

# River Bend Area Learning Center

## Student Handbook



Revised July 2012

# River Bend Area Learning Center Student Handbook

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# River Bend Area Learning Center

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## **MISSION STATEMENT**

**Our mission encourages and supports collaboration among the schools, families, businesses and community.**

The success of every learner is the primary mission of River Bend Area Learning Center. River Bend Area Learning Center recognizes that the uniqueness of the individual and life circumstances creates the need for an alternative to the traditional school setting. The staff is dedicated to providing an individual learning plan for each student emphasizing a practical and community-centered approach to addressing the needed academic and life skills. To accomplish this goal we promote:

1. Quality academic achievement for each student.
2. Development of a sense of self-worth and positive self-concept for each student.
3. Development of a sense of citizenship.
4. Students be productive members in society.

## **RIVER BEND AREA LEARNING CENTER GOALS**

- \* Empower students to successfully complete state requirements and earn a High School diploma.
- \* Improve academic achievement among at-risk and truant students.
- \* Reduce and prevent truancy.
- \* Reduce alcohol, tobacco, and other drug use.
- \* Reduce the level of violence among students.
- \* Expose students to educational and social opportunities that they may not have otherwise experienced.

### **Vision**

The Vision of River Bend Area Learning Center is to support students in a positive and caring manner that allows for their success in high school, to prepare students for the challenges beyond high school, and to instill in them a sense of self-worth and productive citizenship in our society.

# **ELIGIBILITY & REGISTRATION**

## **ELIGIBILITY**

To be eligible a student must be in grades 7-12 or past their graduation year and under the age of twenty-one. Each student must meet *one* of the following criteria:

1. Perform substantially below the performance level for pupils of the same age on a local achievement test.
2. Be at least one year behind in their course work or credits for graduation.
3. Be pregnant or a student parent.
4. Assessed as chemically dependent.
5. A victim of physical or sexual abuse.
6. Experienced mental health problems.
7. Experienced homelessness anytime within the last six months.
8. Expelled or excluded from a school district.
9. Speak English as a second language or has limited English proficiency.
10. Has withdrawn from school or has been chronically truant.
11. Referred by two of the following: District, Parent and/or Community Support Service.

## **REGISTRATION**

Once a student meets the eligibility requirements, s/he must meet with the Coordinator for registration. The following will be completed: transcript or credit report, and a discussion of the Center's philosophy and policies. Parent permission is necessary for a student who is enrolled in high school and under eighteen years of age.

A team meeting is required if a student is receiving Special Education services. The team must agree that the ALC will best meet the student's educational needs. Individuals involved should include, but may not be limited to: principal and/or counselor, ALC Coordinator, case manager, regular education teachers, parents and student. Parents are encouraged to be present at the meeting.

## **TRIAL PERIOD**

Students initially entering the Area Learning Center will be admitted for a 30-day trial period. If, during the 30 days, it is determined by Program staff that the Area Learning Center does not meet the educational needs of the student, s/he will be referred back to their home district so that other educational options may be explored. A meeting can be scheduled at the end of the 30-days to review continuance in the program.

## ATTENDANCE

The Board of Education, administration, and staff of River Bend Education District believe that school attendance is a significant and valuable component of a student's education. **Attendance at school is a must for academic progress.** It also establishes patterns that future employers demand.

Consistent school attendance is one means by which a student develops responsibility and self-discipline. Group learning situations assist students to communicate, work together, gain perspectives, and accept responsibilities; all important components of adulthood. For these reasons, **student absence from school should be limited to those instances in which absence is genuinely unavoidable.** Each student, his/her parent or guardian, and the school share an obligation to encourage and ensure the student's continuous school attendance.

*It is the intent of River Bend Area Learning Center to work with families to decrease the amount of time that a student is gone from school. Minnesota Juvenile Law (260.015 Subd 19) describes a habitual truant as a student under the age of 18 who is absent from school without lawful excuse.*

Minnesota law requires children must go to school every day from the time they are enrolled until they are eighteen (18) years old, unless they are legally withdrawn at age 16 or 17. Absences may be excused because of illness, religious observance, family emergency, or funeral. All other absences are presumed to be unexcused. A student who has at least three unexcused absences from school for three or more class periods on three days if in middle school, junior high school, or high school, is considered "continuing truant" under the law. (Minn. Stat. 260A.02, Subd. 3)

Students are expected to be in school and on time every day that school is in session. If a student is ill, the parent/guardian must call to excuse the absence. Notes from parents to excuse the absence will not be accepted.

When a student is absent, or going to be absent, the school should be notified that day by the student's parent or guardian. If the school does not receive a call within 24 hours of the absence, it will be counted as unexcused. When the school is not properly notified of a student's absence, the absence will be considered unexcused.

### INCENTIVES FOR PERFECT ATTENDANCE

Any student who completes two consecutive weeks with perfect attendance will earn a perfect attendance award. Students can have no more than 2 tardies per class to earn perfect attendance. Larger perfect attendance awards will occur at mid-quarter and the end of the quarter for students who qualify.

### **STUDENT RESPONSIBILITIES**

1. To regularly attend all classes.
2. To be sure to communicate with a parent/guardian in regard to missing school and making sure the parent/guardian calls in to excuse the absence by the required deadline.
3. To keep track of the number of absences in classes.
4. To request missed assignments, homework, tests, etc.
5. To complete make-up work within the time guidelines provided by the instructor.
6. To stay awake in class. Students who sleep during a class will be considered absent unexcused for that class period. Students will be given one redirection for sleeping per class.

### **PARENT/GUARDIAN RESPONSIBILITIES**

1. To ensure the student regularly attends school
2. To inform the school in the event of a student absence. The parent/guardian must call the school by 9:00 AM. 507-359-8780, Notes from parents will not be accepted, so the parent/guardian must call in.

### **UNEXCUSED ABSENCE**

**An unexcused absence is any time a student misses a class, part of the day or the whole day with no excuse from a parent or if the student is 18 years old and has paperwork in place to allow him/her to excuse absences there has been no call or excuse offered.**

**Any time a student has an unexcused absence he/she will be expected to make up all assigned class work, and be required to make up time during our open lunch period.** Open lunch is a privilege and will be used as an incentive to encourage attendance. One unexcused period/block equals 1 lunch make up session.

Students are responsible for keeping track of make up time. Each day a sheet will be posted in the window by the office listing students who owe make time. Students are not allowed to leave the building before reporting to make up. The make up session will be excused 2 minutes prior to the start of third block. **In order to receive credit for a class, all make up must be completed by the last day of the trimester.**

All Advisory/Kick Back & Read unexcused absences must be made up during lunch make up. Make up for this time will be connected to 2<sup>nd</sup> block credit. Any student who does not make up this time will lose credit in 2<sup>nd</sup> block. (If the student doesn't have a 2<sup>nd</sup> block class, it will be attached to another class at the coordinators designation).

**Students will be allowed only 2 unexcused absences per Trimester. At the third unexcused absence in a trimester the student will lose credit in the class. If the student is under age 18, attendance in the class is still required after losing credit. This will help the student avoid truancy.**

## **UNEXCUSED ABSENCES AS THEY ACCUMULATE TOWARD TRUANCY**

At **three** unexcused absences in a trimester/school year, the student will lose the ability to receive credit in the class, and the student's parent/guardian will receive a letter notifying them of the school's concerns and the student will be placed on an Attendance Intervention Contract. Students will be expected to attend school with no more unexcused absences in addition to other mutually agreed on requirements made between the student and the school staff.

At **five** days of unexcused absence in a school year (from any specific class or five entire days), The Student will then meet with school administration to implement the Attendance Intervention Contract's consequences and to clearly outline the legal ramifications of further truant behavior as enforced by their resident county.

**NOTE:** At this point the student must continue attending classes as outlined in the Attendance Intervention Contract.

At **seven** days of unexcused absences in a **school year**, the student is considered a habitual truant. The school will notify the parent/guardian that a truancy report will be filed with the county.

## **EXCUSED ABSENCE**

**Any time a student has an excused absence he/she will be expected to make up all assigned class work.**

An excused absence is a request by a parent/guardian for the student to be absent from school. In order to have the student excused, the parent or guardian will need to contact the school in person or by telephone before 9:00 a.m. If that is not possible, please call within 24 hours of the day of the absence. An absence that has not been excused by the above stated time will result in an unexcused absence. Absences include leaving school or arriving late for school (with parent notification).

After **five** days of excused absence in a trimester, the student will lose the ability to receive credit in the class or for all classes. The Student will then meet with school staff to develop and implement an Attendance Intervention Contract and to clearly outline the legal ramifications of further truant behavior as enforced by their resident county.

## **APPROVED EXCUSED ABSENCES**

1. Illness
2. Death (including funeral) in the immediate family-parent, siblings, grandparents, girl/boy friend, wife/husband, and children.
3. Participation in school sponsored activities.
4. Medical/dental appointments verified by a written note from the doctor. We encourage that appointments be made outside of the school day when possible.
5. Court appearances for child related cases or when under subpoena to appear as a witness on behalf of some else. (must have written documentation)
6. Pre-approved college visits (limit 2 days per junior and senior years)

## **UNEXCUSED AND EXCUSED ABSENCES IN COMBINATION**

Any combination of unexcused and excused absences that equals a total of **five** absences in a trimester will result in the student losing the ability to receive credit in the class or for all classes. The Student will then meet with school staff to develop and implement an Attendance Intervention Contract and to clearly outline the legal ramifications of further truant behavior as enforced by their resident county.

## **EXCESSIVE ABSENCE**

If a student accumulates ten or more absences (excused and/or unexcused) in one semester the school will contact the resident county for a child protection concern. The school administration and teachers will keep track of absences and provide a warning to the students, parents or guardians following the 5<sup>th</sup> and 7<sup>th</sup> absences. However, the responsibility for being aware of the total absences for the semester lies with the student.

Absences verified by written documentation from a medical professional, a long-term or chronic illness, family funerals, subpoenas, pre-approved family trips and pre-approved college visits will not be counted towards the ten-day excessive absence total.

## **TARDIES**

A tardy is being fifteen minutes or less late to class. If a student is more than 15 minutes late, the student will be marked absent. Students **MUST** report to the office if tardy or it will count as an unexcused absence. Three tardies equal an unexcused absence.

## **TRUANCY**

It is the intent of the River Bend ALC to work with families to decrease the amount of time that a student is gone from school. Minnesota Juvenile Law (260.015 Subd 19) describes a habitual truant as a student under the age of 18 who is absent from school without lawful excuse.

Student truancy will be reported in the following manner:

**Step 1:** When a student is absent, or going to be absent, the school should be notified that day by the student's parent or guardian. When the school is not properly notified of a student's absence, the absence will be considered unexcused.

**Step 2:** If the student has three or more days of unexcused absences, the student's parent or guardian will receive a letter notifying them of the school's concern. Parents will be given one week to notify the school of absences that were excused but not called in.

**Step 3:** If no communication is received after one week of contacting parent/guardian by letter, the student will be placed on an Attendance Intervention Contract. Students will be expected to attend school on a regular basis with no more unexcused absences.

**Step 4:** If a student reaches seven days of unexcused absences, they are considered a habitual truant. The school will notify the parent or guardian that a truancy report will be filed.

# **SCHEDULES**

## **SENIOR HIGH DAY PROGRAM SCHEDULE**

The ALC is on a 69min 5 period day with a 30min Kick Back & Read and a 30min lunch.

8:05-9:14	Period 1
9:14-9:44	KB & R
9:44-10:53	Period 2
10:53-12:02	Period 3
12:02-12:32	Lunch
12:32-1:41	Period 4
1:41-2:50	Period 5

## **MID LEVEL SCHEDULE**

The Mid-level program is on an eight period day with a 30min Advisory.

8:05-9:14	Math/Elective
9:14-9:44	KB & R
9:44-10:53	Science
10:53-12:15	Social Studies/Elective
12:15-12:45	Lunch
12:45-1:41	PE
1:41-2:50	English/Elective

# **PROGRAMS, SERVICES, & ACTIVITIES**

## **CONTINUAL LEARNING PLAN**

Students will meet periodically with Program staff to review their Continual Learning Plan (i.e. grades earned, goals attained, changes in individual needs, etc.) An advisor will be assigned to each student when entering the ALC. The advisor will meet with the student throughout the year to discuss the Continual Learning Plan. Parents may review the CLP with the advisor at Parent/Teacher Conferences.

## **AWARDS CEREMONY AND RECOGNITION**

Our ceremony is a celebration of a major accomplishment. Graduating seniors are encouraged to participate in our ceremony where they will receive a Certificate of Completion. Seniors will need to keep in touch with their home school districts regarding senior pictures in yearbooks and procedures to walk through their High School Commencement.

## **KICK BACK AND READ**

Kick Back and Read time is a **required** part of the student day. All students with morning classes or a full schedule are required to attend this 35minute period. This is a time to encourage leisure reading. Reading material must be appropriate as determined by the supervising teacher. All exceptions to reading time must be approved by the Coordinator. Attendance rules will be enforced. To remain in good academic standing in other classes, a student must attend and participate in Kick Back and Read. Unexcused Absences in Kick Back and Read will need to be made up during lunch make up. If they are not made up the student will lose credit in second block. If the student does not have a second block class the coordinator will designate the class for no credit.

## **ACKNOWLEDGMENTS**

Teachers nominate students for Student of the Trimester and Right Step Award. Selection Criteria includes, academic improvement, character, leadership, and positive attitude. Selected Students of the Trimester will be honored at the end of each trimester at the Awards Ceremony. Family and friends are encouraged to attend. Students are also honored for perfect attendance and being chosen as Student of the Week by staff members.

## **STUDENT COUNCIL**

Student Council members will be elected to represent students to promote positive relations with students and staff and assist in organizing activities to promote the welfare of River Bend ALC. Elections are held each school year in September.

## **STUDENTS WITH SECTION 504**

Students eligible under Section 504 of the Rehabilitation Act of 1974 will have a service plan or an individualized accommodation plan developed to assist in their academic efforts.

## **STUDENT PICTURES**

Students have school pictures taken each school year. Information will be available at our open house in August and during the first week of school generally. Individual packages are available for purchase

Student pictures and identifying names will be printed in the school yearbook and newsletters and given to local news media on occasions that warrant. However, students or parents/guardians (if the student is under the age of 18) may request in writing that their picture not be published in the media or in the school yearbook.

## **DUAL ENROLLMENT OPTIONS**

**Courses at Public High School** – Students may elect to enroll in vocational and other courses within their home district, or in courses at the New Ulm Public School on a space available basis.

**Post Secondary Enrollment Options** – Students may also enroll in post secondary courses at approved institutions if they qualify for the Post Secondary Enrollment Options Program. See Coordinator for enrollment criteria.

**Work Experience Program** – A work experience program will be available for the students and they may earn credit for working while participating in this specific program once they have successfully completed the Career Exploration class.

**Year-round School** – The ALC provides students with the opportunity to attend school throughout the calendar year. This allows eligible students to remediate their educational programs.

**Athletic Eligibility** – Students attending the ALC may participate in extra curricular activities of their home school district. Students will be expected to abide by the Minnesota State Athletic League Guidelines.

## **SENIOR HIGH INDEPENDENT STUDY PROGRAM**

The objective of the River Bend Area Learning Center Independent Study Program is to meet the requirements of each Home School in regards to credits towards graduation. When a referral is made, the Coordinator will contact the student's home district to request the student's academic transcript and/or report cards to verify credits already earned and determine those still needed for graduation. The resident district high school counselor will confirm all credits. Upon successful completion of those requirements, students will earn a high school diploma from their resident or sponsoring district. We will also stress the importance of social, personal, and behavior skills needed to be a productive community citizen.

## **PACKET BASED INDEPENDENT STUDY**

Evening Independent Study Classes are on Monday – Thursday with times to be determined. Students can take only one class at a time. Packet Based classes are organized into six sections. Each section is designed to require six to eight hours of class time to complete. A minimum of six hours of student/teacher contact time a week must be completed in class. All classes require a minimum of 48 hours student/teacher contact time. The first meeting with the Evening Independent Study Teacher will be an orientation to the program that will include an overview of independent study skills, establishing a set schedule for the student and explaining the assigned work policy.

Deadlines will be set for each packet of work. Packets will be collected on the established due date and submitted for grading. Corrected packets will be returned to the Independent Study Teacher within five days. These will be kept together in a 3 ring binder and shared with the student. Any work that was not completed in the packet will receive a zero grade. At a mid-point in the students schedule all incomplete work from the first half of the class can be resubmitted to be graded. This same opportunity exists at the end of the class for all incomplete work from the second half of the class. In both cases this work should be completed by a date established with Independent Study Teacher.

### **Packet Based Classes Offered:**

**English:** English 9A, English 9B, English 10A, English 10B, American Literature, World Literature, Creative Writing, Journalism, Advanced Communication

**Social Studies:** American History A, American History B, World History A, World History B, World Geography A, World Geography B, American Government, Economics, Current Social Events

**Science:** Science 9A, Science 9B, Biology A, Biology B, Human Biology

**Electives:** Careers, Work Experience, Child Development, Housing, Family Living, Personal Family Resource Management, Business Math I, Business Math II

## **ONLINE CURRICULUM INDEPENDENT STUDY**

A limited number of seats are available for Online Independent Study through River Bend ALC. These classes will be offered on a first come first serve basis by request. When the existing seats are filled there will be a waiting list established for the next open seat. Seats will open as students complete classes or after a student has not logged time or completed work for two weeks. In this case the student will be made inactive so another student can begin a class. If the inactivated student wants to re-enroll in the class there must be a meeting scheduled with the coordinator at which time the student

will be put on the waiting list for the next available seat. After a failed third attempt at class participation the student will be dropped from the class and need to restart the class from the beginning unless otherwise approved by the coordinator.

Online independent study classes will require a minimum of 20 hours of seat time in class. The remaining class time can be done outside of school on any computer at any time there are open seats. (some in school classes will be utilizing the online curriculum during the school day and independent study students will not be able to log in at those times.) Students may do the class work at the ALC in the Independent Study room when there is a staff person on duty. If a student needs assistance in a class, subject area teachers are available from 8:00-8:25AM and 3:00-3:30PM or by appointment.

### **LUNCH/BREAKFAST**

Senior High students have the privilege of an open 30 minute lunch period where they may leave campus. Hot lunch is transported to the ALC from the New Ulm Public School. All students are encouraged to take advantage of the Hot Lunch program. Applications for Free/Reduced Lunches are available in the office. Breakfast will be served from 7:45-8:05 a.m. Students who receive free/reduced meals get breakfast for free. The cost for Lunch and Breakfast vary from year to year. We will provide that information at the beginning of the year and to new students.

### **SNOW DAYS**

Late starts and cancellations of River Bend Area Learning Center follow the New Ulm Public School late start and cancellations, which are announced on local radio stations KNUJ (AM 860) and WCCO (AM 830). Absences due to school closure, late starts or early dismissals will be considered excused/exempt absences.

If conditions become bad enough during the day to warrant the cancellation of night school classes, the ALC staff will attempt to contact local high schools and an announcement will be made on KNUJ radio.

### **HEALTH INSURANCE**

The School District does not carry insurance to cover student accidents. Information concerning health and dental insurance can be obtained through your member districts.

### **HEALTH SCREENING**

Brown County Public Health will provide the students with periodic screening for hearing, vision and scoliosis as recommended by the MN Dept. of Health.

### **SCHOOL NURSE**

River Bend Education District contracts nursing *services*. The school nurse will keep track of immunization records, do hearing and vision screenings, and serve as a general resource for the ALC. The nurse is only present one day per week. Students who wish to visit with the nurse must make an appointment through the school office. River Bend Area Learning Center may consult the nurse to determine if a student is ill and/or to evaluate other suspected conditions (*head lice, scabies, etc.*).

## **CREDIT, GRADES & TESTING REQUIREMENTS**

Credits and academic standard requirements will be determined by the student's home school district. The Area Learning Center will contact the student's home district, verify credits and test scores to determine which courses are needed for graduation. The resident district high school counselor will confirm all credits. Since graduation requirements vary from school district to school district, it is the student's responsibility to keep a record of credits earned and necessary graduation requirements.

A principal, counselor or advisor will help each student choose appropriate courses, however, the ultimate responsibility for completion of graduation requirements rests with the student and parent. Questions or problems should be referred to the Coordinator and/or Home School District.

<b>School District</b>	<b>Credits Needed</b>
New Ulm	24 & MN Academic standards
GFW	24 & MN Academic standards
Madelia	26 & MN Academic standards
Sibley East	28 & MN Academic standards
Sleepy Eye	27 & MN Academic standards
St. James	25 & MN Academic standards
Springfield	24 & MN Academic standards
Cedar Mountain	24 & MN Academic standards
Nicollet	24 & MN Academic standards

Students are only allowed to take up to three additional classes outside of their full time status at the ALC or regular high school. Seniors can ask home school district permission to take additional classes in order to stay on track for graduation.

### **GRADE REPORTING**

Mid-trimester grades will be handed out at Parent/Teacher Conferences each quarter. Parents that are unable to attend will receive mid-tri grades in the mail. Report cards will be issued at the end of each quarter.

Our marking system:

A+ 99-100%	A 95-98%	A- 93-94%
B+ 91-92%	B 88-90%	B- 85-87%
C+ 83-84%	C 80-82%	C- 77-79%
D+ 75-76%	D 72-74%	D- 70-71%
F under 70%		
I incomplete		
NC no credit		

Students must earn at least 70% to earn a passing grade.

## **MINNESOTA COMPREHENSIVE ASSESSMENTS** (MCA/GRAD Test (formerly MCAII))

**Required Test to Graduate:** Written Composition, Reading Comprehensive, Mathematics and Science.

**Description:** The MCA-II/GRAD tests are high school tests in reading, written composition, mathematics and science that all students, beginning with the class of 2010, must pass in order to graduate from a public high school in Minnesota. The GRAD component of the reading and mathematics MCA-II/GRAD has replaced the reading and the mathematics BST tests for these students. They must obtain a satisfactory score on each of the tests to graduate from a public school in Minnesota. The Minnesota Comprehensive Assessments – Series II (MCA-II's) are the State tests that help districts measure student progress toward all students being proficient in 2014.

### **What are the basic requirements?**

The basic requirements are meant to act as a sort of “safety net” to guarantee that all students who graduate from our school have the necessary skills to live and work in today’s society. In order to graduate, all students must demonstrate competency in the areas of math, reading, science and writing.

All students entering eighth grade in 2005-06 or later must pass the MCA-II/GRAD (Graduation Required Assessments for Diploma) tests in reading, mathematics, and writing. These tests replace the BST’s. The GRAD is a component of the tenth grade reading MCA-II and the eleventh grade mathematics MCA-II. The written composition tests will be given to ninth graders beginning in 2007-08.

### **What happens to students who don’t pass the basic requirements?**

Students who are not proficient on these tests or who don’t pass the BST or the GRAD component will retake the GRAD component at a later date. The reading test requires students to read a variety of passages and answer multiple choice and constructed response questions. The mathematics tests require students to solve a variety of problems and answer multiple choice, gridded and constructed response questions. The best way to prepare for these tests is to take English and Math courses that address Minnesota’s academic standards.

### **Will the tests be the same each year?**

Different versions of the state tests will be used.

### **What about students with special needs?**

Most special education and special needs students who are receiving the majority of their instruction in mainstream classes will be participating in basic requirements testing. In a small number of cases, special modifications that will not alter the validity of the testing will be available.

**Will there be help for students who don't pass the tests on the first try?**

The district currently offers study skills classes, remedial classes in math, reading, science and writing. Students who do not pass the test may have a personal remediation plan developed for them to assist in preparing for future tests.

Under the GRAD rule, "students must have a minimum of six weeks for remediation before the next testing opportunity." In addition, districts must develop a remediation plan for students who don't pass two consecutive GRAD retests.

**Can students receive a diploma without passing the Mathematics GRAD test?**

Yes, students who do not pass the Mathematics GRAD test are eligible to receive a high school diploma if they:

- complete with a passing grade all state and local coursework and credits required for graduation by the school board granting the students their diploma.
- participate in district prescribed academic remediation in mathematics, and
- fully participate in at least two retests of the Mathematics GRAD or until they pass the Mathematics GRAD, whichever comes first.

**What can parents do to participate?**

Parents can get involved in the school and learn about the curriculum and the basic requirements testing program. Learning about the tests and helping their children prepare for them, and encouraging students to do their best in all their school work are two additional ways parents can help. Encouraging a daily reading routine will also help. Visit <http://www.perspectiveforfamilies.com/mn> to access free supplemental materials for your children.

If you have any questions or concern, contact your child's math or language arts teacher, principal or counselor.

**POINTS TO CONSIDER IN PLANNING YOUR FUTURE**

**College Entrance Requirements:** Entrance requirements vary for many colleges. If you plan to attend a certain college, check with your counselor for requirements. You can get most college catalogs on line at the College web site. Colleges usually will require the ACT or SAT for entrance. College entrance test information is available from the counselor.

**Technical College:** Minnesota has many excellent private and state technical colleges. Technical colleges offer many opportunities in a wide range of vocational/technical fields. If you have a particular field in mind, check with our counselor for advice on high school courses that may be helpful to you.

Apply early as many programs fill up early. Your application should be sent as early as possible to insure you of a position in the program of your choice; September of your senior year is the best time to apply for admission.

**Apprenticeship:** An apprenticeship program helps you to qualify for your vocation by a combination of on-the-job training and evening classes at a technical college. In an apprenticeship program you earn while you learn. The requirements for entering an apprenticeship program are the same as the requirements for entering a technical college program in the same field.

**Full Time Employment After Graduation:** A student who plans to go directly out to work after high school must develop entry level skills that others will be developing in colleges and technical colleges after graduation. This person is called upon to be more mature, more knowledgeable of his/her own interests, abilities, and achievements and be more knowledgeable of careers. It is important that this person be sure he/she is ready to face the world of work directly after high school graduation. Our counselor can be of particular help to you with these plans.

**Military:** All branches of the military service are now offering more competitive career opportunities for the qualified person. The days of the military accepting just about "anyone" are now gone. They are demanding the same background entrance requirements as civilian schools and employers. If you are planning to enter the military service after graduation and pursue a particular vocation, prepare for it in the same way that you would if you were going to pursue the vocation in civilian life. Your doing so will increase your opportunities for success. Our counselor will be glad to discuss the opportunities with you.

It is advisable for you to take the Armed Services Vocational Aptitude Battery (ASVAB) at the beginning of your senior year. To register for the ASVAB, see the counselor.

**Importance of High School Record:** Attendance, grades and relationships with teachers and students are the three basic and most important areas of your high school record. The past is generally the best predictor of the future.

**Attendance:** Good attendance and good marks tend to go hand in hand. Employers check on your high school attendance record, because people with a good school attendance record generally have good attendance records at work too. When employees miss work, it costs the employer money. Employers generally will seek persons with good attendance records.

**Relationships With Others:** More than 9 out of 10 people who are fired from their jobs are fired because they could not get along with other employees or their employer. Students who are not willing to get along with their teachers and fellow students are advised to work at changing now. You may not get the chance later.

**Grades:** Grades are important in as much as they tend to indicate your level of mastery in school subjects. Colleges, technical colleges and employers will require you to have the necessary background for further learning and training. Employers are interested in what you have done and what you will do. People who work up to their ability in school usually work up to their ability on the job.

# **SCHOOL RULES AND POLICIES**

## **CLASSROOM RULES**

Each teacher will inform students of rules regarding the orderly management of their classroom. Failure to follow Classroom Rules will result in disciplinary actions. If a student is dismissed from class by a substitute teacher, each dismissal will double in time owed.

## **CLASS PARTICIPATION POINTS**

Each teacher will set up a class participation point system for each class that rewards participation and encourages the development of a positive work ethic. The system must be visibly present in the grade book and be recorded either daily or at the end of each week.

## **NO CREDIT FOR THE DAY/LOSS OF CLASS POINTS**

In order to earn full credit, it is essential that students actively participate in the learning activities as they have been planned.

- \* If a student chooses to do no work during the assigned class period, no credit will be given for that block at the discretion of the teacher. Awarding students less than full class participation points per day will be up to the Teachers discretion based on how the student participates in class.
- \* Any student that has been dismissed from a class will receive no credit on any assignments for that day, no class participation points and be required to make up the time.
- \* Students who cannot stay awake after being warned once will receive no credit on any assignments for that day, no class participation points, be marked as unexcused and be required to make up the time.

## **ABUSIVE/INAPPROPRIATE LANGUAGE**

Use of profane, abusive or inappropriate language will not be tolerated.

1. Inappropriate language in casual conversation will result in a warning.
2. A Student can be dismissed if he/she is insubordinate to a staff member and continues to use inappropriate language.
3. Inappropriate language directed towards a classmate will result in a dismissal from the class for that block.
4. Profane or abusive language directed at a staff member will result in an automatic suspension and notification of parent/guardian.

## **INSUBORDINATION**

The deliberate refusal to follow reasonable requests or orders of a school staff member will be considered insubordination. Every student shall be expected to follow reasonable rules, directions, instructions and requests. Disciplinary action will be based on offense and severity. Parents will be notified and students may be suspended.

## **RELIGIOUS, RACIAL AND SEXUAL HARASSMENT AND VIOLENCE**

It is the policy of River Bend Education District to maintain learning and working environment that is free from religious, racial or sexual harassment and violence. River Bend prohibits any form of religious, racial or sexual harassment and violence.

“Harassment” may include the following when related to religion, race, sex or gender:

1. name calling, jokes or rumors
2. pulling on clothing; graffiti
3. notes or cartoons
4. unwelcome touch of a person or clothing
5. offensive or graphic posters or book covers; or
6. any words or action that makes an individual feel uncomfortable, embarrasses them, hurts their feelings or makes them feel bad.

Students who, upon investigation, are found to have committed religious, racial or sexual harassment and/or violence may be warned, suspended, or expelled. A summary of River Bend Policy Against Religious, Racial and Sexual Harassment and Violence is posted at various locations with the Area Learning Center. Students are informed annually (or more frequently if deemed necessary by Program staff) regarding the Policy and a copy of the complete Policy is available from the Education District Office upon request. Individuals who feel they have been discriminated against in violation of this policy may avail themselves of grievance procedures as outlined in the Policy.

Religious, Racial and Sexual Harassment and Violence are against the law. Discrimination is against the law.

## **VIOLENCE PREVENTION AND WEAPONS**

It is the policy of River Bend Education District:

1. to maintain a learning and working environment that is free from threats and harmful influence of any person(s) or group(s) which exhibit and promote violence and disruptive behaviors;
2. to promote healthy human relationships that are physically and psychologically safe;
3. that pupils and staff shall not possess a firearm or a dangerous weapon when in the school building, on school grounds, or on any school related activity; and
4. to refer to the local law enforcement agency any person who brings a firearm to school in violation of the “Gun Free Schools Act of 1994”.

### **PHYSICAL ASSAULT TOWARDS STUDENTS OR SCHOOL PERSONNEL**

Physical assault will result in an immediate suspension of up to three days. Law enforcement may be notified.

### **FIGHTING**

Fighting is considered the physical engagement of two or more students with intent to harm. Fighting will result in an immediate suspension of up to three days for the first offense and up to the Coordinator's discretion on following instances. Law enforcement may be notified.

### **HORSEPLAY OR PLAY FIGHTING**

Any student found guilty of horseplay or play fighting can be dismissed from class, dismissed from the remainder of the day, or suspended based on the severity of the incident as determined by the Coordinator.

### **WEAPONS**

"Weapons" means any firearm, whether loaded or unloaded, any device or instrument designed as a weapon or though its use is capable of threatening or producing great bodily harm or death, or any device or instrument that is used to threaten or cause bodily harm or death. Some examples of weapons are: Guns (including pellet guns, look alike guns, and nonfunctioning guns that could be used to threaten others), knives, clubs, metal knuckles, numchucks, throwing stars, explosives, stun guns, and ammunition. A student who finds a weapon on the way to school or in the school building and takes the weapon immediately to the office shall not be considered in possession of a weapon.

Possession of a weapon will result in:

1. Confiscation of the weapon.
2. An initial suspension for no less than five (5) days,
3. Contacting the police department, and
4. A recommendation to the Director that the student be expelled.

"Possession" refers to having a weapon on one's person or in an area subject to one's control on school property or at a school activity.

### **THREATS**

A "threat" is an expression of an intention to inflict pain, injury, evil or punishment on a person or thing. Any disruption caused by the threat will be grounds for dismissal from class. A threat will result in a conference with the Coordinator, contacting parent/guardian, and may lead to a suspension of up to three days.

A student who threatens another person while in possession of a weapon shall be dealt with as per the policy dealing with weapons.

### **HAZING**

Hazing is inconsistent with the educational goals of River Bend and prohibited at all times. "Hazing" is defined as committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for

the student to be initiated into as affiliated with a student organization, or for any other purpose. Following a report on hazing, a thorough investigation will be held with appropriate action according to the River Bend Disciplinary Procedures being followed.

### **VANDALISM**

Students who are apprehended and judged guilty of vandalizing school or personal property will be required to make monetary restitution in full. Local authorities will be contacted if deemed necessary by the Coordinator. This also applies to damage caused by horseplay, play fighting, etc. Disciplinary action may or may not include suspension based upon the severity of the incident.

Textbooks are loaned to students free-of-charge. Excessive wear, damage, and lost books will be charged back to students at the conclusion of the class.

### **PLAGIARISM/CHEATING POLICY**

Plagiarism is defined as use of intellectual material produced by another person without acknowledging its source. For example:

- Wholesale copying of passages from works of others into an assignment, paper, Discussion posting, or thesis or dissertation without acknowledgment.
- Using the views, opinions, or insights of another without acknowledgment.
- Paraphrasing another person's characteristic or original phraseology, metaphor, or other literary device without acknowledgment.

Cheating can take the form of crib notes, looking over someone's shoulder during an exam, or any forbidden sharing of information between students regarding an exam or assignment.

Students caught plagiarizing / cheating will lose credit for the assignment and will not be allowed to make up the work and may be subjected to further disciplinary action.

### **CELL PHONES**

Cell phones must be turned off during the school day (For these purposes the school day is between 8:05 and 2:50 with the exclusion of lunch from 12:02 to 12:32). If a cell phone is heard during the school day, the student will be required to turn off the phone and serve one session of lunch make up. If during the school day a student is caught using a cell phone it will be taken away and kept in the Coordinator's office for one week (5 school days). The student can get the phone back at the end of no less than two school days by serving two lunch make up sessions. Any student who violates the cell phone policy and refuses to turn the phone over to the Coordinator or designee will be suspended for three consecutive days.

### **SEARCHES**

Random searches will be conducted throughout the school year. This will include the building and school property including the parking lot. Searches will be conducted by the ALC Coordinator and the New Ulm Police Department with the aide of a Canine Officer when necessary.

### SMOKING/TOBACCO

River Bend Education District is a tobacco free zone. No student may possess or use a tobacco product on school property or within 300 feet or one city block of school boundaries. The following are consequences for possession and smoking:

First Offense	one day - out of school suspension
Second Offense	two day - out of school suspension
Third Offense	three day - out of school suspension

- **Law enforcement can be contacted and individuals may be subject to a fine for each offense.**

Students are not allowed to smoke in their vehicles to and from school activities/events. Students who are caught by staff violating this will be subject to consequences listed above.

### ALCOHOL AND CONTROLLED SUBSTANCES

Minnesota Schools are drug free zones. Laws allow severe penalties for anyone caught selling or possessing illegal drugs within one city block or 300 feet of any Minnesota school or school bus carrying students. Evidence of intoxication or possession or use of controlled substances, toxic substances, mind/mood altering substances and/or alcohol, in a school building, on school grounds, or at a school activity will be grounds for out of school suspension. Proper authorities and parents/guardians will be notified immediately.

Any student found to be under the influence of mind/mood altering substances or to be in the possession of mind/mood altering substance or paraphernalia will have the following consequences:

- a. First Offense: three days out of school suspension
- b. Second Offense: exclusion for one quarter
- c. Third Offense: exclusion for one calendar year

- **Law enforcement will be contacted and individuals may be subject to a fine for each offense.**

### DRESS AND GROOMING

Students are expected to choose appropriate attire for school. Any item of dress with alcohol, tobacco or drug logos, statements promoting alcohol, tobacco, drugs, harassment, discrimination, abuse or unfavorable sayings are **NOT** allowed to be worn within the school. Long chains attached to wallets and/or worn outside of the pants are prohibited. Shorts worn at school must fall below the index finger when arms are at the student's side. Shirts must cover both chest area and midriff. No spaghetti strapped shirts allowed. All undergarments must be covered up at all times. Sunglasses are not allowed to be worn in the school building. Refusal to follow these rules will be grounds for dismissal for the remainder of the day.

### **INAPPROPRIATE STUDENT CONTACT (PDA - Public Display of Affection)**

Inappropriate student contact will not be allowed. This would include kissing, hugging, back rubs, etc.. Disciplinary action will be taken following one written warning.

### **DRIVING AND PARKING**

If the student is placed into the Area Learning Center by their home school, the district must provide transportation. If the student enrolls as an Enrollment Options student, the home district *may* provide transportation. Students who are 16 years of age or above may elect to drive or ride with another student to the ALC but do so at their own risk and liability. Students who are allowed to transport themselves to and from school will need to register their vehicles with the ALC office.

**No high school student is allowed to transport midlevel students to and from school unless the office has a signed permission note from the midlevel student's parent.**

Students driving to school at the Area Learning Center must park in the River Bend District's parking lot, in the designated parking area. Students are responsible for safe driving and lawful behavior.

Students will be reported to law enforcement for reckless driving. Consequences may also include loss of driving privileges and/or suspension based on the severity. Students are not allowed to go their cars between classes.

Any vehicle parked on school property during normal school hours or during a school related activity is subject to being searched by school officials and/or law enforcement officials.

### **FIRE**

When the fire alarm sounds, all persons in the building must evacuate the premises. The students and staff should be at least 100 feet from the building. All classroom and office doors are to be closed. When leaving the building, the teacher will lead the class out the nearest and safest exit. The teacher should make sure that all students have left the building. The teacher and class may return to the building when the all clear is given.

### **VISITORS AND GUESTS**

Students who are considering attending and wish to visit the Area Learning Center should make arrangements through the Guidance Counselor of their Home School. All such visitations must be prearranged two days in advance with the Coordinator. All visitors must stop and register at the ALC office before entering. Enrolled students are not allowed to bring guests to school. Parents are encouraged to visit the Area Learning Center.

### **PERSONAL POSSESSIONS**

The Area Learning Center is not responsible for lost or damaged personal articles. Students are responsible for all belongings brought to school.

Electronic devices that disrupt or distract from the learning environment will be confiscated. Any photo or movie taken during the instructional day without the consent of ALC staff will incur consequences. With reasonable suspicion, school authorities reserve the right to review the picture and video content of any cell phone or camera brought onto school property.

### **LOCKERS**

Lockers will be issued free of charge to students. They should be kept neat and clean. Students are not to change lockers without permission from the principal's office. Students are responsible for any money or valuables in their lockers. Any damage to the lockers should be reported to a staff member or principal. We request that students not place stickers on the inside of lockers, as these are difficult to remove. Students placing stickers in lockers will be accountable for removing them. Writing on lockers will be considered vandalism.

School lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. School authorities for any reason may conduct inspection of the interior of lockers at any time, without notice, without student consent and without a search warrant. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that a search will uncover evidence of a violation of law or school rules.

### **STUDENTS WITH MEDICATION**

If a student needs to take medication during the school day, it must be kept in the office. At the designated time, under the supervision of authorized personnel, medication will be administered to the student. Written doctor or parent's permission must be given to the office before medication can be brought to school. All medication administered at school will be kept in a locked cabinet. The following information must be on the labeled container: student's full name, name and dosage of medication, time and directions for administration, physician's name, and date. Only the amount of medication needed to be taken at school should be brought to school. If any medication remains, it must be picked up by the guardian or destroyed by the school staff at the end of the school year. Medication will NOT be sent home with a student. Any student found with medication in their possession will be written up, parents will be notified and medication destroyed by school staff.

### **FOOD AND BEVERAGES**

Students will not be allowed to have Food and/or Beverages in classrooms. Absolutely no food or beverages are allowed in the computer lab at any time. Students are allowed to have food and/or beverages before school, during lunch, or after school in the commons area or multipurpose area only. Students caught eating or drinking in class may be dismissed from class.

### **FALSE FIRE ALARMS, FIRE EXTINGUISHERS AND SECURITY SYSTEM**

Any student who tampers with a fire alarm, fire extinguisher or the security system will be subject to immediate suspension of three days.

Turning in a false fire alarm or bomb threat is a misdemeanor under MN Statues. River Bend will prosecute anyone caught turning in a false alarm. Damage to property due to misuse of fire prevention equipment shall be dealt with according to the Property Damage policy.

### **CHILD ABUSE**

The state of Minnesota requires by law that public officials report all cases of child abuse and neglect that they have reason to believe exists to the local welfare agency or police department.

**Interviews with Students** – The interviewing of students by anyone other than school district personnel may be conducted only after permission to conduct such interview has been granted by the building principal or designee.

Exceptions to this restriction include:

1. When a court order is presented by a recognized official that grants permission for an interview to take place.
2. When the principal believes that unless an interview takes place immediately, clear and imminent danger could exist for the student or others.
3. When investigating school related incidents.

An attempt will be made to contact parents to inform them of the request. Parental consent or notification is not required when a recognized official, in carrying out his or her responsibilities to investigate a possible case of child abuse, requests permission to interview a suspected child abuse victim or when a court order precludes or eliminates the need for parental notification.

### **CRIMINAL BACKGROUND CHECK**

At the beginning of each school year or when a student enrolls, the school hiring authority must inform parents/guardians about the policy requiring a criminal history background check on all employees and individuals who provide services to the school. Effective September 1, 2008, under Minn. Stat. 123B.03, Subds. 1 and 2 are amended to require criminal background checks of all individuals offered school employment, including those who volunteer, or provide athletic or other extracurricular academic coaching services, regardless of whether compensation is paid. All employees and volunteers who work with students will have a background check completed at their expense before they would be able to work or volunteer at the River Bend Education District Programs.

### **BUS CONDUCT**

Bus drivers have the authority to implement and enforce rules of behavior deemed appropriate to assure safety to and from school. Students are responsible to the bus drivers and home school districts for their behavior during the times they are being transported. Students with chronic behavior problems on the bus may lose the privilege of riding the bus.

**Please keep in mind that the law says: Riding a school bus is a privilege, not a right.**

Any Area Learning student being transported by a school bus will follow the rules and regulations set by the bus drivers. Students are allowed to drive to and from school related activities during the school day with signed consent from a legal guardian.

### **PARTICIPATION IN SCHOOL SPONSORED ACTIVITIES**

River Bend Area Learning Center offers opportunities for students to get involved in leadership activities through Student Council and MAAP STARS. Both of these programs offer opportunities to go on school sponsored trips that include but not limited to, MN State Capital, Fall MAAP Leadership Conference, Spring MAAP STARS Regional and State Competitions. Students must be in good academic standing passing all scheduled classes to participate in these activities.

In addition, the Area Learning Center has regularly scheduled student activity days intended to foster our connections with and among students and model healthy sober activities.

Students are always expected to be good representatives of the Area Learning Center, Our Community and their family while on school trips. To this end, all applicable school rules pertain to school trips and outings. At no time are students allowed to drive themselves, everyone must ride school provided transportation.

### **ILLNESS DURING THE SCHOOL DAY**

Students who become ill during the school day will be allowed to go to the office to call home. We can take a student's temperature for parents to help them make the decision if the student needs to go home. Ultimately the decision is the parent's responsibility. School staff can only report observations of student's symptoms and temperature. Staff will also provide attendance information to parents to help them make the choice.

# **DISCIPLINE PROCEDURES**

## **DISMISSAL FROM CLASS**

Removal from class is a short-term exclusion where the student is asked to leave the class and not return until the next period. Students may be removed from the class for:

- \*willful conduct, which is significantly disruptive to the educational process
- \*willful conduct, which endangers other students, staff or property
- \*willful violation of any rule of conduct specified in the discipline policy

All classroom dismissals need to be immediately reported to the office via phone.

All dismissed students must report directly to the school office.

All dismissals from class will be written up as a behavior referral and include in the description of the incident that the student was dismissed.

All dismissals will be recorded as a "D" for dismissal, in the attendance record. All dismissals must be made up during lunch make up. They will act like an **unexcused absence**, except with regards to truancy. If disruptive behavior continues in the hall or office, Students 18 and over may be asked to leave the building, in which case the dismissal will turn into a suspension. Students under age 18 whose behavior continues to be disruptive will be held in the office until parents are notified and come to pick up the student at which time the student will be suspended. If parents cannot be reached, messages will be left explaining the dismissal and disruptive behavior. If necessary, New Ulm Police will be notified of the disturbance if the student continues.

If minor students leave the building/premises Parents and New Ulm Police will be notified that a minor has left school without school or parental permission.

Students entering another classroom or re-entering a class that they have been dismissed from will be suspended.

**The decision to remove a student for the remainder of the school day will be made by the Coordinator in consultation with the classroom teacher.**

## **SUSPENSION**

Suspension is the short-term exclusion of a student from the school, school property, and school sponsored events. During the term of out of school suspension, the parent assumes custody of the student during school hours.

Students will be served with a written notice containing grounds for suspension and other pertinent information. Parents will be notified of suspension by phone and mail. Students under age 18 will not be released from the building until the parents have been notified by verbal communication.

### **EXPULSION**

Expulsion shall be defined as an action taken by the River Bend Education District school board to prohibit an enrolled pupil from further attendance for a period that shall not extend beyond one calendar year. Only the school board can expel a student and shall do so in accordance with the provisions of the Pupil Fair Dismissal Act of 1974 as amended. Upon notification of a hearing for expulsion, a student will be provided with a copy of the law.

### **WITHDRAWAL FROM SCHOOL**

A student who wishes to withdraw from school who is under the age of 18 will be required to have a meeting with the Coordinator and parents/guardian to review the student's educational options.

## **TECHNOLOGY**

Access to the Internet will enable students to explore millions of resources that will aid in their education. Families should be warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, the River Bend Education District support and respect each family's right to decide whether or not to apply for access.

To gain access to the Internet, all students under the age of 18 must obtain parental permission and must sign and return a User Agreement/Parental Permission form to the office. Students 18 and over may sign their own forms.

**Access will not be granted until this paperwork has been filed with the office.**

Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply.

The network is provided for students to conduct research and save documents. Access to network services is given to students who agree to act in a considerate and responsible manner. Parent permission is required. Access is a privilege - not a right. Access entails responsibility.

Individual users of the computer network are responsible for their behavior. It is presumed that users will comply with district standards and will honor the agreements they have signed.

Network storage areas may be treated like school lockers. Network administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on district servers will always be private.

Within reason, freedom of speech and access to information will be honored. During school, teachers of younger students will guide them toward appropriate materials. Outside of school, families bear the same responsibility for such guidance as they exercise with information sources such as television, telephones, movies, radio and other potentially offensive media.

As outlined in Board Policy and Procedures on Student Access to Networked Information Resources. (copies of which are available in school offices), the following are **not permitted**:

- \* Web base email accounts
- \* Internet Chat
- \* Music played from computer/Internet (except as part of assigned work)
- \* Sending or displaying offensive messages or pictures
- \* Using obscene language
- \* Harassing, insulting or attacking others
- \* Damaging computers, computer systems or computer networks
- \* Violating copyright laws
- \* Using another's password
- \* Trespassing in another's folders, work or files
- \* Intentionally wasting limited resources (paper or ink)
- \* Employing the network for commercial purposes

**Violations will result in a loss of access as well as other disciplinary or legal action.**

**ITEMS NOT COVERED IN THIS HANDBOOK**

School officials will develop and implement additional policies that are necessary in operating the school.

# COURSE DESCRIPTIONS

## ENGLISH

### **English 9A** – formerly Communications I

This required language fundamentals course will combine reading, writing, speaking and listening. A novel and some shorter works will be read. Literary analyses will be performed in written form and through classroom discussions. The class will also review and practice spelling, vocabulary, grammar and composition skills.

### **English 9B** – formerly English Composition

This required composition course will combine writing mechanics and composition practice to help students achieve a better understanding of the English language and how to use it effectively. It will include a novel and literary analysis of the novel performed in written form and through classroom discussions.

### **English 10A** – formerly Communications II

Communication and presentation skills will be covered in this required class. Students will also learn and practice interpersonal communication skills to increase their competence in everyday social exchanges.

### **English 10B** – formerly Popular Literature

This course will cover selected writers of contemporary significance. The curriculum may include groups, individuals and movements, such as ethnic writers, modern poets, the Beat Generation, essayists and other elements of pop culture. Students will practice various forms of writing modeled in pop culture.

### **American Literature**

This course focuses on literature from Colonial times in America to the present. Students will learn to interpret and analyze literature through reading, writing, speaking and listening. Spelling, vocabulary, grammar and writing practice will be integrated into the curriculum. The class may also include a novel and a research-based project.

### **World Literature**

This course focuses on literature from the Anglo-Saxon Period in Britain to modern British literature. Students will learn to interpret and analyze literature through reading, writing, speaking and listening. Spelling, vocabulary, grammar and writing practice will be integrated into the curriculum. The class may also include a novel and a research-based project.

### **Journalism**

This elective emphasizes writing, critical thinking and technology skills. Types of writing include news, sports, feature, advertising & editorial. Students will gain skills in interviewing and listening. They will also read newspapers, magazines and other print & electronic publications.

### **Creative Writing**

This elective focuses on techniques and practices in creative writing. Students will examine model writing and create their own original pieces in various genres, including poetry, short stories, essays and more. This class is perfect for students who like to “think outside the box.”

### **Advanced Communication**

This elective will explore experiential writing along with inter- and intra-personal communication skills. Curriculum will contain a variety of communication-based activities that merge written, verbal and electronic communication tools.

### **Literature of Diversity**

The theme of this class will be the struggle for identity during adolescence. A variety of literature will be used in this class to examine the process of maturing from the perspective of various ethnic and cultural groups.

## **SOCIAL STUDIES**

### **American History A**

In this course students will study American History from pre-colonial times to reconstruction. Special emphasis is placed on cultural history as well as the following themes: American Revolution, Native American History, Migration, Slavery, Civil War, Reconstruction and Westward Expansion.

### **American History B**

In this course student will study American History from the Reconstruction period through present time. The major themes of this course include: the Progressive Era, Spanish-American War and Imperialism, Migration and Urbanization, the Depression, World War I and II, Civil Rights Movement, Vietnam War and the 1960's and events which occurred during the lives of the students.

### **World History A**

In this course students will study the time from pre-history to the 1500's. Some of the themes discussed are: origins of civilization, Chinese and Indian history and culture, ancient Egypt, ancient Rome and Greece, the ancient Hebrews, Islamic empires, Middle Ages, Renaissance and age of discovery.

### **World History B**

In this course students will study the time from the 1500's to the present. A recurring theme is growth of Europe, modernization, development of modern political ideologies, local and world conflicts and technology.

### **World Geography A**

In this course students will cover the major cultural groups, countries, nations and continents of the world. Focus is concentrated on land, cultures and people. An awareness and appreciation of global diversity is emphasized. An important part of the class is the development of map skills. Students are encouraged to learn and understand why and how various countries and people do things differently.

### **World Geography B**

This course is identical to World Geography A except that the students study different regions.

### **American Government**

Students study citizenship and the working of our system of government. Emphasis is placed on rights, responsibilities and privileges of citizenship, the development of the United States Constitution, the operating of the government, contemporary politics and current affairs.

### **Economics**

Economics is a course addressing four major topics: economic foundations, macro-economics, micro-economics and international economics. Students apply economic theories and principles to current economic issues and use their knowledge in hands-on programs such as Junior Achievement and / or the Stock Market Game.

## **MATH**

### **Algebra IA** – formerly Core Plus 1B

This course is an introduction to algebra and functions. It would align with a traditional Algebra I course. Develops student ability to recognize and describe important patterns that relate quantitative variables, to use data tables, graphs, words, and symbols to represent the relationships, and to use reasoning and calculating tools to answer questions and solve problems. Topics include variables and functions, algebraic expressions and recurrence relations, coordinate graphs, data tables and spreadsheets, and equations and inequalities.

### **Algebra IB** - formerly Core Plus 2A

This course develops student ability to recognize and represent linear relationships between variables and to use tables, graphs, and algebraic expressions for linear functions to solve problems in situations that involve constant rate of change or slope. Topics include linear functions, slope of a line, rate of change, modeling linear data patterns, solving linear equations and inequalities, equivalent linear expressions.

### **Geometry A** – formerly Core Plus 3A

Patterns in shape develops student ability to visualize and describe two- and three-dimensional shapes, to represent them with drawings, to examine shape properties through both experimentation and careful reasoning, and to use those properties to solve problems. Topics include triangle inequality, congruence conditions for triangles, special quadrilaterals and quadrilateral linkages, Pythagorean Theorem, properties of polygons, tilings of the plane, properties of polyhedra, and the Platonic solids.

### **Geometry B** – formerly Core Plus 3B

Develops student understanding of vertex-edge graphs and ability to use these graphs to represent and solve problems involving paths, networks, and relationships among a finite number of elements, including finding efficient routes and avoiding conflicts. Topics include vertex-edge graphs, mathematical modeling, optimization, algorithmic problem solving, Euler circuits and paths, matrix representation of graphs, vertex coloring and chromatic number.

### **Algebra IIA** – formerly Core Plus 2B

Quadratic Functions develops student ability to recognize and represent quadratic relations between variables using data tables, graphs, and symbolic formulas, to solve problems involving quadratic functions, and to express quadratic polynomials in equivalent factored and expanded forms. Topic include quadratic functions and their graphs, applications to projectile motion and economic problems, expanding and factoring quadratic expressions, and solving quadratic equations by the quadratic formula and calculator approximation.

### **Algebra IIB**

Develops student ability to recognize and represent exponential growth and decay patterns, to express those patterns in symbolic forms, to solve problems that involve exponential change, and to use properties of exponents to write expressions in equivalent forms. Topics include exponential growth and decay functions, data modeling, growth and decay rates, half-life and doubling time, compound interest, and properties of exponents.

**Probability and Statistics-** formerly Core Plus 1A

Develops student ability to make sense of real-world data through use of graphical displays, measures of center, and measures of variability. Topics include distributions of data and their shapes, as displayed in dot plots, histograms, and box plots; measures of center including mean and median, and their properties; measures of variability including interquartile range and standard deviation, and their properties; and percentiles and outliers. Also, develops student ability to solve probability problems by constructing sample spaces of equally likely outcomes and to approximate solutions for more complex problems by using simulation. Included topics are sample spaces, equally-likely outcomes, probability distributions, mutually exclusive events, Addition Rule, simulation, Law of Large Numbers, and geometric probability.

## **SCIENCE**

### **Science 9A** – formerly Earth Science

In this course students will gain an understanding of the processes and interdependence of the earth's systems and its relationship to other objects in space. Topics encompassing geology, astronomy, oceanography and meteorology are explored.

### **Science 9B** – formerly Environmental Science

In this course students will study the basic ecology including terms and vocabulary. Students will learn the topics of food chains and webs, cycles of material through the ecosystem, various biomes and specific projects of the students' special interest areas.

### **Biology A** – formerly Concepts in Biology

Biology is the study of all living things and how they interact with their environment. This introductory course is designed for students who desire a general overview of biology including the survey of plants, animals, human beings, ecology and genetics.

### **Biology B** – formerly Cell Biology

Continuation of Biology A

### **Intro to Chemistry** – formerly Topics in Chemistry

This course presents the fundamental theories and concepts of chemistry in a manner that is meaningful to high school students. The course contributes to the student's abilities to think clearly and to express ideas orally and in writing with clarity and logic.

### **Beginning Physics**

In this course, students will understand the knowledge of the basic principles of physics. Content of this course deals with the various forces and forms of energy in our environment. The fundamental principles underlying natural phenomena such as heat, light, magnetism, motion, sound, electricity and the application of these principles to everyday life are presented.

### **Human Biology**

Students gain a thorough understanding of the structure of the human body and how it functions. Physiological principles studied include cellular activity, muscle physiology, cardio vascular function, gastrointestinal function and reproduction.

## **ART**

### **Digital Video I and II (can also serve as an elective)**

Students will learn to use digital video camera and equipment and to edit using I-Movie. They will also learn the movie-making process. Digital Video II will be a more self directed course developed between the instructor and the student.

### **Yearbook (can also serve as an elective)**

This class designs and produces the yearbook. Activities include interviewing, feature writing, magazine layout, picture planning, sales design, advertising and computer work.

### **Digital Photography I and II (can also serve as an elective)**

This course is an exploration of digital photography, digital image-editing and photographic techniques. Students will gain an understanding on what and how to use the different parts of a digital camera, Enhance their understanding of digital photography, processes & concepts, Learn to create interesting and strong compositions using the camera as your media, Apply these new understandings toward creating original, strong, interesting digital images and Expand their knowledge and vocabulary as it relates to photography. Digital Photography II will be a more self directed course developed between the instructor and the student.

## **HEALTH**

### **Health**

This course is designed to meet the general information and educational needs of the students in the areas of health issues and wellness. Subject matter includes health-related fitness, nutrition, disease prevention and control, body systems, first aid, stress management, self-concept and self-esteem, decision making, human sexuality, growth and development, peer relationships, substance use and abuse and responsible behavior.

## **PHYSICAL EDUCATION**

### **Physical Education**

The course is directed toward developing and improving physical fitness knowledge and ability, knowledge of rules and interest in physical activities with individual and small group sports.

### **Lifetime Fitness (can also serve as an elective)**

This course provides instruction in methods used to attain a healthy level of physical fitness. The course will include information on developing a lifetime fitness program based on personal fitness assessment. The course will stress the health related components of fitness and will incorporate activities that benefit cardiovascular endurance, muscle strength, body composition and flexibility.

## **ELECTIVE CLASSES**

### **Child Development**

Students examine physical, emotional, intellectual and social development states of a child. Additional studies/topics include theories of human development, discipline, nutrition, first aid and effects of the media on children. Information gained in this class can prepare students for career options and personal decisions. Leadership development is included.

### **Foods I**

Students will learn creative food preparation techniques through numerous projects designed to develop their ability to plan nutritious and eye-appealing meals. Emphasis will be placed on nutrition through portion control and lifestyle choices. Also included are consumer skills, career exploration and the use of technology in the kitchen.

### **Foods II**

In this course students will develop culinary techniques that will result in planning, designing and serving foods with a flair for entertaining. Emphasis will be placed on menu development and nutrition.

### **Intro to Business** - formerly MAAP STARS I/Entrepreneurship

This course includes an introduction to entrepreneurship and the creation of a business. Course content helps students become aware of the values, decision-making abilities and leadership qualities necessary to become a successful entrepreneur. Students create a business plan for a new venture.

### **Student Leadership/MAAP STARS**

MAAP STARS is a broad based vocational student organization for students in secondary alternative programs in the United States. The vision of MAAP STARS is: "Achieving extraordinary life changing results for learners throughout the world". The goals of this class are to: allow students to independently choose several projects, complete them and be ready to present them to a team of community judges. This will allow students to prepare events for the State Spring Conference.

### **Housing**

In this class the students will apply the informed decision making process to meeting the housing needs of people throughout the life cycle, including acquiring housing by renting or buying a home, home safety, home maintenance and becoming part of a community. The students will demonstrate the management of resources to provide not only basic housing, but also a comfortable aesthetic pleasing environment.

### **Careers**

This class helps students plan for a career that fits. Students look at the factors involved in career decisions. Surveys, interest inventories and computerized career analysis are used to arrive at areas of interest. Students create resumes and refine interview and self presentation skills. Students are introduced to career options through business visits, informational interviews and guest professionals.

### **Interior Design**

Students create the environment for a home by the selection of color, fabric, furniture and accessories using the elements and principles of design. Utilizing current technology, students evaluate and draft floor plans that meet life-style needs. They study the influence of historical designs and current trends in various housing alternatives. Career opportunities and leadership development are included.

**Interpersonal Relationships**

Students will gain a better understanding of their relationships with others. In this class, students will discuss personal and family relationships concerning friendship, dating, marriage and family life cycles. Students will enhance communication and decision-making skills that assist in their relationships. Family crises and balancing work and family issues are explored.

**Family Living**

In this class students will have the opportunity to use the decision making skills as well as critical thinking about a wide variety of topics that will affect the student as an individual and as a family member. This class will not give students “answers” but will encourage students to pursue the decision making process.

**Personal Family Resource Management**

In this course the students will apply the informed decision making process to manage human and non-human resources. The student will understand the concepts of supply and demand, wants and needs. The students will understand sound buying principles (comparison shopping, unit pricing, price vs. quality) and demonstrate the use of current consumer information.

**Community Involvement**

In this class the students volunteer in groups at various non-profit organizations in the New Ulm area and plan a service project as a group. The students also become aware of the systems within a community that provide service and support to the community. The goals of this class are: foster the appreciation and the joy of volunteering, to provide service to the community, and to understand the role of community and the systems that help to make a healthy community.

**Projects**

In this class the students will learn to use hand and small power tools by working on a group and individual projects. The student will choose an individual project, will list the materials needed, and will determine the cost of the project. The instructor will determine the group project.