mandatory assessments may pose a financial burden for some families, so we offer the same percentage of assistance toward tuition to athletic assessments. This credit will go directly to the student’s billing account. The director of financial assistance will respond to all questions and requests regarding financial assistance for athletics.

Teams often wish to show their appreciation for a coach’s commitment during the season. A card, picture, collage or small gift is always appropriate. Contributions for any gift must be optional and not part of a mandatory assessment. This policy should also apply to any gifts for seniors, players or parents.

No gifts will be funded or reimbursed by the Athletic Office.

Fundraising for Athletics: Within the community, the school has a long tradition of voluntary financial support. However, Blake regulates fundraising activities so that solicitations are limited. If you have any questions about fundraising for specific athletic teams or activities, please contact Institutional Advancement at (952) 988-3430.

Attendance Policy
The school insists upon the same commitment to attendance during the academic day as to any after-school activity. Therefore, students must attend all of their classes in a given day in order to participate in athletics. This includes athletic contests, scrimmages and practices.

Exceptions to this policy may be allowed for excused or prearranged absences on a limited basis. However, the granting of an exception necessitates specific approval by the grade dean in advance of the after-school activity. It is expected that parents will contact the grade dean as soon as they are aware that attendance at all classes for the day may be a problem.

Students who have an unapproved absence will not be allowed to participate in their activity the day that absence is noted. Therefore, students who do participate in after-school activities should be careful to follow proper attendance procedures at all times. The attendance officer will report any unapproved absence to the Athletic Office.

On occasion, students may need to miss class due to athletic contests. In those instances when students will be missing an entire day of school, they must fill out a Future Absence Form (available on the Parent pages of the Blake website) and inform teachers of the absence in advance. In cases of early dismissals for athletics, a Future Absence Form does not need to be filled out, but teachers should still be informed ahead of time by the student and arrangements should be made to make up any missed work.
Any problems or questions regarding athletic participation should be directed to the athletic director and anything concerning non-athletic co-curricular activities should be directed to the grade dean.

A student may receive a “no credit” and no letter in a sport if he/she does not meet team expectations for attendance at games and practices.

Communication

Communication Guidelines
Communication among coach, athlete and parents is essential in every sport. We expect that everyone will communicate in a professional, timely and courteous manner. We care about our student athletes; we want each to succeed and feel good about his/her experience. Here are some guidelines for communication within the Athletic Department:

- Understand and support all team expectations administered by the coach.
- Should you have a concern, the first step should be to apply the “24 hour rule” to reflect on the issue before bringing the matter to a coach’s attention.
- Any concerns should be first addressed between the player and the coach.
- If further discussion is warranted, the next step would be to arrange a meeting involving the player, parent(s) and coach. The athletic director may be involved in this meeting at the discretion of either the parent(s) or coach.

Blake Athletics Website
The Blake athletics website (www.blakebears.org) is an excellent source of information. This site includes schedule information, rosters, recent results, directions and athletic news. It also provides links to frequently used information such as the MSHSL and the Independent Metro Athletic Conference web pages.

Eligibility Requirements

MSHSL Eligibility Requirements
No student athlete may participate in tryouts, practices or contests until she/he and at least one parent have completed and returned the following MSHSL forms:

- A MSHSL Sports Qualifying Physical must be on file with the athletic department. A physical is current for a three-year period. We recommend getting a sport physical upon entering seventh and tenth grade.
- A completed MSHSL Annual Sports Health Questionnaire must be filled out during the second and third years of a valid Sports Qualifying Physical Exam.
- A signed MSHSL Athletic Eligibility Statement, valid for the duration of the student’s academic career, must also be on file in the Athletic Office prior to athletic participation.
- MSHSL Bylaw 107.00: Return to play after major surgery or serious illness or injury, the attending physician MUST certify in writing the student’s readiness to return to competition. Furthermore, The Blake School athletic trainer has the final say on return to play. Once an athlete has received further medical attention, she/he may not return to play without written documentation from a physician or qualified health-care provider.

MSHSL Chemical Use Policy
Philosophy and Purpose: The MSHSL recognizes the use of mood-altering chemicals as a significant health problem for many adolescents, resulting in negative effects on behavior, learning and the total development of each individual. The misuse and abuse of mood-altering chemicals for some adolescents affect co-curricular participation and development of related skills. Others are affected by the misuse and abuse on the part of family, team members or other significant persons in their lives.

In addition, school personnel and coaches should never supply or recommend the use of any drug, medication or food supplement solely for performance-enhancing purposes. School personnel and coaches should not dispense any drug, medication or food supplement except when the student is under the care of a doctor and then only as prescribed. Even natural substances in unnatural amounts may have short-term or long-term negative health effects.
MSHSL Bylaw 205.00

During the 12-month calendar year, regardless of the quantity, a student shall not:

- Use or consume, have in his/her possession a beverage containing alcohol;
- Use or consume, have in his/her possession tobacco; or,
- Use or consume, have in his/her possession, buy, sell, or give away any other controlled substance or drug paraphernalia.

It is not a violation for a student to be in possession of a controlled substance specifically prescribed for the student’s own use by a doctor.

Penalties:

First Violation: After confirmation of the first violation, the student shall lose eligibility for the next two consecutive interscholastic contests or two weeks, 14 calendar days, of a season in which the student is a participant, whichever is greater. No exception is permitted for a student who becomes a participant in a treatment program.

Second Violation: After confirmation of the second violation, the student shall lose eligibility for the next six consecutive interscholastic contests in which the student is a participant or three weeks, 21 calendar days, whichever is greater. No exception is permitted for a student who becomes a participant in a treatment program.

Third or Subsequent Violations: After confirmation of the third or subsequent violations, the student shall lose eligibility for the next 12 consecutive interscholastic contests or four weeks, 28 calendar days, whichever is greater, in which the student is a participant. A student who chooses to become a participant in a treatment program, may become eligible for participation after a minimum period of six weeks after entering treatment if all of the following conditions are met:

- The student is assessed as chemically dependent, and enters treatment voluntarily, and
- the director of the treatment center certifies that the student has successfully completed the treatment program.
- Successful completion of a chemical dependency treatment program will satisfy only the most recent violation. Any other violations for which the penalty has not been satisfied must still be served in full.

Applying the Penalty: Penalties shall be progressive beginning with the student’s first violation and continuing throughout the student’s high school career.

The student must participate in and complete the entire season in which the penalty has been applied for the penalty to count. Examples: a student cannot begin participation in a program at the start of the season, serve the penalty and then quit after the suspension has been served; nor can a student join a program after the season has begun and serve the penalty.

Denial Disqualification: A student shall be disqualified from all interscholastic athletics for nine additional weeks beyond the student’s original period of ineligibility when the student denies violation of the rule is allowed to participate and then is subsequently found guilty of the violation.

Blake Academic Eligibility Requirements

- Students must maintain passing grades in all courses to be eligible for participation in Blake-sponsored activities. Blake-sponsored activities include co-curricular activities and athletic programs.
- Athletics should never be used as an excuse for not being prepared for class. Student athletes are responsible for all school assignments. Tournaments run by the conference and the MSHSL may be an exception. (See Upper School handbook for details on future absence processes.)
- Students will be deemed ineligible for participation by the school based upon the following criteria:
  - If a student receives an F in a course for one quarter, or if a student has a grade point average below C- for one quarter, a conference will be held with that student, his/her parents and the grade dean. The student will be warned that his/her continued participation is in jeopardy. A plan of action will be devised to help support the student’s future achievement.
  - If a student receives an F grade and/or maintains a grade point average below C- for two consecutive quarters (including the fourth quarter of one academic year and the first quarter of the
next), the student will be ineligible for further co-curricular, practice, game or performance participation.
- If a student has been deemed ineligible, eligibility will be reestablished at the end of the next quarter in which the student has earned all passing grades and achieves a grade point average of C- or higher.
- If a student fails a course at the end of the year, she/he may regain eligibility for the following fall season by successfully completing school approved make-up work for that course during the summer. The grade dean, in consultation with department chairs, will determine what must be accomplished in order to regain eligibility.

**Captains: Selection Of Team Captains**
During the course of the season, members of the team will have the opportunity to fill out an application to be considered for captaincy for the following year. Each student will be asked to promote their leadership skills and desire to lead the team. Their application will be shared with team members and votes will be tallied by the coaching staff. The head coach will then bring his/her recommendations for next year’s captain(s) to the athletic director for discussion and final approval. The announcement of captains may occur at the end of season banquet, or at a later time to be determined by the head coach.

To be considered for a leadership position an individual must be a student in good standing and have administrative approval. In addition, captains are expected to:
- Demonstrate leadership potential and communication skills on and off the field.
- Display a willingness to help, encourage, and represent other athletes.
- Show a strong commitment to the program and be a positive role model.

Being selected a captain of a Blake team is a privilege and carries with it a high degree of responsibility and expectation for personal conduct both on and off the playing field. Any conduct that leads to a suspension for a violation of a MSHSL or a major school policy will be treated seriously and may result in a student losing his/her captaincy or eligibility to be named as a captain.

**Exam Week Procedures**
Practices may be held during exam week, but are limited to 90 minutes in duration and are often optional for sub-varsity teams. When practices are held, students are expected to attend practices, unless excused by a coach in advance.

No contests may be scheduled Monday through Thursday of exam week, and every effort will be made to limit extended travel on the weekend prior to exams.

**Athletic Lettering Policy**
Varsity letters may be awarded only in those sports that are officially recognized as varsity sports at The Blake School. In order to qualify for letter recognition a sport must adhere to all guidelines and policies set forth by the MSHSL and The Blake School Athletic Department.

Varsity letters are awarded in the following sports:
- Alpine Skiing, Boys’ and Girls’
- Baseball, Boys’
- Basketball, Boys’ and Girls’
- Clay Target
- Cross Country Running, Boys’ and Girls’
- Fencing, Boys’ and Girls’
- Football, Boys’
- Golf, Boys’ and Girls’
- Ice Hockey, Boys’ and Girls’
- Lacrosse, Boys’ and Girls’
Nordic ski racing, Boys’ and Girls’
Soccer, Boys’ and Girls’
Softball, Girls’
Swimming and Diving, Boys’ and Girls’
Synchronized Swimming
Tennis, Boys’ and Girls’
Track and Field, Boys’ and Girls’
Volleyball, Girls’
Ultimate Frisbee, Boys’ and Girls’

Only one varsity letter will be awarded during an athlete’s years of eligibility. Further accomplishments are designated by service bars and/or a pin designating another sport. A star designates a captain.

All athletic awards are decided upon and presented by the coaches in that particular sport at the season ending banquet/party or post-season player meetings.

The requirements for earning a varsity letter differ for each sport. The criteria for lettering are set by the head coach of each program.

Team managers are eligible to receive a varsity letter upon recommendation of the coach.

A senior who has been a part of a program for two or more years may be awarded a letter upon a coach’s recommendation.

A letter may be withheld as a result of a disciplinary action stemming from a violation of MSHSL or school policy.

Letter jackets may be purchased at: General Sports, 5025 France Ave. So., Edina, MN 55410 (612-925-4010).

Students will need to bring their varsity letter with them when placing their order.

**Sportsmanship Policies**

The Blake School, in conjunction with the MSHSL and the IMAC, believes in the values of dignity, respect, equity, fairness and justice. These values lead to good citizenship and sportsmanship. Sportsmanship is a concrete measure of the understanding of and commitment to fair play, ethical behavior and integrity.

**Responsibilities**

The Blake School is committed to the following principles.

Everyone associated with an athletic event — coaches, athletes, officials, parents, spectators and administrators — plays an important role in seeing that standards of sportsmanship are upheld before, during and after a contest is played.

Each person in attendance should strive to meet the ideals of sportsmanship:

- Show respect for the opponent at all times. The opponent should be treated as a guest, greeted cordially on arriving, given the best possible accommodations and treated respectfully at all times.
- Show respect for the official. The officials should be recognized as impartial arbitrators who are trained to do their job and who can be expected to do it to the best of their ability. Sportsmanship implies the willingness to accept and abide by the decisions of the officials.
- Know, understand, and appreciate the rules of the contest. Familiarity with the current rules of the game and recognition of their necessity for a fair contest is essential. Good sportsmanship suggests the importance of conforming to the spirit as well as to the letter of the rules.
- Maintain self-control at all times. Sportsmanship requires one to understand his/her own bias or prejudice and the ability to prevent the desire to win from overcoming rational behavior. A proper perspective must be maintained if the potential educational values of athletic competition are to be realized. Sportsmanship is concerned with the behavior of all involved in the game.

**Acts of Unsportsmanlike Conduct**

The following will be considered acts of unsportsmanlike conduct:

- Behavior that interferes with the rights of others to play the game.
Any behavior deemed dangerous to participants or spectators.
Use of profane, obscene or abusive language that shows disrespect for opponents, team, officials, cheerleaders, band, spectators, or other performing groups.

Steps that may be taken for unsportsmanlike conduct exhibited by any spectator, adult or student:
- Warning issued (verbal or in writing).
  Example: “You are in violation of our school’s code of conduct for spectators. Any future violation may result in your being asked to leave the facility.”
- Isolation or removal from the premises.

In addition, the IMAC athletic directors have agreed that coaches who have violated IMAC policy or have been removed from the competitive arena by an official may be asked to appear before the collective athletic directors for explanations and possible sanctions.

It should be noted that under MSHSL rules, athletes removed from competition for unsportsmanlike conduct would not be allowed to return for the remainder of that contest and the next full contest. A form must be completed and sent to the MSHSL office for any athlete removed from competition by an official.

**Uniforms, Equipment & Optional Apparel**
All uniforms and equipment are issued by the Athletic Department. Any additional clothing or equipment that is not provided by the school (hats, gloves, t-shirts, sweats, etc.) is considered optional, is not a team requirement, and cannot be part of a mandatory team assessment. The athletic director must approve any optional team apparel before an order is placed.
- All team uniforms and equipment are owned by the school and issued to a particular athlete for his/her use during the season. The length of the season is determined by the MSHSL. In accordance with MSHSL rules, an athlete may lose eligibility if s/he uses school-issued equipment before or after the season.
- During the season, care of the uniforms and equipment is the responsibility of each athlete. Uniforms should be washed and cleaned on a regular basis. Instructions for cleaning are on the uniforms. DO NOT DRY CLEAN.
- If a student athlete forgets his/her uniform on game day or picture day it is his/her responsibility to make arrangements for a replacement.
- After the season ends or an individual drops from a sport, the uniform and equipment must be returned to the athletic office at the Hopkins campus. Please report any damaged equipment to the equipment manager.
- At the end of each season, all athletic lockers must be emptied and cleaned. All unclaimed items will be removed and discarded at the discretion of the Athletic Department.
- Any equipment that is not returned will be billed at full replacement cost. In order to receive credit for the completed season and qualify for participation in the next season, all uniforms and equipment must be turned in to the school.
- A $40 late fee will be charged for any equipment that is returned after a student has been billed for replacement costs. Replacement charges will be refunded for any items returned prior to June 15 of the current academic year.
- All personal purchases of Blake logo apparel should be purchased through the Blake Bearisters Booster Club or through the Nike Lids offerings. Any additional or optional equipment/apparel must have the prior approval of the athletic director.

**Blake Bearisters Booster Club**
The mission of the Bearisters is to promote positive parent and community involvement in the support of the Blake athletic program. This involvement consists of volunteer service and financial support required to foster the development of our athletes.

**Concessions**
Proceeds from concessions directly benefit Blake’s athletic program. Volunteer opportunities will be made available at the beginning of each season. Parental support is vital to its success and very much appreciated.

**Transportation/Parking/Direcions to Contests**
The Athletic Department will provide transportation to athletic contests within the metropolitan area, including section and state competition. A reasonable effort will be made to provide transportation to all off-site practice locations when school is in session.

Free shuttle bus service transports students to and from Blake Upper School campus and Blake Middle School campus daily. Buses depart from the Upper School immediately following the conclusion of the school day. Post-activity shuttle buses (the first at 5:45 p.m.; the second at 6:45 p.m.) return students to the Upper School. Athletes are expected to ride the team bus to and from contests and are not permitted to drive teammates to practices or athletic events.

Charges may be incurred for special events, out-of-state trips, coach bus requests and overnight travel.

As part of the school’s transportation service, a fee-based, post-activity shuttle bus is available upon request to transport students from the Hopkins campus to the Wayzata campus. For further information please contact the director of transportation, **(952) 988-3457**.

- Directions to contests:
  - Directions and maps to all away contests can be found on the Blake athletic website.

For safety reasons and in an effort to reduce traffic congestion, we ask that you pick up athletes in the Gordy Aamoth Jr. Stadium parking lot. We seek your assistance and cooperation in this effort.

**Admission Costs**
Blake students, faculty, staff and parents are admitted free of charge to most home contests. This does not include end-of-the-season section or tournament play. Both students and adults may be charged admission at away contests.

**Cancelled Or Postponed Events**
Games and practices are occasionally cancelled. Decisions to cancel are not made until 1:00 p.m. or later. Every attempt will be made to post changes on the Athletic Hotline, **(952) 988-3843**, as well as on the Blake athletic website as soon as a final determination has been made.

**Athletic Resources**

*Online Resources*
The following links may be helpful to parents and student athletes. Quicklinks can also be found on the athletic website home page.

- [http://www.blakebears.org](http://www.blakebears.org)
- [http://www.mshsl.org](http://www.mshsl.org)

*Forms Available Online*
Athletic Eligibility, Sports Physical, Health Questionnaire, Participation Exemption, Middle School Petition, and Return-to-Play forms are located on the Forms page of the Blake athletic website.

**COMMUNITY STANDARDS**

*Integrity and Conduct*
Whether in or out of the classroom, we expect all members of the community to demonstrate integrity in all they do. That means that honest, moral, respectful and fair behavior is expected on the part of all members of the Blake community, both on and off campus. While we have high expectations for all members of the Blake community with regard to integrity and conduct, we recognize that it is through risk-taking and the making of mistakes that children grow. As a result, we seek to help our students learn from the choices they make.
Students benefit most when parents, faculty and administrators work as a team, and when parents/guardians support faculty and administration in matters of student discipline. Parents/guardians play a vital role in helping their student recognize mistakes made and grow from errors in judgment.

We believe that personal conduct should be based on a core set of ethical values; students must give serious thought to issues of right and wrong in reaching decisions. We further realize expectations that promote the good of all within the school are necessary and that consequences will occur for those who will not or cannot live up to those expectations.

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

**Behavior**

**Student Behavior**

The Blake School maintains high expectations for student conduct. Student behavior is handled most effectively when families, faculty and administrators work as a team. Blake expects teachers to be leaders in the partnership. The school expects families to support faculty and administration in matters of student discipline.

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

As students progress through developmental stages, they may test the boundaries of what is acceptable by Blake standards. Our fundamental goal is to help students learn from their inappropriate behaviors and make better decisions about their actions in the future. By maintaining clear and consistent guidelines for behavior and by holding students accountable, the school creates a physically and emotionally safe environment in which students grow to understand that their actions lead to consequences. The school’s approach to student behavior is to help students develop internal mechanisms for both monitoring and taking responsibility for their behavior. The school will respond promptly to inappropriate behavior that breaches the community guidelines. Inappropriate behaviors include hitting, stealing, vandalism, swearing, disrespect for authority, bullying, fighting, physical or verbal harassment, continual disruptive actions, disrespectful electronic communications, use of hate language regarding gender, race, socio-economic status, religion or family structure, and use or possession of alcohol, drugs, tobacco or weapons.

The consequences for inappropriate behavior vary according to:

- The child's age
- The particular circumstances (e.g., support systems that are already in place)
- The seriousness of the infraction
- The child's pattern of behavior

Consequences are intended to be closely related to the inappropriate behavior. Examples of consequences include:

- Removal of a one-time or ongoing privilege, such as recess or participation in a class
- Additional supervision (e.g., sitting with a teacher on the bus)
- Meeting with an administrator to analyze what went wrong, determine and own culpability, and make a plan to address the problem
- Repairing/replacing damage
- Writing a letter to parents describing what happened
- Removal from class for remainder of the day
- Removal from school for the remainder of the day
• Meeting with parents and administrator
• Discontinuation of bus privileges
• Removal from school for up to three days
• Non-renewal of enrollment contract
• Expulsion from Blake

When there is a sustained pattern of inappropriate behavior, the school may place the student on a behavioral contract or require outside intervention with a counselor. Please refer to The Blake School Counseling Intervention Policy for more information.

The rules for Blake’s network and online resources are the same as the rules for The Blake School. The Lower School’s Safety, Respect and Welcome rules apply.

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

**Bus Behavior**

**Lower School**

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

- Students sit in their seats. Seatbelts, when available, must be worn.
- Students treat each other and the driver with respect.
- Fighting, profanity and verbal abuse are not allowed.

Assigned seating may be used to assure safety on the bus. Students who violate the bus rules will receive a written bus notice. Repeated offenses may lead to suspension of bus privileges. A warning is the usual consequence for a first offense. (In rare cases, the immediate loss of bus privileges may result if circumstances warrant this response.) Students will be suspended from the bus for up to 10 days for a second offense. Permanent suspension from the bus for the remainder of the year will result from a third offense. When appropriate, monetary restitution will be required.

Parents who have concerns about social issues on the bus are encouraged to contact their division director or assistant director in a timely manner. Concerns about routing, schedules, and drivers should be directed to the director of transportation at (952) 988-3457.

**Middle School and Upper School**

All concerns parents have about conduct on the buses should be brought to the attention of the divisional assistant director. The school will not allow disruptive behavior on the buses or destruction of bus property and reserves the right to discontinue bus service for a student who has been a repeat offender.

If a discipline problem occurs on the bus, the transportation team will inform the assistant director. Following a meeting with the student, the assistant director will communicate with the student’s family if necessary. A student who has more than one disciplinary problem on the bus may have bus-riding privileges revoked.

**All-School Academic Honesty**

Students learn best when they do their own work, and it is the expectation at Blake — and in all academic communities — that students consistently demonstrate academic honesty. Regardless of age, we want all students to know that their best work is good enough. Teachers are able to adjust instruction and help students improve over time when they know that what is being handed in represents the student’s own best effort. When adults step in, even with the best intentions, they may inadvertently rob students of learning opportunities and risk sending the very
harmful message that the student is not capable of producing — or expected to produce — satisfactory work.

While the school responds to violations of academic honesty in developmentally appropriate ways, and therefore differently at each of the three divisions, these violations are taken seriously. Violations of academic honesty include, but are not limited to, the following: plagiarism, giving or receiving assistance during a test, inappropriate collaborations on a report, project or homework, and giving details of a test to another student before she/he has taken it. When in doubt, a student should always talk with his/her teacher, advisor or grade dean before seeking help or submitting work on which assistance was given.

Plagiarism means using another person’s words, ideas, or organization of thought and facts in a paper or homework assignment without giving the appropriate attribution. The most blatant forms of plagiarism involve students copying sentences word for word out of a text or resource and then placing these sentences into papers and other assignments (including both written and oral presentations) without acknowledging the original author. However, plagiarism also includes paraphrasing authors’ ideas in one’s paper without giving appropriate credit. Examples of plagiarism include, but are not limited to, the following activities: copying or paraphrasing from a published or unpublished source without attribution, inappropriate use of internet foreign language “translators,” paraphrasing or copying another student’s work, submitting the same work to two or more courses without permission of the instructors, submitting work as one’s own which has been previously submitted by another, submitting collaboratively created work as if it were created individually.

Any research material used in creating an assignment for class must be properly cited in a bibliography. Paraphrasing source material (presenting in a new form the essential information and ideas expressed by someone else) is acceptable as long as the source is cited and the paraphrase does not adhere too closely to the original author’s wording, format or structure. (It is safest to paraphrase without looking at the source material.) If a student directly quotes a source, using either whole sentences or portions of sentences word for word, then the author’s words must be put in quotation marks and the source cited. Both inadvertent and intentional plagiarism will be treated as academic dishonesty.

Students should not rely inappropriately on the help of tutors, parents, classmates or commercially prepared study aids. Reading Spark Notes, Cliff Notes or other summaries of literature instead of the texts assigned for class is a significant breach of our academic honesty expectations. Furthermore, students must always treat the Internet as any other academic source when attributing ideas and/or facts.

If a student has any questions about whether or not an action might constitute academic dishonesty, she/he should consult with his or her classroom teacher or grade dean before submitting any work. Every student is responsible for ensuring that all work handed in is either his or her own, or is properly attributed to an appropriate source.

**Diversity, Inclusion and Community Engagement**

**Commitment to Diversity and Inclusion**

We believe that in order to achieve academic, artistic and athletic excellence, we must be a diverse and inclusive school community. The Blake School values a strong commitment to pluralism and cultural competency and expects all Blake community members to respect the cultural backgrounds of all individuals. The Blake School aspires to be widely recognized as an institution where all constituents engage in ongoing, self-reflective work to develop greater cultural competency. Recognizing that cultural competency is a process, not an achievement, we define it in the words of Gary Howard (REACH Center for Multicultural Education founder and president) as the “will and the ability to form authentic and effective relationships across differences.” Pluralism initiatives create community and fulfill our commitment that in the Blake community; no one should feel “less than” another because of who they are.

Blake has made a commitment to create Blake students who:

- Develop positive individual and group identities
- Value and seek multiple perspectives
- Demonstrate inter- and intra-group cultural skills
Our commitment requires that all members of the community feel whole, well and fully engaged in the life of the school. In order to achieve our ambitious goals, 100 percent of Blake students, families and professionals must build the empathy required to see, hear and value each other across differences.

We encourage families to share important aspects of their cultural identity and practice with us so we can build an experience in which all students see themselves reflected in our curriculum, instruction, and community activities. Mindful that the way to ensure equity is to treat everyone as an individual, our strong advisory system and small class sizes allow our teachers to know each student and family well and serve them effectively.

Another part of our commitment to equity is to offer opt-in groups for students and families that focus on positive identity development in connection to each other and to Blake. Examples include: Cornerstone, our Pre-K–12 affinity group for students of color and parents of children of color; and Blake Family Pride, a supportive group for parents and friends of LGBTA students.

If students or parents/guardians experience or observe any behavior contrary to the expectations of our diverse and inclusive community, we ask they speak with a trusted member of the Blake faculty and staff immediately. It is better to act on behalf of others to ensure safety than to not act and thus support inappropriate behavior.

Community Engagement at Blake
Community engagement at Blake is integrated with diversity and inclusion efforts, recognizing that building a diverse, inclusive Blake community requires full engagement with the larger community. This engagement allows our students to gain a better understanding of themselves, the world in which they live, and the opportunities and responsibilities they have to improve both.

Our community engagement efforts are guided by two principles:
- Extend the Blake classroom beyond the campuses in mutually beneficial engagement locally, nationally and internationally
- Bring the local, national, and international community to Blake, transforming our campuses into hubs where the community comes together to educate and be educated.

Service Learning
Service learning experiences at Blake grow out of student interests and remain strongly tethered both to our curriculum and to the larger community. They are developmentally appropriate at each division and focus on larger societal priorities such as hunger, poverty, environmental stewardship, and elder care. Reflection deepens the understanding students gain through these experiences. As a result of their engagement in service learning while at Blake, students develop lifelong habits of heart, mind and action that lead to lives as responsible citizens.

LearningWorks
LearningWorks at Blake: A Breakthrough Program is a collaboration between Blake and Minneapolis Public Schools that recognizes our shared mission to prepare students to thrive in college and beyond. LearningWorks offers a rigorous academic enrichment program to a representative group of highly motivated middle school students during a six-week summer program hosted at the Minneapolis campus and an every other Saturday morning school-year program. The LearningWorks faculty are high school and college students from all over the country — some of whom are Blake students — who aspire to be educators. Since its founding in 2000, hundreds of students from Minneapolis Public Schools have benefited from this unique public-private partnership.

Religious Observances
Students are excused from school to observe religious practices that occur during the school day. Parents/students must inform the main division office of an anticipated religious observance absence (with a phone call or email for grades PK-8 or completed/signed Future Absence Form for grades 9-12). Students who miss school to observe religious holidays will not be penalized for their absence. Teachers will make reasonable allowances for work not submitted on time as a result of religious observance.

Attendance and Absences
**Lower School**

If a student becomes ill during the day, the office staff will call her/his parent. Please promptly update any change in telephone numbers including cell and work numbers for you or designated contact persons.

Parental support in keeping contagious students home is critical to providing a healthy school environment. Please keep your child home when she/he reports feeling ill, is running a fever of 100 degrees or higher, is vomiting, has diarrhea, has a chest cough or is feeling fatigued. If you have any doubt about your child’s health, take the conservative route and have her/him stay home the entire day. The Lower School policy is for children to be fever-free for 24 hours and to not have vomited or had diarrhea for 24 hours before returning to school. If you are dropping off the sibling of an ill student, please do not bring the sick child into the school building.

The fact that our students do not want to miss school is a positive reflection on what is happening in our classrooms, but we ask that you tell your child that she/he cannot return to school until she/he is healthy enough to engage fully in the school experience.

Parents must complete a form for the school to administer prescription or over-the-counter medication of any kind. These forms may be obtained in the Lower School office. Medication kept in the school office must be in its original container. Please inform the school of any medications taken at home as they may affect the student during the school day.

The Lower School is vigilant about controlling head lice. When lice or nits are found, students are sent home to be treated. Once treated, students must be checked at school with a parent/guardian present and found to be nit free before returning to class. Following the discovery of nits or lice, parents of affected students are expected to ensure that students are checked daily outside of school for 10 days, continuing to ensure that students are nit free. Please see your campus office manager for additional information and resources that may be helpful in responding to head lice.

**Middle School**

*Tardiness*

Middle School students are expected to be on time to school and classes. Unexcused tardiness is recorded on the report form each quarter. Consequences may result if a student is tardy regularly. A student who arrives at school after 8:30 a.m. must report to the Middle School office and receive a pass prior to reporting to class.

*Early Departure*

Parents should not schedule before- or after-school activities that will conflict with the completion of a full school day. Under no circumstances may a student leave school before the end of the regular school day without clearing their departure with the school office and signing out.

Each student is responsible for signing out before leaving the campus. Students needing to leave school early must bring a note in explanation to the office by 8:30 a.m.

*Absences*

As a guideline, a student who is ill may have one day of make-up time for each missed day of school. This applies to the completion of homework assignments. Students missing review days or tests will most likely take these immediately upon their return to school. A student who misses school for additional vacation, travel or other activities must make appropriate arrangements with the teacher.

*Unforeseen Absences/Illness*

For unforeseen absences, parents should call the school before 8:30 a.m. to state the reason for the absence. Parents should also call the office to secure assignments and materials to help students stay on track.

Please note that students missing assessments because of illness may be asked to take the assessment immediately upon return to school. Students missing review days prior to an assessment may also be required to take the assessment immediately upon return.
If a student must leave school for any reason during the school day, the student must sign out in the main office. Parents are asked to avoid scheduling routine doctor, dental or other appointments for students during the school day. If appointments during school hours are unavoidable, a note must be turned into the office upon arriving at school.

**Anticipated Absences**

When a student is absent for reasons other than illness, medical appointments or religious observances, the student must secure a Future Absence Form from the office. The form must be completed at least one day prior to the anticipated absence. It must include (a) the signatures of all teachers, (b) the signature of the director or assistant director, (c) the signature of the advisor, and (d) the signature of the parent. Occasionally, a student may miss class for a school-related event; this form will be used in these cases as well. The form must be submitted to the Middle School office prior to leaving school for the anticipated absence. This form is required when students can anticipate missing one or more classes. The completion of this form ensures that teachers know of a forthcoming absence so that arrangements regarding assignments and make-up work can be made prior to the absence. The child may be subject to discipline should this procedure not be followed.

For an excused absence, all work must be made up within a reasonable time frame and agreed upon by the teacher and the student. Generally, this time frame will be no longer than one week beyond the absence. Any tests missed should be made up at the teacher’s earliest convenience or taken prior to departure. Arranging for makeup work assignments and completion is the responsibility of the student, not the teacher.

**Upper School Absence Policy**

Procedures for handling absences are detailed here and are categorized according to the type of absence.

An unapproved absence notification is emailed daily to students who have been noted as having an unapproved absence. Any student who receives this notification must report to the attendance office before attending his or her first period class in order to determine if the absence was noted in error or to receive a detention assignment.

**Excused Absences**

- **Illness**
  All students who are going to be absent due to illness must have a parent or legal guardian call the school at (952) 988-3709 by 8:00 a.m. Parents should call each day their student is ill, even if for an extended period of time. Any student who misses class without permission from a parent or legal guardian will be marked as unexcused. If a student asks to leave school during the day due to an illness, a parent or guardian must be consulted before a student will be allowed to leave.

- **Appointments**
  Should a student need to leave campus for an appointment during the school day, she/he must sign out in the attendance office and then sign back in upon his/her return. Furthermore, the student must submit a note from, or have a parent or guardian call the attendance line, (952) 988-3709, by 9:00 a.m. the morning of the appointment. If an appointment must be made during the school day, we expect that it be scheduled during a free period unless it is absolutely necessary to do otherwise.

- **Emergencies**
  Should a family emergency arise during the school day, the student must sign out in the attendance office once permission is given by an administrator to leave school. Parents should contact the main office, (952) 988-3700, if they need to get in touch with their child.

- **Semester Exams**
  If a student becomes ill during exam week, a parent or guardian must call the attendance office to notify the school of the absence. The exam coordinator will be notified and will work with the grade dean to reschedule the missed exam if appropriate. Missing an exam without prearrangement or without having a parent notify the exam coordinator could result in a lowered grade or no credit being given for the exam.
Students should expect to make up the missed exam as soon as possible, which may include taking the exam during a school holiday.

**Prearranged Absences**

- **Future Absence Form**
  
  There are occasional circumstances when students need to be excused as a pre-arranged absence for reasons other than illness or emergencies, such as religious observances or family and out-of-school obligations.

  In the event such a situation arises, a student must complete a Future Absence Form, available in the main office or online. The form requires signatures from all of the student’s teachers, as well as his/her parent or guardian. The completed form needs to be submitted to the grade dean for final approval.

- **Family and Out-of-School Obligations**
  
  Family and out-of-school obligations and trips should be planned when classes are not being held, time that is regularly available in our school calendar. If this cannot be accomplished, parents need to inform the grade dean with as much notice as possible and before plans have been finalized. Insufficient advance planning may result in the student not being allowed to make up missed work. Failure to submit a Future Absence Form may result in a detention.

- **Unapproved Absences**
  
  If a student misses a class, assembly, symposium or study hall without an appropriate reason or if proper attendance procedures have not been followed, the student’s absence will be considered unexcused and the student will be assigned an unapproved absence.

- **Clearing an Unapproved Absence**
  
  If a student receives notification of an unapproved absence, she/he must “clear it” as soon as possible. In order to do so, a student must see the grade dean first thing in the morning to discuss the circumstances. If the absence is not cleared within two school days, regardless of whether it would have been excusable, it will be considered unapproved. It is each student’s responsibility to follow up in a timely manner.

- **Making Up Missed Work**
  
  If a student’s absence from school had been prearranged, the student should expect to submit all work and take all tests/quizzes that were missed immediately upon return to school, unless an alternate arrangement had been made in advance with the student’s teachers. After an unanticipated absence, a student is expected to see each teacher on the day of his/her return to school and arrange to make up all missed work as soon as possible. For short-term absences of three days or less, a student is responsible for obtaining assignments and books or other materials. A student should make every effort to return to school prepared for class. For long-term absences of more than three days, arrangements for making up missed work must be made directly through the teachers and in consultation with the grade dean.

- **Consequences for Excessive Absences**
  
  It is our belief that class time is a valuable and critical component of instruction. Students who miss class may make up some work but ultimately will have their total education compromised. As participation in class cannot be made up, excessive absences may lead to a lowering of a student’s participation grade at the teacher’s discretion. When a student accumulates six absences from a given course during a semester, an email will be sent home notifying the parent/guardian. If a student accumulates eight absences per semester from a given course, for any reason, the student may not be eligible to miss class for school-related trips for the duration of the semester. Students are responsible for understanding their teachers’ practices regarding excessive absences, which may lead to a lower grade.

Seniors with off-campus privilege should expect to lose that privilege if they accrue more than eight absences per semester from a given class for any reason.

- **Penalties for Unapproved Absences**
  
  An unapproved advisory, symposium, study hall and/or assembly absence will result in a one-hour
detention. Detentions must be served on the day on which they are assigned and may not be rescheduled unless approved by the grade dean. A email will be sent home informing the parents or guardians. Additional unexcused absences from these responsibilities will result in more significant consequences, as determined by the grade dean.

An unapproved absences from class will result in a two-hour detention. A detention must be served on the day it is assigned and may not be rescheduled unless approved by the grade dean; a detention takes priority over co-curricular activities or after-school appointments. If a practice or game is to be missed, the student must communicate this absence to the coach or activity advisor. An email will be sent home informing the parents or guardians. Failure to attend detention will result in the detention being re-assigned and an additional hour of detention being added as a consequence.

Subsequent unapproved absences will result in increasingly significant disciplinary consequences, as determined by administration, up to and including suspension and denial of reenrollment. When there is an unapproved absence from class, individual teachers can impose an academic penalty for missed work. The penalty may include loss of credit for tests, quizzes, labs and other in-class activities as well as for assignments such as homework, reports, etc., that are due on the day an unapproved absence is noted. This work may not be made up for credit (unless otherwise determined by the teacher), although a teacher may require that the work be done as a prerequisite for subsequent activities in class.

Students are responsible for making up work missed due to a suspension and should not expect teachers to re-teach material introduced during that time. Assignments that were designed to be submitted electronically must be submitted by the original deadline; all other assignments must be submitted the day a student returns to school. The student is responsible for taking missed tests or quizzes within 24 hours of returning to school. Organic assignments that cannot be easily replicated, such as reading quizzes or graded discussions, will be treated according to the course policy for any absent student. In extraordinary circumstances, such as a science lab, students may not be able to make up missed work.

Tardiness
We expect all students to arrive on time to all their obligations. This includes each class, homeroom, assembly, symposium and study hall.

Teachers will address problems regarding excessive lateness to class; they have the right to penalize students’ grades as a possible response. The grade dean will handle problems with tardiness to other scheduled obligations.

Students who arrive 10 or more minutes late to a scheduled obligation will be given a “partial unapproved absence,” and the procedures for addressing unapproved absences will apply. We understand that delays can be caused by weather conditions or accidents and may cause lateness to school. The student and his/her family must make travel arrangements that take into account the types of delays that are customary in the metro area.

Students who do arrive to school after the start of the first scheduled commitment must report to the attendance office to obtain an Attendance Pass. This pass must be given to the appropriate teacher to gain entry to class. It is important to note that receipt of an Attendance Pass does not indicate that the lateness has been excused.

Vacations
School vacations are carefully scheduled to provide ample time for rejuvenation, as well as to make provisions for family travel. For that reason, the school seeks the cooperation of parents in asking that family vacations be taken during these regularly scheduled breaks. When family plans conflict with the school calendar, it is crucial for parents to inform the school in a timely manner so that arrangements can be made regarding class time and work that will be missed. Faculty are neither required nor expected to prepare work ahead of time unless convenient to that particular class and/or teacher. Students who miss school for such family vacations may face significant makeup work upon their return.

If parents are leaving town without the student, please call the school office and leave the name of the person to contact in case of an emergency or problem. We appreciate your cooperation in this matter.
**Division-Specific Disciplinary Measures**

Please note that matriculation to succeeding grade levels is dependent upon many things, including appropriate behavior. The school reserves the right to withhold or withdraw the re-enrollment contract of any student deemed to not be meeting the behavioral expectations of the school.

**Lower School**

We are continually developing ways to help students learn how to solve problems. Students learn conflict resolution skills in their classroom which help them resolve minor playground disagreements during recess each day. Adult playground supervisors are always available to support students with any problems that may arise.

**Middle School**

**Minor Issues**

Most disciplinary issues of a minor nature will be handled by the individual teacher involved. If a student establishes a pattern of minor infractions over a period of time, the team of teachers for that grade level may request a parental conference or refer the problem to the administration.

**Prohibited Items**

For purposes of safety and/or school cleanliness, the following are not permitted during the school day:

- Playing with or misusing toys/athletic equipment (balls, skateboards, etc.) in the school building
- Leaving personal belongings in the halls, doorways or stairwells
- Chewing gum and drinking pop
- Cell phones should be turned off and stored in the student’s locker during the school day
- Using the vending machines between 8:25 a.m. and 3:45 p.m.

**Bullying**

Bullying is defined as repeated unwanted behavior directed at an individual or a group of individuals. The actions may be physical, emotional or verbal and often involve teasing, harassment, exclusion, fighting or other physical abuse. Bullying, including cyberbullying, is not acceptable and should be brought immediately to the attention of the director or assistant director. Students who engage in bullying behavior are not following the HARRT citizenship code and will receive appropriate consequences.

**Major Issues**

Major disciplinary problems will be referred immediately to the administration. This includes but is not limited to behaviors such as:

- Demonstrating a lack of respect for members of the school community
- Using tobacco, alcohol, chemicals, or misusing prescription or non-prescription drugs on school grounds or in any school-sponsored activity
- Stealing or vandalizing the property of others
- Cheating on homework and/or tests
- Leaving school grounds or any school-sponsored activity without permission or failing to report to class

**Consequences**

Appropriate consequences will be immediately assigned as disciplinary problems are uncovered and could include any of the following:

- Loss of recess privileges
- After-school detention, which consists of one hour of service to the school community, performed 3:30 to 4:30 p.m. The student will be responsible for arranging their own transportation to or from school if needed. Failure to report to the assigned detention will result in a one-day, out-of-school suspension.
- In-school suspension
- Suspension or expulsion from school. This can occur at any time for a serious infraction or for other actions detrimental to the school community. The length of any suspension will be determined by the administration. A student who has been suspended in or out of school may be placed on behavioral
probation for the remainder of the academic year and may be at greater risk of expulsion for any future offense.

Please note: Disciplinary consequences may be more severe if a student and/or family refuses to cooperate in an investigation, fails to demonstrate responsibility for his or her actions or participation in any infraction or for repeated infractions of a similar nature.

The school needs parental support to effectively educate each student in the community. When behavioral issues arise, learning happens best when the school and parents are on the same page regarding the administrative response. The school appreciates the support of and open communication with parents regarding all aspects of school life. Parents who speak positively about the school and staff, even when there is a problem, can help in arriving at a resolution. Parents are asked to address and discuss problems or concerns about school policy or action directly with faculty and/or school administration.

**Upper School**

Academic honesty violations will be considered major or minor infractions depending on the magnitude of the assessment and the demonstrated intent of the individual(s) involved. The teacher, grade dean, department chair, and/or the Upper School director will confer to determine the level of infraction. Dependent on circumstances, even a first violation may be deemed to be major. Cases involving major academic honesty violations will most likely be referred to the Community Judiciary Board. Possible sanctions include suspension, expulsion and/or disclosure of the violation to prospective colleges. Examples of assessments on which plagiarism or cheating would be considered a major school infraction include but are not limited to:

- Semester examination or final examination
- Major/term paper
- Major semester/final project
- Any other assignment representing a significant portion of the semester or year

The school treats both inadvertent and intentional plagiarism and cheating as incidents of academic dishonesty. Nevertheless, the demonstrated intent of the individuals involved will help determine the level of infraction.

Examples of intentionality that might result in the violation being considered a major infraction, regardless of the magnitude of the assessment, include but are not limited to:

- Premeditated, deliberate or otherwise concerted effort to fabricate, cheat or plagiarize
- Distribution of answers, answer keys or other information to other students
- Extensive and deliberate copying of significant sections or passages of writing from a source without attribution
- Other examples of significant planning and/or willful deception

Furthermore, a student who intentionally lies, misleads or fails to admit to an incident of academic dishonesty upon initial confrontation is also subject to a major disciplinary response.

If an academic honesty violation were considered to be a minor infraction, a typical response would include a loss of credit for the work in question with no opportunity for resubmitting the work for full credit, a conference with the student’s parents and a letter to be included in the student’s file. A second minor infraction shall be treated as a major infraction.

Most disciplinary issues of a minor nature will be handled by the individual teacher involved. Major disciplinary problems will be referred immediately to the administration. This includes cheating on homework and/or tests. Appropriate consequences will be immediately assigned as disciplinary problems are uncovered and could include any of the following:

- After-school detention. The student will be responsible for arranging his/her own transportation to and from school if needed. Failure to report to the assigned detention will result in a one-day, out-of-school suspension.
- In-school suspension.
• Suspension or expulsion from school. This can occur at any time for a serious infraction of the Citizenship Code or for other actions detrimental to the school community. The length of any suspension will be determined by the administration. A student who has been suspended in or out of school may be placed on behavioral probation for the remainder of the academic year and may be at greater risk of expulsion for any future offense.

Please note: Disciplinary consequences may be more severe if a student and/or family refuses to cooperate in an investigation, fails to demonstrate responsibility for his or her actions or participation in any infraction or for repeated infractions of a similar nature.

Hate Speech
Any form of threatening speech, whether conveyed verbally, in writing or electronically, is prohibited and will carry severe consequences.

Hazing/Bullying
Any type of student behavior that could be construed as hazing, bullying or as another form of intimidation of one student by another is strictly prohibited. This includes any student behavior on or off school property and during or after school hours. If a student feels that s/he has been treated unfairly or has been a victim of hazing or bullying, s/he should report that incident to a grade dean or another school administrator immediately.

Off-Campus Behavior
The Blake community extends beyond the boundaries of the school’s property. As such, behavior by students that adversely impacts the safety and well-being of members of this community can become grounds for disciplinary action by the school. This includes online behavior as well and pertains to posting or sending images or messages that negatively impact or impugn The Blake School or any of its community members.

Disciplinary Procedures

• Administrative Discretion
Honoring the spirit of our community expectations is as important as adhering to the letter of the law. No set of rules and consequences can cover every situation that might arise. Therefore, in addition to the penalties described in this section, the Upper School administration reserves the right to assign appropriate consequences for violations of citizenship and other student-behavioral infractions whether or not set forth in these policies.

Additionally, Blake may impose sanctions for inappropriate behavior by students outside of school when such behavior may put other members of the Blake community at risk. All formal disciplinary actions taken by the administration will be communicated to both the student and his/her parents.

• Disciplinary Responses
The grade deans in consultation with the other members of the Upper School administration will decide upon an appropriate response to citizenship violations. Final authority for all such decisions belongs to the Upper School director and/or Head of School. Responses include but are not limited to:
  o Detention
  o In-school suspension
  o Out-of-school suspension
  o Social probation
  o Reasonable search and seizure
  o Counseling intervention
  o Referral to Community Judiciary Board
  o Expulsion

Any imposed sanction is intended to notify a student that his/her behavior was serious enough to warrant a formal disciplinary response. Any future violations by the student will typically result in a more significant sanction from the school community.
• **Detention**  
A detention may be assigned as a result of behavior or attendance problems. A grade dean, the assistant director or the director assigns detentions. Detentions are served after school on the day the detention is assigned and can be rescheduled only at the discretion of the grade dean; they take priority over any out-of-school appointments. Students who participate in after-school activities must serve their detention prior to participating in the meeting, practice, rehearsal, game, etc. If a student does not attend the assigned detention, then an in-school suspension will be assigned.

• **In-School Suspension**  
Students serving an in-school suspension will spend the entire school day in a supervised room. Students must remain in the designated room working on assigned schoolwork unless they receive permission from the grade dean to leave. They will not be allowed to socialize with peers or to attend classes. Students serving an in-school suspension are still expected to attend their school-sponsored, after-school activities, but they are not allowed to participate.

• **Out-of-School Suspension**  
Students who are serving an out-of-school suspension are prohibited from being on campus and attending any school activities for the specified duration of their suspension. In essence, they are temporarily removed as a member of the Blake community. This includes athletic contests (as a participant or spectator), school dances or other school-related events.

If an Upper School student has been suspended, she/he may return to the community only after the student and his/her parents have scheduled a re-entry meeting with the director, grade dean and counselor.

The Blake School may require a chemical assessment or other actions by the family before the student is permitted to return. The student and parents may be required to follow through on all recommendations outlined in the chemical assessment.

• **Social Probation**  
Students are placed on probation for one semester or one year depending on the nature of the violation. Social probation notifies a student that his/her citizenship has been an issue. A student on social probation is furthermore warned that any other violation of a school rule may result in a separation from the school community.

• **Expulsion**  
Students who are expelled from The Blake School are permanently separated from our community and are no longer afforded the privileges and rights associated with being a Blake student. Expelled students must be granted advance permission from an Upper School administrator before they may come to campus or attend a Blake event.

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

• **Counseling Intervention**  
In the event a personal or physical problem is potentially harmful to the individual and/or disruptive to the school community in the judgment of the administration and school counseling staff, The Blake School reserves the right to require the student and/or family seek and comply with appropriate professional counseling measures in order to remain in the school community. This policy also applies to faculty and staff.
Referral to Community Judiciary Board (CJB)
Incidents involving (1) violations that may warrant suspension or expulsion, (2) harassment or significant academic dishonesty or (3) more minor infractions that constitute a troubling pattern, as determined by the grade dean, may be referred to the Community Judiciary Board (CJB). Furthermore, the administration reserves the right to refer other infractions to the CJB for their recommendation.

Major School Infractions
Major infractions are citizenship violations that require a disciplinary response from the administration, which will be documented and placed in the student’s file.

Major infractions typically fall into one of these categories:
- Academic Dishonesty – See Academic Honesty for more information.
- Behavioral – Physical violence, threats of violence, possession of weapons or replicas, harassment, bullying, “hate speech,” destruction of property, vandalism or the accumulation of multiple minor infractions
- Alcohol/Drug – Possession, distribution, use, or facilitation of use of any chemicals, alcohol, tobacco, or other illegal drugs (including misuse or unauthorized use of prescription or non-prescription drugs) on school grounds or at school-sponsored activities, including athletic events or exchange programs, or while representing the school in any capacity
- Attendance – Repeated unexcused absences from school or class, excessive lateness to school, repeated off-campus violations, or multiple missed detentions and/or Saturday schools
- Other – Any action(s) by a student who jeopardizes the safety or social cohesion of the school community, serves as a damaging disruption to the school day, or produces a negative or harmful influence on other students

Discipline Procedures for Major Infractions
A meeting with the student alleged to have committed a major infraction and his/her grade dean will take place. During this meeting the student will be informed of the alleged infraction(s) and the student will be asked to present his/her explanation of events. In order to obtain a full understanding of events, meetings with other students and/or adults involved may also take place. The grade dean will consult with the Upper School director and, at their discretion they will decide how the case will be handled from that point on. The student and his/her parents or guardians will be notified of this decision, and a meeting with all parties may be scheduled. While the procedure described here is typical, the particular circumstances of a given infraction (such as severity or time of year) may warrant a different sequence of steps, as determined by the discretion of the administration.

As consequences for most major infractions usually include suspension or expulsion, sometimes such cases will be referred to the Community Judiciary Board (CJB). If so referred, the grade dean will present his or her findings to the CJB for its consideration, and the student(s) involved will be called to present to the CJB as well. After the case is considered, the CJB will present its recommendations to the Upper School director. In those cases when there is not a CJB hearing, the administration will decide the appropriate disciplinary measures on its own, balancing the interest and well-being of the student with that of the community. Determinations will also take into account the cooperation and truthfulness of the student.

Whether or not a case is heard by the CJB, there may be times when a student is removed from the school community while an investigation occurs to determine the consequences. Whenever a student misses school due to disciplinary actions, the administration will notify the appropriate faculty. The student, however, will be responsible for getting assignments and making up all missed work if the student returns to school.

In all situations involving major infractions, the administration will attempt to respond in a deliberate and timely manner. The final decision will be communicated to the student and his or her family and a letter from the grade dean detailing the decision will be mailed home with a copy placed in the student’s school file. See Disclosure section below.
In cases not involving an expulsion, the Upper School director has the final authority to determine the appropriate consequences. A decision to expel a student can be made only by the Head of School.

**Disclosure of Disciplinary Infractions to Colleges**

In keeping with Blake’s mission statement and core values, we address violations of our school community standards with openness, understanding and responsibility.

Major disciplinary infractions that are documented in letters are placed in a student’s file. This file is used in the preparation of the recommendations and reports sent by Blake to colleges and other schools to which a student applies. These recommendations and reports are customarily sent both before and after a student’s admission status is determined. The Blake School’s recommendation letters are not released to students and parents, as they are confidential communications between Blake and other educational institutions.

It is routine for colleges to request information about a student, including his or her academic performance, academic honesty, conformity to school rules, disciplinary infractions, extended absences from school, personal qualities and character. When asked about infractions of Blake’s values and rules, Blake will disclose information about a documented infraction to the colleges to which a student has applied, even if the student has already been admitted. Moreover, in some cases Blake believes it is important to notify colleges of major disciplinary infractions even if not asked. Usually it is in the student’s best interest to self-disclose any disciplinary information first before Blake makes a disclosure. The student will be provided with a reasonable time period to make this disclosure, as well as assistance from his or her college counselor, before Blake will make its own report.

**Harassment**

The Blake School is committed to maintaining a learning and work environment free of harassment and that feels safe for all. Blake’s mission explicitly states that we provide a “supportive community committed to a common set of values,” which are respect, integrity, courage and love of learning. Blake defines harassment as any and all behaviors that compromise the physical and emotional safety and/or the well-being of any individual in our community regardless of intent.

Harassing behavior, verbal, physical or other, based on identity characteristics such as race, national origin, ethnicity, religion, physical or mental ability, political affiliation, gender, affectional/sexual orientation, age and marital, parental or economic status is strictly prohibited by The Blake School.

Harassment of any nature is against school policy and will not be tolerated. It is a violation of this policy for any student or employee of The Blake School to harass or threaten a student or an employee through conduct or communication of any type, written or verbal, both on and off campus, including but not limited to harassment in person and/or through any form of media.

**Sexual Harassment**

The Blake School is committed to maintaining an environment that is free of sexual harassment. Sexual harassment is illegal, is against school policy and will not be tolerated. It is a violation of this policy for any student or employee of The Blake School to sexually harass a student or an employee through conduct or communication of a sexual nature.

The Blake School will act to investigate all complaints of sexual harassment and to discipline any student or employee of The Blake School who is determined to have violated this policy.

**Definition**

Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature constitute sexual harassment and are prohibited, particularly if:

- Submission to such conduct or communication is made either explicitly or implicitly a term or condition of an individual’s education or employment; or
- Submission to or rejection of that conduct or communication by an individual is used as a basis for educational or employment decisions affecting such individual; or
• Such conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual’s educational or work performance or creating an intimidating, hostile or offensive learning or working environment.

Sexual harassment may include but is not limited to:
• Verbal harassment or abuse
• Subtle pressure for sexual activity
• Inappropriate personal questions
• Unwelcome touching in any form
• Demanding sexual favors accompanied by implied or overt threats or promises of preferential treatment with regard to an individual’s educational or employment status
• Coerced sexual relations
• Physical assault, including rape
• Suggestive sexual comments or jokes
• Suggestive remarks about a person’s clothing, body or sexual activity

Violation of the above policy may result in warnings, suspension or immediate dismissal of a student or employee or removal and ban of a parent or visitor from school premises.

**Harassment and Threatening Behavior**

Any behavior that endangers the safety (physical and/or emotional) of a member of the community will be treated seriously. Such behaviors include but are not limited to:
• Bullying/cyberbullying (see below), verbal harassment or abuse
• Subtle or overt pressure to denigrate oneself
• Inappropriate personal questions
• Unwelcome touching in any form
• Inappropriate exertion of social power
• Physical assault
• Comments or jokes perceived as harassing or threatening
• Suggestive remarks about a person’s clothing, body or activities
• Sending or exchanging sexually explicit messages or photos electronically (“sexting”)

Bullying/cyberbullying is defined as offensive or harmful behavior directed at an individual or a group of individuals whether it is done face-to-face or online. The actions may be physical, emotional or verbal and often involve teasing, harassment, exclusion or fighting or other physical abuse.

The Blake School will act to investigate all complaints of harassment and will discipline any student or employee of The Blake School determined to have violated this policy. In addition, if it deems appropriate, the school may recommend the victim make a report to the police or other outside authorities.

Violation of the above policy may result in warnings, suspension or immediate dismissal of a student or employee or removal and ban of a parent or visitor from school premises.

**Complaint Procedure**

Any person who believes that he/she has been the victim of sexual or other harmful or unlawful harassment should report the alleged harassment immediately to a trusted adult member of the Blake faculty or staff (e.g., school counselor, division director or Head of School). Any Blake employee receiving such a report must immediately provide this information to the appropriate divisional personnel.

The Blake School is committed to:
• Reviewing all complaints to the fullest extent possible
• Ensuring all investigative actions are thorough and fair
• Ensuring all proceedings and communication are compassionate and confidential
• Supporting the victim as needed and appropriate.

Investigation
Upon receipt of a report or complaint alleging sexual or other unlawful harassment, The Blake School will promptly conduct an appropriate investigation into the allegations.

Response
Based upon its investigation, The Blake School will take such action as it deems necessary and appropriate to end sexual or other harassment and to prevent its occurrence or recurrence. This may include, as appropriate, making a report or recommending the complainant make a report to the police or other outside authorities.

Disciplinary action for anyone found to be in violation of this policy may include but is not limited to warnings, suspension or permanent separation of the student or employee from the Blake community.

In accordance with Minnesota State High School League bylaws, any student who is found to have violated this harassment policy shall also be subject to sanctions prescribed by the MSHSL, including removal from League activities.

Confidentiality and Non-retaliation
The Blake School will respect the confidentiality of all involved individuals to the extent possible while remaining consistent with the school’s need to investigate and respond to allegations.

Making a complaint or report of harassment in good faith will not affect the complainant’s grades or standing at Blake.

The Blake School will discipline any individual who retaliates against any person who reports alleged harassment in good faith or who retaliates against any person because that person has testified, assisted or participated in good faith in an investigation, proceeding or hearing relating to a harassment complaint.

SPECIAL NOTICE
The Blake School is committed to protecting children whose health and well-being may be jeopardized. It is the policy of The Blake School to comply fully with applicable state law (MN Statutes Section 626.556) regarding the reporting of maltreatment of minors. All faculty and staff of The Blake School are mandated reporters and must report any cases of suspected physical or sexual abuse or neglect to the local county Child Protection Services and/or the police department. Faculty and staff will first report the maltreatment to the appropriate divisional director or Head of School as outlined in Blake’s Employee Handbook (section 466). The mandated report to Child Protection Services must be made orally within 24 hours followed by a written report within 72 hours. Failure to report is a misdemeanor. The decision to investigate the report and contact parents/guardians is determined by Child Protection Services or the police department.

Responsible Use of Technology

Acceptable Use Policy (AUP)

Purpose
Blake strives to develop in students a lifelong love of learning, responsible citizenship and personal integrity. We are a community based on trust, mutual respect, and intellectual and ethical courage, and we hold all members of the community accountable for upholding these values. The use of computers, the network and other technology resources must be a reflection of these ideals.

The purpose of this policy is to educate the Blake community to the appropriate uses, regulations and limits of access to technology resources. These resources include the Blake network, the Internet, email services, telecommunications equipment, and all school-owned or school-leased computer equipment and peripherals. Acceptable use rules also apply to personally owned hardware that is connected to the school’s network or used on school property.
Our school community spans beyond our campus. Students, faculty and staff are expected to abide by the terms of this document any time they are using Blake resources, acting as a representative of the school, or otherwise communicating the school name or image. Guests must also abide by these terms when using Blake resources. Users must read and agree to this document before entering into any online activity. Users must understand and appreciate the responsibilities as well as the rules and regulations of accessing and using these resources. Any use of Blake technology resources implies agreement to abide by this policy. This policy is binding even if one disagrees with its content or was not penalized for violating its terms in the past.

The Information Services (IS) Department reviews this policy with new students within each division each fall.

**Authorized Use**

An authorized user is any person who has been granted authority by The Blake School to access its computing and/or network systems and whose usage complies with this policy. Unauthorized use is strictly prohibited. By accessing the school’s network using school-owned or personally owned equipment, you have consented to the school’s exercise of its authority and rights as set out in this policy and others with respect to any such equipment, as well as with respect to any information or communication stored or transmitted over such equipment.

**Rights and Privileges**

The Blake computer network and other technology resources are established and maintained for the use of the entire school community of students, faculty, staff and guests. Use of these resources is, in itself, a privilege rather than a right. Users of these resources enjoy certain privileges that include:

- **Privacy**
  Every effort will be made to ensure the privacy of the information stored on school resources, including electronic mail, files stored on the school's servers, etc. However, users of the network may be monitored and have their files or email inspected by an authorized systems administrator if they are believed to be in violation of policies set forth in this statement, general policies of The Blake School, or applicable state and federal laws. System users have a limited privacy expectation in the contents of their personal files on the school system. The contents of employee and student Blake email accounts are ultimately property of the school. All information created or stored on school resources is subject to review by school administration. The school reserves the right to examine and take action on any information found on a device on school property, personal or school-owned, regardless of the purpose of the search during which it was initially found.

  Users are strongly encouraged to maintain a private email account for use with non-school-related activities. Several free services provide such accounts, such as Yahoo Mail and Google’s Gmail. Using a private account for activities such as online purchases, personal registration at websites, personal listserv memberships, etc. will help maintain privacy and minimize spam being sent to an individual’s Blake email account.

  The school monitors network activity for security and performance reasons. Behavior identified in this process that is suspected to violate the Acceptable Use Policy will be investigated.

  In the course of providing support, should Information Support Services discover evidence of activity that violates the law and/or school policy, appropriate action will be taken. This will occur whether the device is school- or personally owned.

- **Equal Access**
  All members of the Blake community are granted free and equal access to as many authorized services as resources and policies allow. Use of the Internet and other network resources, particularly in the educational context, is encouraged. When resources are limited, use of technology for educational and administrative purposes will be given priority over any usage for entertainment or recreation.

- **Safety**
  To the greatest extent possible, members of the community will be protected from harassment or unwanted contact. Users are instructed not to give out their home address, phone number or password. However,
making the Internet available carries with it the potential that users may encounter information that some
deepr to be controversial or harmful. Because information on the Internet appears, disappears and changes,
creating an entirely “safe environment” is impossible. The school's intent is to provide the understanding
and skills needed to use resources appropriately, while using technology tools to make the environment as
safe as possible.

- **Intellectual Freedom**
  Within the framework of responsibilities listed below, the Blake computer network is a free and open
  forum for expression, including viewpoints that are unorthodox or unpopular. Considerate and respectful
disagreement is welcome. Harassment and other inappropriate use can stifle this freedom for others. As
discussed below, such use of Blake resources is not acceptable.

**Responsibilities**

All members of the Blake community are expected to show mutual respect and compassion for others. As such,
there are certain responsibilities that come with the privilege of being able to use the school's information network
and telephone system. Since this network reaches beyond the school, all members of the community are expected, at
all times, to act as ambassadors for the school when using these resources.

In addition, users are expected to respect technology resources as they would any other school property. Students
will be held responsible for damage, physical or otherwise, caused to any Blake property. Users should not change
the setting or add software files to the school's computers.

Computer-related offenses are subject to the same rules and penalties applied to other offenses at The
Blake School. Offenders can expect violations to be handled in accordance with appropriate school rules covering,
for example: plagiarism, theft, harassment, bullying, vandalism, cheating, etc. An action may be possible technically
but still may violate a rule and/or good judgment. Such actions must be avoided.

Misuse of email, the Internet or other electronic resources may result in immediate restrictions being
put in place, with the possibility that use of such resources may be temporarily or permanently revoked. The school
reserves the right to act upon reports of misuse as it sees fit. This may include immediate restriction or denial of
access to an individual’s email account, the school network, the Internet or other electronic resources pending
further investigation.

Responsibilities for acceptable use of technology resources include:

- By using, accessing or connecting to any Blake technology resources, the user is agreeing to abide by all
  applicable policies. This includes, but is not limited to, the Acceptable Use Policy, the Blake Google Apps
  for Education Policy, academic honesty, and the Community Standards. This applies to remote use as well
  as on-campus use of resources, including Blake’s Google Apps.

- Users will not use school resources to access, view or store material that is profane or obscene, that
  advocates illegal acts, or that advocates violence or discrimination toward other people. Nor will such
  material be sent or forwarded by email.

- A student who mistakenly accesses inappropriate information or images should immediately report this to
  the attending teacher or other adult in charge. The Information Support Services department should be
  notified if it is deemed warranted (e.g. if offensive materials or malicious software needs to be removed).
  Such reporting will protect individuals from the appearance of intentionally violating acceptable use rules.

- In order to respect the privacy of others, users will not forward or otherwise publish an email message that
  was sent to them privately without permission from the original sender. Nor will a user post private
  information about another person.

- All school-owned resources should be treated with respect. Individuals will be held responsible for damage
  caused to any resources, whether in public areas or issued to them individually. They will also be
  responsible for loss of hardware issued to them or theft due to negligence.

- Users will not take action intended to gain unauthorized access to school resources, to gain unauthorized
  access to any other online resources or accounts, to obtain login information of other users, or to in any way
  disrupt performance of technology systems.
• Adherence to copyright laws is required. Users should respect the intellectual property rights of others. Because the network is a resource shared by the entire Blake community, responsible use of bandwidth and storage capacity is essential. Uses that require excessive bandwidth and may not be appropriate include but are not limited to: video, image, music and other large file downloads; peer-to-peer communications; online gaming; etc. The school reserves the right to limit or prevent such activities in order to assure resources are available for priority uses.

• Network users should take precautions to prevent the inadvertent spread of computer viruses. The deliberate spreading of a virus will be considered vandalism. Users participating in such behavior will be held accountable to applicable school rules and may be responsible for financial loss caused by their actions.

• Impersonation and anonymity in the use of the school's network and email system are unacceptable.

• The use of Internet proxy sites or any sites, applications or other means of bypassing the school’s Internet web logging service is prohibited. The use of any systems in order to provide user anonymity is likewise prohibited. The use of these sites and applications is prohibited regardless of the intended purpose.

• Any communication deemed by School administration to be threatening, demeaning or bullying in any way shall be subject to disciplinary action.

• Resources may not be used to harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a user is told by a person to stop sending messages, he/she must stop.

• Misuse of any means of communication, including mobile devices, is prohibited. This includes “sexting,” or any transmission of nude or explicit images of oneself or others.

• Use of the school's technology resources for personal financial profit is prohibited.

• Unless as part of a school-sanctioned activity or specific permission is granted, use of the school's technology resources for political purposes is prohibited.

• Installation or use of devices that extend or alter the School’s network (e.g. hubs, switches, bridges, routers, wireless access points, etc.) or that extend another network via the school’s network, is forbidden without written authorization. Such devices may be immediately confiscated upon discovery, and users will be subject to appropriate disciplinary action. This includes using one’s computer to create an “ad hoc” or computer-to-computer wireless network, or using devices that use the school network to provide wireless service from a third party.

• Any technology designed to provide access to other users’ accounts or information is strictly prohibited. Any technology that provides access to network traffic, information or data other than a known authorized network login is prohibited. Examples include network traffic sniffers. Use of authorized login information by users other than the authorized user is also prohibited.

• New technologies are subject to review as to whether their use is acceptable at Blake.

• No online area is truly private space. Posting information online that is potentially damaging to oneself, to others or to the school is not permitted.

• The Blake School encourages its students to be creative while being responsible school citizens. Any public posting of content created using Blake resources, displaying the Blake name or logo, or in any way depicting The Blake School, its employees or students must not negatively portray the school or its community or violate in any way this AUP or any other Blake rule.

• Since many users share this network, users are expected to report problems with hardware and software and potential virus problems to a teacher or a systems administrator immediately.

• Users should work only in the account(s) assigned to them and will be held responsible for the activity in those accounts. Sharing of passwords or other login information is prohibited, unless you are sharing the account information with a parent or guardian. If a user suspects unauthorized access is occurring, this must be reported immediately.

**Online Social Networks**

Social network sites can be generally defined as web-based services that allow individuals to: 1) construct a public or semi-public profile within a bounded system and 2) create a list of other users with whom they share a connection. The nature and nomenclature of connections may vary from site to site. Information is then shared with this network and possibly others. Popular examples of social network sites include, but are not limited to: Facebook,
Twitter, LinkedIn, Google+ and Pinterest. All information included elsewhere in this policy applies to social networks.

- It is extremely important to understand that any information posted on a social networking site could potentially be viewed by anyone, and could live forever online, even if deleted from that particular site.
- Posting information online that is potentially damaging to oneself, to others or to the School is not permitted. This must be remembered when using social network sites, and applies even if only sharing the information with a seemingly small group of individuals.
- As with any other behavior, online or otherwise, nothing that could be considered bullying or harassment by a reader may be posted on social network sites.

**Illegal Activities**

- Using electronic resources for any illegal activity is strictly prohibited.
- Users will not attempt to gain unauthorized access to the email system, the school web pages or any other computer system through Blake email and/or Internet and/or network access. Users will not attempt to perform functions that exceed their authorized access. This includes attempting to log in through another person's account or access another person's files. These actions violate Blake’s Acceptable Use Policy and often the law.
- Users will not make deliberate attempts to disrupt the computer system performance or destroy data by spreading computer viruses or by any other means. These actions violate Blake policy and often the law.
- Users will not use school resources to engage in any other illegal act, such as drug- or alcohol-related activities, threatening the safety of another person, vandalism, harassment, libel, or any other activity that violates existing school policies. Reference to such activities will not even be made in a joking manner or as a prank.
- School resources may not be used for online gambling by anyone of any age.
- Users will not store illegal content on school resources, download illegal content or transport such content on the school network. Illegal content may include, but is not limited to, unlicensed music or video files or unlicensed software. This includes any sharing (including peer-to-peer) of such materials with any other parties.
- The school will take disciplinary action and may involve law enforcement should illegal activity occur.

**Limits of Liability**

The Blake School makes no warranties of any kind, either express or implied, that the functions or the services provided by or through the school’s system will be error-free or without defect. The school will not be responsible for any related damage users may suffer, including but not limited to loss of data, interruption of service or performance issues. The school is not responsible for the accuracy or quality of the information obtained through or stored on the system, or acquired via the Internet. The school will not be responsible for financial obligations arising through the unauthorized use of the system. The school will not be responsible for personal, professional, or academic loss due to the suspension of use of resources resulting from failure to adhere to Acceptable Use guidelines. The school is not liable for legal action taken against students or employees by third parties due to unauthorized activities using personal or school-owned resources.

**Consequences**

As with any policy, the school will take disciplinary action as appropriate in response to violations of this Acceptable Use Policy.

Violations of this policy may result in punishment, up to and including dismissal from school for students.

**Legal Issues and Jurisdiction**

Because The Blake School owns and operates the equipment and software that compose our network resources, the school is obligated to take steps to ensure that all facilities are used legally. Hence, any illegal use of network resources is prohibited. All content created, sent, accessed or downloaded using any part of Blake’s network resources is subject to the rules stated in this policy. School administration monitors our network and may find it
necessary to investigate electronic incidents even if they happen after hours and/or outside of school. As the owners of our network resources, the school administration reserves the right, if needed, and at its discretion, to remotely access, open, examine and/or delete electronic files that violate this Network Acceptable Use Policy.

Reference Blake’s laptop guidelines for specific policies on use of school-issued laptops. These guidelines can be found online at http://mobileblake.blogspot.com/.

**Mobile Devices**

**Personal Mobile Devices**
Mobile devices will have access to the guest network only and will need to be configured to gain Internet access. Please see a technology specialist for assistance.

Seventh through twelfth grade students are issued school-owned laptops and are discouraged from bringing personal laptops to school. If additional applications are necessary for educational purposes, students can get support from the library and technology information support faculty and staff. Middle School or Lower School students may bring a mobile device to school and access the school's network resources. Teachers or others might limit the use of these devices depending on the environment or situation in which they are being used. Keeping the network secure from viruses, spyware, and malware, means that certain requirements must be met before mobile devices can be connected to the network. Bring your laptop to the divisional library/media center as you will need to have someone within the divisional information support department to authorize your mobile device before school network resources can be accessed (email, Internet, printing, etc.). Authorization will be granted only after information support has verified there is a valid updated antivirus application installed and the wireless card is registered. Windows laptops must also have the latest Microsoft security updates installed. All personal laptops are able to connect to a limited access network called BlakeGuest, which has access only to the Internet. Use of Blake's captive portal is required on both the full- and limited-access networks.

Note: Use of mobile devices at Blake is subject to same policies as school-owned laptops including sharing limited bandwidth resources and file storage.

**School-Issued Laptops**
Seventh through twelfth grade students are issued school-owned laptops. The Grade 7-12 Student Laptop Handbook, guidelines and FAQs are available on Blake’s website at http://mobileblake.blogspot.com/

For grades seven through twelve student technology support of the 1:1 laptop program, please submit a case at Support@Blake, http://support.blakeschool.org.

**Technology Privacy Statement for the Student Mobile Device Program**

**PK-12 Copyright and Fair Use Policy**
Most content on the Internet is not in the public domain. Some websites will have a statement about usage, but unless that is clearly stated, one must assume that all material is protected by copyright. The 1976 Copyright Act grants the “fair use” of copyrighted materials for a variety of purposes including education. Copying to support an educational use would meet the “fair use” standard, however, that alone is not the only consideration. There are several factors to consider. Besides educational use, “how much” is being copied, the nature of the copyrighted work and the impact on the potential earnings of the work must also be considered. Answering these questions on educational use will help in determining what technology resources can be used.

The following websites are resources on copyright and fair use:
Stanford Copyright and Fair Use - http://fairuse.stanford.edu
American Library Association Fair Use Tools - http://www.ala.org/advocacy/copyright-tools
Creative Commons - http://creativecommons.org/

**Electronic Footprints**
Internet log files provide electronic footprints of every Internet-connected device located on Blake's three campuses. The school does not filter the requests or the material received; however, the access logs are available at the request of an academic administrator.

Use of Cell Phones and Other Mobile Devices
The Blake School is not responsible for lost or stolen cell phones, iPods or other personal electronic devices brought to school by students. Students are also solely responsible for the safety of their school-issued laptops. Students are strongly encouraged to store all such items in their locked locker throughout the school day when not needed.

The appropriate use of electronic devices is vital to establishing a positive learning environment. To that end the following rules are in place:

- The use of laptop computers, iPods or other listening devices, and text messaging is allowed in public spaces around the school. In all circumstances, however, all devices are not to be in use whenever a student is moving through the school. Even if the attached device is not in use, students may not wear headphones while walking.
- Any use whatsoever of electronic devices of any kind in any classroom, study hall or library area is allowed only with the express permission of the teacher or proctor supervising that area.
- In the Lower School, all electronic devices must stay in backpacks during the school day and we are not responsible for them. They may be used on buses or for safety reasons after children have left Blake (i.e. to be picked up from religious school or other activities.
- At the Upper School, talking on cell phones, including accessing voicemail, is strictly prohibited during the school day, including during exam weeks. Students who need to contact a parent can use the public phones provided, or ask to use a dean's office to make a needed call. At the Middle School, students must store their cell phones in their lockers and not use them during the school day without permission.
- Any violation of these guidelines will result in the device being confiscated immediately and the student receiving detention. Further violations will result in more severe consequences.
- Office and classroom phones can be used only with permission.

Behavior at School Events (outside the classroom)

Upper School Assembly and Symposium
Students are expected to be attentive and courteous during assembly and symposia. If a speech is in progress and a student arrives late, she/he should remain at the back of the auditorium and move to his/her assigned seat when the speech has concluded. Seats at the back of the auditorium are for visitors and staff only. Hats are not to be worn in the auditorium.

Upper School Outdoor Activities and Public Spaces
Safe and non-disruptive outdoor activities are permitted. Teachers and administrators reserve the right to halt any activity they deem disruptive or dangerous even if it is permitted at another time.

The lounges are to be quiet and orderly. At no time is activity in a lounge to interfere with the conduct of teaching, test taking or meetings. All public spaces on campus are available for use by every member of the Blake community.

- The furniture in the public spaces of the building is for the comfort and enjoyment of everyone. Students are to treat this furniture with respect.
- Intense displays of affection are inappropriate in school.
- Students are expected to clean up after themselves.

Unattended backpacks and laptop bags left in public spaces will be confiscated and the owner will be assigned a detention.

Dances and Parties
Guidelines for school-sponsored dances and other social events are as follows:

Middle School
The Middle School hosts three dances throughout the school year, each chaperoned by parents/guardians and faculty. Students are expected to adhere to the following policies governing school dances:

- Students arriving late or leaving early must have a note from parents indicating the expected time of arrival or the time of departure.
- Students are required to remain only in prescribed areas.
- Only currently enrolled Blake Middle School students may attend the dances.
- No alcoholic beverages, tobacco or non-prescribed drugs are allowed at any school function or on the school grounds.
- Students must be picked up promptly when the dance ends or risk not being allowed to attend the next dance.

Lower School

Parent Volunteers and Events
We welcome parent volunteers. Parent involvement is a vital part of a child’s education.

Blake-Sponsored Parent Association Events for Parents
All Parent Association events for parents/guardians shall be conducted on the Wayzata campus, Hopkins campus or the Minneapolis campus or at a public venue that can be reserved by any member of the general public. The events are to be as inclusive as possible, including all Blake community parents/guardians who would naturally be part of the group for which the gathering is intended, (e.g., parents of children with learning differences, parents of a specific grade level, etc.)

Organizers of these Parent Association events will make the appropriate school personnel aware of any concerns or questions about school policies that may arise before, during or after an event. Parent groups may consider inviting school personnel to participate on a regular or as-needed basis.

Parent grade parties will be held either on the Wayzata campus, Hopkins campus or the Minneapolis campus depending on the grade of the students. All parents/guardians of students in a particular grade are invited, welcome and encouraged to attend. These grade parties are promoted in division communications and at parent meetings, and invitations are sent via email approximately three weeks in advance of the party.

Blake-Sponsored Parent Association Events for Students
Parent Association events for students (e.g., the 5th grade, 8th grade and 12th grade graduation and closing parties) will not be held in private homes or at a public venue that cannot be reserved by any member of the general public. All students of the graduating class are welcome and encouraged to attend. These events are to take place in a manner that is in alignment with the school's mission, core values and commitment to pluralism, and with our Lower School welcome, safety and respect rules. The party coordinators are to select venues that are age-appropriate and stay within the established budget set by the Parent Association. Financial donations from parents to expand the party budget are not permitted.

Lower School Room Representative Responsibilities
Each classroom has a parent representative who, under the teacher’s direction, will outline the specific needs in that class for parent volunteers. In addition, the Parent Association sponsors many activities and programs. Specific training for those programs is handled by the program chairs. The Parent Association, with the administrators, offers volunteer training for parents to help maintain consistency in expectations for our school rules. To ensure the safety of all students, we request that parents scan their nametag in the office before going to the classroom.

The responsibility of the room representative is to serve as the liaison between the classroom teacher, parents of the students in that classroom, the Parent Association and the administrators. Specific responsibilities vary based on grade and teacher requirements but include:

- In the fall, easing the transition for new families by assisting the classroom teacher in welcoming new parents at appropriate school activities.
- Attending Back-to-School Night in September to explain what the Parent Association is and encourage parents to attend school events. Distribute a classroom Parent Volunteer Information form to each
parent. Contact those parents who do not return the form. The primary objective is to include as many families as possible in school activities.

- Assisting your classroom teacher. Schedule classroom volunteers as needed for classroom activities, field trips, etc. Meet with the teacher before school starts to determine volunteer needs. Make sign-up sheets available at Back-to-School Night. Let the teacher know who the volunteers will be. Pass on problems, compliments, concerns and ideas to the teacher as appropriate. Check in monthly with the teacher and give him or her a copy of the month’s volunteer schedule with dates and times. Make sure to contact all parents who have volunteered for an activity, even if their services are not needed at that time. Utilize all volunteers over the course of the year. Assist with special projects, programs, etc., as needed.
- Becoming familiar with the emergency communication and school closing procedures and contacting parents as necessary.
- Communicating with the hospitality campus chair regarding the grade-level parent party. Work with the other room representative(s) from the grade at the Blake campus and Highcroft campus to assist with the parent party as needed (e.g., R.S.V.P.s, host).
- Maintaining regular communication with classroom parents about classroom activities, special events and parent volunteer needs and assisting in calling parents for special all-school events.
- Preparing a year-end report, due in May, for use by next year’s room representative.

**Lower School Birthday Celebrations**

Birthdays can be acknowledged at school in two ways:

- Each student is recognized at a Monday morning meeting.
- Each classroom will honor a child’s birthday in ways that respect the child’s age and the customs of the particular classroom. Therefore, we ask you to be responsive to your student’s teacher’s parameters about parental involvement, time of day for birthday celebration and to refrain from sending birthday gifts, balloons, or special lunches to school. Each teacher will share his or her plan for birthday snacks at the September Back-to-School Night.

In accordance with the Welcome Rule, birthday party invitations may not be distributed at school and groups of children should not leave together for a party from school unless every child in the class has been invited. We ask that you discourage your child from talking at school about parties to which only some students were invited.

It is not the room representative’s responsibility to plan a birthday party for the teacher or an end-of-year party for the class. In-school parties are initiated by the teachers. Room representatives may be asked to help.

**Dress**

While Blake does not have a uniform, we expect all students to dress appropriately in order to foster a school environment that enhances, versus detracts from, their learning and social experience. The school expects students to wear clothes that are comfortable and functional for physically active students and that are not offensive to others.

**Lower School**

We recognize that periodically fashion conflicts with safety and/or community standards. We expect your support in:

- Selecting shoes that ensure safety and allow mobility in all activities of the day. We ask that children not wear slip-on footwear or high heels. Students are expected to wear footwear suitable for athletic activity for physical education and recess.
- Not allowing students to wear hats in school except for religious reasons or special event days.
- Not allowing students to wear immodest shirts and shorts. Bare midriffs and short-shorts are inappropriate.
- Not allowing students to wear items with inappropriate messages or symbols incongruent with the school’s Welcome, Respect and Safety Rules.

Students have an outdoor play period each day. Students should be dressed appropriately for the weather. In the winter students need hats, coats, mittens, boots and waterproof pants. Students must have indoor shoes in addition to outdoor boots. Please mark all clothing items with your child’s name.
Middle School and Upper School

Dress should be neat, clean and appropriate. Examples of inappropriate dress include, but are not limited to, clothing that displays or promotes negative messages such as drug, gang, weapon, alcohol or tobacco-related information, obscenities, words or images that perpetuate stereotypes, sexual innuendo, offensive words or graphics, and clothing that is overly revealing of the torso. Students must wear shoes at all times. Except for religious or medical reasons, hats, hoods, or other head covering should not be worn during assembly.

Student dress at school dances and other after-hours events should respect the spirit of the dress code. On field trips, special occasions (e.g. Convocation, awards ceremony, etc.) and at other times when students will be meeting with people from outside the Blake community, adult supervisors will establish more specific expectations for appropriate attire, but students should take special care to dress in a respectful fashion.

We want students to respect themselves and others. Individuality and self-expression is encouraged; the school’s dress code aims to foster a positive and healthy environment. The administration in Upper and Middle School reserves the right to ultimately determine the appropriateness of dress and appearance.

Gifts for Teachers, Coaches and Staff

The school requests that parents/guardians do not collect money for gifts for employees. Staff at all three divisions are recognized by the Parent Association for birthdays, holidays or special occasions. However, an individual family may choose to recognize a teacher. In that case, we suggest that books, games or other educational materials be donated to the school in a teacher’s name. Students may want to give individual teachers homemade cards or gifts.

An honor book can be purchased for the library to honor a child’s birthday, a valued teacher, a special day, etc. There is a wide selection of books available in the school media center on each campus for you and your child to choose from. A bookplate with the honored person’s name and the date is affixed to the inside cover of the donated book. The honored person can be the first person to check out the book. Honor books are available throughout the school year and are tax deductible.

Gambling

The exchange of money for the purpose of placing bets on any activities, including sporting events, is strictly prohibited on all property of The Blake School, including its facilities, buses, parking lots and fields.

Tobacco-Free Environment Policy

Smoking is prohibited on The Blake School property. This policy applies to school buildings, grounds, contracted and school-owned vehicles, vehicles on school property and at school-sponsored events or activities.

Pets at School

Dogs or other animals are not allowed on campus, in the buildings or on the playground, except that service animals are permitted on campus as necessary to accommodate the disability of a student, parent, staff member or visitor. It is especially important that this rule be followed when dropping off or picking up students. We ask all parents to be mindful of severe allergies, religious observances, sanitary and safety needs that students or staff may have. If an animal is part of classroom study, please discuss bringing the animal in with the classroom teacher ahead of time. If your child has any medical condition or allergies related to animals, please advise your classroom teacher, as some teachers will include animals in the classroom as part of the students’ learning experience.

HEALTH AND WELL-BEING

The Blake School is committed to the health and well-being of every student. This shared goal is attained by the teaching of skills that promote health, positive interpersonal communication, conflict resolution, and self-knowledge. The importance of these attributes is defined within curriculum, honor codes and school policies. Support services are available to children and families to assist in meeting these needs.

Department of Student Services

The Blake School Student Services Department (PK-12) promotes and embraces an environment that is supportive and safe for all. This department is overseen by the director of counseling and the director of learning support services. The counselors and learning specialists nurture personal growth, wellness and self-awareness so students
can participate effectively in an academically rigorous and engaging environment. Student Services is committed to strengthening the working relationships among students, faculty and families. Student Services recognizes and celebrates diverse learning styles, multiple identities and backgrounds and encourages all within the Blake community to reach their full potential.

**Support for Learning Differences**

Within its academically rigorous program, Blake strives to provide services to support the needs of students with documented learning disabilities and attention deficit disorders whenever possible and makes reasonable accommodations when appropriate. It is our goal to help students learn the compensatory strategies and self-advocacy skills necessary to succeed in our demanding environment. The school will make every reasonable accommodation to help our students with diagnosed learning differences succeed.

The learning specialists work with students with identified learning disabilities and attention deficit disorders to provide academic support appropriate to the developmental stage of the learner. Anyone who believes that a student might need to work with a learning specialist should talk to the division director or grade dean first. After considering all recommendations, the division director or grade dean will refer the student to a learning specialist if appropriate.

With regard to mastery of content, teachers will hold the same expectations for all students, however some reasonable accommodations may be available. The determination of any reasonable accommodations to be offered to each child is the sole domain of the school and will be based on information collected from teachers, our interpretation of any psychological-educational evaluation, the recommendation of the learning specialist and what we can reasonably do in service to each of our students.

For a student to receive standardized testing accommodations, s/he must have on file a full psychological-educational evaluation or other appropriate documentation verifying a specific learning disability and/or attention deficit disorder. This evaluation must be current (i.e. conducted within three years). The learning specialist will assist students with the process for obtaining standardized testing accommodations. However, decisions regarding these standardized testing accommodations are made by the testing organizations, such as The College Board, and not the personnel of The Blake School.

The primary duties of the learning specialist will include the following:

- Delivering services that are beyond the classroom teacher’s expertise to individuals or groups of students.
- Teaching students compensatory strategies such that they become independent learners.
- Working with the classroom teachers to prescribe strategies for students with special academic needs.
- Working closely with the counselors in recognizing the emotional needs of each learner.
- Assuming responsibility, after consulting with the faculty and administration, for necessary in-service training of classroom teachers regarding learning strategies for students with special academic needs.
- Providing resources to parents. The learning specialist is not to be used as the primary contact between school and family. As for all of our students, that job properly falls to the classroom teacher (Lower School), the student’s advisor (Middle School), and to the grade level dean (Upper School).

**School Counselor**

The school counselors are available to all students and parents/guardians. The counseling program is designed to support Blake’s mission by providing opportunities for social and emotional learning, development of resilience and self-advocacy skills, and necessary interventions in order to support students in reaching their full academic potential. School counselors meet the varying needs of students at each grade level through classroom, small group and individual guidance, and support parents/guardians through consultation and educational opportunities. Students are encouraged to seek out the school counselor for support with personal, social, emotional, academic or health-related concerns. School counselors also provide referrals to resources in the larger community.

**Confidentiality**
School counselors balance their primary obligation for confidentiality to students with the recognition that parents have the inherent right to be the guiding voice in their children’s lives. Counseling relationships require an atmosphere of trust and confidence. As such, school counselors respect students’ right to privacy in an effort to support students appropriately. Students should know that limits to confidentiality exist and are determined in developmentally appropriate terms. For example, ongoing counseling relationships with Lower or Middle School students are most often disclosed to parents while information about Upper School counseling services are shared with parents in partnership with the student or as a result of immediate concern. School counselors are required to break confidentiality primarily as it serves to reduce the risk of danger to the student or others or in a situation in which they serve as mandated reporters. In some cases it may become necessary for the school counselor to share pertinent information with a student’s parent(s) or guardian(s), appropriate school administrators or a child protection or law enforcement official without the permission of the student.

**Psychological/Psychiatric Evaluation**

Children face many emotional and psychological challenges as they grow up. Teachers, advisors, school counselors and administrators are eager to provide support to students as they grapple with these issues. However, there are times when concerns about a child’s psychological health may lead the school to recommend consultation with an outside mental health professional. Depending on the nature of the concern, the division director, working together with the counselor, may require that an evaluation be completed, that the school counselor be allowed to discuss concerns with the psychologist/psychiatrist and that the student/family comply with the professional’s recommendations.

Blake School Counseling Intervention Policy states: In the event a personal or physical problem is potentially harmful to the individual and/or disruptive to the school community in the judgment of the administration/counseling staff, The Blake School reserves the right to require the student/family to seek and comply with appropriate professional measures in order to remain in the school community. This policy also applies to faculty and staff.

**Health Forms, Immunizations and Medications**

**Health and medical forms**

Forms are emailed each spring to current and incoming Blake families. The school nurse reviews the information and then follows up with families of students with health conditions that may affect them at school. For additional copies of any health forms, contact the director of information services at (952) 988-3492.

**Immunization forms**

Immunization forms are included with the health forms mentioned above, and Minnesota law requires schools to maintain health records on all enrolled students including their immunization status.

Every Blake student (new and returning) must be 100 percent compliant with Minnesota law regarding immunizations in order to be able to attend school. The school will comply with Minnesota’s “no shots, no school” policy. Student compliance can occur in one of three ways:

- Student has submitted written documentation of having received all required immunizations for her/his grade and/or age.
- Student has submitted a physician signed medical exemption.
- Student has submitted a parent/guardian signed and notarized statement of “conscientious objection.”

Important note for parents: Nearly all entering kindergartners and seventh graders (at age 11 or 12) need additional shots. Please be sure to consult with your physician about your child’s immunization needs.

Information about Minnesota immunization is available at the following website:

**Vision and Hearing Screening**

Working in collaboration with the nursing staffs of the public schools, Blake may offer screening of hearing, vision and/or scoliosis at particular grade levels. Please contact the division office manager for more information.
**Medication Policies (Prescription and Non-prescription)**

Students who take prescribed medication (including EpiPens® or inhalers) during the school day must have a consent form, signed by a healthcare provider and parent/guardian, on file with Blake’s assigned non-public school nurse or office manager. The division office staff, under the direction of the non-public nurse, stores (in a locked cabinet) and administers the medication. A confidential record, including time and date administered, is kept for every disbursement. With the exception of EpiPens® and inhalers, students must not keep prescribed medications on hand or in lockers during the school day.

Middle and Upper School students are allowed to possess and self-administer over-the-counter pain medication during the school day only if a parent/guardian consent form is on file with the school nurse. Students must not share any prescription or non-prescription medication with other students. A student found to be sharing or distributing medication to other students will be subject to serious disciplinary sanctions.

Consent forms for prescription and nonprescription medications are located on Blake’s website. A new consent form is required each school year. Medication kept in the school office must be in its original container.

The School asks parents/guardians to inform the school of any medications taken at home as they may affect the student during the school day.

If you have any questions regarding any of the information above, please contact the division director, director of learning support services or the Associate Head of School.

**Accommodations Based on Medical Conditions**

Blake is committed to supporting students while they receive timely and sufficient care for medical conditions that may limit functioning in school or affect overall well-being. Students must have a written note in explanation of any injury/illness that prevents participation in the physical education program. A doctor’s note may be required in certain circumstances. Students may be asked to participate in an alternate activity while excused from the physical requirements of the physical education class.

**Short-term Accommodations**

Medical conditions that significantly interfere with a student’s functioning at school may warrant reasonable, short-term academic accommodations. Such medical conditions include concussions, mononucleosis, mental health concerns, etc. A family may request short-term accommodations by submitting written documentation from the medical professional providing care for the student stating the current diagnosis, treatment plan, and both recommendations and rationale for accommodations. The school counselor, learning specialist, grade dean for Upper School and division director will determine what accommodations may be provided at school without compromising the integrity of Blake’s academic program.

Academic accommodations are based on each student’s unique medical needs and academic, athletic and personal commitments, as well as the family’s commitment to the recommended treatment plan. The school will communicate these accommodations and a plan for reviewing the student’s progress and any ongoing needs. While accommodations are in place, we expect that the student and family remain proactive in communicating about the student’s medical progress.

**Long-term Accommodations**

In circumstances where chronic or long-term health conditions necessitate academic accommodations, the family and the school should follow the process outlined above. It is imperative that the family be in regular communication with the school regarding the student’s health and academic progress. School personnel will monitor a student’s ability to successfully complete course requirements and the extent to which the school can reasonably and appropriately serve a student within the parameters of our program.

Regardless of the length and nature of accommodations, families should expect that the school will require a medical release signed by a parent/guardian in order to collaborate with outside professionals caring for the student.

**Medical Leave of Absence**
Blake believes that a student’s mental and physical health must take priority over academic and co-curricular obligations, and we want to partner thoughtfully with families to ensure that students can receive the medical care necessary to engage fully in the life of the school. If a medical condition, including mental health and/or chemical health conditions, cannot be adequately treated while a student is participating in our typical academic program, a medical leave of absence may be requested by a family or required by the school to ensure adequate, ongoing evaluation and treatment.

A family may request a medical leave by submitting written documentation from the medical provider stating the current diagnosis, treatment plan and recommended length of medical leave. The division director will make the decision regarding a medical leave in consultation with the school counselor and grade dean.

In some cases the school may require a student to take a medical leave of absence if the school or its designee determines that a student: (a) poses a threat to himself/herself or others in the community; (b) has a medical condition (including mental health or chemical dependency/abuse issues) that seriously interferes with the student’s ability to attend school or complete school work on an ongoing basis; or (c) needs assessment or treatment that cannot adequately be accessed outside the school day.

A student cannot return to school from a medical leave without prior permission from the school. Upon completion of treatment, or as recommended by the medical professional treating the student, the family must inform the school about the student’s intent to return. Once the school receives verbal or written recommendations about ongoing or after-care treatment plans, a re-entry meeting will be scheduled with the grade dean, school counselor, parents/guardians and the student to discuss the student’s return to school. Following this meeting, the director, grade dean and school counselor will determine a timeframe and prepare for the student’s return to school.

When a medical leave is granted, Blake personnel will work with the student’s health providers and Blake faculty to determine what reasonable modifications can be made to the student’s academic work and course of study without creating what the school considers an undue burden for faculty or compromising the integrity of the school’s academic program. In some cases, due to the length of the leave or the nature of the coursework missed, a student may not be able to earn course credit or to maintain enrollment in every course. The grade dean will work with the student to monitor progress toward graduation. Graduation requirements will not be adjusted.

**Concussion Protocol**

Because of the serious nature of head injuries, it is critical that school personnel and parents/guardians communicate effectively so, in connection with parents/guardians, Blake can craft a plan to support a student who has sustained a concussion. Quick and effective treatment at the first signs of a concussion can help aid recovery and possibly prevent further harm due to secondary injuries.

Most concussions will heal on their own in time (often two to four weeks), with the most essential treatment being rest from many physical or mental activities. When a student returns to school after being diagnosed with a concussion, s/he may need academic accommodations that provide for adequate cognitive rest. Accommodations--determined in conjunction with the student's dean or grade level coordinator, teachers and members of the Student Services Department, taking into account any medical advice from the student’s health care provider--may include but are not limited to:

- Modified school day
- Breaks and rest during the day
- Extended time for tests or other assessments
- Restricted computer use
- Alternate assignments
- Workload / homework reduction
- Copies of existing teacher or peer notes

Accommodations will be made on a case-by-case basis taking into account the student’s condition, recovery progress, and medical advice. This protocol describes a general process for addressing student concussions, however, individualized arrangements may be made in certain circumstances.
If a student is suspected of receiving a concussion, whether engaged with Blake sponsored activities (i.e., athletics) or outside activities, families are required to have the student assessed by an appropriate healthcare provider to determine the severity and document any recommended accommodations. As appropriate, the Blake Athletic Trainer will also be highly involved to assess and support the student, and make recommendations to school personnel and the family.

Post concussion academic planning
Once it has been determined that a student has a concussion, the school and family will generally work together in the following ways:

1. The student’s grade dean (Upper School) or the advisor (Middle School) will be the primary contact person for parents/guardians, teachers, and athletic personnel and the appropriate health care provider (with the permission of the student’s parents/guardians) during the initial phase of assessing and accommodating concussion symptoms. The dean or advisor will work with divisional administrators and the Student Services Department to determine the accommodations that will be offered to the student and will communicate this information to the student’s teachers and parents/guardians. If symptoms last longer than four weeks, the Student Services Department will work closely with the primary school contact person to ensure that any necessary learning accommodation plan is confirmed with the student’s teachers and monitored until the student is symptom free or the student’s health care provider recommends alternative accommodations. The student may be required to check in with the primary contact at regular intervals at any stage in the process.

2. Parents/guardians will provide documentation from an appropriate health care provider (or give permission for school personnel to communicate directly with the provider) from the initial diagnosis until the student is determined to be symptom free. The school may require that an appropriate health care provider see a student at regular intervals (usually every 2 to 3 weeks) for re-evaluation, especially if the student is not cleared for sports or academics within the four week time frame.

3. Generally, during the initial phase of managing concussion symptoms:
   a. No classes or a modified class schedule may be needed to ensure adequate cognitive and physical rest. Parents/guardians must communicate as necessary with the divisional school administrator or attendance coordinator to ensure predictability and accountability for student attendance.
   b. If student is using a modified class schedule, reasonable efforts should be made to alternate between attending morning and afternoon courses, subject to any limitations recommended by the student’s health care provider.
   c. Students will be allowed to postpone quizzes, tests or other assessments until symptoms subside.
   d. Student or parents/guardians should check in with the dean or grade level coordinator weekly to monitor progress.

1. Generally, during the secondary phase of recovery:
   a. The student will return to full days of school but be allowed breaks as necessary, subject to any limitations recommended by the student’s health care provider.
   b. The student must communicate with the primary contact person at school if breaks are needed during the school day. The student and the primary contact person will coordinate with the student’s teachers as needed to ensure appropriate breaks are accommodated.
   c. The student will begin to complete missed work and will be allowed reasonable deadlines, given the student’s rate of recovery and health care provider recommendations.
   d. The student will be given extra time (to be determined on a case-by-case basis, but generally time and one half of that normally allotted) while taking any tests or other assessments that occur during this phase.

1. When the student is determined to be symptom free by a health care provider:
   a. S/he may work with the dean or grade level coordinator to create a reasonable plan for catching up on any remaining missed school work.
   b. If engaged with Blake athletics, s/he may begin the return to play protocol outlined by the Minnesota State High School League (see below).

Return to athletic practice and competition
The Minnesota State High School League (MSHSL) states that “an athlete may be cleared to return to practice and competition when the player is free of all signs and symptoms of a concussion at rest and during exercise.” This is determined and documented by an appropriate healthcare provider and supported by the Blake Athletic Trainer. We follow the MSHSL stepwise process for allowing players to return to play (each of these steps takes 24 hours):

1. No activity, complete rest until all symptoms have resolved. Once asymptomatic, proceed to level 2.
2. Light aerobic exercise such as walking or stationary cycling, no resistance training.
3. Sport specific exercise - for example, skating in hockey, running in soccer; progressive addition of resistance training at steps 3 or 4.
4. Non-contact training drills.
5. Full contact training after medical clearance.
6. Game play.

*Please note:* in addition to following the MSHSL process above, students are not allowed to return to game play if they are actively in need of or utilizing academic accommodations during the school day.

**Environmental Allergies**

We ask all parents/guardians to be mindful of dietary restrictions or allergies to specific foods or materials that students or staff may have. Some students have a severe allergy to peanuts. Other individuals may be allergic to wheat, lactose, etc. When sending food or other specialty items to school, please check with a divisional administrator for additional guidelines. Please note: treats containing peanuts or tree nuts are not permitted at school.

**Peanut and Tree-Nut Policy and Practices**

The number of students who suffer from peanut and tree-nut allergies is on the rise. Some studies indicate that number has doubled in the last 10 years. Children affected must be very careful about what they eat because their body’s immune system mistakes a harmless substance (in this case, peanuts or tree-nuts) for an infectious one. In the most extreme cases, any contact with even the smallest quantities of nut oils or dust can send children into a potentially life-threatening anaphylactic response. While experts continue to debate the cause for such an increase, we at Blake have adopted developmentally appropriate practices with the intent to keep those with peanut or tree-nut allergies safe.

*What is the difference between “peanut safe” and “peanut free”?*

*Peanut safe* indicates meal and snack selections served will not contain overt peanut ingredients such as peanuts, peanut butter, peanut oil or tree nuts. Note, however, that peanut safe does allow the school to offer food items that may have been manufactured in a plant or on equipment that may have processed peanut products or tree nuts.

An environment that is considered *peanut free* will not have any food products that contain peanuts, peanut products, peanut oils, tree nuts or any products that were produced on equipment or in a plant that may have been in contact with peanut and tree-nut products.

*Why is The Blake School peanut safe rather than peanut free?*

Stating an environment is peanut free can be risky because it gives the community a sense of complete confidence that no one will come in contact with any peanut or tree nuts, period. In a large, commercial food service program such as the one we offer, we simply cannot, without incurring burdensome costs, avoid using some products manufactured in a facility that also manufactures peanut or tree-nut products. And while we ask families to avoid bringing any peanut or tree-nut products to school, we cannot guarantee that such products will not enter the building.

In the Upper School, it is the individual student’s responsibility to communicate fully and frequently with faculty and peers about food allergies as well as to monitor personal consumption of food by checking labels and asking appropriate questions.

*When sending food to school for a class or group of students, please do not send items that contain peanut or tree-nut products.*
Due to the presence of severe latex allergies, do not bring latex balloons into the buildings; however, Mylar balloons are acceptable.

Food and Nutrition
Committed to the education and well-being of the whole student, The Blake School strives to nurture the child’s intellect, emotions and body. The Blake School is recognized for academic rigor and excellent arts, athletic and service programs. Given that regular exercise and a healthy diet are foundational for successful participation in all areas of school life, the school is as attentive to its nutritional program as it is to its core curriculum.

A nutrition program is an important part of a child’s education. Nutrition education and school food choices help students develop good nutritional habits that provide a basis for healthy minds and bodies throughout their lives. New research emphasizes the positive role that nutrition can play in preventing obesity and decreasing the risk of disease. Blake is committed to providing fresh, nutritious and whole grain foods, meals and snacks.

Each student is expected to participate in the lunch program. A signed statement from the family physician is necessary for exemption for health reasons from the school lunch. This statement should be given to the division director. If you have any questions regarding Blake’s work in food and nutrition, please contact Blake’s director of food service at (952) 988-3875.

Lower School
The school provides a full lunch and snack each day. We offer a wide variety of foods that appeal to most children. A main entrée, vegetarian entrée, salad bar, sandwich bar, soup and fresh fruit and yogurt are always available. If your student has special dietary needs, contact the teacher and our food service director. Appropriate food choices will be served during religious observances such as Passover and Lent. Students should not bring snacks from home to eat in school without permission from a Lower School administrator. Gum is not allowed in school.

Middle School
Even though students are offered a wide variety of foods, they often can and do make unhealthy choices. Parental support is needed to encourage students to choose healthy food. To assist students in making healthy choices, lunch menus are available in the school office and on Blake’s public website in the Parent section.

Upper School Breakfast and Lunch
Breakfast is available in the dining room from 7:00 a.m. to the start of school each day, free of charge. Items available typically include bagels, cold cereal and milk. Lunch is served daily to all students in two shifts. Students are assigned to one of the two lunch periods that are built into their class schedules. A main entrée, vegetarian entrée, salad bar, sandwich bar, soup and fresh fruit and yogurt are always available. If your student has special dietary needs, contact our food service director. Appropriate food choices will be served during religious observances such as Passover and Lent. The Upper School does serve items containing peanuts and tree nuts on occasion. Menu items containing peanuts and tree nuts will be posted on the menu sign at that food station.

Use of Illegal and Harmful Chemicals
The Blake School believes that:
- any illegal chemical use by students is misuse,
- preventing students from initiating chemical use is of paramount importance,
- adults should strongly support non-use and should neither actively nor passively condone use, and
- chemical use by any student jeopardizes the safety of our community.

The Blake School is committed to supporting the health, well-being and safety of all students. We recognize that alcohol and illegal drug use pose a threat to the health and development of an individual and impacts other community members. Blake’s goal is to maintain an atmosphere free of alcohol, drugs and tobacco and to provide clear rules and consequences regarding student use. In this way we hope to support individual students while adhering to community expectations of a safe and chemical-free learning environment.

The possession, distribution or use of tobacco, alcohol, or other drugs or chemicals, or abuse of prescription or
nonprescription medications on campus or during any school-sponsored function is strictly prohibited. Violations of this rule will result in discipline. The school considers such violations to be very serious, and the consequences will vary depending on the circumstances of the student’s behavior. Discipline will typically include a parent conference and may involve suspension or dismissal from the community. In addition, citations by non-school authorities for possession or use, or other major infractions off school grounds, are subject to a school response. Violations will also result in at least the minimum sanctions required by the Minnesota State High School League as they pertain to co-curricular activities. See Minnesota State High School League Chemical Use Policy in the Athletic Handbook for details.

When concerns about suspected chemical use by a student are raised by school, peer or family reports, the school will take action it deems appropriate to assist the student, including but not limited to notifying the student’s parents of such information. Our goal is for families and school personnel to work together to better assess the issues that may be interfering with the student’s health and well-being.

If a student has concerns about chemical health and/or use issues, he/she is encouraged to contact a Blake counselor. A student who refers her/himself for alcohol or other drug counseling — unrelated to an investigation of an alcohol/drug infraction that is initiated by a report from another party — will not be subject to Blake-imposed disciplinary measures. She/he may still be subject to sanctions required by the Minnesota State High School League if the student participates in co-curricular activities. Parents are also encouraged to contact a school counselor if they have concerns about their child’s use of drugs or alcohol. As with a student who self-refers, when a parent alerts the school of a possible drug or alcohol problem unrelated to any school investigation, no Blake disciplinary sanctions will be imposed. As we recognize the serious nature of alcohol and other drug misuse, these matters will be treated sensitively while responding to the needs of the student, family and school community.

SAFETY AND TRANSPORTATION

Security
As a part of Blake’s ongoing commitment to provide a safe and secure environment for its students, the school maintains access-controlled entrances and a locker room security system. In addition to video camera monitoring of Blake’s parking lots, main campus hallways and entrances, regular patrols by Blake security staff are an important part of our security system.

Entrances
All entrances at each campus are locked at all times, this includes an access-controlled system for the athletic area at the Hopkins campus. Entrance may be gained through these locked entrances by using the access procedures provided to students and coaches.

Building Access
All parents/guardians are asked to check in at the main office at each campus.

Students are provided with access procedures at their respective campuses. In addition, locker room panic buttons also are in place for our students’ safety. If pushed, an alarm will sound and a strobe light will be activated. A signal will be sent to the alarm monitoring company that will then notify the Hopkins police.

Parents should remind children of their responsibilities with regard to the security system. These responsibilities include not sharing the access procedure with persons outside the Blake community, not propping open access-controlled entrances with rocks or sticks, and not holding the door for others to enter the building after they have entered the building. Students should never open a secured door.

Emergency Preparedness
Each campus conducts regular drills for fire (“out”), tornado/severe weather (“down”), lockdowns (“in”) and other emergencies. For details please contact division administration.

Campus Security Staffing
Security personnel are available each school day until evening activities conclude. In general, this includes:
Northrop campus: School days 7:30 a.m. – 8 p.m.; Saturday 8a.m. - 4:30 p.m.
Blake campus: School days 7:30 a.m. – 8 p.m.; Saturday and Sunday 9 a.m. - 5:30 p.m.
Highcroft campus: School days 7:30 a.m. – 4 p.m.

If you have any questions regarding security at Blake, please contact the director of security at (952) 988-3457.

Student Visitors
Prospective students visit through the admissions process. All other student visitors must be accompanied by an adult with prior arrangements made through the office.

After-hours Supervision and Protocol
Both the Minneapolis and Hopkins campuses are hubs for a variety of after-school activities. Play rehearsals, after-school sports, meetings with teachers, and late carpool pick-ups all result in students staying late after school. Please note that the school cannot supervise these children after the school day ends (unless they are enrolled in Blake’s Extended Day program on the Hopkins campus). The expectation is that these students will stay in groups in well-lit areas and quietly talk or do homework until practice starts or his/her ride arrives. Students must treat each other and the building with respect during these times.

We strongly recommend that students do not leave either campus to go to any nearby business or another location, for any reason. If they choose to do so despite this caution, they should wait until after 3:00/3:45 p.m. (so as to avoid getting tangled in carpool traffic), and when traveling they should use established paths and walkways and let a faculty or staff member know that they have left campus.

The Upper School campus is located in a residential area. It is important that visitors to the campus do not cause disturbances to our neighbors. Please be aware of the disturbances school events can cause. Students should not be on any campus after 8:00 p.m. unless specific approved arrangements have been made in advance.

Reporting Accidents
In the event of an accident at school, the following procedure will be followed:
- Determine extent of injuries, if any. In the case of a serious injury, 911 will be called immediately.
- Contact parent(s)/guardian(s).
- If outside medical attention is not needed, have a qualified individual trained in first aid check the child.
- If outside medical attention is needed, depending on the severity of the injury either follow the EMT procedure or the student will be transported to the closest hospital.
- Follow up with parents.

Transportation, Parking and Carpool

Parking on the Hopkins Campus/Ice Arena
For both safety and security purposes, the Hopkins Police Department strictly enforces the No Parking in Fire Lane Ordinance at the ice arena. Hopkins police have the authority to enforce and ticket violators parked in posted fire lanes at the ice arena and stadium parking lots. There is no parking permitted anywhere there are no parking signs posted and/or where there are painted yellow curbs.

Students, coaches, parents and fans are prohibited from parking at the top of the hill, near the entrance to the Athletic Office. This area must be kept open for deliveries and immediate medical assistance to all facilities. Violators are subject to towing.

For safety reasons and in an effort to reduce traffic congestion, we ask that you pick up athletes in the Gordy Aamoth Jr. Stadium parking lot. We seek your assistance and cooperation in this effort.

Parking at Northrop
For students who drive to school, limited parking spaces are available at a per-season cost established at the beginning of each school year. Financial assistance may be available. Parking spaces are allotted on the basis of
seniority. All student vehicles must be registered with the attendance office. Permits will be issued for an assigned parking lot.

Students are expected to park in their assigned area in the designated lots. A student who is caught parking in an unauthorized spot may lose his/her parking privileges and/or have her/his car towed at the student’s expense. Parking privileges may also be suspended if a student has demonstrated a pattern of unsafe driving practices. It is important to lock one’s vehicle and keep valuable items out of sight. Extreme weather conditions (above 80°F or below 20°F degrees) make it inadvisable to keep a school-issued or personal laptop in trunks or hidden in a locked vehicle. Alternative secure areas for electronics should be used if these items must be brought to school.

Visitors are welcome to park in the Northrop west lot or in any available spaces in Blake’s east lot. If all spaces in Blake lots are taken, overflow parking is permitted in the Parade Ice Arena lot. However, the Parade Ice Arena lot should not be used by any Blake driver on a regular basis.

Carpool
In order for dismissal via carpool to run safely and efficiently, please adhere to the responsibilities outlined below. Each Lower School family will receive a paper name plate/placard with your family’s name on them in August; these placards are for use during carpool.

Students’ Carpool Responsibilities
- Follow all directions from the teachers supervising carpool.
- Don’t roughhouse, swing backpacks, etc.
- Listen for your name to be called.
- Stay in the assigned area while you are waiting.
- Board in the safety zone – the portion of sidewalk painted with the yellow line.
- Enter your car from the sidewalk when the car has fully stopped.
- Buckle up when you get in the car.

Carpool Drivers’ Responsibilities
- Do not use cell phones while driving during pick-up and drop-off.
- Place your placard (Lower School families) in the passenger window or on the back side of the passenger visor.
- Pull all the way forward (to the stop sign at BC) before loading students.
- Do not park in the carpool lane as it is a fire lane. Vehicles left unattended in the carpool lane are subject to towing.
- At the Blake campus, use the marked thru lane to (a) bypass those cars waiting for Middle School students and (b) leave the carpool line once you have picked up your child.
- Teachers will help locate students.
- Drivers loading students into vehicles occasionally may need to use the driver side (due to car seats being on the passenger side). In such a situation, an adult must escort the student from the sidewalk to the car door. Please take extra care if you need to open the driver’s side doors.
- Drivers wishing to avoid the carpool line must park and walk up to pick up their student(s) in person. Students are not allowed in the parking lots unless accompanied by an adult. The Blake campus Pre-K parking lot is reserved for Pre-K parents from 8:10-8:40 a.m., 11:45 a.m.-12:15 p.m. and 3:25-3:55 p.m.
- If you are told that your child was asked to wait in the office, park in the main lot and come into the Lower School office to pick him or her up.
- Drivers must comply with directions given by security staff and teachers as they work to manage the traffic flow.

From time to time, parents may be late picking their children up from school. We will care for all children in a safe environment until he or she is picked up. If a child is not picked up from carpool by 3:45 p.m., he or she will be escorted to the office where parents will be contacted. If a child is not picked up before 4:00 p.m., he or she will be escorted to Extended Day, and the family will be charged a fee.
Pre-K families on the Blake campus
All families picking up Pre-K students in the afternoon (3:30 p.m.) at the Lower School Blake campus will receive a blue parking pass that reads “BLAKE SCHOOL, Pre-K Carpool, Parking Permit.” If families need a parking permit, please contact the main office between 3:00 and 4:00 p.m. Vehicles will need to display the blue parking pass in order to access the parking lot between the back of the ice arena and the pre-kindergarten main entrance. A Blake employee will be checking for passes.

Transportation
Blake seeks to provide safe transportation to school for students through strict adherence to rigorous guidelines regarding bus and driver safety, extensive training and an unwavering focus on safety first. For more information regarding Blake’s program, including answers to frequently asked questions, rates and schedules, please visit the Blake website (Blake Experience/Transportation). Daily bus service from the Minneapolis campus to the Hopkins campus in the afternoon is available at no charge.

Blake will not allow disruptive behavior on the buses or destruction of bus property and reserves the right to discontinue bus service for individuals who misbehave.

Lower School families
A note or electronic communication via e-form or email is required each time your student’s typical schedule changes. Riding a bus when a student normally doesn’t, riding a different bus, and getting off at a different bus stop all require a bus pass from the office. Also, the school must know what form of transportation each student will use. If there is any change in the regular plan, notify the appropriate division office of this change in writing or by phone before 10:00 a.m.

Middle School families
A pass from the office is required for your student to ride a bus if they normally do not, to ride a different bus or to get off at a different stop. Contact the Middle School office to have a pass issued.

All families
All changes to morning bus transportation must be reported to the transportation dispatch hotline at (952) 988-3871. Bus service changes should be reported at least 15 minutes prior to your child’s stop pick-up time.

Of special note to all adults involved in picking up or dropping off students on the Hopkins campus: In order for dismissal via carpool to run safely and efficiently, please be sure to read and follow all carpool instructions found in the Lower School and Middle School Handbooks.

All questions concerning bus schedules and routes, changes in a child’s pick-up place, satisfaction with bus service, etc., should be directed to the director of transportation at (952) 988-3457.

For Athletes
Athletes will not be charged for transportation to athletic contests within the metropolitan area. Charges will be incurred for special events, out-of-state trips and overnight travel.

Free bus transportation is provided from the Minneapolis campus to the Hopkins campus for athletics each day. All ninth graders going to the Hopkins campus for sports are urged to ride the school-provided bus rather than ride in a carpool. Transportation is also available back to the Minneapolis Campus at no charge. Buses depart at 5:45pm 6:45pm daily.

Students are not permitted to drive teammates to practices or athletic events held away from campus without parental permission.

Athletes are expected to ride the team bus to and from contests unless written or verbal consent from the parent is given to the coach.

Upper School
Students and their families must arrange for transportation to and from the Upper School. Drop off or pick up may occur in the front of the building using the curb cut designed for this purpose. However, it is illegal to park or stop along Kenwood Parkway outside of the curb cut and violators may be ticketed. Therefore, if the spaces in front are taken, drivers should use the east or west lots as alternate loading or unloading areas.

The decision to offer passes each year for city buses is controlled by the Minneapolis Public School District. Students or families should check with the Upper School office manager to see what policy is currently in place.

Free shuttle bus service transports students to and from the Blake campus (Hopkins) daily. Three buses depart Upper School at the conclusion of the school day. The last bus leaves at 3:10 p.m. Two post-activity shuttle buses (the first at 5:45 p.m.; the second at 6:45 p.m.) return students to the Upper School. All students without their own cars who need to go to the Hopkins campus for sports or other bus connections are strongly urged to ride the school-provided shuttle buses rather than ride in cars driven by other students.

Students are not allowed to drive to athletic or co-curricular events held away from campus unless their parents or guardians have given the school specific advanced permission allowing them to do so.

**School Closing and Early Dismissal**

While Blake will always try to remain open whenever scheduled to be in session, there are occasions when the weather compels a modified schedule. The determining factor is safety, and the decision usually rests on the ability of the bus drivers to safely run their routes. If a winter storm or other emergency forces the school to start late or cancel classes altogether, a joint decision will be made by the school administration and the transportation providers as early in the morning as possible. Specific protocol for a late start (bus schedules, supervision and more) can be found on Blake’s website in the Parent section.

Parents should always exercise their own best judgment regarding the safety of their children when deciding whether to come to school or to allow children to drive when the weather invites such consideration.

If the school schedule is modified due to weather or an emergency, all major radio and television outlets will be notified to include Blake in their school closing alerts once a decision has been made, and a phone, text and email message will go out to all families using Blake’s urgent communication system.

An announcement will be posted on the homepage of Blake’s website and on Blake’s Emergency School Closing Hotline (952) 988-3444. To ensure that outgoing calls can be made, parents should call the Hotline instead of the Lower School office. If the Hotline is busy, be patient and redial.

If it becomes necessary to dismiss school before 3:30 p.m., the above radio and television stations will be notified, a Connect 5 phone message and text will be sent and an announcement will be posted on Blake’s website homepage. Email will be used if feasible. A designated parent will also notify your family in the manner you selected on the Urgent Contact Form.

Instruct your children about steps they should take if they arrive home and find that there are no adults in the house.

**Weapons**

All campuses of The Blake School are “weapon-free.” Parents, staff, students and visitors are prohibited from possessing a weapon or any item that resembles a weapon:

- In school
- On school grounds (including within a motor vehicle)
- On a school bus
- At a school-sponsored activity

Anyone who has reason to believe that there is a weapon present on a school site, bus or at a school-sponsored activity has a duty to report that information to the division director, security staff or any adult supervisor.

A weapon is any object capable of causing serious bodily harm or death to another, including but not limited to:
• Any firearm
• Replica firearms or BB guns
• Any explosive, rocket or similar device
• Any chemical substance, device or instrument capable of causing bodily harm or death
• Any combustible or flammable liquid or other device calculated to produce bodily harm or death
• Any other device or instrument that may be used to threaten or cause bodily harm or death

Possession is defined as, but not limited to, having a weapon on one’s person or in an area subject to one’s control in a school environment. The school has the right to search any person or belongings brought onto school property.

Violation of the above policy may result in warnings, suspension or immediate dismissal of a student or employee or removal and ban of a parent or visitor from school premises.

COMMUNICATIONS

Information Policies
Blake is committed to the highest levels of security and integrity around the personal information of its constituents. The personal information provided will be used only for such purposes as are described at the point of collection. To this end, the following policies are in place:

Personal Information
The school does not release any personal information to anyone who is not affiliated with the school without appropriate permission. This includes, but is not limited to, addresses, phone numbers and/or email addresses and other biographical information for current as well as former students, parents, faculty and staff. The school does reserve the right to share information in the event that it is necessary to comply with its legal obligations.

School Directories
The use of the school’s directories — online and printed — for non-school related purposes is expressly prohibited. Specifically, Blake directories are for official school-parent/alumni use, as well as for individual communication of a personal nature among members listed within. Use of the directories for any other purpose including, but not limited to, reproducing and storing in a retrieval system by any means, electronic or mechanical, photocopying, or using the addresses or other information contained within the directories for any private, commercial or political mailing is strictly prohibited and is a direct violation of copyright and constitutes misappropriation of Blake’s property.

Privacy Policy
At The Blake School, we respect and are committed to protecting your privacy with regards to both electronic and print media. The school has developed a comprehensive privacy policy that can be found in its entirety on the Blake website.

School-Family Communication
At Blake, we actively seek to partner with families to help our children become happy, healthy, resilient and independent. At each developmental step, different needs emerge. Whatever the stage, honest and open communication is vital. We implore families to share all pertinent information about their student so that we may best respond to and support each student. In return, the school will provide information to families through a variety of means (see Communication Programs). The school will also communicate with families on a regular basis about individual student performance and social/emotional development, when appropriate.

It is Blake’s practice to provide equal access to information for all parents/guardians regardless of physical custodial arrangements unless the school is presented with proper legal documentation that restricts such access. No student, including those who are 18 years of age or older, may limit the school’s communication with his or her parents/guardians.

Blake will provide each child’s parents/guardians with copies of all school reports (grades, conferences, etc.) and
other materials and, upon request, will make the contents of their student’s school file available to parents/guardians.

The key to maintaining a strong partnership is communication between home and school. Parents/guardians and students are strongly encouraged to contact teachers directly should concerns arise. While it may feel awkward at times to approach a teacher with a concern, please remember that all teachers at Blake want to do their very best by each individual student. That can happen only if concerns are brought forth respectfully and in a timely manner. Parent input is welcomed whether by phone or email. It is Blake’s expectation that a faculty member or administrator will respond to phone messages or emails within 48 hours. Your classroom teacher will share with students the best time to reach him or her outside school hours. It is not advisable to call teachers at home after 8:00 p.m.

There are times when parents/guardians or students may struggle with how to best resolve an issue when there are significant concerns about what is happening in a given classroom with a given teacher. In these cases, homeroom teachers, deans and divisional administrators are eager to facilitate communication so that student needs are met. Families and students need never fear that a student will suffer because a good-faith concern has been raised. Quite the opposite: families should know that open communication will allow teachers to better meet the needs of students in their classes. While it is natural for adults to want to intervene on behalf of their child, it is important for the student — when possible and in an age-appropriate manner — to advocate for him or herself.

Should concerns arise that involve more programmatic questions, please feel free to contact the appropriate department chair, division director, the Associate Head of School or Head of School.

School-Family Partnership Practices
To foster positive family-school communications, Blake works toward the following best practices, many based on those from the National Association of Independent Schools.

<table>
<thead>
<tr>
<th>Family Responsibilities</th>
<th>School Responsibilities</th>
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<tbody>
<tr>
<td>Respect the school’s responsibility to do what is best for the</td>
<td>Respect each child’s individuality and individual strengths and</td>
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<tr>
<td>entire community, while recognizing the needs of each individual</td>
<td>needs.</td>
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<td>student.</td>
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<tr>
<td>Develop and sustain partnerships with faculty that support each</td>
<td>Develop and sustain partnerships with families that support</td>
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<tr>
<td>student’s well being and increasing autonomy.</td>
<td>each student’s well being and increasing autonomy.</td>
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<tr>
<td>Treat everyone with respect and maintain a collaborative tone</td>
<td>Treat everyone with respect and maintain a collaborative tone</td>
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<tr>
<td>in the face of conflicts and challenges.</td>
<td>in the face of conflicts and challenges.</td>
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<tr>
<td>Seek to resolve problems and secure information through</td>
<td>Provide timely, pertinent, and developmentally-appropriate</td>
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<td>appropriate channels.</td>
<td>information about each child.</td>
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<tr>
<td>Recognize that educators are trained professionals and that</td>
<td>Recognize that parents and guardians have a depth of experience</td>
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<tr>
<td>educators and parental perspectives may justifiably differ.</td>
<td>with their children. Understand that your children are precious</td>
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<tr>
<td>Remember there are always multiple sides to every story. Assume</td>
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<td>good intentions.</td>
<td>good intentions.</td>
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<tr>
<td>Acknowledge that your support of the school is an investment</td>
<td>Appreciate the important support that families provide to The</td>
</tr>
<tr>
<td>in the educational process of your child.</td>
<td>Blake School.</td>
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</table>
Division-Level Family Contact Protocols

Self-advocacy is a critical skill. When your child approaches you with a concern, encourage them to reach out to the appropriate adult, as listed below. Should you need to contact the school, please use these protocols. Departments and individuals are listed below with areas for questions, concerns or comments.

Division Main Office
- Attendance (For Upper School use the attendance office)
- Early dismissal (For Upper School use the attendance office)
- Bus changes
- Messages to student
- Medical directives

Advisor (MS and US)
- Start of the year/transition
- General academic performance (time spent on homework, getting organized, getting to classes on time)
- Student behavior, social adjustment or peer conflicts

Individual Teachers
- Specific issues about a particular class and/or performance in that class (e.g., course content, grades, assessments, homework)

PK-12 Department Chair
- Course offerings and curricula within a particular subject area

Counselors
- Social or emotional well-being
- Peer conflicts
- Alcohol/drug concerns
- Family dynamics, life transitions and parenting
- Referrals for outside counseling and therapy

Grade Level Coordinator (MS)
- Special Programs
- Service Learning
- Grade Level-specific Advisory Activities
- Camp/Orientation

Learning Specialists
- Specific classroom accommodations for students with accommodation plans
- College Board or ACT accommodations process for students with disabilities
- Additional academic support (outside tutoring) or psychoeducational assessments

College Counseling Office
- PSAT/SAT and ACT testing
- College process

Athletics Office
- Co-curricular athletic activities
- Locations and transportation to/from athletics events

Information Support Services Office
- Technology-related issues (hardware or software issues, laptop return policy, etc.)

Division Assistant Director
- Student schedule
- Upcoming division-level events
- Ongoing social or behavioral issues

Division Director
- Overall division-level programming or policies

Parent-to-Parent Communication
Open and regular communication between Blake parents is essential in creating an effective network of adults who partner together in caring for all Blake students. Therefore, Blake parents are expected both to initiate and to
welcome contact with other parents regarding their children’s safety and well-being. This includes communication on:

- adult supervision of activities outside of school,
- age-appropriateness of those activities,
- change of plans for adults or students,
- concerns about a student’s behavior,
- electronic communication/media usage by students,
- ensuring chemical and alcohol-free events/activities,
- issues of health (e.g., alcohol, tobacco and other drug use, allergies, eating issues, sex, etc.), and
- issues of safety (e.g., bullying, driving, harassment, helmets and protective gear, weapons, etc.).

In situations involving these matters, Blake parents will contact other parents to gather or provide information and will respond in kind when other parents contact them. To the best of their abilities, Blake parents will ensure that student gatherings in their homes or under their supervision are safe and that the well-being of all children in attendance will be their paramount consideration.

**Blake Communications Programs**

There are multiple communications programs in place to help Blake families connect and to ensure all have access to updates, information and news. They include:

**Blake’s Directory**

The Blake Directory is produced to assist in school-parent/guardian and parent-to-parent communication within the Blake community. The directory is provided in print at the start of every school year, and the same information can be found in the online directory (see BlakeNet section below). The online version includes parent email addresses and cell phone numbers (if made available) and also provides an option to search by grade or class. Please keep in mind the online directory is continually updated and as such will be the most up-to-date source of information. Use of information found in the Blake directory (printed or online) in any form, for non-school approved purposes, is strictly forbidden.

**Bear Essentials**

Blake sends a weekly email with notes and brief reminders every Monday to all parents/guardians. In addition to Bear Essentials, Blake uses email for grade- and constituent-specific communications, as needed.

The school uses the email addresses provided on the Family & School Information Form. If for any reason you do not receive Bear Essentials (and want it) OR if you stop getting Bear Essentials/school emails at any time during the school year, please contact the director of strategic communications at (952) 988-3776.

**Urgent Communications**

For urgent communications, such as an early closing due to weather, Blake uses an automated system that sends telephone and text messages to parents and guardians. Often, but not always, the phone message will also be accompanied by an email. The school also posts school closing announcements on social media and our website at blakeschool.org. If you have questions about these communications, contact the director of information management at (952) 988-3492.

**Blake Online Resources**

**Blake Website** ([www.blakeschool.org](http://www.blakeschool.org))

Blake's public website is the primary online communications vehicle for school news and alerts (such as event cancellations, special schedules, etc.). The public website provides login points for BlakeNet/NetClassroom as well as the MS and US Learning Management System (Canvas).

**BlakeNet and NetClassroom**

BlakeNet, Blake’s password-protected site, can be accessed on Blake’s main website home page and contains the following resources:
NetClassroom*
All-school directory information for all parents/guardians, including email addresses
Family Handbook
Forms to update contact information (address, phone and email) within BlakeNet
Parent volunteer background checks forms and information

New parents/guardians to Blake will receive their BlakeNet username and password via an email shortly after enrollment in order to update directory information, share grandparent information, provide health and urgent contact information, provide immunization data and sign up for transportation. If you have questions or issues with BlakeNet, please contact blakenetadmin@blakeschool.org.

*NetClassroom is available to all Blake parents/guardians and students. NetClassroom is a password-protected website that provides access to statements from Blake’s Business Office as well as the ability to view student schedules, grades, the current report card and attendance online for Middle and Upper School families. Teacher email and phone numbers are also available in NetClassroom.

Each fall, parents/guardians and students receive an email detailing the resources and login information. When Upper and Middle School grades are published to NetClassroom at the end of each quarter, an email is sent to parents (who have email addresses on file with Blake) with a link to NetClassroom. Families may also access NetClassroom from within BlakeNet.

Canvas Learning Management System for Middle and Upper School Students (LMS)
Canvas is a learning management tool for Middle and Upper School teachers to create an interactive online learning community and provide course resources designed for students. Teachers can post information such as class assignments, class calendars, syllabi, study guides, online resources and recaps of class interactions. Canvas can be accessed from the Students section of the Blake website home page or directly at https://blake.instructure.com.

Canvas course pages are updated at Middle School to reflect syllabi and daily homework expectations.

Questions? Students can utilize Quick Answers or submit support requests at http://support.blakeschool.org.

Online Calendar
The school’s online calendar can be accessed from Blake’s website at the top of any page, using the Calendar link. Blake’s online calendar includes all activities and events – both on and off campus – and is the best resource for details such as time, location, contact, etc. Families can search and filter the online calendar in a number of ways – by activity (athletics, parent association, admission events, etc.) by date or by time. The athletic section of the Blake website also has detailed and up-to-date information available around team schedules, competitions and practices and team news.

Multimedia/Photography and Identification Guidelines at Blake
The school has established the following guidelines regarding photographs and identification thereof for internal and external communications. The guidelines are intended to protect the privacy and security of all school community members as well as ensure the integrity of the school’s image in the community. The Blake communication programs include:

- Internal/current community – yearbook(s), memory books, class videos, teacher/classroom pages, etc.
- Internal/all community – magazines, reports to the community, e-newsletters, etc.
- External – public relations/media, advertising, the website, online photo gallery, social media, etc.

Photographs of The Blake School community members – including students, parents, alumni, faculty, staff – are used in school internal and external communications. Blake may publish photographs of Blake community members and identify the subject of the photography by first and last name in photographs unless the student’s parent or guardian or the individual notify Blake they may not publish such information. Blake will only use a student’s first
name on its website when referring to news, work or images of students in Pre-K through grade 7.

If you have a special request, questions or concerns regarding these guidelines, contact the director of strategic communications at (952) 988-3776.

Visitors/non-Blake students
The Blake School has many visitors during the course of the school year, and students from other schools participate in many Blake events and activities. Photography (still and video) of these events will be used both internally and externally, and with appropriate identification, as feasible.

Social Media
The Blake School cannot be held responsible for material (photos, video, audio) placed without its knowledge or permission online on personal websites, social media sites (such as Facebook, YouTube, Flickr, Instagram, Twitter, LinkedIn) or other external media. We strongly encourage all community members to:

- Consider setting security parameters around any such personal posting, allowing family and Blake friends access only. For example, if posting a videotape of a son or daughter’s sharing program on YouTube, post as “private” for viewing by invitation (email) only.
- Respect the privacy of others and unless specific permission is provided, provide NO IDENTIFICATION (or first names only) of any online posting.
- Be mindful of any and all potential copyright issues, for example videotaping copyrighted performances.
- In keeping with Blake’s core values, the use of social media (private and public) is expected to be respectful at all times. Please refer to Blake’s Acceptable Use Policy (AUP) as found in the All-School Policies.

Please know Blake strongly discourages online socializing between staff and students, keeping in mind the uneven power dynamics of a school in which adults have authority over students. Blake employees are expected to act in a manner that always respects and never exploits the power differential inherent in these relationships.

Media/Public Relations
All external PR efforts are managed through the Office of Communications, safeguarding the privacy of the school community as well as the integrity of the school’s image. All visiting media personnel must be approved, sign in and be accompanied on campus visits by authorized school personnel.

Student Resources

Google Email
Students are provided email. To access email, visit http://mail.blakeschool.org. Log in using your network access username and password. Upon a student’s last day at Blake, all materials from Google Email are deleted.

Google Groups
A group is an online environment for discussing items related to a specific subject. For example, Upper School provides a group for each grade to facilitate communication with their dean. To access groups visit, http://groups.blakeschool.org. Log in using your network access username and password. Upon a student’s last day at Blake, students no longer have access to Google Groups.

Google Calendar
Students can organize their schedules and share events and calendars with others. To access the calendar visit http://calendar.blakeschool.org. Log in using your network access username and password. Upon a student’s last day at Blake, all materials from Google Calendar are deleted.

Google Drive & Docs
Students can share documents, spreadsheets and presentations. Unlimited file storage is available. Collaborate in real-time with their teachers and classmates. Students can publish final documents to the web. To access docs, visit
http://docs.blakeschool.org. Log in using your network access username and password. Upon a student’s last day at Blake, all materials from Google Drive & Docs are deleted.

**Google Sites**
Students can work together to keep related documents, web content and other information in one place, on one website. To access sites, visit [http://sites.blakeschool.org](http://sites.blakeschool.org). Log in using your network access username and password. Upon a student’s last day at Blake, all materials from Google Sites are deleted.

**Google Talk**
Students can send instant messages to their contacts. To access talk visit [http://mail.blakeschool.org](http://mail.blakeschool.org). Log in using your network access username and password. Chat window will be located on the lower left-hand section of the web browser. Upon a student’s last day at Blake, students no longer have access to Google Talk.

**Other Google Services**
Dozens of other Google services are available to students such as Blogger, Reader and Picasa Web Albums.

**Google Takeout Service**
Students can download their Google artifacts from their Blake Google Apps using the Google Takeout service. Visit [http://www.google.com/takeout/](http://www.google.com/takeout/). Users can elect to export files from the following services such as Blogger, Contacts, Drive, Google+, Picasa Web Albums, Reader, Voice and YouTube. Takeout will then process the request and put all the files into a zip file. Takeout then optionally sends an email notification that the export is completed, at which point the user can download the archive from the download section of the website. The zip file contains a separate folder for each service that was selected for export.

**Use of the Blake Wordmark**
As one of Blake’s most easily identifiable and consistent cues, the thoughtful use of the wordmark (logo) and our name reinforces and strengthens the school’s image. The wordmark is considered a primary asset of the school and can be attributed a value that proper use will enhance and increase. Given the importance and value of the wordmark to the school, any use of the wordmark must be approved by the director of strategic communications.

**Parent Group Protocol**
Parent groups are an integral part of The Blake School community. The school recognizes that communication among parents facilitates the understanding and support of its mission. The school’s expectation is for all parent groups to conduct themselves in a manner consistent with the school’s mission, core values and commitment to pluralism. The community standards regarding integrity and conduct described previously in the Handbook are applicable to all parent groups and gatherings involving The Blake School community.

**Student Records Policy**

**Objective**
The primary objective of The Blake School (“Blake” or “School”) Student Records Policy is to protect the privacy of student records.

**Definitions**
For the purposes of this policy, the school uses the following terms:

**Student**
A person who attends or has attended Blake and/or one of its predecessor institutions (Blake School, Highcroft Country Day School, Northrop Collegiate School).

**Student Record**
The records, files, documents and other materials which contain information directly related to a Student that are maintained by Blake in a central location. Student records that are in the sole possession of an employee (e.g., a school counselor or learning specialist) and are not accessible or revealed to any other person do not constitute a student record unless and until such records are transferred to the Student’s permanent file following a Student's graduation or withdrawal from Blake.

Parent
A parent or guardian of a Student who has legal or physical custody of the Student. In the case of an international Student living with a host family while attending Blake, a host parent is considered the Student’s parent for purposes of this policy.

Eligible Student
A Student who is at least 18 years of age.

School Official
A person employed by Blake as an administrator, supervisor, instructor, or support staff member. School Official also includes any volunteer or contractor who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from Student Records, such as Blake’s attorneys, auditors, and insurers.

Access and Disclosure
A Parent may view or request information from the Student Record of his/her Student while the Student is enrolled at Blake or until the Student reaches 25 years of age. An Eligible Student may view or request information from his/her own record.

A School Official may inspect or obtain information from the Student Record of a current Student if the Student is currently receiving instruction, support, or services from the School Official or if the School Official needs to review the Student Record in order to fulfill his/her own professional responsibility. Any other School Official must first obtain the consent of the Student’s Division Director, the Director of College Counseling, the Associate Head of School, or the Head of School to inspect or obtain information from the Student Record of a current Student.

A School Official may inspect or obtain information from the Student Record of a former Student only with the consent of the Student’s most recent Division Director, the Director of College Counseling, the Associate Head of School, or the Head of School.

Requests for Student Records or personally identifiable information from a Student Record submitted by a person who is not a School Official will be granted only after receiving written consent from the Parent or Eligible Student unless the request fits within one of the exceptions described below. Blake will release Student Records or personally identifiable information from a Student Record without the written consent of a Parent or Eligible Student only under the following circumstances:

- To officials of another school or an institution of postsecondary education where the Student seeks or intends to enroll, or whether the Student is already enrolled if the disclosure is for purposes related to the Student’s enrollment or transfer;
- To comply with compulsory attendance reporting mandates from the state of Minnesota;
- To organizations conducting studies for, or on behalf of, the School, in order to: (a) develop, validate, or administer predictive tests, such as placement and admission tests; (b) administer student aid programs; or (c) improve instruction;
- To comply with a judicial order or lawfully issued subpoena; or
- To appropriate officials in connection with a health or safety emergency.

Blake will release the following information from a Student Record in response to external inquiries about a Student, such as from a prospective employer:

- Current Students: first name, last name, anticipated month/year of graduation
- Graduated Students: first name, last name, actual month/year of graduation
- Former Students: first name, last name, status as non-graduate

ADMINISTRATIVE DEPARTMENTS
**Information Support Services**

**General Information**
The Information Support Services Department (ISS) partners with the Information Services Department (IS) in providing quality and secure computer and online resources to the entire Blake community. ISS operates and manages the school’s computer network, telephone and voicemail systems. ISS offices are located in room 241 on the Hopkins campus, Middle School building. The Information Service Department (IS) consists of the teacher-librarians, engineering & programming specialists and technology integration specialists. They support the delivery of the information and technology literacy benchmarks defined for each division.

The use of Internet resources for Middle School (MS) and Upper School (US) students requires families to either have an Internet connection at home or access to the Internet. If you have a concern, please contact the director of Information Support Services at (952) 988-3408.

**Mission And Vision**
The mission of the Information Support Services (ISS) department is to ensure that the school provides students, administrators and staff the infrastructure, hardware, software and professional development that support meaningful, engaged learning. These educational experiences support the mission of the school in graduating lifelong learners and responsible world citizens.

We envision using technology to further a learning community where:

- curriculum is challenging and profoundly engaging
- students assume responsibility for their educational success
- administrative functions are fully automated
- professional development is ongoing and comprehensive for faculty, administrators and staff
- students, administrators and staff use all forms of technology in an ethical and responsible manner in both social and personal contexts
- students are prepared to be educated, responsible owners of online spaces and are adept in building and sustaining networks.

**Support @ Blake**
A web-based support system that provides Blake students and staff the ability to submit and monitor the status of support requests. Find answers by searching Quick Answers, an evolving collection of helpful articles, tutorials and tips to common technology woes. If you do not have access to a computer or the Internet, please call us at (952) 988-3415. To submit a case, visit [http://support.blakeschool.org](http://support.blakeschool.org).

**Hardware Standards For Home Systems**
If you are purchasing a system for the family, ISS strongly recommends that your first consideration is to purchase what makes sense for your family. In general, the school uses a mix of Apple computers with different versions of Mac OS 10.10 and 10.11. The school wireless network available to personal laptops handles Apple, Windows and Linux OSs. (See Personal Laptop information, previous page, for details on connecting to Blake's secure wireless network). If you have any questions, contact the ISS Department at (952) 988-3416 or submit a case to Support@Blake ([http://support.blakeschool.org](http://support.blakeschool.org)).

**Security**
Recommendations for securing home systems:
- **Use strong passwords and change often.** Strong passwords are over 8 characters long and contain letters of mixed case and non-letter characters.

- **Install virus detection and removal software.** There are dozens of virus detection and removal programs available for Windows and Macintosh computers. Sophos anti-virus software is used at school. They provide free security tools including an anti-virus client for Apple computers (see [http://www.sophos.com/products/free-tools](http://www.sophos.com/products/free-tools)). Windows users have several free options such as Avast, AVG Free and Avira AntiVir. Please make sure that you review system
requirements, features, issues (if any), etc before installing any new virus program. Windows are encouraged to use the free Microsoft Security Essentials application.

- **Enable a personal firewall.**  
  Firewalls protect from unauthorized access to your computer while connected to the Internet. They are a must-have for anyone using DSL or Broadband to connect to the Internet. Check with your Internet provider to review your options.

- **Keep your software up-to-date.**  
  Windows – Use the Automatic Update feature found in the Control Panels. Macs - Go to the Apple menu, select Software Update.

- **Protect against Identity Theft.**  
  Identity theft is the fastest growing white-collar crime in the world, and most virus programmers have moved away from gaining notoriety to gaining wealth. Use strong passwords, keep your software and virus protection up-to-date and review [http://www.microsoft.com/security](http://www.microsoft.com/security) and [https://ssl.apple.com/support/security](https://ssl.apple.com/support/security) for more information.

- **File Server**  
  Blake provides access to students and faculty to a fileserver to store up to 250 megabytes (MB) of electronic files. Upon a student’s last day at Blake, all materials from the file server are deleted.

  - **File Server Access on Apple computers**  
    If you have access to the Internet and an Apple computer, your computer can easily access the campus file servers. Once you are connected to the Internet, use the "GO" menu (OS 10.x and higher) and select Connect to Server. Type in smb://papabear.blakeschool.org for Blake campus, smb://mamabear.blakeschool.org for Northrop campus, or smb://babybear.blakeschool.org for Highcroft campus. Select “Connect.” Make sure Registered User is selected, then type your user name and password to access the campus server. Select the correct volume (e.g., Class12) and then your file server account. It is best to drag the document you are working on to your computer desktop, modify, save and then copy back to the file server account.

  Note: If you do not have an Apple computer, then please use Blake’s Google Docs service to store and retrieve files.

### Admissions Office

#### Overview

Providing leadership in the area of outreach, recruitment and sharing information about Blake with prospective students and families, Blake’s Admissions staff also supports new families as they transition to the school. The Admissions Office hosts open house events and provides campus tours, which allow prospective families to learn about our academic program and learning community.

#### Philosophy

The Blake School seeks students whose strong ability, performance and promise suggest they will thrive in the school’s challenging academic environment and who will contribute to the life of the school in a variety of areas including the arts, athletics, leadership and service. Students admitted to Blake and their families are expected to embrace the school’s mission statement, statement of core values and commitment to pluralism.

Admissions decisions are based on a combination of factors, which may include a personal interview with the student and parents/guardians, academic record, admissions tests, recommendations from teachers, a classroom visit and other appropriate information. Academic readiness or achievement, social and behavioral maturity, motivation and special talents will be considered. Composition of a given grade and the school as a whole influence the decisions of individual student selection.
In the admissions process, Blake seeks to enroll a student body comprised of a balance among: children of families new to Blake; children of alumni and siblings; gender; and diversity in race, religion, ethnicity and socioeconomic background. We believe this balance brings a breadth of perspective that enhances the learning experience for all and strengthens the whole school community.

In all cases, the school retains the right to determine, in its sole discretion, whether or not to admit or re-enroll a student. The Admissions Review Committee, in consultation with Blake faculty and administration, makes final enrollment decisions under the overall supervision of the Head of School.

**Power of Word of Mouth**

Parents, friends and students of the school are some of our best resources for identifying and recruiting new families who would benefit from and contribute to the Blake community. We invite all Blake community members to encourage their family members, friends, neighbors and professional colleagues to experience Blake by contacting Admissions, registering for a tour or exploring the school’s website. Blake families are also encouraged to bring friends to join them at admission and other school-related events.

**Financial Assistance**

Blake’s commitment to socioeconomic diversity is supported by one of the largest independent school financial assistance programs in the Midwest. During the last decade, our need-based financial assistance budget doubled, increasing at a rate faster than that of our overall operating budget. For the 2017-18 school year, Blake awarded approximately $6.5 million in need-based financial assistance.

All of our financial assistance awards are based solely on a family’s demonstrated financial need, not on athletic, artistic or academic ability. Blake has a strong commitment to carefully assess and support those families with substantial demonstrated need, as well as middle-income families.

**Financial Support for Students and Families**

Blake is committed to providing financial support beyond tuition so that all students can have access to participate in the full range of opportunities provided at Blake. If a family receives need-based tuition support and had questions about financial support beyond tuition, they should contact the financial assistance office at (952) 988-3420.

**Institutional Advancement Office**

**Overview**

For more than 115 years, a strong tradition of philanthropy and family and alumni engagement have provided resources to support Blake’s mission. The office of Institutional Advancement (IA) is responsible for continuing this tradition by fostering connection through events such as homecoming, reunion, Breakfast at Blake, endowed speakers series, regional alumni networking gatherings and more. IA serves as a resource for families and alumni supporting the Board of Trustees, the Parent Association and the Alumni Association. IA is responsible for raising the funds necessary close the gap between tuition revenue and the actual cost of running the school. Every Blake student benefits from philanthropy. Tuition alone covers less than 80 percent of the cost of educating a student. Through the annual fund, events, majors gifts and specific campaigns, the IA team raises funds to support the annual operating budget, increase the endowment and renovate and build facilities. Areas of IA responsibility include the following.

- Philanthropy: fostering a culture of philanthropy through donor cultivation, stewardship and recognition. IA is responsible for all fundraising at The Blake School (see below);
- Donor relations: cultivating, recognising and stewarding donors and donor endowed funds;
- Engagement: cultivating connection to the school through communications and events for parents, alumni, grandparents and friends of the school;
- Alumni relations: coordinating reunions, supporting the Alumni Board, hosting regional events, providing networking opportunities, hosting breakfast at Blake and executing endowed speakers series and communicating alumni news;
- Parent and grandparent relations: hosting new parent information events and social events, supporting the Parent Association, hosting Head of School events and the Greater Blake Open golf tournament;
Events: managing reunions, homecoming, graduations, Breakfast at Blake, endowed speaker series and special events for alumni, parents and grandparents;

Preservation: managing the archival collection and historical records of the school; and

Managing the faculty emeriti program.

**Fundraising at Blake**

Parent, grandparent and alumni philanthropy is critical to the present and future success of the school. For this reason, Blake regulates fundraising activities so that solicitations are limited and are overseen by the Institutional Advancement Office. If you have questions about fundraising, please contact the IA office at (952) 988-3430.

No student may sell items or collect money in school or at any school-sponsored activity for personal interest or gain. Service projects involving collection of money, food or other items within the school shall be subject to approval by the division head.

**All-school fundraising programs at Blake**

Annual Fund — Annual gifts are critical because they make up the difference between what tuition covers and the actual cost of educating each student. Annual giving provides money for the school’s current-year operating expenses. Gifts to the Annual Fund are usually unrestricted, in that the school directs the allocation of the funds, not the donor. One hundred percent of parent participation is a critical indicator of school health. Blake encourages every family to give and every gift is meaningful.

Endowment — Endowment gifts add to the school’s restricted savings, which is intended to take pressure off the annual operating budget. The principal of the endowment fund remains intact while the school draws a percentage of the interest income to offset operating expenditures. As the endowment grows, so do the funds available each year from the draw.

Planned Giving — A planned gift is a vehicle that allows the donor to give to the school via a trust, annuity, insurance policy or, most commonly, a bequest. Planned gifts are often structured to provide income or tax benefits to the donor during retirement years before returning to the school upon the donor’s death.

Special Projects and Campaigns — To continually improve programs and facilities, the school must embark on targeted initiatives to provide resources needed for a specific programs or facilities that exceeds the annual operating budget.

Division fundraising activities — Student groups are allowed one fundraising event each year should they choose to undertake such an effort. These events should ideally be held off campus, not include any door-to-door sales and not include members of the Blake community as the event’s principal target market. Group activities such as taking tickets at Valleyfair or serving concessions at non-Blake sporting events would be allowed under this policy. The Parent Association of each division, in consultation with the Institutional Advancement Office, works with the students and faculty on each annual division fundraiser.

**Fundraising through the Parent Association**

The Blake School Parent Association oversees select fundraisers during the academic year. The Parent Association’s second vice president works with school committees and the Advancement Office to coordinate all Parent Association fundraising activities.

Blake BearWear — These Parent Association groups support the school through various activities such as running concessions at athletic events and selling Blake apparel and other Blake insignia merchandise.

Explicit approval must be given for each fundraising event conducted by the Parent Association. A committee consisting of the Head of School, the Chief Advancement Officer and a division director will review each request.

**Gifts-In-Kind**
When an individual or business gives or lends The Blake School merchandise or a service, the school will provide documentation acknowledging the gift for tax purposes. For events, signage approved by the school may acknowledge the business or individual (e.g., auction items at the Blake Classic). Businesses may not create other promotions, such as distributing discount coupons, and are not allowed to place their name or logo on any items with the Blake logo.

Members of the Blake community who solicit and receive in-kind gifts on behalf of the school are asked to contact the Institutional Advancement Office at (952) 988-3430 so the gift can be properly acknowledged and recorded.

**Fundraising for Other Charitable Organizations**
As part of a service activity, a class or division may raise funds for a charitable organization other than Blake. These activities should be approved and administered at the division level by the division head and the Chief Advancement Officer.

**Sponsorship**
All sponsorship solicitation that funds a Blake program must be approved by the Chief Advancement Officer.

**Fundraising for Blake by Outside Organizations**
Periodically, The Blake School receives offers from businesses of a contribution to the school if the business can advertise to the school community. Blake does not allow such solicitations within the school. The school recognizes its responsibility to refrain from using lists of parents or students to promote or advertise for particular products and businesses. For-profit businesses may not distribute flyers or advertising material to our students or parents.

**Business and Finance Office**
Blake’s Office of Business and Finance is a hub within Blake and a valuable resource in areas such as:

- Accounts payable and receivables — including tuition payment and student billing,
- Blake’s online textbook bookstore,
- Transportation — both daily routes and for special activities and field trips,
- Security — management and monitoring of all three campuses, personnel as well as facilities
- Buildings and Grounds — management and assistance for everything from set-up and clean up to the care of our extensive grounds, and
- Human resources — staff hiring, benefits management, etc.