



# Policy Handbook

2018-2019

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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 (Skyward) to core and elective classes (Khan Academy & WEN). 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. Live sources are an expectation for self-directed projects. Likewise, community service is an expectation at 7R.

### **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 help work to setup online class experiences.

### **Power Standards**

In project based learning where students are given control of their learning, the necessary core standards within subject areas have been written into Power Standards for the purpose of deep and purposeful learning. Students are strongly encouraged to show mastery of power standards through repetition rather



than a once-and-done mentality.

## 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

### UNIT BREAKDOWNS:

The school year will run in large, mid, mini- week order. “Large” units consist of 5-week blocks, “mid” units are 3-week blocks, and “mini” are 1-week interims. Each quarter consists of these 9-week cycles: 5,3,1 with a week of finals at the end of each semester. 5 week units will be large project focus units; 3 week units will be entirely cross-core curricular; and 1 week interims are choice/free units.

### 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. CharacterStrong & Viterbo University have aligned portions of their Servant Leadership programs and curriculums with a portion of our 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 2017-18; US History in 2018-19). 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 (Physical Science in 2017-18; Biology in 2018-19). 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 Khan Academy. Related math projects may also be required. The Khan 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 Tuesdays & Thursdays 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 and administrative allowance. A project proposal, evidence of active participation, and tracking of progress are required for mastery-level 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 power standards. (.5 credit)

## **TECHNOLOGY LITERACY**

Credit for technology literacy will be obtained through evidence of expanded technology usage in projects ranging from Google Drive functions, Word and Excel, to Web-based tools, Apple programs, GIS software, CAD, and so forth. (.5 credit)

## **FINANCIAL LITERACY**

Seminars will be offered through Junior Achievement, Dave Ramsey's Financial Peace for Students, Life Leadership Finance for Teens, Altra Federal Credit Union, and community finance experts. Students will fulfill credit in 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; credit will be awarded in senior year. (.5 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 our Google Suite. Through agreed upon projects, students can obtain credit in many ways. Students may also 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 the WEN online district system. 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.

## **MENTORSHIP AND SHADOWING**

Juniors and seniors are **STRONGLY** advised to explore the shadow/mentorship .5 credit to aid in career exploration, post-high school education, opportunity connections, and pathways to post-high school life. This credit opportunity requires mobility into the community, parental support, and personal drive to set up and help arrange different opportunities for this advantageous credit. (.5 credit)

## **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 (house location determines boundary school). 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 (totalling 40 hours, 20 hours per semester) 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 (22.5 required by district)

English	4 Credits
Social Studies	3 Credits
Science	3 Credits
Math	3 Credits
Active Healthy Lifestyle	*4 Credits *** 3.5 credits
Health	.5 Credits
Technology Literacy	.5 Credits
Financial Literacy ( Personal Finance)	*.5 Credits
Advisory/Servant Leadership	*4 Credits
Career and College Readiness	*.5 Credits
Lifelong Learning	*.5 Credits
Electives	*2.5 Credits
<b>Total</b>	<b>22.5 Credits (* denotes unique credit opportunity to 7 Rivers)</b> <b>(25.5)</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 as agreed upon by administration, student and parents.
- **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 for entrance; know your plan's recommended path.



## **ACADEMIC PROGRESS REPORTING**

Academic progress report status is available through Skyward. Every project will have written feedback as well as a completed rubric identifying completion of project objectives and standards, which can be viewed at any time; however, grade reports in Skyward will only be updated upon block or standards-project completion.

## **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 one 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 7:40 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 **checked in at 7R** by 7:40. 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. *Please contact staff rather than text students.* 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 and over-the-counter 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 notified immediately in accordance to



Hogan's Medical Response Team protocol; if parents cannot be contacted and the need apparent, an EMT or paramedic 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, Wafer, and so forth 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, but parents can expect community trips at 7R.

## **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 track their learning 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 (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. Students are encouraged to utilize these days for shadow opportunities, live source interviews, community service, or other proactively initiated tasks.

## **CLEANING RESPONSIBILITIES**

All students will be expected to give back to the greater 7R/Hogan community through cleaning 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 7:40; 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 (MID 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.

\*\*\*Semester transition dates are most advisable.

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, ideally, 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, Ashlee Mikshowskey, Andy Hartmann, Josh Wilke, & Cathy Sobania )*

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

*7 Rivers Operational Assistant (Julie Ingram)*

- Coordination of daily operational logistics at 7R.

### DAILY SCHEDULE

Monday, Wednesday, Friday – <i>Project Block Days</i>	Tuesday - <i>Wellness Days</i>	Thursday – <i>Wellness Days</i>
7:35–7:50 Level 1 Check In	7:35 – 7:50 Level 1 Check In	7:35 – 7:50 Level 1 Check In
7:40-7:50 Level ½ Check In	7:40 – 7:50 Level ½ Check In	7:40 – 7:50 Level ½ Check In
7:50 – 8:00 Morning Advisory	7:50 – 8:00 Morning Advisory	7:50 – 8:00 Morning Advisory
8:00-8:50 Math1/Science 1	8:00 – 8:50 Math 1/Science 1	8:00 – 9:30 Extended Project Block A
8:55-9:45 Math 2/Science 2	8:55 – 9:45 Math 2/Science 2	9:35- 10:40 Teacher/Student Block B
9:50-10:40 Math 3/Science 3/Humanities 1	9:50 – 10:40 Math 3/Science 3	10:50 – 11:30 Project Block C / Seminar
10:45-11:30 Science 4/Humanities 2	Humanities 1	11:30 – 12:00 Lunch
11:30 – 12:00 Lunch	10:45 – 11:30 Humanities 2	12:00 – 12:40 Advisory
12:00 – 12:45 Advisory	11:30 – 12:00 Lunch	12:45 Bus Load
12:50 – 1:20 Reading Groups	12:00 – 12:40 Advisory	1:00 – 2:30 YMCA Wellness Block
1:20 – 2:30 Project Block /Seminar	12:45 Bus Load	2:35 – 2:45 Advisory Check
2:30 – 2:45 Advisory Check out/	1:00 – 2:30 YMCA Wellness Block	out/Dismissal
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 & community involvement:

7 Rivers Level Guide		<b>**Students will be allowed to apply and change levels on district early release Fridays**</b>
<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 school for next semester/year	-Student, Advisor, and Family are working to find best educational placement for next semester/year	KHAN on Pace (targets and quizzes)
<b>LEVEL 1</b>	<b>How to Move Up</b>	C or higher credit marks 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	-Apply for advancement, Meeting for Advancement with Advisors	
-Projects have set due dates	-Student is consistent with hourly expectations and goals	
-Hourly Expectations and Goal Sheets	-Project due dates have been met and defended successfully (C or better)	KHAN on Pace (targets and quizzes)
-Advisors Pick Targets and Content Areas	-No discipline issues (including time management)	C or higher credit marks in Social Studies, Science, English
-Student's laptop may stay at school if necessary	-KHAN and/or World Language on Track	<b>End of 3rd Quarter</b>
-No Library, Auditorium, Soft Space, or Studio Use	-No more than TWO tardies	
-CLOSED CAMPUS	-No Unexcused Absences	
YMCA - Be an active member in the Wellness "classes"	-PE/Wellness on track at the YMCA (passing grade, changing everyday)	KHAN on Pace (targets and quizzes)
- No Wednesday afternoon release available	- NO CELL PHONE PRIVILEGES DURING SCHOOL; Computer must be contracted to take home each night	C or higher credit marks in Social Studies, Science, English
<b>LEVEL 2</b>	<b>How to Move Up</b>	<b>How to Maintain</b>
-Student-led 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	-Apply for advancement, Meeting for 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 discipline issues
-Max 1/2 day working with partner/group projects	-No discipline issues (including time management)	-KHAN and/or World Language on Track
-10 minute final presentations	<b>-ONE Proficient 50 hour+ project defended</b>	-No more than TWO tardies (including lunch & breaks)
-Daily Expectations/Goal Sheets	-KHAN and/or World Language on Track	-No Unexcused Absences
-Students/Advisors Pick Targets and Content Areas	-No more than TWO tardies	
-OPEN CAMPUS (HOGAN BLOCK ONLY) for BREAKTIME/LUNCH	-No Unexcused Absences	
YMCA - Be an active member in the Wellness "classes" when offered; need to plan your own Wellness Plan with SMART goals	-PE/Wellness on track at the YMCA (passing grade, changing everyday)	
-Optional Wednesday Early Release Plan; Wednesday afternoons can be spent at 7 Rivers with Advisors if needed		



LEVEL 3 - Gold Standard		How to Maintain
-Complete student choice in projects via Project Foundry (still need Advisor approval)	-Students Pick Targets and Content Areas	-ONE Successful Quarter: student has to earn credit in all core areas with World Language and/or KHAN 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 Discipline Issues
-20 minute final presentations	-Weekly Expectations/Goal Sheets	<b>-Proficient or Advanced 50 hour+ projects</b>
- Met with Advisors to confirm	-Wednesday Early Release is Available	

## CRISIS PLAN

Staff will brief students on components of the Emergency Response Team 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

If 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 according to the level/rewards system. In accordance with this policy, cell phones are permitted on Level 2/3 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. Level 1 students are expected to not have cell phones during the school day and may be checked in/out at the start and end of the day.

### **ELECTRONIC DEVICE POLICY**

Students are allowed to listen to music while working. However, live streaming of videos is not allowed at the district level. 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 7:40. 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 requiring preparation*) 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 permitted by computers.

## **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 Mark White, 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.