



# Policy Handbook

2015-2016

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## **THE FOUNDATION**

### **7R COMMITMENT TO EXCELLENCE AGREEMENT**

#### **Vision Statement:**

- Students take ownership of their education through their choices in learning and their personal development.

#### **Mission Statement:**

- We are a dynamic, caring learning community that collaborates in leadership, critical thinking, and innovation.

#### **7R Virtues:**

- **Compassion:** understanding and caring enough to help fellow people
- **Cooperation:** working together for the good of all
- **Integrity:** doing the right thing even when no one is looking
- **Service:** giving to others in the spirit of excellence
- **Creativity:** using imagination to help you solve problems and see things differently
- **Excellence:** a passionate desire to give your best in every task and relationship
- **Respect:** treat others as you would wish to be treated

#### **ADVISORS' COMMITMENT:**

We fully commit to 7R in the following ways:

- We will foster your Personalized Learning Plans
- We will help develop local community relationships
- We will help cultivate a positive advisory environment
- We will encourage student choice and voice
- We will advise students in the best way we know how and we do whatever it takes to ensure progress towards successful graduation
- We will hold ourselves, our peers, students, and parents to our school's mission, vision, and core virtues
- We are committed to a growth mindset in academics and personally
- We will collaborate and plan with colleagues on a regular basis
- We are committed to our own lifelong learning
- We will be open to review, feedback, and critique
- We will respect the unique differences, interests and diversity of everyone in the 7R community
- We will always act in a professional manner
- We will always protect the safety, interests, and rights of all individuals in the classroom



### **PARENTS'/GUARDIANS' COMMITMENT:**

We fully commit to 7R in the following ways:

- We will ensure regular attendance
- We will always help our child in the best way we know how and we will do whatever it takes for him/her to learn
- We will support our student's interests and efforts through the project process
- We understand homework in a project based learning environment looks different, however we will support learning experiences outside of the school day
- We value out-of-school learning experiences and understand our child will often be learning outside of 7R during the school day
- We understand that travel to community resources is part of the learning process at 7R
- We will attend showcases and participate in student-parent-advisor consultations
- We will be an advocate for 7R in the community
- We will volunteer in such capacities as: provide transportation, job shadows, fundraising, consultation, and community nights, etc.
- We understand that our family and our child needs to respect the rights and interests of everyone in the 7R community
- We will maintain open lines of communication with advisors

### **7R STUDENT COMMITMENT:**

I fully commit to 7R in the following ways:

- I will manage my time
- I will communicate effectively and professionally
- I will set high standards for myself
- I will be a contributing and active citizen
- I will collaborate with peers, advisors, and community members
- I will be an exceptional researcher and problem solver
- I will work independently
- I will take care of the resources provided by the school for my learning
- I will embrace the learning process
- I will take responsibility for my future
- I will reflect
- I will create innovative projects
- I will be a lifelong learner
- I will take ownership of my education

### **STRUCTURE**

7 Rivers Community High School (7R) is a student-led, project-based school for students in grades 9-12 who have a desire to “own their education” at all levels. 7R fosters a unique, close-knit school culture where district and state standards are met through project based learning in Personalized Learning Plans (PLP's). Through student-led projects, community connections are established, which help students create both core content classes as well as electives. Students also utilize various online resources for project tracking and management (Project Foundry) to core and elective classes (ALEKS Math & Rosetta Stone). Ultimately, each student navigates through the project process as their main vehicle to learning, eventually building a portfolio that best fits their post-graduation plans.



## **CORE TERMINOLOGY:**

### **Project Based Learning (PBL)**

Using 21st century skills, students work with advisors to design projects to solve relevant problems and meet academic standards. The focus is on helping students move through the inquiry process to stimulate their thinking, research, creation, and engage them in authentic tasks or projects.

### **Community Connections**

Students work closely with community experts. Students participate in field experiences outside of the school building, and community experts play a large role in the learning process.

### **Personalized Learning Plans (PLP)**

Parents, students, and advisors design their learning and long-range goals through PLP's. Students are held accountable for their individual learning through progress monitoring, project showcases, and student portfolios. The PLP helps each student to develop a plan and set goals for the school year, along with a vision toward post-graduation plans; it also provides a framework for student-led conferences.

### **Elective Opportunities**

Students have the opportunity to design their elective courses through the School District of La Crosse, the community, and distance learning options. Students have the option to attend band at their boundary high school, Central or Logan. (Similarly, juniors and seniors have an opportunity to take select electives based on administrative approval, personal transportation availability, and parent-advisor consensus.)

### **Online Options**

Students are encouraged to engage themselves in an online learning experience at 7R. Advisors will work to setup online class experiences.

## **II. LEARNING FRAMEWORK**

### **TIERS OF PROJECTS**

The four tiers of projects represent various stages of project-based learning as responsibility is released. Early in the year, advisor-led projects help unfamiliar students learn the project process, and eventual independence becomes the goal *and* primary vehicle for personalized curriculum delivery.

- **ADVISOR-LED** - Advisors lead all students through the project process
- **ADVISOR-GUIDED** - Advisors and students work together through the project process
- **STUDENT TEAM** - Small teams of students work through the project process while the advisor act as a guide
- **INDIVIDUAL** - Students are entirely responsible for the project, from start to finish, with the advisor as a resource and coach

## PROJECT PROCESS

### 1. Inquiry/Proposal Phase

\_\_\_ Conduct preliminary research on topic  
 \_\_\_ Brainstorm using Inspiration or bubbl.us (topics, subtopics, related issues, potential live resources, travel considerations, supply needs, etc.)

-----  
 \_\_\_ Submit proposal rationale and essential question  
 \_\_\_ Write proposal in PF, submit to advisor  
 \_\_\_ Consider learning targets for this project  
 \_\_\_ Revise learning targets, as needed,  
 \_\_\_ Obtain parent signature below for final approval  
 \_\_\_ Align proposal to PLP with parents/advisor

Parent Signature \_\_\_\_\_

Proposal Phase Completion Date \_\_\_\_\_

Student Initials \_\_\_\_\_ Advisor Initials \_\_\_\_\_

### 2. Research Phase

(Consider Easybib.com or Noodletools.com)

\_\_\_ Locate multiple sources (*minimum of 3*) from a variety of media, such as: *books, Encyclopedia articles, field trips, government documents, interviews, journal articles, videos, websites, presentations, etc.*

\_\_\_ Read and take notes from all sources  
 \_\_\_ Contact primary expert(s)/live resource(s)  
 \_\_\_ Complete references in MLA or APA format  
 \_\_\_ Organize notes according to research questions

Research Phase Completion Date \_\_\_\_\_

Student Initials \_\_\_\_\_ Advisor Initials \_\_\_\_\_

### 3. Planning Phase

\_\_\_ Determine your product(s): \_\_\_\_\_  
 \_\_\_ Determine the primary audience: \_\_\_\_\_  
 \_\_\_ Review learning targets and make necessary  
 \_\_\_ Create sketches, drafts, plans, storyboard, etc.  
 \_\_\_ Obtain necessary supplies  
 \_\_\_ Thank expert/live resource via email or phone

Planning Phase Completion Date \_\_\_\_\_

Student Initials \_\_\_\_\_ Advisor Initials \_\_\_\_\_

### 4. Production Phase

\_\_\_ Create first product(s)  
 \_\_\_ Self-edit all products for fluency, ideas, content, Structure, MUGS, etc.  
 \_\_\_ Have a peer review your products  
 \_\_\_ Make suggested revisions  
 \_\_\_ Have an adult review your products  
 \_\_\_ Make suggested revisions  
 \_\_\_ Double-check hours  
 \_\_\_ Final product(s) ready to present

Production Phase Completion Date \_\_\_\_\_

Student Initials \_\_\_\_\_ Advisor Initials \_\_\_\_\_

### 5. Presentation Phase

\_\_\_ Plan final presentation  
 \_\_\_ Practice final presentation with an audience  
 \_\_\_ Schedule presentation with advisor  
 \_\_\_ Present to panel, advisor, or Community Night

Presentation Phase Completion Date \_\_\_\_\_

Student Initials \_\_\_\_\_ Advisor Initials \_\_\_\_\_

### 6. Reflection and Assessment Phase

\_\_\_ Complete typed reflection  
 \_\_\_ Calculate hours  
 \_\_\_ Submit project as complete in Project Foundry  
 \_\_\_ Complete skills self-assessment in PF  
 \_\_\_ Meet with advisor to determine credit  
 \_\_\_ Thank your expert/live source via card, photo or Youtube video link  
 \_\_\_ Reflect on project's advancement of your PLP

Reflection & Assessment Phase Completion Date \_\_\_\_\_

Student Initials \_\_\_\_\_ Advisor Initials \_\_\_\_\_

Congratulations! You just completed a project!



## **ADVISORY/SERVANT LEADERSHIP**

Advisory is a fundamental time for building culture, servant leadership, skills, and relationships amongst 7R community members; participation is required. Viterbo University has aligned much of its Servant Leadership program with our Wednesday advisory. All students are required to participate in some form of community service, as well as attend Servant Leadership Seminars as part of 7R. Servant leadership observation and participation opportunities will be available Wednesday afternoons and other arranged days. (4 credits)

## **ENGLISH and READING WORKSHOPS**

Students will show proficiency primarily through projects, the process, and research by reading, writing, speaking, and listening. Common Core standards are reflected in English power standards at each grade level. Reading workshop time is built into the daily structure, because consistent reading time is critical to lifelong learning. Students will choose novels and nonfiction literature, document reading time, journal, and participate in book study groups. (4 credits)

## **SOCIAL STUDIES**

World History and United States History will be offered on an alternating yearly basis (World History in 2015-16; US History in 2016-17). Seminars and project opportunities will help students attain credit in these classes in alternating years. Junior- and senior-level Social Studies credit is more individually driven through project choice, again through core standards. (3 credits)

## **SCIENCE**

Physical Science and Biology will be offered on an alternating yearly basis (Biology in 2015-16; Physical Science in 2016-17). Seminars and project opportunities will help students attain credit in these classes in alternating years. Junior- and senior-level science credit is much more individually driven through project choice. (3 credits)

## **MATH**

Math instruction will be provided at a level that matches the student's abilities. Math will be primarily guided through a math advisor and is completed using an online program called ALEKS. Related math projects may also be required. The ALEKS math curriculum includes full year courses (worth one credit each), and allows for students to work at their own pace with advisor support. (3 credits)

## **ACTIVE HEALTHY LIFESTYLE (P.E.)**

The YMCA has extended a community partnership with 7R to provide a place and opportunity for students to make sure pursuit of a healthy body, mind, and spirit is part of all years at 7R. Wellness and healthy lifestyle choices for our students are required all four years. Although time on Tuesday's &



Thursday's is built into the schedule, supplemental time for credit may be obtained by walking, running, dancing, swimming, playing organized sports, exercising to DVDs, stretching, and more based on advisor pre-approval. A project proposal, evidence of learning, and active participation are required for credit. (4 credits)

## **HEALTH**

All students through the School District are required to participate in .5 credit of health. To facilitate an enriched curriculum, partnership with the YMCA's Teen Center, FACT, Options Clinic, and various other community health education entities are part of 7R. Various seminars offered by these entities will be required, along with completion of standards within Project Foundry. (.5 credit)

## **TECHNOLOGY LITERACY**

Credit for technology literacy will be obtained through evidence of expanded technology usage in projects ranging from Word and Excel, to Web-based tools, search tools, GIS software, CAD, and so forth. (1 credit)

## **FINANCIAL LITERACY**

Seminars will be offered through Junior Achievement, Dave Ramsey's Financial Peace for Students, Life Leadership Finance for Teens, and community finance experts. Students will fulfill credit by spring seminars, by attendance at community finance seminars, and through nationally aligned Personal Finance standards. (.5 credit)

## **CAREER AND COLLEGE READINESS**

Each project will require students to focus on one of twelve nationally recognized C&CR standards as a lens for a project. Evidence of growth and ability will be tracked in Project Foundry; credit will be awarded in senior year. (1 credit)

## **LIFELONG LEARNING**

Lifelong learning experiences outside the school setting are vital to the education of the whole person. Students have the opportunity to earn credit for these reflecting on these experiences, with a follow-up English Elective Creative Writing credit in subsequent years. Opportunities for LLL experiences may include family vacations, museum visits, concerts, sporting events, theater productions, etc. (.5 credit)

## **ELECTIVES**

The project-based nature of education at 7R affords electives to be obtained in limitless ways, however, standards for such general electives as Art, Business, Tech. Ed. & Engineering, and Music are written into Project Foundry. Through agreed upon projects, students can obtain credit in a many ways. Students may also elect to pursue elective credit opportunities through independent learning experiences pre-approved by administration prior to the



semester's beginning. For example, Alternative Pathways course forms (available for Phy Ed, Health and Music) may be submitted for a maximum of 1 credit per school year.

## WORLD LANGUAGE

Students interested in pursuing a world language are allowed to take any language offered in Rosetta Stone. Students are *encouraged* to explore opportunities through community organizations, district faculty, world connections, and local universities for live-source speaking opportunities as part of their world language projects. Students should also consider whether or not world language requirements exist for their post-high school plans, as many 4-year institutions require 2 consecutive years of a world language.

## LOGAN/CENTRAL ENROLLMENT OPTION

Students attending 7R may choose to enroll in Central's 4th hour band or Logan's 5th hour band, depending on boundary school designation. Additional class enrollment will be handled on a case-by-case basis but transportation to-and-from boundary high schools in such instances will not be the responsibility of 7R staff.

## CO-CURRICULAR ACTIVITIES

Students are allowed to participate in any traditional co-curricular activities based on their boundary high school, Logan or Central. 7R sponsored clubs and performance arts activities may be scheduled during the year based on student interest. Other alternatives may include private lessons, community teams/leagues, YMCA programs, etc. Students must consult with their advisor and parents to determine needs and wants of extracurricular areas. Parents and students are encouraged to facilitate the organization of co-curricular opportunities at 7R if interest exists.

## COMMUNITY SERVICE

During the year, there will be opportunities to participate in community service during the regular day, however, students will need to spend additional time on community service opportunities of their choosing, *as long as agreed upon by advisors and parents*, as part of their PLP. The Operations Assistant will keep a binder each year for documentation purposes.

## GRADUATION REQUIREMENTS

|                              |             |
|------------------------------|-------------|
| English                      | 4 Credits   |
| Social Studies               | 3 Credits   |
| Science                      | 3 Credits   |
| Math                         | 3 Credits   |
| Active Healthy Lifestyle     | 4 Credits   |
| Health                       | .5 Credits  |
| Technology Literacy          | .5 Credits  |
| Financial Literacy           | .5 Credits  |
| Advisory/Servant Leadership  | 4 Credits   |
| Career and College Readiness | 1 Credit    |
| Lifelong Learning            | .5 Credits  |
| Electives                    | 2.5 Credits |
| <b>Total</b>                 | <b>26.5</b> |



- **College and Career Ready Graduation Requirement:** a 7RCHS student will earn their diploma when they have received acceptance to a four-year university, two-year technical college, military acceptance, or letter of full-time employment
- **Certificate Options:** Through DPI, Health Science Academy, CISCO, Red Cross, WorkKeys Employability Certificate, etc., students may initiate pursuit in a certificate-based program to strengthen their high school portfolio.
- **Post-graduate Considerations:** Students should be aware of future college choices and entrance requirements of those colleges when making decisions about earning core credit. For example, some universities require four years of math, science, social studies, and multiple years of foreign language.

## **ACADEMIC PROGRESS REPORTING**

Academic progress report status is available through Project Foundry's parent login. Semester progress reports are available in Skyward. Every project will have written feedback as well as a completed rubric identifying completion of project objectives and standards in Project Foundry, which can be viewed at any time; however, grade reports in Skyward will only be updated on a semester basis and do serve as official high school transcripts.

## **YEAR-IN-REVIEW DEFENSE**

In lieu of a traditional final exam, each student will give a Year-in-Review presentation to advisors, governance council, mentors, and community members. This defense of their Personal Learning Portfolio serves as proof that students have earned the right to move to the next grade level.

## **STATUS AND PRIVILEGE**

All students at 7R have basic rights and privileges (those outlined by the School District of La Crosse, a workstation and computer, adequate freedom of movement during work times, etc.). Students who are "on-track," both in current and cumulative academic standing, will be eligible for certain privileges as designed by the learning community and outlined in the level guide (See LEVEL GUIDE below). Unique privileges may be applied for and will only be afforded to students demonstrating outstanding leadership.

## **LACK OF PROGRESS**

7R is an educational choice for students in the La Crosse School District and the surrounding area. 7R provides students with an enjoyable, autonomous learning experience that prepares students for future success. However, the rigorous nature of this choice is not right for everyone, and some students may not find success in this environment. The process for transitioning a student from 7R to another school inside



or outside of the district is outlined below but is strongly advised to **only** take place at semester or unless mutually beneficial for student and the receiving school.

Step 1: Conversation between student and advisor; intervention steps as needed.

Step 2: Conversation with parent; contract with student set up if necessary and administrative notification.

Step 3: Administrative-initiated involvement; counsel support as needed.

Step 4: Administrative conversation at both affected high schools for transition.

### **III. PROCEDURES**

#### **SCHOOL FEES**

School fees are assessed at \$50.00 for annual project supplies and admissions (\$25.00 for 1 semester); if financial hardship exists, considerations should be communicated to staff. School fees are due by the first week of each school year. Checks must be made payable to: 7 Rivers Community High School. Students may incur additional project-related expenses of their own. Special opportunities may arise which may result in additional expenses, however, financial arrangements and considerations will always be communicated ahead of time.

#### **ATTENDANCE/TRUANCY**

Attendance is a crucial aspect of success at 7 Rivers or any high school for that matter. If a student must be absent or has a medical or dental appointment, a parent must call or send a written and signed parental permission note to the school. Absences for which a written statement by a physician, or other authority as listed in State Statute 118.15(3)(a), is required but not presented are unexcused. *Please make every effort to schedule doctor appointments during non-school time.* Excused absences such as family trips require a written request from a parent prior to date of absence. All students are expected to arrive no later than 7:50 a.m. (gather time begins at 7:30). Students who are late miss valuable work time and interrupt other students. Students are tardy if they are not **at 7R** by 7:50. Habitual absences and continued tardiness without sufficient parent-initiated rationale will be considered truancy. Attendance concerns may be handled on a case-by-case basis utilizing the student's personalized learning plan (PLP), or if severe enough, be grounds for dismissal from 7R's.

#### **ILLNESS OR OTHER EMERGENCIES**

Students who become ill or have emergencies while at school must notify school staff. Staff will then contact parents as necessary. Students who need to go home must have parental permission and sign out.



## **HEALTH SERVICES**

Parents/guardians are required to complete district health forms/emergency information and to return it to 7R by the end of the first week of school. If a student becomes ill or injured at school, first aid or other necessary care will be given immediately. School personnel will not assume responsibility for any medical treatment beyond first aid for which they have not been trained. Prescription drugs and/or medication, including aspirin and Tylenol, may be administered once a parent and physician have completed proper district paperwork. All medication, over-the-counter and prescriptions will be kept in a secure location. If your child becomes ill at school, every attempt will be made to send your child home. Should your child have an injury of a serious nature, parents will be called immediately in accordance to Hogan's Medical Response Team protocol; if parents cannot be contacted, an EMT or paramedics will be called.

## **FIELD TRIPS**

Parents are asked to sign a year-long permission form for student travel. It is understood in 7R that our community plays a significant role in education, therefore trips to the YMCA, Main and South Branch Library, Salvation Army, Place of Grace, and so on will happen on a regular basis, as will group trips on Wednesday afternoons during first quarter. Special field trips outside of the school district will require additional permission from parents/guardians.

## **HOME STUDY DAYS**

7R's calendar follows the School District of La Crosse's calendar. There *may, however*, be one Home Study Day scheduled per semester where students are expected to work off school grounds on their project-related tasks. Students will be required to pre-plan an agenda for the day; parents sign off on each task once completed. The advisors will collect Completed/signed forms on the day following the Home Study Day. Failure to turn in a signed form will result in loss of school privileges. Students are to log their learning in Project Foundry for work completed on Home Study Days.

## **COMMUNITY CONNECTION VISITS**

Students leaving for resource interviews, research, or library use must have a Community Travel Release Form on file and a completed Site Visitation Request Form signed by a guardian and given to their advisor *before* the off-campus visit. Students must follow sign-in and sign-out procedures.

## **EARLY RELEASE DAYS (7 Rivers)**

Early release days are **every** Wednesday at 12:45. Students are expected to be at either a scheduled community resource appointment or in pre-approved community service; these are NOT simply go-home-early days. The expectation of this unique privilege is to promote an academic learning experience beyond school walls. Early release is a privilege that may be withheld if abused.



## **EARLY RELEASE DAYS (School District of La Crosse)**

Early release days through the District are *strongly encouraged* to be work days for students, as they are designated collaborative inter-school work days for staff. (See below school calendar - 2nd Friday of the month)

## **CLEANING RESPONSIBILITIES**

All students will be expected to give back to the greater 7R/Hogan community through cleaning chores at the end of school day, as responsible stewards of our space and part of the Administrative Building. Students can do their part each day by cleaning up immediately after they create a mess, reminding others to clean up their messes, sorting recyclables and trash into the correct containers, doing dishes as they are used; however, that will not cover all cleaning issues. As members of a small school, with part-time custodial help, it is important for all members to do their best to keep our school clean and organized. Each day students and staff will be expected to complete small duties (vacuum, sweep, wipe down microwave, wash remaining dishes, snow shoveling etc.).

## **BUILDING ENTRY PROCEDURE**

7 Rivers is part of the greater Hogan Administrative Building community. As such, staff and students will respect the professional working environment of district employees and visitors. Main school doors will be open prior to school starting at 7:50; entry into 7R after that time will require admission through the Main Hogan entrance.

## **ENTRY 7 RIVERS (General)**

- Step 1: Family must complete Charter and Choice application through District website.
- Step 2: Family must schedule a meeting with 7R staff to determine whether or not 7R is the right personal choice.
- Step 3: Family must await appropriate lottery drawing for admission.

## **ENTRY/EXIT 7 RIVERS (DURING SCHOOL YEAR)**

The process to enter 7 Rivers once the school year is underway should be mutually beneficial for both affected high schools and the student but will follow these steps:

### **Entry:**

- Step 1: Student and/or parent request a shadow day at 7R, where they will partake in a mini-project for the day.
- Step 2: Student and/or parent contact 7R for a conference with administration or advisors to plan for entry.
- Step 3: Interview for entry.
- Step 4: Determine entry date. \*\*\*Quarter or semester transition dates are most feasible.



For students for whom project based learning is not working, students may find a traditional or alternative setting is more beneficial for their academic future. If such is the case, the following steps will be in place:

**Exit:**

Step 1: Student and advisor conversation concerning exiting 7R.

Step 2: Student, advisor, parent and administration conversation as necessary.

Step 3: Transition to new placement, hopefully, at a logical transition time.

\*\*\*Clause: disciplinary infractions may expedite this process, as well.

## **IV. OPERATIONS**

### **SCHOOL MANAGEMENT AND GOVERNANCE**

The governance of 7 Rivers Community High School employs a multi-tiered approach:

*La Crosse School District Board of Education*

- 7 Rivers Community High School is a Charter and Choice instrumentality of the School District of La Crosse

*Coulee Region Authentic Learning Council (Governance Board)*

- Meets regularly to review progress, policy, finances, etc.

*7 Rivers Administrator (Dr. Penny Reedy)*

- Conduct administrative duties to operate 7 Rivers Charter School.

*7 Rivers Advisors (Keachen Abing, Matt Weege, Patrick Swanson, and TBA)*

- Conduct day-to-day operations of 7R and facilitate education of students.

*7 Rivers Operational Assistant (Jenna Jensen)*

- Coordination of daily operational logistics at 7R.



## DAILY SCHEDULE

| Monday, Friday – <i>Project Block Days</i> | Wednesday – <i>Community Resource Day</i>  | Tuesday, Thursday – <i>Wellness Days</i>       |
|--|--|--|
| 7:30 – 7:50 Morning Gather/check-in        | 7:30 – 7:50 Morning Gather/check-in        | 7:30 – 7:50 Morning Gather/check-in            |
| 8:00 – 8:45 Math 1/Science 1               | 8:00 – 8:45 Math 1/Science 1               | 8:00 – 8:45 Math 1/Science 1                   |
| 8:45 – 9:30 Math 2/Science 2               | 8:45 – 9:30 Math 2/Science 2               | 8:45 – 9:30 Math 2/Science 2                   |
| 9:30 – 10:30 Project Block A               | 9:30 – 10:30 Project Block A               | 9:30 – 10:30 Project Block A                   |
| 10:30 – 11:30 Project Block B              | 10:30 – 11:30 Project Block B              | 10:30 – 11:30 Project Block B                  |
| 11:30 – 12:00 Lunch                        | 11:30 – 12:00 Lunch                        | 11:30 – 12:00 Lunch                            |
| 12:00 – 12:30 Advisory                     | 12:45 - Advisory Check out/Dismissal       | 12:00 – 12:30 Advisory                         |
| 12:30 – 1:00 Reading Groups                | -Community Resource<br>- Community Service | 12:30 – 1:00 Reading Groups                    |
| 1:00 – 2:30 Project Block C                |  | 1:00 – 2:30 Project Block C - YMCA<br>Wellness |
| 2:35 – 2:45 Advisory Check out/Dismissal   |  | 2:35 – 2:45 Advisory Check out/Dismissal       |

## LEVEL GUIDE

Students have the ability to “move up” in levels based on successful academic completion:

| <b>7 Rivers Project Level Guide</b>   |  | **Students will be allowed to change levels at the end of each quarter**                                 | Name _____  |
|---|--|--|---|
| <b>LEVEL 0</b>  | <b>Transition Plan</b>   |  | <b>End of 1st Quarter</b>                           |
| -Student is on a structured plan to wrap-up credit deficient areas and transition to different educational option (school) for next semester/year | -Student, Advisor, and Family are working to find best educational placement for next semester/year  |  | Rosetta: 25%<br>ALEKS on Pace (targets and quizzes) |
| <b>LEVEL 1</b>  | <b>How to Move Up</b>  |  | .75 credits in Social Studies, Science, English     |
| -Completely Advisor-Led Projects  | -ONE Successful Quarter: student has to earn credit in all core areas  |  | <b>End of 2nd Quarter</b>                           |
| -No Group Projects  | -Meeting/Defense of Advancement with Advisors  |  | Rosetta: 50%  |
| -Projects have set due dates  | -Student is consistent with hourly expectations and goals  |  | ALEKS on Pace (targets and quizzes)                 |
| -Hourly Expectations and Goal Sheets  | -Project due dates have been met and defended successfully (C or better)   |  | 1.5 credits in Social Studies, Science, English     |
| -Advisors Pick Targets and Content Areas  | -No strikes earned   |  | <b>End of 3rd Quarter</b>                           |
| -Student's laptop stays at school   | -ALEKS and/or Rosetta on Track   |  | Rosetta: 75%  |
| -No Library, Auditorium, or Studio Use  | -No more than TWO tardies  |  | ALEKS on Pace (targets and quizzes)                 |
| -CLOSED CAMPUS  | -No Unexcused Absences   |  | 2.25 credits in Social Studies, Science, English    |
| YMCA - 45 minutes in the Wellness Center and 45 minutes in the gym (move as a group)  |  |  |   |
| -Wednesday Early Releases at Longfellow LMC   |  |  |   |
| <b>LEVEL 2</b>  | <b>How to Move Up</b>  | <b>How to Maintain</b>   |   |
| -Structured Projects with Advisor Approval  | -ONE Successful Quarter: student has to earn credit in all core areas  | -ONE Successful Quarter: student has to earn credit in all core areas                                    |   |
| -Limited Group Projects with Advisor Approval   | -Meeting/Defense of Advancement with Advisors  | -Student is consistent with daily expectations and goals   |   |
| -Projects have set due dates  | -Student is consistent with daily expectations and goals   | -Project due dates have been met and defended successfully (C or better)                                 |   |
| -Projects are 50 hours minimum (with 2 or more academic areas)  | -Project due dates have been met and defended successfully   | -No strikes earned   |   |
| -Max 1/2 day working with partner/group projects  | -No strikes earned   | -ALEKS and/or Rosetta on Track   |   |
| -10 minute final presentations  | -TWO Proficient 50 hour+ projects  | -No more than TWO tardies  |   |
| -Daily Expectations/Goal Sheets   | -ALEKS and/or Rosetta on Track   | -No Unexcused Absences   |   |
| -Students/Advisors Pick Targets and Content Areas   | -No more than TWO tardies  |  |   |
| -OPEN CAMPUS for BREAKTIME (10:00-10:15)  | -No Unexcused Absences   |  |   |
| YMCA - Wellness Center 30 minutes and your independent wellness plan  |  |  |   |
| -Need Wednesday Early Release 1/2 Sheet Completed   |  |  |   |
| <b>LEVEL 3 - Gold Standard</b>  | <b>How to Move Up</b>  | <b>How to Maintain</b>   |   |
| -Complete student choice in projects (still need Advisor approval)  | -Students Pick Targets and Content Areas   | -ONE Successful Quarter: student has to earn credit in all core areas with Rosetta and/or ALEKS on track |   |
| -Project due dates can be more flexible   | -OPEN CAMPUS for BREAKS, BREAKFAST, and LUNCH  | -Student is consistent with weekly expectations and goals  |   |
| -Projects can be up to 100 hours (with 3 or more academic areas)  | YMCA becomes a choice - Independent Wellness Plan with Advisor approval  | -Project due dates have been met and defended successfully (C or better)                                 |   |
| -Max 1/2 day working with partner/group projects  | -Students may need extra time outside of school to connect with sources and outside learning opportunities. This group has the opportunity for a MUCH more flexible schedule here at 7R! | -No Unexcused Absences; No more than TWO tardies; No Strikes   |   |
| -20 minute final presentations  | -Weekly Expectations/Goal Sheets   | -Proficient or Advanced 50 hour+ projects  |   |



## SCHOOL DISTRICT OF LA CROSSE 2015-2016 SCHOOL YEAR CALENDAR

| August 2015   |    |               |     |               |     | September 2015 |               |               |               |               |     | October 2015   |   |    |    |                  |     |
|---------------|----|---------------|-----|---------------|-----|----------------|---------------|---------------|---------------|---------------|-----|----------------|---|----|----|------------------|-----|
| M             | T  | W             | T   | F             |     | M              | T             | W             | T             | F             |     | M              | T   | W  | T  | F                |     |
| 3             | 4  | 5             | 6   | 7             |     |                | <u>1</u>      | 2             | 3             | 4             | 4   |                |   |    | 1  | 2                | 23  |
| 10            | 11 | 12            | 13  | 14            |     | 8              | 9             | 10            | 11            | 11            | 8   | 5              | 6   | 7  | 8  | 9E               | 28  |
| 17            | 18 | 19            | *20 | *21           |     | 14             | 15            | 16            | 17            | 18            | 13  | <del>12P</del> | 13  | 14 | 15 | 16               | 32  |
| 24            |    |               |     |               |     | 21             | 22            | 23            | 24            | 25            | 18  | 19             | 20  | 21 | 22 | 23               | 37  |
| <del>31</del> |    |               |     |               |     | 28             | 29            | 30            |               |               | 21  | 26             | 27  | 28 |    | <del>30</del>    | 40  |
| November 2015 |    |               |     |               |     | December 2015  |               |               |               |               |     | January 2016   |   |    |    |                  |     |
| M             | T  | W             | T   | F             |     | M              | T             | W             | T             | F             |     | M              | T   | W  | T  | F                |     |
| 2             | 3  | 4             | 5   | 6Q            | 45  |                | 1             | 2             | 3             | 4             | 62  |                |   |    |    | <del>1</del>     |     |
| 9             | 10 | 11            | 12  | 13E           | 50  | 7              | 8             | 9             | 10            | 11E           | 67  | 4              | 5   | 6  | 7  | 8                | 80  |
| 16            | 17 | 18            | 19  | 20            | 55  | 14             | 15            | 16            | 17            | 18            | 72  | 11             | 12  | 13 | 14 | 15 <sub>OR</sub> | 85  |
| 23            | 24 | <del>25</del> |     | <del>27</del> | 57  | 21             | 22            | 23            | <del>24</del> | <del>25</del> | 75  |                | 19  | 20 | 21 | 22               | 89  |
| 30            |    |               |     |               | 58  | <del>28</del>  | <del>29</del> | <del>30</del> | <del>31</del> |               |     | 25             | 26  | 27 | 28 | 29               | 94  |
| February 2016 |    |               |     |               |     | March 2016     |               |               |               |               |     | April 2016     |   |    |    |                  |     |
| M             | T  | W             | T   | F             |     | M              | T             | W             | T             | F             |     | M              | T   | W  | T  | F                |     |
| 1             | 2  | 3             | 4   | 5             | 99  |                | 1             | 2             | 3             | 4             | 118 |                |   |    |    | 1Q               | 134 |
| 8             | 9  | 10            | 11  | 12E           | 104 | 7              | 8             | 9             | 10            | 11E           | 123 | 4              | 5   | 6  | 7  | 8E               | 139 |
| 15            | 16 | 17            | 18  |               | 108 | <del>14P</del> | 15            | 16            | 17            | 18            | 127 |                | 12  | 13 | 14 | 15               | 143 |
| 22            | 23 | 24            | 25  | 26            | 113 | 21             | 22            | 23            | <del>24</del> | <del>25</del> | 130 | 18             | 19  | 20 | 21 | 22               | 148 |
| 29            |    |               |     |               | 114 | <del>28</del>  | 29            | 30            | 31            |               | 133 | 25             | 26  | 27 | 28 | 29               | 153 |
| May 2016      |    |               |     |               |     | June 2016      |               |               |               |               |     | Legend         |   |    |    |                  |     |
| M             | T  | W             | T   | F             |     | M              | T             | W             | T             | F             |     |                |   |    |    |                  |     |
| 2             | 3  | 4             | 5   | 6             | 158 |                |               | 1             | <u>2Q</u>     | 3             | 176 |                | First/Last Student Day                                  |    |    |                  |     |
| 9             | 10 | 11            | 12  | 13E           | 163 | 6              | 7             | 8             | 9             | 10            |     |                | Staff Development Days                                  |    |    |                  |     |
| 16            | 17 | 18            | 19  | 20            | 168 | 13             | 14            | 15            | 16            | 17            |     |                | Holidays  |    |    |                  |     |
| 23            | 24 | 25            | 26  | 27            | 173 | 20             | 21            | 22            | 23            | 24            |     |                | Convention  |    |    |                  |     |
|               | 31 |               |     |               | 174 | 27             | 28            | 29            | 30            |               |     | P              | Pupil Progress Conference                               |    |    |                  |     |
|               |    |               |     |               |     |                |               |               |               |               |     |                | Non-Attendance for Students                             |    |    |                  |     |
|               |    |               |     |               |     |                |               |               |               |               |     |                | Non-Attendance for Students & Non-Contract for Teachers |    |    |                  |     |
|               |    |               |     |               |     |                |               |               |               |               |     | Q              | End of Quarter  |    |    |                  |     |
|               |    |               |     |               |     |                |               |               |               |               |     | *              | New teacher induction                                   |    |    |                  |     |
|               |    |               |     |               |     |                |               |               |               |               |     | E              | Early release day                                       |    |    |                  |     |

First semester ends January 15  
 Second semester ends June 2  
**End of Quarter - November 6, January 15, April 1, June 2**

REV: 2/5/2015

**Pupil Progress Conference**  
 First semester - October 12  
 12:00-8:00 pm; 4 additional evening hours as identified on the narrative version of calendar  
 Second semester - March 14  
 12:00-8:00 pm; 4 additional evening hours as identified on the narrative version of calendar

Should more than one school day be lost due to an emergency closing, students and teachers will follow the schedule below:

1st day missed = Waived  
 2nd day missed = June 3rd  
 After 2 missed = Minutes will be added to schedule to lengthen day

**2015-2016 School Year Calendar**



|   |   |
|---|---|
| <b>STAFF DEVELOPMENT/TEACHER PREPARATION DAYS</b> ..... | AUGUST 25, 26 AND 27, 2015 - Schools not in session.  |
| <b>NON-WORK DAY</b> .....                               | AUGUST 28-31, 2015 (Non-Work Day for Teachers, Teacher Assistants, Cooks)   |
| <b>FIRST DAY OF SCHOOL</b> .....                        | SEPTEMBER 1, 2015   |
| <b>LABOR DAY</b> .....                                  | SEPTEMBER 7, 2015- Schools not in session.  |
| <b>EARLY RELEASE DAY</b> .....                          | OCTOBER 9, 2015 – Students dismissed early.   |
| <b>PUPIL PROGRESS CONFERENCE</b> .....                  | OCTOBER 12, 2015 (all schools) 12:00 – 8:00 P.M. Schools not in session.<br>AND<br>OCTOBER 14, 2015 (high schools) 4:00 – 8:00 P.M.<br>OCTOBER 8, 2015 (middle schools) 4:00 – 8:00 P.M.<br>OCTOBER 15, 2015 (elementary schools) 4:00 – 8:00 P.M.                          |
| <b>STAFF DEVELOPMENT DAY</b> .....                      | OCTOBER 29, 2015- Schools not in session.   |
| <b>NO SCHOOL</b> .....                                  | OCTOBER 30, 2015 - Schools not in session.  |
| <b>EARLY RELEASE DAY</b> .....                          | NOVEMBER 13, 2015 – Students dismissed early.   |
| <b>NO SCHOOL</b> .....                                  | NOVEMBER 25, 2015 - Schools not in session.   |
| <b>THANKSGIVING</b> .....                               | NOVEMBER 26 AND 27, 2015 - Schools not in session.  |
| <b>EARLY RELEASE DAY</b> .....                          | DECEMBER 11, 2015 – Students dismissed early.   |
| <b>WINTER BREAK</b> .....                               | DECEMBER 24, 2015, TO JANUARY 1, 2016- Schools not in session.<br>Schools resume January 4, 2016.   |
| <b>EARLY RELEASE DAY</b> .....                          | JANUARY 15, 2016 – Students dismissed early.  |
| <b>STAFF DEVELOPMENT DAY</b> .....                      | JANUARY 18, 2016- Schools not in session.   |
| <b>EARLY RELEASE DAY</b> .....                          | FEBRUARY 12, 2016 – Students dismissed early.   |
| <b>CONVENTION</b> .....                                 | FEBRUARY 19, 2016 – Schools not in session.   |
| <b>EARLY RELEASE DAY</b> .....                          | MARCH 11, 2016 – Students dismissed early.  |
| <b>PUPIL PROGRESS CONFERENCE</b> .....                  | MARCH 14, 2016 (all schools) 12:00 – 8:00 P.M. Schools not in session.<br>AND<br>MARCH 16, 2016 (high schools) 4:00 – 8:00 PM<br>MARCH 10, 2016 (middle schools and Hamilton Elementary) 4:00 – 8:00 P.M.<br>MARCH 17, 2016 (all other elementary schools) 4:00 – 8:00 P.M. |
| <b>SPRING BREAK</b> .....                               | MARCH 24-28, 2016 - Schools not in session. Classes resume March 29, 2016.  |
| <b>EARLY RELEASE DAY</b> .....                          | APRIL 8, 2016- Students released early.   |
| <b>STAFF DEVELOPMENT DAY</b> .....                      | APRIL 11, 2016- Schools not in session.   |
| <b>EARLY RELEASE DAY</b> .....                          | MAY 13, 2016- Students released early.  |
| <b>MEMORIAL DAY</b> .....                               | MAY 30, 2016 - Schools not in session.  |
| <b>LAST DAY OF SCHOOL</b> .....                         | JUNE 2, 2016  |

REV. 2/5/2015



## **CRISIS PLAN**

Staff will brief students on components of the emergency Response Team (MRT) plan. If a crisis should occur, advisors will contact parents as soon as possible. If students are evacuated from the building, they will meet with advisors in their assigned areas and attendance will be taken. All students will be expected to stay with the group for safety and security reasons.

## **EMERGENCY MEDICAL SITUATIONS**

A staff member must be notified immediately of an emergency medical situation. Once staff has been alerted, students are expected to clear the area and let staff members who are trained in first aid perform their duties. Students are also expected to follow all staff instructions during emergency situations for their own safety and the safety of others.

## **FIRE SAFETY PLAN**

7R practices fire safety in accordance with the La Crosse School District policies.

## **TORNADO SAFETY PLAN**

When 7 Rivers is threatened with severe weather situations where tornadoes are likely, students will be moved to the designated basement area.

# **V. POLICIES**

## **PHONE POLICY**

Students at 7R are trusted to use technology effectively and wisely. In accordance with this policy, cell phones are permitted but may not interfere with academic learning. Ringers must be off at all times. Making and receiving calls, text messaging and the like will be permitted before and after school and during lunch. Students may sometimes need to make appointment calls as part of their research; students are to respect the working environment of their peers. Other cell phone use will be handled on a case-by-case basis as requested by the student, but abuse of privileges may result in phones being held by staff for a duration of time.

## **ELECTRONIC DEVICE POLICY**

Students are allowed to listen to music while working. However, live streaming of videos is not allowed. Students will use headphones at an appropriate volume as to not distract others. This is a privilege and can be revoked for students who are not meeting academic expectations.



## **TECHNOLOGY USE POLICY**

Access to technology is a privilege and demands responsibility. All students will be expected to comply with technology use rules established by the La Crosse School District. Technology use is solely for educational purposes. All electronic communications are not private but subject to review and monitoring by staff. All school or personal electronic devices that are used while at 7R may be searched and programs deleted if they are not supporting learning. No software can be installed until school district technology staff has approved it.

## **THEFT**

Students are responsible for ensuring that their valuables are safely secured, although a culture of high levels of trust is expected. Items of value must be labeled, indicating ownership. Thefts should be reported immediately. Theft will be dealt with on a case-by-case basis within the community. If the article is worth a substantial amount, the police will be called and a report will be filed.

## **BREAKFAST/LUNCH POLICY**

Students may partake in district breakfast but must be done eating by 7:50. Students are encouraged to bring healthy lunch options from home, partake in the hot lunch program (food is prepared daily at Central High School and then transported to 7R), or plan on utilizing the kitchen space with minimal preparation and time. On days where field trips are planned, lunch counts for cold lunch sacks will be the day before.

## **SNACK POLICY**

Students are allowed the freedom to consume snack food (NOT MEALS) and drinks with caps/covers while working at their desks; however, it is expected that desks will be cleaned up at the end of each day with no food or beverage containers left behind. Students are allowed to have snacks and drinks during work time, though no liquid is allowed by computers; however, foods needing preparation are limited to lunchtime.

## **DRESS POLICY**

Students are expected to dress in an appropriate manner that will not detract from learning. We are housed in a professional building and open to community visits at any time; likewise we are often out in the community, therefore we aim to reflect 7 Rivers in a positive manner.

## **STUDENT FILE/DATA STORAGE**



Over the course of a project, students will generate computer data in the form of written documents, images, presentations, etc. Students are responsible for safeguarding their own data by storing it in appropriate places. Students should NOT store data on the hard drives (C: drive) of their school computers, as these drives are periodically wiped clean by district computer technicians. Instead, all student data should be stored on the network drive, which is backed up and accessible from any computer. In addition, students are encouraged to regularly backup their files to a flash drive or Google Drive, which can also be used to transfer and open files between school and home. Each summer, technicians may clear data from the network drive; therefore, students should leave each school year with data saved to a flash drive or Google Drive to assure that files are not lost.

## **DISCIPLINE**

The 7R staff understands that when problems occur between others an opportunity exists to restore relationships. 7R uses restorative measures, which seek to make things right for all parties involved. Circles, conferencing, and mediation are tools used to help problem solve and resolve conflicts. Students are expected to participate in the restorative justice process by allowing others an opportunity to voice their feelings about the issue, while actively listening and doing what they can to right whatever wrong has been committed.

All discipline will first be handled between student and advisor. Parents will be notified on a case-by-case basis; parents will always be notified when students receive traditional consequences. Unresolved and unrestored disciplinary issues may require administrator and/or parent participation. On-site discipline emergencies will be overseen by Dr. Steven Salerno, director of Human Resources, while all other non-emergency discipline requiring administrative input will be covered by 7R administration. Severe individual situations will be dealt with according to school board policy and state statutes.