



**Great River** School

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Engaging intellect, shaping character, building community.

# **School Handbook**

**Independent School District 4105**

**2011-2012**

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## **Purpose of Handbook**

The purpose of the school handbook is to provide the students, families, board and faculty of Great River School (GRS) with information about the philosophy, practices and policies by which the school will be run. Changes to the handbook will be communicated through the GRS News.

## **Equal opportunity statement:**

It is the policy of Great River School (Independent School District # 4105) to provide equal educational opportunities to all persons regardless of race, color, religion, national origin, sex, age, sexual orientation, marital status, and status with regard to public assistance or disability except when sex and non-disability may be a bona fide consideration.

## **Great River School Mission**

*“We discovered that education is not something which the teacher does, but that it is a natural process which develops spontaneously in the human being. It is not acquired by listening to words, but by virtue of experiences in which the child acts on his environment.” Maria Montessori*

### ***Mission:***

Great River School, an urban Montessori learning environment, prepares students for their unique roles as responsible and engaged citizens of the world.

### ***Core Values:***

Great River School believes in the following:

1. Great River School believes in learning in its broadest, most ecological sense. The school asks each student to make an equal commitment to all learning areas.
2. Great River School believes in community and the fostering and nurturing of the relationships that build community.
3. Great River School believes in hard work. Great effort, and the willingness to meet difficult challenges.
4. Great River School believes in civility and good manners. Manners are an essential aspect of the way we show respect and caring for others. To act in a civil way means to act as a citizen of the community.
5. Great River School believes in peace. It strives to be a peace community.
6. Great River School believes in acting responsibly. Acting responsibly to the school means students give first priority to their school work and to acting in ways that honor the worth and dignity of their schooling.

## **Montessori Outcomes**

### **Intellect: Engaging one’s intellect**

#### **Great River students will have the ability to:**

1. Be experienced and effective communicators across disciplines in a variety of situations
2. Perform critical analysis of well-researched information across a variety of media
3. Participate in a community of inquiry and contemplation that fosters as sense of wonder and reverence
4. Learn the interdependence of the social and natural world through the study of ecology, humanity and history
5. Independently construct a purposeful day of work, while being self-aware and reflective of their learning style
6. Develop a mathematical and reasoning mind

### **Character: Building of one’s self:**

#### **Great River students will have the ability to:**

1. Develop ethical integrity based on experience, knowledge and reflection
2. Express one’s humanity through creative means in working towards the development of the whole person and be willing to take risks
3. Develop a personal identity including leadership skills with a vision and purpose of one’s role in society
4. Harbor enthusiasm and energy for adventure learning and maintaining physical well-being

**Citizenship: Building community:****Great River students will have the ability to:**

1. Build community through peaceful relationships with self, family, society and the world
2. Learn the ways of society, both local and global, including occupations, micro-economics and entrepreneurial opportunities
3. Develop a code of honor, civic competence and servitude with a goal of peace formation

**Vision**

Great River School integrates academic and social experiences in an environment of civility and trust. The Montessori philosophy and the International Baccalaureate diploma program inform the curriculum and pedagogy, inspiring deep questioning and peaceful action.

Great River School fosters self-expression in a supportive environment that values critical thinking and the richness and strength of a diverse community.

Great River School encourages students to seek new challenges and explore their abilities. Instruction through travel, practical learning, the arts, and micro-economic ventures provide relevant skills to meet the world with compassion and a sense of responsibility.

**Community**

Creating a healthy community is the responsibility of every person in the school and a goal towards which all community members must work. Being inclusive and working consciously to create a good community, one that everyone is proud to be a member, are central values. Students often hear that the person least like them may have the most to offer them. The issue of learning to live well together is essential to the adolescent because it is so easy to slip into exclusive friendships, “cliques,” that are hurtful to others and limiting to the people in them.

- The agreement each student signs when s/he comes to GRS asks him or her to work to build community. At a time when each individual's need for social interaction and acceptance with peers is so high and sensitive, it is essential that the school community be safe, empowering, and open to every style and point of view. The community and social components of Great River include, school trips and intensives, lunch, evening meetings, community meetings, and dance and recreational evenings.
- The agreement signed by parents/guardians asks them to participate in building the community by reaching out to others as they are able. They are requested to support their child by attending conferences and education events. Parents/guardians are asked to participate in both volunteer and financial support of the Great River Community at a level that is comfortable.

*"Our care of children should be governed not by the desire to 'make them learn things,' but by the endeavor always to keep burning within them the light which is called intelligence."*

**Dr. Maria Montessori**

**School Board, Committees and Parent Involvement**

GRS is a non-profit corporation organized under MN Statutes Chapter 317A. The school is governed by MN Statutes Section 124D.10 (MN Charter School Law); the GRS Charter approved by the MN Department of Education; the GRS contract with its authorizer, Novation Education Opportunitites (NEO); and the GRS bylaws. Copies of these documents are available from the office.

## **Great River School Board**

A board elected by the Great River community each year governs GRS. The board meets ten times over the course of the calendar year at the school. Board meetings are open to the public per the Open Meeting Law. The annual meeting of the board is scheduled for

Board meeting agendas, Bylaws, resolutions and meeting minutes are available in the office and on the GRS website.

## **Great River School Committees, Task Forces and School Groups**

The GRS Board has established working committees for the 2011-12 school year. Committee meeting notices will be posted on the website.

\* denotes membership is open to members of the GRS community who have expertise/interest in the area.

### **Board Committees**

**\*Building Committee** is responsible for developing the long-term plan for the school's building and grounds. The focus for this year will be to insure that adequate space and optimal configuration are available for enrollment expansion in the future and to develop a long-term plan for access to space for programming.

**\*Development and Fundraising Committee Charge of Lydia McAnerney**, Development Director This committee is responsible for analyzing and recommending financial development strategies for the school. It coordinates the major fund raising activities, the annual fund, grant writing, as well as other miscellaneous fundraising efforts.

**\*Diversity Committee:** The GRS Diversity Committee works to foster a campus climate that values diversity. Dimensions of diversity shall include, but are not limited to, race, ethnicity, religion, sexual orientation, sex/gender, ability, socioeconomic status, cultural orientation, national origin and age.

### **Executive Committee: Chair, Neal McMahon**

Comprised of the President of the Board, Vice-President, Treasurer, Secretary, Head of School and one at-large Board member. Its responsibilities are to set the board agenda and be available as a sounding board for the Head of School. Meets monthly.

### **\*Finance Committee: Chair, Marjie Carroll**

The **Finance Committee** develops and recommends the annual budget for each year; monitors financial operations and provides regular reports to the Board regarding income/expenses/current financial health; implements and periodically reviews financial controls; recommends finance policies for board approval; assists with the school's annual audit; and provides financial information to other Board committees, as needed.

The Head of School is a member of this committee. The Board appoints additional members of the committee.

### **Nominations Committee: Chair, Elizabeth Childs**

The Nominating Committee coordinates the Board nomination process, nominates new Board candidates based on criteria set forth in the Bylaws, carries out new Board member training and orientation and maintain records of Board member tenure. The GRS Board appoints the members of this committee.

### **\*Personnel Committee: Chair, Nelson Inz**

The Personnel Committee is a joint committee of the board and faculty that formulates policy and addresses governance issues relating to paid GRS faculty.

### **Faculty Committees**

#### **Communications committee:**

An active faculty committee that meets weekly to facilitate smooth operations and communications between levels, administrators and the community at large. Members include members of the administrative faculty and level coordinators.

**Professional Development: Chair Ben Moudry, Montessori director**

This committee is responsible for planning and organizing all professional development for the GRS faculty. Members of the committee include faculty from each level and the head of school.

**Technology: Chair Aaron Lichtov, technology coordinator**

This committee is charged with coordinating and making recommendations about all technology used at GRS including soft and hardware.

**Events:**

Oversees the celebratory/festival life of the school to include the beginning and end of the school year and seasonal festivals.

**School-wide Parent/guardian Group****\*Community Voices Parent Involvement Group member****Contact person: Elizabeth Childs, parent & board**

Facilitates and encourages parent participation in school projects and events. It coordinates and organizes educational or informational events relevant to parenting the adolescent. Community Voices promotes and coordinates communication and networking among parents, faculty, the board, and board committees. This committee seeks to build a sense of community among parents.

***Communication With The GRS Community***

**The Great River News** is the school's primary means of communication with families and includes the calendar of upcoming events and important school notices and announcements. It will be emailed to the GRS News distribution list and posted on the website each Tuesday by our Front Desk Coordinator.

**The GRS Website** at [www.greatriverschool.org](http://www.greatriverschool.org) contains the school calendar, the GRS News, board minutes

**The GRS Facebook Page** (Great River School Parent Community) at <http://www.facebook.com/group> is an initiative designed to be a place where alumni/students/parents/guardians can connect and keep up on current happenings.

***Academic Communications***

- **Student Academic Reports:** Parents/Guardians have online access assignments on Class Jump and grades through PowerSchool. Passwords and login procedures are available from the Registrar. Official academic reports are mailed at the end of the fall and spring semesters; these reports include narrative evaluations for all and letter grades for all A2 and A3 students.
- **Parent/Guardian-Student-Teacher Conferences:** GRS holds student-led parent/guardian-student-teacher conferences in the fall and in the spring. Student presents his or her goals and achievements, and participates in the discussion of his or her progress.
- **Parent/Guardian-Teacher Communication:** If you have questions or concerns about your child's overall progress or progress in a specific class, please contact the individual faculty member directly. Email is generally the best medium for communication.

**2011-2012 Faculty Directory**

<b>First Name</b>	<b>Last Name</b>	<b>Position</b>	<b>Email @greatriverschool.org</b>	<b>Phone ext.</b>
Aaron	Lichtov	Registrar/ Technology Coordinator	alichtov	104
Andrea	Christensen	A3 English Guide	achristensen	139
Andria	Sibert	Office Manager	asibert	123
Angela	van der Puije	A2 Special Education Guide	angela	109
Anne	Springfield	A2 Math guide	aspringfield	129
Benedict	Moudry	A1 Social Studies Guide, A1 Level Coordinator & Montessori Coordinator	bmoudry	119
Brad	Wildman	A3 Special Education Guide	bwildman	118
Calvin	Stalvig	A2 Special education assistant	cstalvig	109
Caroline	Miesle	Vocal Music Guide	cmiesle	129
Christina	Beck	Head of School	cbeck	101
Deb	Keefe	Front Desk Coordinator	dkeefe	105
Emily	Blue	Spanish Guide	Eblue	129
Enrique	Garita	Spanish Guide	Enrique	129
Erica	Tesdell	English Language Guide	Etesdell	111
Faith	Kwon	Americorps Promise Fellow	Fkwon	100
Kate	Diehn	A2 English Guide	Kdiehn	129
Kira	Donnelly	A1 Math Guide	Kdonnelly	119
Lydia	McAnerney	Enrollment Coordinator/Development Director	Lmcanerney	102
Lynn	Snyder	College/Career Counseling	lsnyder	612-702-4092
Marcus	Walker	Athletic Director, Coach	mwalker	651-329-2219
Mary	Gantenbein	A1 English & Theatre Guide	mgantenbein	119
Mary	Donovan	A3 Special Education Assistant	mdonovan	118
Melanie	Melanie Peterson-Nafziger	A3 Social Studies Guide, IB and A3 Level Coordinator	melanie	139
Michael	Flood	A3 Math Guide	Mflood	139
Mike	Sweet	A1 Science Guide	Msweet	119
Molly	Keenan	A2 Social Studies Guide	Mkeenan	129
Nelson	Inz	A3 Social Studies Guide	Ninz	139
Randi	McClure	Visual Arts Guide and L.I.S.T. coordinator		119
Russ	Heitman	Science Gaide	rheitman	129
Sam	O'Brien	Visual Arts Guide	Sobrien	139
Sarah	Lawrence-Lupton	A1 Special Education Guide	Sarah	108
Seth	Tupper	Social Worker	Stupper	612-462-3652

Colleen	Straiton	A1 Educational Assistant	cstraiton	108
Sheila	Sullivan	A3 Science Guide	ssullivan	139
Tami	Limberg	Science Guide A2 Level Coordinator	tlimberg	129
Zachary	Scott	Instrumental Music Guide	zscott	119

## **General Information About Great River School**

### ***School Hours***

Monday-Friday: The GRS school day begins at 8:30 a.m. with advisory and ends with cleaning and handshake line at 3 p.m.

All students must leave the building following the handshake line by 3:30 pm unless they plan to attend a school sponsored after-school activity or meet with a supervising teacher.

### ***Emergency School Closing***

If the school will be closed because of the weather, an announcement will be made on WCCO. Listen for Great River to be named. School closing information will also be posted on our website. .

### ***Student Personal Property***

Please mark personal property with your name. Students are advised not to or to bring valuables of any kind or large amounts of money to school.

### ***Lost and Found***

All GRS faculty and students are asked to bring any lost and found items to the front office. We will maintain a lost and found, to be cleaned out of all items at the end of each calendar month. The school will make every reasonable effort to help find lost items; however, the school is not responsible for such items.

### ***Pledge of Allegiance***

MN state law requires schools to have their students recite the Pledge of Allegiance once per week unless otherwise directed by the school board. The GRS School Board waived this requirement on 9/18/03. GRS students may choose to incorporate the Pledge of Allegiance recitation into their individualized daily work plan.

## ***Dress and Decorum***

The following dress practices are expected:

- Look for at least a 3” inseam for shorts. Skirts and shorts should provide solid coverage. Leggings may be worn with skirts and are acceptable as pants as long as they qualify as leggings and not stockings.
- Tank tops are acceptable as long as they cover the cleavage area and bra. Consider wearing two tank tops if needed.
- Hands need to be free for work. If pants need constant attention to stay up, they are too baggy. The beltline should be at or above the hips. Shirts that need constant attention to cover the midriff or other body parts are too small. Underwear should not be visible.
- Avoid any item of clothing that is lewd, vulgar, or obscene, promotes products or activities that are illegal, contains objectionable emblems, signs, words, objects, or pictures, communicates racist, sexist, gang-related, sexually-suggestive or otherwise derogatory messages.
- Shoes should be comfortable, enable the wearer to walk fast in an emergency and worn at all times. Please leave slippers at home. In winter bring shoes, and leave winter boots in your locker.

Students may be requested to modify or change their attire by any GRS faculty member. If the request is ignored or resisted, he or she will be sent to the Head of School’s office. Students who refuse to change or alter inappropriate clothing will be administratively dismissed for the day and an unexcused absence will be recorded.

Concert and/or festive attire may be requested for some occasions.

## ***Cell Phones and Personal Music Devices (PMD)***

### ***Cell Phones***

Cell phones must be put away upon entry into the building in the morning, and may not be used during the school day until after the student goes through the handshake line at the end of the school day. If a phone is in sight or audible by a faculty member during the school day or in the handshake line, the phone will be confiscated and retained at the front office. The front office coordinator will attempt to notify a parent or guardian who must come to the front office to pick up the phone. Phones are not allowed on school-sponsored field trips or key experiences unless specified by the guide. To contact a student during the school day, please contact the front office. GRS reserves the right to ask parents to research call history on a confiscated phone.

### ***Personal Music Devices (PMD)***

We prefer that PMDs be left at home. The use of PMDs is not allowed in any community space at Great River School. GRS seeks to cultivate a safe and trustworthy environment. The School cannot be responsible for item lost or stolen at school. Students are urged to leave valuable items at home. There are slightly different guidelines for A1 and A2/3 students at Great River School regarding PMD use.

**A1:** The faculty and faculty of Great River School have established that the use of PMDs in A1 does not meet the developmental characteristics of building the A1 community, and therefore no PMD use is permitted at the school for A1 students while they are in A1 core classes, and in general A1 students are not to have PMDs at the school. The only exception for this rule is when a PMD is used as a learning tool to facilitate specific projects in specific classes. (For instance, use in: musicianship, choir, solo ensemble, art, art or music integration, English, science etc.) If an A1 student does not have specific direction from a teacher to bring a PMD to school, the student should not have a device at school.

**A2 & A3:** The following guidelines govern PMD use at school:

- Devices that serve as phones are not allowed to be used as PMDs at GRS.
- PMDs are only permitted at the express consent of all guides supervising an activity or classroom.
- The use of PMDs may not disturb or distract from education in any way, as monitored by the faculty.
- PMDs and all accessories (headphones, covers, cases, etc.) must be put away at all times. No PMDs or PMD accessories are to be visible or audible in public areas (hallways, gatherings, lunch or in transition between classes).
- If PMD use violates the above guidelines, GRS faculty will confiscate the device and turn it in to the front office and a parent/guardian must come to pick up the device.

-Earphones may not be shared unless students are using them to collaborate on a project.

PMDs may only be used specifically when the teacher has given clear verbal permission to allow use. This PMD policy is adopted as a \*student privilege\* that is the responsibility of the students to uphold and respect. If the policy, or the use of PMDs distracts in any way from education at the school, Great River School reserves the right to prohibit PMDs in school.

### **Technology Acceptable Use Policy**

The technology acceptable use policy is currently under review. Great River School uses network software to filter or block certain sites. Efforts to circumvent or tamper with the effectiveness of the filtering system are prohibited. A complete policy will be introduced later this month.

### **Student Success**

Great River School is a Public Montessori Charter School of “Choice.” Students must make adequate academic and social progress to ensure on time graduation. The open, project based and International Baccalaureate environment is highly demanding of student responsibility, independence and self-advocacy. If at any point a student is not making academic progress, struggling socially, or indicating the environment at Great River School is not meeting his/her learning style/needs, the faculty will meet with parents/guardians and the student to help create a plan for success..

Options considered at Great River School include Special Education, creating a student contract or implementing a 504 plan when appropriate.

### **Academic Policies and Procedures**

#### **Transfer Credits**

Great River School does not recognize weighted credits from other high schools.

#### **Schedules**

The Registrar, in consultation with teachers, places students into core classes. Students will have the opportunity prior to the beginning of each academic year to request electives. In most cases, 9<sup>th</sup> grade students will take Beginning Spanish and one other elective each semester; 10<sup>th</sup> graders will take Intermediate Spanish and one other elective. Students transferring in to Great River after 10<sup>th</sup> grade will be placed into the appropriate level of Spanish if they have not completed two years of a foreign language at their previous school(s).

Every effort is made to place students in a first- or second-choice elective. Requests for changes to individual schedules will be considered through the first full week of the term. After that point, only special circumstances as designated by the Head of School will be considered.

#### **Homework**

GRS students agree to spend an average of two hours per school night (Sunday – Thursday) on homework. Accepting responsibility for homework is a growth area for many adolescents. We encourage parents/guardians to provide the time and place for students to work at home, and to encourage the development of each child’s working habits.

### **Great River School Grading Policy**

#### **Relative Weight of Grading Categories**

The faculty at Great River School will use the following guidelines for the relative weighting of categories used to determine grades:

- Assignments in the “preparation and production” category will count for no more than 25% of the student’s overall grade. (a 10% weight for this category is recommended)

- Assignments in the Formative and Summative categories will count for at least 75% of the student's overall grade.
- The relative weight between the Formative and Summative categories is left to teacher discretion.

The Great River School Relative Weighting Policy is intended to be consistent with the following definitions and philosophies:

- Preparation and productions refers to grading of non-academic factors or, items that, although essential to learning, are not specifically part of the curriculum for a particular subject area. Examples include (but are not limited to) effort, participation, homework and/or practice assignments assessed for completion, behavior, timeliness, attendance, tardiness. Teachers provide the support necessary to maintain/improve these skills but the grading of these items should have minimal impact on the overall academic grade.
- Formative assignments refer to items that are designed to determine whether students are learning/retaining material. Formative assessments guide instructional decisions by revealing to what extent students are learning.
- Summative assignments refer to items that are designed to determine student mastery of curriculum. They should be given after students have had several Formative opportunities that include detailed feedback related to performance.
- Many assessments have both Formative and Summative characteristics.
- Teachers are encouraged to use a variety of formats for both Formative and Summative assessments.
- Feedback to students should be frequent and timely.
- The overall academic grade should recognize student progress throughout the term of instruction. Accordingly, an appropriate balance on the weighting of assignments throughout the grading period should be maintained. The relative weight of work done early in the grading period should not fail to recognize content mastery that occurs by the end of the term of instruction.

### Late Work

The faculty at Great River School will accept late work from students in accordance with the following guidelines:

- Assignments in the "preparation and production" category must be turned in on time. Teachers are not expected or required to accept late work in this category. Failure to submit work in this category may result in a "zero" grade.
- Assignments in the Formative and Summative categories will be accepted late as follows:
  - Late work will be accepted when it is submitted within a time window defined by either a) the date when the assignment has been graded, recorded, and returned to other students in the class; or, b) 4 school days after the original deadline.
  - **Late work will receive at least 75% of the original credit.**
  - Work submitted after the window has closed may be accepted at teacher discretion.
  - Students with special circumstances should work with teachers to determine alternate individualized due dates when appropriate. Extensions to original due dates are subject to teacher discretion.

The Great River School Late Work Policy should not be used to compromise the following sound educational practices:

- Students are expected to take tests, make classroom presentations, and/or demonstrate mastery and competence through performances when they are scheduled. **The Late Work Policy does not grant students an implied extension simply because they feel unprepared. The best educational practice is for students to complete work to the best of their ability and to submit this work on the due date. Additional interventions and consequences may be appropriate for students who are habitually late with assignments.**
- **Extensions for due dates should be requested in advance. Asking for an extension on or after the due date is not acceptable practice.**

### Reteach/Relearn/Reassess

The Great River School Reteach/Relearn/Reassess Policy is intended to be consistent with the following guidelines:

- Students are expected to meet with teachers to determine an appropriate plan of action when faced with evidence that student mastery is not satisfactory.
- Reassessment plans should reflect efforts of re-teaching and relearning that occur prior to any reassessment.

- Reassessment efforts may be limited to specific areas of concern and are not expected or required to reassess all topics covered by the original assessment.
- Reassessment grades should replace and/or modify original grades so that they are reflective of current levels of mastery.
- Reassessment opportunities should be available to all students. This does not imply that reassessment opportunities are identical for all students or that they use the same format as the original assessment.
- Opportunities for reassessment are offered at the teacher's discretion.

### **Make-up Work**

Students are responsible for identifying and completing assignments that were missed because of an absence. Generally, students are given one day to make up work missed during a one-day absence. The exception to this policy is when a test or assignment was announced in advance of the student's absence; in this case the student may be required to take the test or hand in the assignment the first day back in school. When a student has an excused absence, every effort will be made to facilitate completion of missed work.

### **Equitable grading practices designed to limit the influence of single assessments**

The Great River School Equitable Grading Policy is intended to be consistent with the following guidelines:

- Students are expected to complete all assignments in accordance with the grading policies outlined above.
- Teachers are expected to gather evidence to document student learning. Policies surrounding late work and/or reassessment should not be used to prevent the collection of this evidence.
- Teachers may use a variety of methods to limit the overall influence of single assessments such as; 50% for zero, 4 point scale, dropping the lowest score, averaging, etc.
- Grades should reflect the level of mastery of standards.

### **Incompletes**

It is the student's responsibility to seek out teachers to identify and arrange to complete missing assignments. Incompletes can be carried for one week after the end of the grading period. After the one-week period, the final semester grade will be calculated using only the assignments that have been turned in.

## **Academic Honesty at GRS**

*"The most important attribute that the University... would like to see in its graduates is a profound respect for truth, and for the ethics of scholarship. The reason why this is so important is that we want our graduates to be capable of independent thought, to be able to do their own work, and to know how to acknowledge the work of others."* — Professor Peter McPhee, Deputy Vice Chancellor Academic, University of Melbourne

### **Background**

The International Baccalaureate (IB) Learner Profile is embedded in GRS's community and mission, and, therefore, is a cornerstone in its academic honesty policy. GRS encourages its students to be:

- Inquirers – who acquire the skills necessary to conduct inquiry and research
- Knowledgeable – who explore concepts, ideas and issues
- Principled – who act with integrity and honesty, and take responsibility for their own actions
- Open-minded – who are accustomed to seeking and evaluating a range of points of view
- Risk takers – who are brave and articulate in defending their beliefs

GRS teachers are devoted to guiding, modeling, and helping students develop these qualities throughout the school.

At GRS we place a high value on honesty and this extends to work submitted for assessment. Our academic honesty expectations are summarized below. All members of the community need to be aware that GRS treats academic dishonesty as a very serious matter. GRS expects students to create and turn in *authentic work*.

*“An authentic piece of work is one that is based on the candidate’s individual and original ideas with the ideas and work of others fully acknowledged. Therefore all assignments, written or oral, completed by a candidate for assessment must wholly and authentically use that candidate’s own language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged.”* (International Baccalaureate Organization (IBO), Academic Honesty, 2)

### **Academic Honesty as the Adolescent Grows:**

As learners grow throughout their seventh- to twelfth-grade years, their academic work and understanding of academic honesty should become more sophisticated. A student’s progression from A1 to A2 to A3 should include incorporation of all of the academic behaviors described at each level below. This list is not exhaustive, but serves as a guide.

#### A1: Grades 7 & 8

*The academically honest student:*

#### **DOES**

- Acknowledge help from parents, older students and friends
- Acknowledge the source of direct quotations
- Acknowledge information taken from books, CD-ROMs and the Internet
- Acknowledge reference materials in a bibliography
- Know what constitutes cheating and abides by the rules
- Follow all exam rules.

#### **DOES NOT**

- Use notes during a test unless allowed by a teacher
- Cut and paste from the Internet or other resources
- Copy from another student during a test or homework
- Obtain information from tests, papers, or other materials to be used in an academically dishonest way
- Hand in work as his/her own that has been copied
- Do homework for another student

- ❑ Give another student his/her own work to copy.

*In a cohesive and comprehensive way, students will receive instruction in:*

1. Use of the library and Internet.
2. Basic note taking skills.
3. Simple paraphrasing and adaptation of source material.
4. Ways to acknowledge informally in writing and speech.
5. Relevant use of direct quotations and citations.
6. Simple ways to acknowledge information derived from electronic sources.
7. Writing a bibliography.
8. Recognizing cheating.

### A2: Grades 9 & 10

The academically honest student meets all A1 expectations and:

#### ***DOES***

- ❑ Keep and maintain accurate, personal course notes
- ❑ Understand and abide by the school's rules concerning cheating
- ❑ Acknowledge, in a specific manner, help from another person
- ❑ Ask beforehand what kind of external help is permissible
- ❑ Acknowledge, in a specific manner, information taken from books, magazines, CD-ROM's and the Internet
- ❑ Follow all exam rules

#### ***DOES NOT***

- ❑ Copy work of another student
- ❑ Give another student his/her work to copy
- ❑ Do the homework of another student
- ❑ Submit work done by another student, a parent, a friend or a private tutor
- ❑ Use notes during a test unless allowed to by the teacher or the examination rules
- ❑ Submit work directly copied or inadequately paraphrased from any source without giving proper credit
- ❑ Obtain information from tests, papers, or other materials to be used in an academically dishonest way

*In a cohesive and comprehensive way, students will receive instruction in:*

1. Techniques for acknowledging direct quotation with an in-text citation.
2. Skills of paraphrasing.
3. Techniques for acknowledging paraphrasing and the use of in-text citations.
4. Considering bias in reference materials.
5. Evaluation of sources, text and Internet sites.
6. Formal skills for acknowledging source material.

**A3: Grades 11 & 12**

*The academically honest student meets all A1 and A2 expectations and:*

**DOES**

- ❑ Document source material in a formal and appropriate manner
- ❑ Use direct quotations, indirect quotations, and paraphrasing appropriately
- ❑ Understand the concepts of plagiarism and collusion
- ❑ Understand the consequences of cheating regarding both school-based work and external examinations and assessments
- ❑ Acknowledge explicitly and appropriately help or ideas provided by another person
- ❑ Follow all exam rules.

**DOES NOT**

- ❑ Copy the internal assessment work of other students
- ❑ Give another student his/her work to copy
- ❑ Use notes during a test unless allowed by the teacher or permitted by the examination rules
- ❑ Do homework or write essays for another student
- ❑ Present material written by another person as his/her own
- ❑ Purchase and submit pieces written by someone else
- ❑ Obtain information from tests, papers, or other materials to be used in an academically dishonest way
- ❑ Present artistic or creative work in any medium that has literally been reproduced except in a manner allowed by the teacher or permitted by the examination rules.

*In a cohesive and comprehensive way, students will receive instruction in:*

1. The rules for acknowledging source material based on standard practice (including footnotes and bibliographies).
2. Research writing techniques.
3. Data gathering techniques.
4. The planning, preparation and execution of research writing assignments.
5. Considering bias in reference material.

**Plagiarism—What is it and why might it happen?**

GRS expects students to be proud of their authentic work and to acknowledge that “using the words and ideas of another person to support one’s arguments while following accepted practices is an integral part of any intellectual endeavour, and integrating these words and ideas with one’s own in accepted ways is an important academic skill.” (Academic Honesty in Schools One School’s Experience, Cathy Hill). Respecting academic honesty guidelines helps students learn how to use people’s ideas in an ethical way. This includes refraining from academic malpractice, which includes:

- *plagiarism*: the representation of the ideas or work of another person as the student’s own

- *collusion*: supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment by another
- *duplication of work*: the presentation of the same work for different assignments, IB assessment components and/or diploma requirements
- *any other behavior* that gains an unfair advantage for a student or that affects the results of another student (for example, taking unauthorized material into an examination room, misconduct during an examination, or falsifying a CAS record).

### **What's the difference between legitimate collaboration and unacceptable collusion?**

For most assessments, teachers and the IBO expect students to work independently with support from their teacher (or extended essay or CAS mentor). "However, there are occasions when collaboration with other candidates is permitted or even actively encouraged, for example in the requirements for internal assessment. Nevertheless, the final work must be produced independently, despite the fact that it may be based on similar data. This means that the abstract, introduction, content and conclusion or summary of a piece of work must be written in each candidate's own words and cannot therefore be the same as another candidate's." (IBO, Academic Honesty, 3)

### **How to be an academically honest student — Learn how to CITE RIGHT!**

To avoid plagiarism, any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" differs from course to course. Students must acknowledge their sources when they adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures. Paraphrasing does not mean substituting a few of your own words into someone else's work and then considering it your own authentic work! Learn how to paraphrase correctly. Students must "give credit to the originality of others and acknowledge an indebtedness whenever:

1. Directly quoting another person's actual words, whether oral or written;
2. Using another person's ideas, opinions, or theories;
3. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
4. Borrowing facts, statistics, or illustrative material; or
5. Offering materials assembled or collected by others in the form of projects or collections without acknowledgment." (University of Indiana Faculty Council, 2005)

If in doubt about how to cite sources, quotes, paraphrasing, etc, **ask your teacher for guidance** or check out a citation website or citation guidebook (Chicago Style Guide available in A3 social studies classroom and A2 work areas, and MLA Style Guide available in A3 English classroom).

### **Consequences for academic dishonesty at GRS**

#### At the A1 Level:

Violations of the academic honesty policy will be handled on a case-by-case basis.

#### At the A2 Level:

- ① On the first offence of academic dishonesty, the student will receive a zero on the assignment with the opportunity to conference with the teacher and make up the assignment.
- ② On the second offence of academic dishonesty, the student will receive a permanent zero on the assignment.

*At the A3 Level:*

- ① For the first occasion of academic dishonesty, work that a teacher deems to be academically dishonest will receive zero as a grade. In addition, the concerned teacher will write a letter to or meet with the student's parents outlining the incident and how it has been managed.
- ② In a second instance of academic dishonesty, again the piece of work will receive no grade. The student will be required to adequately complete the assignment despite not receiving credit for it. In addition, the school will request that a guardian attend a meeting with a panel made up of the student, the concerned teacher, and a GRS administrator. Two instances of academically dishonest work in an IB course or one instance of academic dishonesty on IB assessments or examinations will result in the school not submitting the student's work to the IB, and no ability to earn an IB certificate or diploma, even if the student has already paid IB assessment fees. Fees will not be refunded.
- ③ If a student is found plagiarizing or completing academically dishonest work for a third time in a course, the student will be removed from that course and will not receive course credit.

The IBO randomly checks candidates' work for plagiarism using a web-based plagiarism prevention system. Also IBO examiners are extremely experienced educators and assessors and are adept at identifying text and material that is not a student's authentic work. If your teachers or the IBO suspect your work (internal assessments or IB examinations) is not your own authentic work or has evidence of malpractice (plagiarism, collusion, etc.), the IBO will undertake an official malpractice investigation, which may result in the denial of your IB certificate or IB diploma.

## ***GRS Graduation Requirements***

**Requirements** – the minimum needed to graduate from Great River School

**Recommendations** -- the number and focus of credits that will best prepare a student for college

One credit = One semester-long course. There are 8 semesters for the four years of high school at Great River.

### **To graduate from Great River School a student must:**

**\*Pass the MCA II Tests in Writing, Reading, and Math**

**\*Earn 50 credits outlined below -**

Courses	Recommended Credits	Required Credits
English	8	8
Social Studies	8	8
Math	8	6
Science	8	6
Fine Arts	4	2
Health	1	1
Fitness	1	1
World Language	6	4
Electives	8	14
Total	52	50

Because Great River only requires three years/six semester credits each in math and science, there is considerable flexibility in fulfilling the ten elective credits required for a total of 44 credits. If a student follows the recommended credit distribution and takes four years each of math and science, they only need six general elective credits to earn a total of 50. A full course load of six credits per semester over four years, plus Theory of Knowledge in 11<sup>th</sup> and 12<sup>th</sup> grade, will total 50 credits.

**\*Participate in at least 7 of the 8 Key Experiences over four years**

**\*Complete four semesters of CAS (Creativity, Action, and Service) in A3**

**\*Pay for or return items on the Obligation List**

**Graduation ceremony policy:** If a student is within 2 credits short of meeting his/her graduation credit requirements and has a plan to make up those credits, he or she may participate in the graduation ceremony. Students who are more than 2 credits short may not participate.

### **Creativity, Action and Service (CAS)**

Great River School students will participate in CAS (Creativity, Action and Service). The CAS requirement will not be credit bearing but will appear on the high school transcript as pass or fail as assigned by the student's advisor. A3 students will work with a CAS advisor throughout their A3 careers and will have CAS block time on Wednesday afternoons to plan and begin their CAS work, ask questions

All CAS activities must meet the following criteria:

- real, purposeful activities, with significant outcomes
- personal challenge — tasks must extend the student and be achievable in scope
- thoughtful consideration, such as planning, reviewing progress, and reporting
- reflection on outcomes and personal learning.

A3: CAS hours are required for graduation and are part of the IB program. *Students will average 3-4 hours of CAS activities per week throughout at least 18 months of their junior and senior years (including the summer between the years). Along with the time spent on CAS activities, students will reflect (choosing from a variety of formats) regularly about their CAS experiences, meet with their advisors, and will meet all eight IB outcomes.* The CAS requirement will not be credit bearing but will appear on the high school transcript as pass or fail as assigned by the student's advisor. A3 students will work with a CAS advisor throughout their time in A3 and will have CAS block time on Wednesday afternoons to plan and begin their CAS work, ask questions and complete reflections.

## Attendance Policy

Regular school attendance is directly related to success in academic work, benefits the student socially, provides opportunities for important communications between faculty and students, and establishes regular habits of dependability that are important to the student. Further, the GRS program is an integrated experience, and every aspect of the program contributes to its success. Every student is important to the community, to each component of the program, and to the program as a whole. When a student misses some or part of the program, their experience is lessened, and the community suffers too.

<u># of Unexcused Absences</u>	<u>School response</u>
1	Attendance Alert  GRS attendance coordinator informs parent/guardian & student that continued unexcused absences will result in a referral to County truancy intervention program in the student's county of residence and informs student's advisor.  School responses may include, but are not limited to, one or more of the following: written reflection, meeting with advisor, attendance coordinator, Promise Fellow or Head of School.
2	Attendance intervention  Meeting with advisor, head of school and or/ Promise Fellow to devise a plan for improvement. Information on MN state attendance and truancy law provided.
3-4	"Continuing truant" status.  State-required student intervention: Letter home detailing the provisions of statutes related to "continuing truant." Meeting with advisor and/or HOS to <u>revise</u> plan for improvement. Referral to appropriate county service.
4-7	Individual Attendance Contract  School response: Create attendance contract. Mandatory meeting with school social worker. Continued enrollment and ability to earn credit are considered to be at risk.
7+	Juvenile Court

### Notes:

- In A1, 1-3 tardies will be dealt with by the advisor and level. Consequences could include loss of lunch and recess periods, after school restorative justice work. Parents/guardians will be contacted by the advisor.
- In A2 and A3 a student who is more than 10 minutes tardy = marked absent for attendance purposes
- 3 unexcused tardies = 1 unexcused absence

### ***Absences & Tardies Defined (Excused or Unexcused)***

GRS will determine whether an absence is excused or unexcused. GRS adheres to these definitions provided by the Office of the Ramsey County Attorney as listed below:

**Excused absence or tardy:** All absences or tardies require a *written documentation signed by a parent/guardian with a contact phone number* turned into the Front Office.

- Sickness
- Religious Holidays
- Pre-approved absences by the School Director (signed note required)
- Visit to doctor, dentist, or mental health professional with a note
- Extreme family emergencies
- Required court appointment

#### **Unexcused absence or tardy:**

- Staying at home to baby-sit
- Needed at home
- Running an errand
- Senior pictures
- Oversleeping (parent or student)
- Travel without school permission
- Jobs outside of school
- Leaving the building without faculty permission
- Driver's training

## **Health and Nutrition**

Great River School will be offering healthy meals each day from CKC (Caravan Kids Catering). Our catering company will be providing partially organic, local when possible, hot meals daily. Lunch costs \$4.00 and must be prepaid. You will receive a monthly statement or a bill when your account balance reaches \$20, whichever comes first. Menus will be published monthly in the newsletter.

Your family may qualify for free or reduced-price meals. Reduced price is \$.40 for lunch. When available, "reduced-price" breakfasts are served at no charge. To apply for free or reduced-price school meals, complete an Application for Educational Benefits. A new application must be submitted each year. Your application also helps our school qualify for additional education funds and discounts. Return your completed Application for Educational Benefits to: Deb Keefe, Front Office Coordinator.

## **REIMBURSABLE MEALS**

### **I. PURPOSE**

To assure that students, parents and employees are informed of Offer versus Serve (OVS) and that it is implemented correctly.

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

- A. It is the responsibility of the head of school, teachers, administration and food service provider to assure that students are encouraged to make healthy food choices and that established procedures are followed.
- B. Great River School extends OVS to all grade levels. Students may decline two of the required five menu items.

- C. The head of school and food service supervisor assure that annual training about OVS is provided to students, parents and staff.
- D. The head of school is responsible for assuring that responsible employees are trained to identify reimbursable meals and the appropriate action to take if a student does not select a reimbursable meal.

### III. SERVING REIMBURSABLE MEALS

- A. The front desk coordinator is responsible for distributing and posting menus.
- B. The food servers encourage students to make healthy food choices and to select at least three of the five reimbursable items.
- C. The office manager identifies the student and determines if the students has selected a reimbursable meal.
- D. If the student has not selected a reimbursable meal, the office manager asks the student to return to the serving line and select additional food items.
- E. If the student refuses to select a reimbursable meal, he/she is charged ala carte prices for the food items and the meal is not claimed for reimbursement.

#### Bringing lunch from home:

Great River School encourages students to eat healthy food. Foods and drink with a high percentage of sugar or caffeine can make it difficult for students to concentrate and focus. If you bring lunch from home, plan ahead to have healthy foods available from which lunch can be made. Microwaves and hot water are available for all students if they want to make instant soup or heat up leftovers. GRS recommends the use of microwave-safe glass in which to heat food.

#### Ordering food for delivery:

Online orders for lunch to be delivered should ONLY be placed only before school or at the beginning of the lunch period. Delivery must be scheduled to take place during lunchtime only.

1<sup>st</sup> offense: Reminder

2<sup>nd</sup> offense: Food held until end of day

3<sup>rd</sup> offense: Privilege revoked

#### **These are the ONLY areas available during lunch/recess time**

- Eating Inside – dining hall
- Eating Outside – sundial on picnic tables, benches, and stage for A1 and A2; add south garden for A3
- Physical Play – north parking lot, basketball court, woodchips & grassy hill, south parking lot of west campus
  - Food and drink are not allowed in these areas

#### **Lunch Agreements**

- Go to the bathroom and wash hands **before** sitting down to eat lunch
- Lunchtime is for eating and quiet socializing
- Students sit down at a table, eat lunch and talk to the people at their table until it is time to clean up
- Maria's Dining Hall setup of tables and chairs remains the same day to day; chairs and tables are not to be moved
- If you spill/drop something or see trash, please clean it up (trash, recycle, compost)
- Cleaning of tables begins when buckets are set out
- Students may go back to lockers and bathrooms before going out to recess

#### **Recess**

- There is no tolerance of any rough physical play, specifically play fighting, shoving/pushing, tackling, jumping on one another, headlocks, etc.
- Students must follow all directives given by lunch supervisors.
- Skateboarding is allowed on the south side of the building on Wednesdays and Fridays when a guide is willing to supervise, a signed permission slip is on file and protective gear is worn.
- Use polite, school-appropriate language. Avoid swearing.
- Return sports equipment you were using or brought out to recess.

#### **Movement**

- Students may access outside through the doors between the dining hall & sundial
- Students enter the school from the north door by the basketball hoop when the bell rings.

### ***A3 Off Campus Lunch Privilege***

A3 students who meet the following criteria are eligible for off campus lunch privileges. Please see an A3 guide for the Off Campus Lunch Terms and Conditions 2011-12. A parent/guardian permission slip must be on file.

1. Be in good standing. (No suspensions in the current semester)
2. Have a 2.7 or better GPA in the previous semester at Great River School. Transfer students are not eligible until their second semester at GRS.
3. Have fewer than 3 (off campus lunch) strikes against him or her.

### ***Emergency Health***

Parents/guardians of each student are required to complete an emergency contact information form and return it to the school office before the start of the school year. If a student has a serious illness or injury at school, the school will immediately contact the persons listed on the emergency form, and may call for emergency aid. The school does not have a nurse on faculty, and school personnel cannot provide treatment beyond basic first aid given before the service of a physician can be secured.

### ***Illness and Accidents***

If a student has a temperature above 100 degrees, feels ill, or sustains an injury in school, parents/guardians will be contacted to pick him/her up. A sick student may not go home unless the parent/guardian has given permission. Students may return to school after a fever has been absent for 24 hours.

### ***Medications***

GRS follows the medication policy of the MN Department of Education. The school is not permitted to dispense any medication, including over-the-counter drugs such as Tylenol or aspirin, to students without written permission from a parent or guardian.

If a student is taking a prescribed medication, it must be administered outside of school hours so that students do not have to bring medications to school. If a student requires a prescription medication four times per day or more often, GRS can administer the medication in school under the following procedure:

- **original bottle:** the medication must be sent in the original bottle with the name of the medication, how often it is taken, the dosage, physician's name, and the name and telephone number of the pharmacy on the label.
- **written request:** The medication must be accompanied by a written request from a parent that the student be allowed to take the medication in school. The request must include the dosage, time of day the medication is to be given, and any other necessary information.
- **physician's authorization form:** The parent will also need to provide a physician's authorization for the school to dispense the medication; authorization forms are available from the office.

### ***Health Conditions***

If a student has a health condition, such as diabetes, asthma, seizures, frequent ear infections, or allergies please notify the school before the start of the school year. Students with a history of hearing or vision difficulties should notify the school of special needs.

### ***Communicable Diseases***

Please inform the school if a student has a communicable disease so the school can ensure it does not spread to other students. Communicable diseases include chicken pox, pinkeye (conjunctivitis), measles, mumps, rubella, impetigo, ringworm, head lice, scabies, and strep throat. Please contact the school about the readmission guidelines if a student is returning to school after having had a communicable disease.

### ***Immunizations***

The Minnesota School Immunization Law requires that all students be properly vaccinated to remain enrolled in school. Each student's immunization record must be current and on file with the school before the student can attend class.

## **Special Education**

GRS provides special education to eligible students. Please contact the following Special Education Guide as appropriate:

- Sarah Lawrence-Lupton for students in A1
- Angela van der Puije for students in A2
- Brad Wildman for students in A3

## **504 Plans**

It is the intention of Great River School to ensure that all students who are disabled within the definition of Section 504 are identified, evaluated, and provided appropriate educational services.

The district faculty will consider the existence of a disability and possible Section 504 protection when:

- student shows a pattern of not benefiting from the instruction being provided;
- student returns to school after a serious illness or injury;
- student exhibits a chronic health condition (lasting 6 months or longer);
- substance abuse is an issue
- disability of any kind is suspected.

### ***Referral, identification, planning, and review***

The designated Section 504 building coordinator (Enrique Garita) will utilize the following Section 504 process:

- A Referral: Student, parent, or faculty member who believe they are observing substantially limited performance in one or more major life activities may refer the student by completing the Section 504 referral form and submitting it. The Section 504 Committee will convene, review the referral, and, based upon review of the student records, including academic, social, medical, and behavioral, make a decision regarding the need to evaluate.
- B If the student appears to have a disability under Section 504, the coordinator will proceed with the evaluation upon receipt of parent's written permission. All evaluation activities deemed appropriate will be employed. The Section 504 Committee will review the results of the evaluation. No final determination of whether the student will or will not be identified as a handicapped individual, within the meaning of Section 504, will be made by the committee without first inviting the parent/guardian to participate in a meeting concerning such a determination. After initial evaluation activities have been completed, the coordinator will invite the parent to a final evaluation meeting.

## **Grievance Policy**

GRS has established the following procedures for resolving any grievance or issue arising at GRS except disciplinary actions. The goal is to resolve as many issues as possible prior to the formal grievance stage.

### ***Informal Procedure***

If a conflict arises between employees, between students or between employees and students, the parties should make every effort to resolve their differences. If the parties are unable to reach a satisfactory result, they should seek help from the Level Coordinator. If this is not an option, the Head of School may be involved. The GRS Board should only be contacted after the formal procedure has run its course. The parties should meet at least twice with the Head of School and should give the school at least two weeks to resolve the issue before going to the board.

If a party's grievance is with the administration, the party should deal directly with whomever he/she has the grievance.

### ***Formal Procedure:***

Parties not satisfied with the result of informal efforts to resolve their situation or parties who wish to appeal an administrative decision must use the following procedure:

1. Present a formal written grievance in writing to the Head of School.
2. The Head of School shall deliver the grievance to the GRS Board Ombudsperson.
3. The GRS Board Ombudsperson will determine at his or her sole discretion whether a meeting and collective decision of the executive committee is necessary. The GRS Board Ombudsperson may choose to act as liaison in resolving the conflict. If the grievance goes to the executive committee, the party may be asked to present his or her complaint to and dialogue with the executive committee. The school expects the parties to abide by the committee's collective decision.

## **Transportation Policy**

All parents/guardians, other adults, and teachers volunteering to transport GRS students to and from GRS approved or sponsored activities must:

- possess a valid MN driver's license
- register with the GRS office and complete a short registration form identifying the driver and their vehicle
- drive a vehicle, that is not a 15 passenger van or more than 12 years old
- pass the Minnesota State School Bus Driver Background Check
- pass and display a state patrol inspection sticker
- when transporting students each vehicle must display a sign stating safety equipment listed below is located in a container in the trunk or other specific area: first aid kit , seatbelt cutter, three triangle flares, fire extinguisher with a readable gauge and bodily fluid clean up kit

### ***Student Transportation***

Students may not transport other students during school hours, at lunchtime or to and from school-sponsored activities after school.

### ***Transportation to & from school***

State law prohibits GRS from arranging carpools however GRS will publish a directory for the community.

GRS purchases 10-ride Metro Transit bus cards for students who elect to ride the bus. Bus cards are available at no charge from the front office before and after school or during lunch. Students must turn in their used 10-ride bus card to receive a new one. Bus cards are only to be used to get to and from GRS. Students found to be in violation of this guideline will be responsible for reimbursing GRS for any unauthorized travel at a rate of \$1.35 per ride.

Student Responsibility: Bus cards cannot be laminated, hole punched, stapled, washed, crumpled, etc. Fare cards should always be kept away from magnetic sources. Mangled cards **will not** be accepted for fare payment. Lost or stolen fare cards cannot be replaced. Young Adult fare cards **will not** be accepted for exchange or return at Metro Transit store or outlets. Students must return cards to the school from which they were issued/purchased. (Source: Metro Transit) Lost or stolen cards will be replaced up to two times over the course of the school year

## **Behavioral Policies and Procedures**

### ***Behavioral Expectations***

#### **Citizenship**

Great River School expects all members of the community to behave according to the precepts of good citizenship. Each student is expected to be respectful towards others, materials, the environment and themselves. Good citizens follow the agreed-upon policies and norms of the community.

1. The classroom environment must serve the student's best interest developmentally, emotionally, and academically.
2. The faculty must feel that the student is responsive to faculty authority and to the authority of the school (i.e., both the student and his or her parents trust and respect the faculty and the school.)
3. The students and their ability to learn are not adversely affected by the dress or actions of their fellow student.

#### **Citizenship violations**

We recognize that there are times when medical problems, life stress, or other emotional struggles make it difficult for a student to function appropriately. We also feel that the integrity of the community must be maintained while making an effective response to the individual student. The guiding principle in responding to discipline situations is that the consequence should give immediate, helpful feedback to the student.

Thus, when a student, for whatever reasons, cannot comply with these guidelines and function appropriately in a learning environment, the teachers and Head of School alone or in consultation with each other, will respond as follows:

If the consensus of the teacher(s) working with a student is that 1) the environment is not serving the student, or 2) the teachers feel they cannot work with the student and are not respected by the student, or 3) the other students are adversely affected by the behavior of the student in question, then the classroom teacher will request a conference with the parents to discuss the problem, or the student will be sent home. The Head of School, specialists, special education advisor, and/or the student may also be present. Due to the nature of the conference, such a meeting with parents/guardians will happen at a time other than the regularly scheduled conference time so there is sufficient time to describe and explore the issues. A written record will be kept of the meeting with the parents and faculty.

The conference must result in a resolution to the satisfaction of the school. Positive action toward resolution may involve the school's request of an evaluation of the student by a professional or a request for individual or family counseling and the setting of a time frame within which the school could expect a change in the student's behavior. Temporary suspension, medical leave, or some other break from school may be necessary during this process to allow the community to function well. If the change does not occur in the same manner agreed upon, the student may be asked to leave the school or may not be re-enrolled for the following year dependent upon the offense and situation. Also, the faculty is expected to work in good faith and respect with all students. If a student or parent/guardian feels this is not happening, they may request a peer mediator and/or a special conference with the teacher and or Head of School.

## **School Discipline Policy:**

Students who engage in activities that are disrespectful to themselves, others or the school norms or property will be subject to disciplinary action. This policy applies to all school buildings, school grounds and parking lots, school property; and all adjacent property, school vehicles, school-contracted vehicles and any other vehicles approved for school purposes, the area of entrance or departure from school premises or events and the vicinity of the school property. It also applies to any school sponsored activity, all school-sponsored trips including all overnight trips, school-related functions as well as activities that start or end at GRS whether sanctioned or not sanctioned by the school. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school, adjoining businesses, residence areas, neighbors and community or the safety/welfare of the student, other students, faculty, visitors or community members.

### **The following are examples of behaviors subject to disciplinary action:**

#### **Violations of Respect For Self**

- use of profanity or obscene language, or the possession of obscene materials
- possession or distribution of slanderous, libelous, or pornographic materials
- gambling, including, but not limited to, playing a game of chance for stakes or non-stakes
- violation of the **Tobacco or Alcohol and Chemical Use Policies**
- violation of the school dress code

#### **Violations of Respect For Others**

- using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia
- impertinent or disrespectful language toward any GRS community member or guest
- violent opposition to authority
- violation of the school's **Weapon Policy**.
- violation of the school's **Harassment and Violence Policy**
- violation of the school's **Bullying Policy**
- disobedience or insubordination to faculty
- stealing from other students.
- improper use of nuisance devices or objects that cause distractions including, but not limited to: pagers, MP3 players, iPods, phones, cell phones, cameras and two-way Radios. (See Cell Phone and PMD policy)
- display in or around the personal space of a student or in or around the school buildings, items that create a danger to health or safety or creates a disruption to the educational process, including but not limited to items that bear a message that is lewd, vulgar, or obscene, or items that promote products or activities that are illegal for use by minors, or containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to any student or faculty or that connotes gang membership or causes continual/chronic harassment. If posted items are objectionable, the student will be asked to remove the objectionable item or a faculty member will remove the item and return it to the student. Refusal to remove displayed materials may result in suspension

#### **Violations of Respect For School Property**

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

- criminal activity
- falsification of any records, documents, notes, or signatures
- tampering with, changing, or altering records or documents of the school by any method including, but not limited to, computer access or other electronic means
- conduct that creates a substantial and unjustifiable risk of serious damage to the property of the school, to the student or to another person

### **Violations of Respect For School Policies and Norms**

- acts disruptive of the educational process, including, but not limited to, disobedience, disruptive, or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats
- conduct that substantially impairs the discipline and order of the school environment
- violations of any local, state or federal law
- violation of directives or guidelines relating to school property and personal space
- violation of school rules, regulations, policies or procedures.
- violation of school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property
- leaving the building, campus or other supervised area without permission
- attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping school or classes, or leaving school grounds without permission
- failure to respond to an adult directive in an emergency or non emergency situation
- flagrant or repeated violation of school guidelines or rules
- other acts, as determined by the school, which are disruptive of the educational process or dangerous or detrimental to students or faculty or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission of operations of the school or the safety or welfare of students or faculty

### ***Consequences of student behavior violations***

Student discipline problems will be dealt with on a case-by-case basis, consistent with the student's prior discipline record and the seriousness of the offense. Nothing in this policy shall be construed as requiring GRS to begin by imposing a minimum consequence before progressing to more serious forms of discipline. It is our best practice to employ consequences that are relevant and restorative.

Student discipline procedures may include but are not limited to: after school work time, contacting parents, conferencing, removal from class/setting, police contact, suspension, exclusion, or expulsion. The minimum consequence for any non-violent, non-threatening offense is conferencing with the student. Violence, threats of violence, bomb threats, possession or distribution of illegal drugs (or look-alike) or any other action negatively affecting the safety and security of GRS, its pupils, faculty or community members shall have the minimum consequence of suspension with GRS reserving the right to consider and impose expulsion and/or exclusion proceedings consistent with the Pupil Fair Dismissal Act. Notification of any violation of this policy and resulting disciplinary action shall be as provided by the Fair Pupil Dismissal Act or other applicable law.

Talking circles, peer mediation, restorative justice and/or individual or small group sessions with the school social worker(s) are also viable school responses to disciplinary issues.

**Other possible consequences:*****In-School Suspension***

During an in-school suspension the student will work alone in an area designated by a teacher or Head of School. The student will not be present at recess and will not eat lunch with his or her class. This includes all after-school activities such as clubs, sports, or social events.

***Out-of-School Suspension***

Students who are serving out-of-school suspension are not allowed to participate in any school activities for the specified duration of their suspension. This suspension includes all after-school activities such as clubs, sports, or social events. Students will be given time to complete all missing work when they return from a suspension. GRS may elect to provide work for the student prior to sending him or her out on this type of suspension.

***Expulsion***

Students who are expelled from the school are no longer afforded the privileges and rights associated with being a member of the GRS community.

**School Policies****Tobacco Use Policy**

The possession, distribution, and use of tobacco products and paraphernalia or look a-likes is prohibited on school property and at school-sponsored events. Consequences for violating this policy may include notification of parents or suspension.

**Alcohol and Chemical Use Policy**

GRS recognizes that a minor's use of alcohol and/or any other illegal or controlled substance violates state and federal law. Therefore, any GRS student found to be in the possession of or under the influence of alcohol and/or any other illegal substance or controlled substance or involved in the sale or attempt to sell in school, on school property, or at any school sponsored event alcohol, illegal substance, or controlled substance will be subject to disciplinary action. The discipline will recognize the seriousness of the offense, consider a variety of approaches and consequences to hold the student accountable for their behavior, take into account mitigating circumstances, and provide for referral for chemical health assessment at the parent or guardian's expense.

The consequence for possessing, using or distributing alcohol, controlled substances or illegal substances may include immediate out-of-school suspension, confiscation of the substances involved, immediate notification of police, parent or guardian notification or recommendation to the school board chairperson for disciplinary action up to and including expulsion.

**Weapons Policy**

This policy is not meant to interfere with instruction or the use of appropriate equipment and tools by students. Such equipment, when properly possessed, used, and stored, shall not be considered in violation of the rule against the possession, use or distribution of weapons by students. GRS will determine the seriousness of the offense, consider a variety of approaches and consequences to hold the student accountable for their behavior, and take into account mitigating circumstances. No student or non-student, including adults and visitors, shall

- possess, use, or distribute a weapon or other dangerous object when in a school location or direct vicinity (A weapon means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury. )

- possess use or distribute ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon
- possess, use, or distribute explosives or any compound or mixture, the primary or common purpose of intended use of which is to function by explosion
- throw pennies, change/coins or other projectiles to include spit-balls and other items

The consequence for possessing, using or distributing weapons may include: immediate out-of-school suspension; confiscation of the weapon; immediate notification of police; parent or guardian notification; and recommendation to the school board chairperson of dismissal to include up to expulsion. Pursuant to Minnesota law, a student who brings a firearm, as defined by federal law, to school will be expelled for at least one year. The school board may modify this requirement on a case-by-case basis.

### ***Hazard or Nuisance Item***

For health, education and safety reasons, the possession or use of hazardous and nuisance items is prohibited on school property and at GRS sponsored events, unless explicitly authorized by faculty. Examples of such objects are:

Soda in glass bottles	Bottle caps
A/V Recorders (except when issued by school)	Laser Pointers
Martial arts equipment	Roller sneakers
Handheld Video Gaming Devices	Silly string
Toys	Gaming Cards/Dice
Pets/Animals (unless prior ok)	Excessive safety pins or spikes on clothing
Chains & wallet leashes	Two-way radios

### **Search Policy**

Pursuant to Minnesota statutes, desks and storage units are the property of the school. At no time does the school relinquish its exclusive control of desks and storage units provided for the convenience of students. Faculty members for any reason may conduct inspection of the interior of these items at any time, without notice, without student or parent consent, and without a search warrant. The personal possessions of students including, but not limited to, purses, backpacks, book bags, packages or clothing may be searched only when a faculty member has a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. Vehicles may also be searched if faculty has reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose items were searched unless disclosure would impede an ongoing investigation by police or GRS faculty. Parents/Guardians will be notified of the search either prior to or after the search based upon the discretion of the Director.

A student found to have violated school policy/law and/or the directives and guidelines implementing it, shall be subject to discipline in accordance with the school's Student Discipline Policy.

### **Harassment and Violence Policy**

It is the policy of Great River School District No. 4105 School Board to maintain a learning and working environment free from harassment on the basis of protected class status (see discrimination on page 22). It is the policy of the District to prohibit all forms of violence.

It is a violation for any student or faculty member of the District to harass or inflict violence upon a student or faculty member through conduct or communication (intentions of violence or harassment either implied or implicit) as defined by this policy. Harassment constitutes any action that creates a hostile or offensive educational work environment.

Furthermore, it is a violation of this policy for any student or employee of Great River School to communicate intentions of violence to a student or employee.

GRS School will investigate all complaints, either formal, informal, verbal, written or implied, of harassment and to discipline any student or faculty member who harasses a student or faculty member of GRS School District No. 4105. Faculty members are required to report any known or suspected harassment of or violence towards any student. Students and faculty are strongly encouraged to file complaints. Complaints should be addressed in written form to the School Director.

Consequences of violation of this policy: a student will be warned to discontinue the harassing behavior and warned that if they should choose to continue they may face suspension. Flagrant or extreme forms of harassment or any form of violence may result in immediate suspension followed by expulsion or termination.

Examples of harassing or violent behavior:

- verbal assaults, or verbally abusive behavior, including, but not limited to, use of language that is discriminatory, abusive, obscene, threatening, intimidating or that degrades other people
- physical or verbal threats, including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist.
- physical attack on another student, whether provoked or unprovoked
- use of threatening or abusive language or physical aggression
- inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin or sexual orientation
- actions, including fighting or any other assault/aggressive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of students or faculty
- committing an act that inflicts great bodily harm upon another person, even though accidental or a result of poor judgment
- violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;

## **Bullying Policy**

It is the policy of Great River School District No. 4105 School Board to maintaining a safe and civil educational environment free from harassment, intimidation or bullying. “Harassment, intimidation or bullying” means any intentionally written, verbal, or physical act, when the intentionally written, verbal, physical act, cell phone, e-mail or text message that:

- physically harms a student or damages the student’s property
- substantially interferes with a student’s education
- is severe, persistent, or pervasive that it creates an intimidating or threatening educational environment, or
- has the effect of substantially disrupting the orderly operation of the school

To this end, students and faculty will receive annual training on how to recognize, prevent and respond to bullying. The school will investigate and take appropriate and effective corrective action when it knows of incidents of intimidating behavior.

Nothing in this policy requires the affected student to possess a characteristic that is a perceived basis for the harassment, intimidation, or bullying, or other distinguishing characteristic. Harassment, intimidation or bullying can take many forms including: slurs, rumors, jokes, innuendo demeaning comments, drawing cartoons, pranks, gestures, physical attacks, threats, cell phone messages, cell phone call, text or online messages, or other written, oral or physical actions. "Intentional acts" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s). This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the education environment. Many behaviors that do not rise to the level of harassment, intimidation, or bullying may still be prohibited by other district policies or building, classroom, or program rules. Counseling, corrective discipline, and/or referral to law enforcement will be used to change the behavior of the perpetrator and remediate the impact on the victim. This includes appropriate intervention(s), restoration of a positive climate, and support for victims and others impacted by the violation. False reports or retaliation for harassment, intimidation or bullying also constitute violations of this policy.

## Hazing Policy

'Hazing' means committing an act against a student, or coercing a student to commit an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:

- any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body
- any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student
- any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student
- any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation that adversely affects the mental health or dignity of the student or discourages the student from remaining in the school
- any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations

Any person who believes he or she has been a victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an advisor, who is the appropriate school district official designated by this policy. Upon receipt of a complaint or report of hazing, GRS School District 4105 shall investigate the report and take proper action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act, school district policies and regulations. GRS School District 4105 will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or any other employee who retaliates against any person who makes a report of alleged hazing or testifies, assists, or participates in an investigation or hearing related to such hazing.

## Non-discrimination Policy

It is the policy of the School Board of GRS School District No. 4105 to comply with applicable federal and state laws prohibiting discrimination to the end that no person protected by such law shall, on the grounds of race, color, national origin, creed, religion, gender, marital status, sexual orientation, status with regard to public assistance, age, or disability (hereinafter "protected class status") be excluded from participation in, be denied the benefit of, or otherwise be subjected to discrimination under any educational program or in employment, or recruitment, consideration, or selection, therefore full time or part time under any education program or activity operated by the district. Any student of GRS School District No. 415 who feels he/she has been discriminated against in violation of the District's non-discrimination policy may avail himself/herself of filing the grievance with the Head of School or with the appropriate Level Coordinator. Any employee or other individual who feels he/she has been discriminated against on the basis of protected class status should file a complaint with the Head of School. If the Head of School is a witness or otherwise involved in the alleged discrimination, the complaint should be filed with the Board President.

## Key Experiences Policy

Great River School engages in key experiences throughout the school year that are essential to our academic programs. As stated in the Parent or Guardian/School and Student/School contract, attendance at these key experiences is required for all students. Below are some important points regarding the Great River School Key Experiences.

- Parents/Guardians/Students/Community are given the dates of key experiences in advance. If a student misses a key experience, their semester academic grade may be impacted. Rare exceptions to this can be made at the sole discretion of the Head of School. The request must be made in writing at least three weeks in advance of the key experience unless the request is related to a medical emergency or family-related death.
- Students must be in good standing to attend or participate in a key experience. It is a privilege not a right, for students to attend or participate in a key experience. If faculty has any reservations regarding a student's ability to participate positively in a key experience, parents will be contacted prior to the key experience to meet and discuss the situation. It is the school's decision if the student will attend a key experience. If a student is not allowed to attend a key experience, an alternative educational experience will be provided as defined by the school.
- Students not on track for graduation may be held back from any key experience. An alternative educational experience as defined by the school will be provided.
- Students sent home from a key experience might not be allowed to participate in the subsequent key experience. Trust must be rebuilt with faculty and community over time. An alternative experience will be provided.
- Behavioral expectations are heightened during key experiences. For the safety of the students and faculty, immediate and clear responses to behavioral issues should be expected from faculty. Students should be advised that all behavioral expectations will be strictly enforced.
- If a student is sent home from a trip, the parent(s)/guardians(s) will be informed of the basic facts which gave rise to the decision to send the student home. More complete discussion about the incident will occur after the trip. The focus of the faculty must be on the trip and managing student needs and safety. The student sent home must stay at home until a meeting with the trip lead and Head of School can occur and/or until disciplinary action, including suspension, expulsion or exclusion, is initiated in accordance with the Minnesota Fair Pupil Dismissal Act.
- The parent/guardian of a student sent home from a key experience will be responsible for paying for his/her transportation home from the trip no matter the distance or cost.