

**Rimrock Expeditionary Alternative Learning Middle School**

63175 OB Riley Rd

Bend, OR

97701

(541) 322-5323

[www.realmschool.org](http://www.realmschool.org)



2011-2012

**Student and Family Handbook**

Name :

Crew :

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## Dear REALMS Students and Families,

Welcome to REALMS! We are very excited to begin another school year with our new community. The students and families' relationship with the school is what makes our community unique. We hope this handbook anchors your understanding of the philosophies that have shaped our school and the practices we use for our daily life at REALMS.

For those who are returning, and those who are new to our community, this handbook contains important information about our school and its policies. The contents of this handbook change slightly from year to year, so it is important that both new AND returning students (and their parents) carefully read the contents. Each student at REALMS is responsible for understanding the policies described in this handbook. Thanks for taking the time to read this handbook; your participation will make the REALMS community stronger.

### **Vision Statement:**

At REALMS, our vision is to foster scholarship, strengthen community, and inspire stewardship through active learning.

### **Mission Statement:**

At REALMS, we will challenge our diverse group of students to investigate, understand, and become stewards of the human and natural world around us. To do so, we will pursue experiences both inside and outside of the classroom that will help our students develop a core set of academic skills and learning habits, that will encourage them to explore and identify their values, and that will foster the inspiration that comes through service to others and adventure.

The mission of REALMS is to create choice, foster success, and deliver hope. It will be a place for middle school aged children, including underserved or at risk students, to come and learn in an environment that is engaging, challenging, inspiring, and nurturing. REALMS is designed to reach a diversity of students who will benefit from our active approach to learning in a small school setting.

### **Guiding Values:**

#### **About *meaningful learning*, we value...**

experiential & active learning  
academic investigations that are relevant to real world situations  
character development through adventure & service

#### **About *powerful teaching*, we value...**

differentiated & engaging instruction  
high expectations for academic & personal growth  
teachers who care about students

#### **About *inspirational schools*, we value...**

a commitment to social & environmental justice  
a culture of learning for *all students*  
a strong and vibrant connection between school and community

## CONTACT INFO.

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**FIND US ON FACEBOOK:** <http://www.facebook.com/pages/REALMS-Rimrock-Expeditionary-Alternative-Learning-Middle-School/111782751056?ref=ts>

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### **Visiting Our Campus:**

We are located 63175 OB Riley Road, 0.7 of a mile north of Sawyer Park. Off Business 97 (3<sup>rd</sup> Street), turn west on OB Riley Road at the traffic light. Follow OB Riley Rd as it turns north approximately one mile. There will be a REALMS sign on the west side of the road, with a drive way immediately following.

**All parents and visitors are required to check in at the REALMS main office.**

**Please do not drive or park on the neighboring roads.  
If you need special assistance, please contact our office ahead of time.**

## What parents and students can expect from REALMS

REALMS is a unique middle school option in Bend. Below are some of the characteristics that define our school:

- ◆ *high standards* for our students' academic and personal growth
- ◆ a *small school environment* where students know their peers and teachers well, and are able to establish positive relationships through frequent contact and cooperation
- ◆ a learning environment centered around *active pedagogy* in which students are active participants IN learning, not passive recipients OF learning
- ◆ *regular homework*
- ◆ a focus on *high quality student work* through perseverance, rigor, and revision
- ◆ frequent opportunities for learning and *working cooperatively* with peers
- ◆ *in depth investigations* of a single topic that are sustained over time, and that are *interdisciplinary* in nature
- ◆ frequent opportunities to learn outside the classroom through *fieldwork*, including overnight and multi-day experiences
- ◆ learning through *hands on experiences*, active inquiry, and by connecting the arts to other academic disciplines
- ◆ *relevant projects* that will meet a real need in our community or that will be shared with an *authentic audience* beyond the teacher, the classroom walls, or the refrigerator door

## What REALMS Expects From Students

At REALMS, we believe that kids are capable of much more than most adults think. We have high expectations for our students and we believe that with lots of support, all students can meet these expectations. Below are the character traits that we teach and strive to live by at REALMS.

### Perseverance / Excellence

**...striving for the best from ourselves despite all obstacles.**

- At REALMS, we strive for high standards of achievement in academics by believing in ourselves, by embracing new challenges, and by working hard in order to accomplish great things.

### Compassion / Stewardship

**...taking care of each other and our planet.**

- At REALMS, students and staff work to make a positive difference in the lives of those around us. Showing compassion by helping others in need, and taking care of our environment are two goals for all we do and learn at REALMS.

### Responsibility / Courage

**...having the courage to do what is right, without excuses.**

- At REALMS, we take responsibility and ownership for all of our actions and the effects of our actions on others. We celebrate and enjoy our successes and accomplishments, and at the same time we demonstrate the *courage* necessary to own up to and correct our mistakes without excuses.

### Curiosity / Imagination

**...fueling the drive for learning and growth.**

- At REALMS, we are committed to igniting an inextinguishable drive for learning, fuelled by the natural curiosity and imagination that is within each of us. We encourage the curiosity and creativity that leads to powerful learning.

### Respect / Consideration

**...celebrating our differences by honoring others, no matter what.**

- At REALMS, we celebrate the diversity of abilities, beliefs, and backgrounds of all people. We act each day in ways that are compatible with and show our powerful belief that all people deserve to be treated with respect, fairness, honor, and kindness, no matter what.

## What REALMS Expects of Parents/Guardians:

*For each student to reach his or her potential, it is essential that REALMS parents/guardians make a commitment of supporting their student in the following ways...*

### **1. Attendance:** *our school goal is 95% attendance!*

- ❑ At REALMS, our class work is often active and participatory. That means that making up the assignments after an absence is more challenging and less educational than actually being in class. **Parents, please support your son or daughter's success by making sure that he/she is in school and on time every day.**

### **2. Homework:** *students do it, parents can facilitate it!*

- ❑ Set a regular time for homework, and arrange a quiet well-lit place to do it.
- ❑ Help your son/daughter keep his/her binder and backpack organized.
- ❑ Remind your son/daughter that you think school is important, and you are proud of how hard they work to be successful at REALMS.
- ❑ Celebrate successes often.

### **3. Conferences:** *students, parents and teachers working together*

- ❑ Conferences are a very important opportunity for students to reflect on and share their successes with their families. They are also an important time for goal setting and communication between the school and family. We ask that parents attend BOTH of the student led conferences during the fall and spring.

### **4. Fieldwork:** *an essential component of academics at REALMS*

- ❑ At REALMS, fieldwork is a core component of learning. *Students are required to participate on these trips.* Please feel free to join us on these trips if your son or daughter is feeling reluctant. These trips are unique learning opportunities and are as important as in-class learning.

### **5. Parent Nights & Kid Fairs:** *be sure to attend these important evenings*

- ❑ Parent nights are designed to help you become involved with the school and with your child's education. Kid Fairs are a celebration of student learning, and as with conferences, your participation in both sends a strong message to your son/daughter that you believe learning is important. Please come and see what your student has accomplished!

### **6. Communicate:** *working together as a team to support students*

- ❑ If you have questions or concerns about what is happening at school, please feel free to call our office. If you have a question about a specific class or assignment, please e-mail or call the teacher.
- ❑ As a charter school, REALMS is not officially a part of the Bend LaPine School District. Any questions, comments, or concerns should be directed towards the student's teachers, the school Director or the REALMS Board of Directors.

# EXPEDITIONARY LEARNING OUTWARD BOUND DESIGN PRINCIPLES

## Overview:

Expeditionary Learning is built on ten design principles that reflect the educational values and beliefs of Outward Bound. These principles also reflect the design's connection to related thinking about teaching, learning, and the culture of schools.

### **1. The Primacy of Self-Discovery**

Learning happens best with emotion, challenge and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In Expeditionary Learning schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.

### **2. The Having of Wonderful Ideas**

Teaching in Expeditionary Learning schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.

### **3. The Responsibility for Learning**

Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an Expeditionary Learning school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.

### **4. Empathy and Caring**

Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in Expeditionary Learning schools, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.

### **5. Success and Failure**

All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

### **6. Collaboration and Competition**

Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete not against each other but with their own personal best and with rigorous standards of excellence.

### **7. Diversity and Inclusion**

Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In Expeditionary Learning schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.

### **8. The Natural World**

A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.

## **ELOB DESIGN PRINCIPLES, CONTINUED**

### **9. Solitude and Reflection**

Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need time to exchange their reflections with others.

### **10. Service and Compassion**

We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an Expeditionary Learning school's primary functions is to prepare students with the attitudes and skills to learn from and be of service to others.

# **POSITIVE CLASSROOM CULTURE AT REALMS**

At REALMS, we believe that a learning community is one where students, staff, and parents are:

1. Physically safe
2. Emotionally safe
3. **Valued and Respected** for who they are by all other members of the community
4. **Empowered** to participate in shaping decisions that affect the learning community
5. Receiving an **education without disruption**

To build and maintain such a community, students, staff, and parents must be willing to respect the rights of others and must commit to improving the quality of life at REALMS every day.

Students and staff play an essential role in keeping our community healthy.

The following pages detail some of the expectations and definitions for classroom culture at REALMS. There are pages describing:

## **Work Time Guidelines**

**Attending Skills**

**Habits of Work**

**Non-Negotiables**

**Classroom Reminder System**

**Office Referrals**

# Work Time Guidelines

AT REALMS, much of our class time is spent doing independent, partner, or group work. The following guidelines describe our expectations for students during this time. Teachers will let students know which of the following work time guidelines applies during specific working times in class.

## **Private Work/Think Time**

Stay in your seat.

Work the whole time.

No talking at all.

Complete your own product with your own ideas.

## **Independent Work Time**

Stay in your seat.

Work the whole time.

Talk on task only with students at your table.

Complete your own product.

## **Group Work Time**

Stay with your group/partner.

Work the whole time.

Talk on task only with your group/partner.

Complete one product cooperatively with your group

There are also times during class when students are listening to the teacher give instructions, or are listening to and participating in a whole class discussion or activity. During these times the expectations for “**Attending Skills**” apply. These Attending Skills are described below.

# Attending Skills

These are the basic habits and skills that we ask of all REALMS students. These are important life long skills that will help our students become effective and productive community members.

## 1) **Attentive Body Language**

- a) Do keep your head up off the table.
- b) Do pay attention and look at the speaker.
- c) Do sit quietly.
- d) Do sit up straight.
- e) Do keep all legs of your chair and your feet on the floor.
- f) Do not have side conversations.

## 2) **Following Work Time Guidelines**

- a) Do stay focused and stay in your seat, unless your work requires you to get out of your seat.
- b) Do what the teacher asks.
- c) Do your work the entire time.
- d) Do follow the rules.
- e) Do try to finish work on time.

## 3) **Responding to Teacher Questions**

- a) Do be polite.
- b) Do think about the question before answering.
- c) Do listen to the teacher.
- d) Do answer truthfully.
- e) Do stay on topic.
- f) Do raise your hand.
- g) Do admit to not listening if that is the case.
- h) Do ask for clarification if the directions are unclear.
- i) Do not say random things to be funny.

## 4) **All Materials Out and In Use**

- a) Do have paper, pencil, SSR book, and binder on table and ready for use.
- b) Do have water bottle full before class starts.
- c) Do sharpen pencils before class starts.
- d) Do not get out of seat to get paper, pencil or water.

## 5) **Appropriate Fidgeting**

- a) Fidget under the table or not at all.
- b) Silent.
- c) Do not fidget in a way that is distracting to others or to self.

# Habits of Work (HOWs) at REALMS

Habits of Work are skills and behaviors that we ask all REALMS student to develop into habits that will stay with you as you move through middle school, high school and beyond. These habits are ones that will help you be a successful and independent learner throughout your life, no matter who the teacher is, what the subject happens to be, or whether you are in middle school, high school, college or beyond.

## **PARTICIPATION: I am an active, positive participant in learning.**

**This means....**

- I show good attending skills including:
  - Following the work time guidelines for private, independent, group work
  - All materials out and in use
  - Attentive body language
  - Appropriate fidgeting
  - Responding to questions appropriately
  - Working effectively in a group
  - Listening for understanding

## **RESPNSIBILITY: I am responsible for my own learning.**

**This means...**

- I come to school *prepared* to learn (binder, tools, appropriate clothing. . .)
- I am *organized*
- I complete my work *on time* and turn it in
- I *advocate* for what I need to learn

## **DETERMINATION: I show determination.**

**This means...**

- I accomplish *high quality work*
- I *challenge* myself
- I continue to work on learning targets until I can reach *proficiency* or better
- I enthusiastically, safely and open-mindedly embrace “*adventure*”
- I embrace *adversity* and *uncertainty*

## HABITS OF WORK RUBRIC

Learning Targets	N/A	Developing	Proficiency	Mastery
<b>PARTICIPATION: I am an active, positive participant in learning. This means: I can show good <i>attending skills</i></b>	I got several reminders	I had good attending skills through <b>most</b> of this experience	I had good attending skills throughout this <b>entire</b> experience	<b>+</b> I used peer assist strategies to help others have good attending skills
<b>RESPONSIBILITY: I am responsible for my own learning. This means: I come prepared, I'm organized, I turn in work on time, and I advocate for what I need to learn.</b>		I showed 2 of the following: preparation; organization; timeliness; and/or asking for help	I was responsible throughout: prepared; organized; timely; and advocating for what I need	<b>+</b> I assisted others with their responsibility and/or advocacy
<b>DETERMINATION: I show determination. This means: I accomplish high quality work; I challenge myself; I continue to work on LT's until I reach proficiency or better; I embrace “adventure,” adversity and uncertainty.</b>	I am comfortable with where I am	I set goals and created action plans. I have not followed these completely.	I set goals, created action plans, and follow these to guide my continued growth	<b>+</b> I set a tone for others about challenging myself and help them move toward their goals with a smile

# REALMS Classroom & Campus Non-Negotiables

These are actions that result in immediate office referral, *no reminders*. Further detail is available in the acts and consequences section of this handbook.

- **Any physical aggression** including pushing, hitting, kicking etc. inside or outside the classroom.
- **Any threatening, harassing, bullying, or teasing** language directed towards another student or teacher
- **Any physical contact** or touching that might be considered **sexual** in nature.
- **Stealing** or *invading* other people's personal property
- Possession of any materials that should not be on school campus (tobacco, lighters, knives *etc.*). This includes items that are designed to "imitate" the real item as well.
- Leaving school property OR going "out of bounds"
- **Lying** to a staff member
- **Defiance** – refusing to follow a teachers request or instruction OR Basic school rules inside or outside classrooms

This list is NOT exhaustive. Other actions may result in immediate office referral without reminders.

If a student is referred to the office for a non-negotiable they will be asked to fill out a "problem Solving Sheet" and their parent will be called. Depending on the non-negotiable violated, other consequences will apply. For detail on consequences, please see the acts and consequences section.

# Classroom Reminder Protocol

At REALMS, teachers have put in place a system for helping students stay focused on productive and engaging learning experiences. All of us have times when we need reminders to follow guidelines and agreements. This system of reminders is designed to be fair and equal for all students, to preserve the honor and dignity of all students, and to minimize the amount of disruption that reminders can cause to the learning of others.

On each reminder, teachers use the **same set of questions**. The reminder interaction when done well, lasts no more than 15 seconds and is low key. There is no argument or discussion between the two parties. All students will be trained in the use of this system. Teachers use a clear & neutral tone of voice that is sincere, but does not communicate anger or shame, and strives to avoid showing frustration. The idea is to let **the system and the student do the work**, and the teacher can then do the teaching of class/academics.

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When a student is not showing good “**Attending Skills**” or is not following the “**Work Time Guidelines**” the teacher reminder interaction will sound very similar to, or exactly like this:

TEACHER’S FIRST QUESTION WILL BE ONE OF THE FOLLOWING:

- “**How are your attending skills right now?**”
- “**How are your *group work* skills right now?**”
- “**How are your *private work* skills right now?**”
- “**How are your *independent work* skills right now?**”

STUDENT ANSWER WILL BE SOMETHING LIKE:

“**Not so good, sorry about that**”.

TEACHER’S SECOND QUESTION:

“**I really need you to show good attending skills/group work skills/independent work skills right now. Can you fix that for me please?**”

STUDENT ANSWER:

“**Yes**”

TEACHER’S THIRD QUESTION WILL BE ONE OF THE FOLLOWING:

- “**How many is that for you today?**”
- “**How many reminders is that for you in class today?**”

STUDENT ANSWER:

“**One**”

TEACHER ANSWER WILL BE SOMETHING LIKE:

“**Thanks for handling that so smoothly**”

How many reminders are “allowed”?

**TWO.** On the 3<sup>rd</sup> reminder, the student will be asked to go to the office to complete a problem solving sheet.

First reminder:

Verbal reminder as described above

## Classroom Reminder Protocol, continued

### Second Reminder:     **Porch Conference**

- ❑ Verbal reminder protocol as described above
- ❑ Then teacher will say say, “let’s have a porch conference”, “join me for a porch conference as soon as I have finished helping Billy”... again, not supposed to be a place for discussion between teacher & student.
- ❑ maximum 1-3 minutes where the teacher and student meet on the porch and go through the same question protocol as described above, but with more attention
- ❑ *Intent is to avoid an argument/discussion about the reminders/incidents, but instead to brainstorm QUICK solutions and help the student REALLY re-focus if the 1<sup>st</sup> reminder didn’t do it. The teacher will ask questions like:*
  - “You’ve had 2 reminders, are you doing OK today?”
  - “What can I do right now to help you be successful in class today?”
  - “Do you need a time out in the office? Change seats? Something else?”

### Third reminder:             **Office referral**

- ❑ Student will be asked to go to the office to complete a problem solving sheet
- ❑ The teacher will complete the top portion of this sheet before sending the student to the office, and it will include a brief description of the problem.
- ❑ In most cases, the student will complete the sheet, and then return to class for the remainder of the period

## Office Referrals:

### **When a student is referred to the office to solve a problem they will:**

1. Complete a problem-solving sheet that describes the problem and plans the student’s solution
2. Review it with the Director or supervising teacher, and revise as necessary
3. Have it signed by the referring teacher
4. **Call home** to inform a parent
5. **Stay after school that day**, or the next available after school day, to make up the missed class time, write an apology note, and/or complete a solution to resolve the problem and plan for success
6. **Take a copy of the problem solving sheet home** to be signed by a parent, and then return it to school

**If a student reaches 4 Office Referrals, a family meeting will be scheduled to create a behavior plan with specific goals, strategies, and a follow up schedule.**

A sample problem solving sheet is included here:

# REALMS Problem Solving Sheet

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Time In: \_\_\_\_\_

Teacher: \_\_\_\_\_ Time Out: \_\_\_\_\_

## TEACHER PORTION

Non-Negotiable? \_\_\_\_\_

1<sup>st</sup> Reminder: \_\_\_\_\_

2<sup>nd</sup> Reminder/Porch Conference: \_\_\_\_\_

3<sup>rd</sup> Reminder/Office Referral \_\_\_\_\_

Teacher, please circle 1 of the following options for when the student should return to class:

- Complete Problem Solving Form and return to class ASAP
- Complete Problem Solving Form and stay in office until next period
- Other: \_\_\_\_\_

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## STUDENT PORTION

### Describing the Problem

Describe **in detail** your actions/choices that led to each reminder:

1<sup>st</sup> reminder: \_\_\_\_\_

\_\_\_\_\_

2<sup>nd</sup> reminder: \_\_\_\_\_

\_\_\_\_\_

3<sup>rd</sup> reminder: \_\_\_\_\_

\_\_\_\_\_

Describe who was affected or impacted by your actions/choices **and how**:

\_\_\_\_\_

\_\_\_\_\_

### The Problem (next page)

1. Describe at least 2 things you can do differently next time to prevent this kind of thing from happening

again: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. I will write an apology letter to: \_\_\_\_\_

3. I would like to propose the following act of service in order to re-establish integrity with myself, and/or to re-build trust and relationship with all those affected: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. I will complete this proposed solution/service and apology by: \_\_\_\_\_

5. I will be accountable to \_\_\_\_\_ (Teacher name) AND

\_\_\_\_\_ (Parent name) for completing this proposal.

6. If I do not follow through on my proposal then .... \_\_\_\_\_

\_\_\_\_\_

7. I have missed \_\_\_\_\_ minutes of the following class: \_\_\_\_\_

8. I will make up this missed class time \_\_\_\_\_

9. I called a parent/guardian at \_\_\_\_\_ and left a message summarizing my actions and problem solving.

10. This is my \_\_\_\_\_ Problem Solving Sheet this semester and my \_\_\_\_\_ this year.

NOTES FROM THE OFFICE AND PARENT:

Student Signature: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

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

Director Signature: \_\_\_\_\_

**This form needs to be SIGNED by a parent and returned to the office the NEXT DAY. If you do not bring the signed form back the next day your parent will be called.**

# Homework and Missing Assignments

At REALMS we believe in the power of high expectations for academic growth. That means that REALMS students **WILL need to do homework**. Some students may have work to do at home daily, and others may have less.

We have implemented the following systems to help student learn to manage and track their classwork and homework. Our goal is that students develop the skills necessary to be independent learners capable of managing their own academic learning!

We also believe that parents play an important role in helping their children develop these skills by being aware of the systems we use and checking frequently to make sure that their student is being successful in using these systems!

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## What parents/guardians need to know...

### 1. Student Planners

Every REALMS student will receive a paper REALMS PLANNER at the beginning of the year. This planner should be kept in the student's binder at all times. Students will use this planner to record their assignments and homework. Teachers and students will use this planner to record ALL assignments that are to be turned in for a grade. The students will record the assignment on the DAY IT IS DUE.

**We strongly encourage parents to check this planner frequently – daily or weekly as necessary.**

### 2. Electronic Homework Calendars

Whenever a teacher assigns work to be graded, students will be instructed to write the assignment in their personal planner and the teacher will input it electronically into the appropriate homework calendar.

[www.realmschool.org](http://www.realmschool.org) → “Calendar” drop down button → “6A Homework”

### 3. MISSING Assignment Reports

Finally, each week the students receive a personalized MISSING Assignment Report that shows what assignments they have that are incomplete or have not been turned in. These lists are provided to help students keep track of their work, build homework habits and to provide support to parents and guardians who can help students with homework. **The Missing Assignment Reports will be distributed every Tuesday morning, and will be accurate as of the previous FRIDAY.** Please be aware of this “lag time”. If an assignment is turned in Monday, it will NOT necessarily be marked complete on the next day's MISSING Assignment Report.

If a student reaches 10 missing assignments they will be placed on academic probation and a parent conference will be organized at which time we will put in place “turn around” strategies to ensure that the student is being academically successful at REALMS!

### 4. Electronic MISSING Assignment Reports

Missing Assignment Reports will be uploaded to our website. You will need your child's SSID # to access them.

[www.realmschool.org](http://www.realmschool.org) → “Parent” drop down button → “Grades & Assignments” → on the right you will see a place to click to “access the missing assignment report”

**PARENTS – please ask to see your student's Missing Assignment Report  
EVERY TUESDAY!**

# **ON TIME WORK POLICY**

Teachers will clearly establish a due date for every assignment and students are expected to turn in assignments on or before that date.

Each assignment will be graded for both the quality of the work, AND the timeliness! 10% of the grade for each assignment is reserved for timeliness.

On progress reports, parents and students will see a grade that reflects the QUALITY of the student's work, and another grade that reflects the TIMELINESS of the work.

<b>On-time</b>	<b>10% credit for timeliness</b>
<b>&lt; 2 weeks late</b>	<b>0-10% credit, teachers' discretion</b>
<b>≥ 2 weeks late</b>	<b>0% credit for timeliness</b>

Students will be asked to put a heading on every assignment that includes:

Their name

The name of the assignment

The due date

*When a student needs an extension on an assignment for any reason, it is their responsibility to talk to the teacher. If the teacher approves the extension, the student changes the due date on their paper and the teacher initials the change. The 2 week deadline will not change. (It will be exactly 2 weeks from the original due date.)*

# Assessment & Report Cards

“You don’t fatten a cow by putting it on a scale”

“Assessment ≠ Grading”

## Goals

- ❑ Help students see what they are doing well
- ❑ Help students see what they need to do next in order to meet the “*Learning Target*”
- ❑ Help students develop the ability to evaluate and assess their own learning
- ❑ Generate information about specific students and classes that teachers can use to guide instruction
- ❑ Provide information to parents about what their student is doing well, and needs to work on next
- ❑ Provide information to the OR Dept of Ed about how our students test scores compare to the State Benchmarks

## How we accomplish those goals:

**Formative Assessment:** we provide plenty of “descriptive feedback” on student work that describes the strengths of the work, and the next steps.

- ❑ Some assignments will receive feedback but no “Grade”
- ❑ We teach students to read and make use of the feedback they receive
- ❑ We teach students to assess their own work, and assess their peers’ work

**Culminating Projects:** these are projects that demonstrate what a student has learned at the end of a short investigation, or a long term learning expedition.

- ❑ Students will receive descriptive feedback and usually a grade based on our Developing, Proficiency, and Mastery scale.

**Portfolios:** a portfolio is a binder of selected work samples that students will create through their years at REALMS.

- ❑ Students will select samples of their work from different academic areas to include in their portfolio and they will write a reflection on many of these pieces of work that help them examine the work more deeply.

**Student Led Conferences:** at REALMS conferences, students lead their parents/guardian and their advising teacher through a tour of their academic growth from the trimester

- ❑ Students use the work selections in their portfolios to describe their strengths and successes from the trimester, as well as their “next steps” to their parents and advising teacher.

**OR State Assessments:** we use the OAKS system to take our standardized state assessments on-line. The results of these assessments are used by teachers to assess students’ areas of strength and weakness. These scores are used by REALMS staff to determine student needs, and by the State of Oregon.

## Glossary:

### **Learning Target:**

- The specific content/concept, skill, or craft being taught.

### **Formative Assessment:**

- Also known as assessment *FOR* learning. This is assessment geared for the student, and aimed at helping the student see how close they are to the learning target, and what they need to do next

### **Summative Assessment:**

- Also known as assessment *OF* learning. This is assessment that is usually geared for an audience other than the student, and is usually used to “certify” a student’s achievement, to sort students based on achievement, or to rank schools.

### **Descriptive Feedback:**

- Feedback that describes specific components of the student’s work, especially what the observer notices is done well, and what needs to be done next.

### **Evaluative Feedback:**

- Feedback that judges the work, especially in comparison to others, without necessarily providing detail or next steps.

## The REALMS Grading Scale

We use the letters **D**, **P**, and **M** to represent the three levels of accomplishment. These letters **DO NOT** correspond with a traditional **ABC** letter grade system. Listed below are the definitions for our three levels of accomplishment. Within each level of accomplishment, we further differentiate a student’s abilities and growth with a + or - . This describes a student’s readiness to progress to the next level of understanding.

### **Developing (D):**

The student has acquired *some* of the major skills and concepts and can apply them in a highly structured environment.

### **Proficiency (P):**

The student can communicate, analyze and interpret *most* of the major skills and concepts and can apply them in new environments and situations.

### **Mastery (M):**

The student is able to demonstrate a deep understanding of *each* concept and skill. The student can teach, analyze and interpret the information. The student is able to retain the information for an extended period of time.

### **Not Acceptable:**

Teachers are unable to accurately determine a student’s skill level if they do not complete the required class work. In cases where students have not completed sufficient class work to meet grade level expectations, they will receive a score of **Not Acceptable**.

# THREE LEVELS OF INTERVENTIONS AT REALMS

At REALMS, **behavior that causes a problem for others or our environment** will be dealt with in one of three ways, depending on the severity of the behavior and the willingness of the student to solve the problem. The three levels of intervention are the Classroom, the Office, and the District.

- **Classroom:** you may be given the opportunity to solve your problem quickly and quietly in the classroom in one of many different ways.
- **Office:** if you can't, or choose not to solve the problem quickly and quietly in the classroom, then you may be asked to work on your solution with the help of office staff. You may also be asked to solve your problem in the office if a teacher does not have the time to help you in that moment, or if the classroom is not the best environment for you to solve the problem at that time.
- **District:** any illegal acts will be dealt with immediately in the office, according to Bend LaPine School District policy. See the matrix on p. 13 for specific acts and consequences.

There are many possible choices and behaviors **that are not illegal but that do create a problem for self, others or our environment**. The following is a list of *some* of the types of behaviors that we know DO cause a problem for yourself, others or our environment. These are a few examples of *some of the* behaviors that we ask all students not to engage in.

- Disrespecting staff
- Put downs
- Inappropriate language
- Disrespecting others' belongings
- Disrespecting others' personal space
- Refusing to follow directions
- Disrupting the learning environment
- Bullying or intimidating others
- Leaving campus
- Inappropriate references to drugs, alcohol, and sex
- Play fighting

These types of behaviors (and others like them) cause a problem for yourself, others and/or our environment. You will be asked to solve the problem. If you choose not to, a staff member will help. What they do will depend on the specific person and the special situation.

If you are asked to solve your problem with the help of the office, you will have to fill out a solution worksheet as part of working through your problem. These incident reports will be kept on file and may be used to help you and your parents identify patterns, strengths, and areas for growth during conferences and at other times during the year. Remember that if you spend an unreasonable amount of time in the office because you are unwilling or unable to solve a problem, you will be required to make up that time or work after school.

## **ILLEGAL ACTS AND CONSEQUENCES**

The following is a list of some illegal acts and the automatic consequences that such acts carry. These behaviors are so far outside our expectations at REALMS that they will not be solved only by the student. These acts carry additional District and school mandated consequences.

<b>Infraction</b>	<b>Consequences</b>
Possession, distribution or use of tobacco on or around school grounds, or at school activities	<ul style="list-style-type: none"> <li>▪ Suspension (2 - 5 days) with parent conference</li> <li>▪ Deschutes County Juvenile Justice will be contacted</li> <li>▪ Possible tobacco cessation clinic</li> <li>▪ Repeated infractions will result in a mandatory discipline hearing and up to 7 day suspension</li> </ul>
Possession or distribution of drug paraphernalia or possession and/or use and/or distribution of drugs or alcohol (including imitation substances and possession by consumption)	<ul style="list-style-type: none"> <li>▪ Up to 7 day suspension, or</li> <li>▪ 3 day suspension with a confirmed drug/alcohol assessment</li> <li>▪ Law enforcement will be contacted. Student may be cited</li> </ul>
Harassment, Coercion, Teasing, Threatening or Menace: This means that a student intentionally attempts to place another student, or a school employee in fear or imminent serious injury. Or, that the student uses threats, intimidation or harassment against any fellow student or school employee.	<ul style="list-style-type: none"> <li>▪ Law enforcement may be contacted, student may be cited</li> <li>▪ Suspension (1 - 3 days) and parent contact or conference</li> <li>▪ Possible discipline hearing</li> <li>▪ Repeat infractions will result in mandatory discipline hearing and suspension of up to 7 days</li> </ul>
Assault: any willful attempt to ( <u>or threat to</u> ) inflict injury upon another person, when the other person does not wish to engage in physical contact. Assault may be committed without actually touching, striking or doing bodily harm to another person.	<ul style="list-style-type: none"> <li>▪ Law enforcement called, student may be cited</li> <li>▪ Suspension (1 to 3 days) and parent conference</li> <li>▪ Possible disciplinary hearing</li> <li>▪ Repeat infractions will result in mandatory discipline hearing and suspension of up to 7 days</li> </ul>
Fighting on school grounds or at school events (mutual combat)	<ul style="list-style-type: none"> <li>▪ Law enforcement may be contacted, students may be cited</li> <li>▪ Suspension (3 days) and parent conference</li> <li>▪ Possible disciplinary hearing</li> <li>▪ Repeat infractions will result in mandatory discipline hearing and suspension of up to 7 days</li> </ul>

## ILLEGAL ACTS AND CONSEQUENCES (CONTINUED)

<b>Infraction</b>	<b>Consequences</b>
Arson or setting off false fire alarm	<ul style="list-style-type: none"> <li>▪ 7 day suspension</li> <li>▪ Parents, law enforcement and fire department contacted</li> <li>▪ Mandatory discipline hearing</li> <li>▪ Student or parent will make restitution to the school</li> </ul>
Theft (under \$50.00)	<ul style="list-style-type: none"> <li>▪ Suspension (1 - 3 days)</li> <li>▪ Parents and law enforcement contacted</li> <li>▪ Student will make restitution</li> <li>▪ Repeat infractions will result in mandatory discipline hearing and suspension of up to 7 days</li> </ul>
Major Theft (over \$50.00)	<ul style="list-style-type: none"> <li>▪ Suspension up to 7 days</li> <li>▪ Parents and law enforcement contacted, student may be cited</li> <li>▪ Student will make restitution</li> </ul>
Major defiance: repeated classroom and office interventions have been unsuccessful. Student continues to refuse to follow basic directions. Creates an unsafe situation.	<ul style="list-style-type: none"> <li>▪ Suspension (1 - 3 days)</li> <li>▪ Law enforcement may be contacted</li> <li>▪ Parents conference</li> <li>▪ Possible disciplinary hearing</li> </ul>

What follows is an alphabetical list of some of the specific information that will help students, parents, and faculty make REALMS a positive and successful educational environment.

## **Alphabetical Listing of Info. and Policies/Glossary of Terms**

### ***Absences***

**PARENTS....** If your student is absent for one or more days, please call the office (322-5323) by **8:30 am to report their absence.** If a student is not present by 8:30, we will record them as absent. We make every effort to call parents if their son/daughter does not show up for school, however it makes the job of the office staff much easier if parents call early to inform us of an illness or absence. The student is responsible for any missed work.

**LATE in the morning?...** Please instruct your child to check into the office before heading to class. If your child is late, be sure to call the office or provide them with a signed note explaining why they are late, and the time they are arriving. The student is responsible for any missed work. Students will be asked to make up missed time after school if they are late on a regular basis OR if tardies are impacting their learning.

**LEAVING** during the day?... If your son/daughter needs to leave before the end of the school day for an appointment, please call the office or provide them with a note explaining why they are leaving, the time they are to leave, and who is picking them up. Again, the student is responsible for any missed work. The student needs to bring the note to the office to be initialed by office staff. They will then present an office note to the teacher whose class they will be leaving. Students will not be allowed to leave early without a note or phone call from a parent.

Attendance is taken each morning and afternoon. **Attendance is a high priority at REALMS, and a law in Oregon! Our school wide goal is 95% attendance or greater.**

### ***Active Pedagogy***

Active pedagogy includes active and engaging instructional practices that promote equity, high expectations, and reading and writing across the curriculum.

### ***After School Programs***

We offer a variety of after school programs for our students. The programs vary from year to year, but there are some important details for your family to know that always stay the same: Please fill out any permission slips that come home and return promptly to school. Pick up your student on time in the REALMS parking lot. Students should make choices before, during, and after the program that meet REALMS expectations. Attendance details (including pickups) need to be organized in advance.

### ***Assignments – Management and Organization***

Students will be expected to keep up with their own work. Works in progress will not be kept for students. Rather, students will be expected to carry work in their binder until it is complete and ready to be turned in. (Exceptions will be made for projects that cannot be carried this way.)

There will be clearly marked baskets for each subject where students turn in completed work. Also, in each subject, there will be a file box with individual student folders to file completed, graded assignments. When assignments are returned, graded (assuming a passing grade), students will file them in these individual files. Completed, graded assignments will not be kept in the binder but in the student's individual file folder that remains in the classroom.

## ***Attendance and Missed Work***

At REALMS, our class work is often active and participatory. That means that making up the assignments after an absence is more challenging and less educational than actually being in class. **Work missed during absences must be made up by the student and it is the STUDENT'S RESPONSIBILITY to contact teachers and determine what work must be made up.**

Attendance at REALMS is everyone's responsibility.

- ⇒ **Students**, you are the most important piece of the puzzle, you must make the commitment to get to school on time and be here regularly, and to contribute to making REALMS the kind of place that all of us want to be every day.
- ⇒ **Parents** need to be sure that their son or daughter is in school regularly. Some middle school age students need extra support, encouragement and/or firm boundaries when it comes to attendance. Ultimately, it is the **parents' LEGAL responsibility** to ensure that their child is in school. Please be sure to communicate with office staff early and often if your son/daughter is struggling with attendance.
- ⇒ **Teachers and office staff** accept the job of encouraging perfect attendance, and helping to create a dynamic, positive, and safe learning environment. It is also the job of teachers and office staff to efficiently communicate to parents when there is an attendance problem.

## ***Backpacks***

Backpacks are encouraged. Students may carry their binders from class to class, but are encouraged to keep their backpacks in their lockers.

## ***Beginning of the Day***

The “Town Hall” of REALMS will open at 7:30am every morning for students who arrive early. Students who arrive before 7:30am will not have a place inside to wait, nor will there be supervision for them until 7:30am. Between 7:30 and 7:55, REALMS students should be inside the “Town Hall”, not hanging out on the REALMS campus. **Classes begin at 7:55 sharp.** Students are expected to be IN THE classroom and prepared for class by that time.

## ***Bicycles***

At REALMS, we encourage staff and students to use alternative transportation (bicycling, walking or carpooling to school). For safety reasons, bicycles are NOT to be ridden on the REALMS campus. **When you reach the campus, please walk your bike.** Bring a lock and lock your bike to the bike rack outside of the main building. Remember that bike helmets save lives!!

## ***Binders***

REALMS students are required to have a zip-close binder and to carry it to all classes. KEEP it neat and organized by going through your binder at least once a week and organizing all pages into the correct subject section. In your binder you should always have:

1. Schedule
2. Most recent Missing Assignment List
3. Dividers for every subject
4. REALMS Student Planner
5. Plastic Homework Folder
6. **And pencil, SSR book, and plenty of blank sheets of paper.**

Student binders will be divided into subject areas. In each class, the teacher will instruct students on what to put in that particular section. Students will take binders home at night. **We ask parents to check your student's binder at least once a week.** The most crucial places to look will be the Student Planner, Homework Divider, and the Missing Assignment Report. There you will see any homework assignments or unfinished class work each day.

### ***Breakfast***

We serve a healthy breakfast in the "Town Hall" from 7:40-7:50am for those students who qualify for free and reduced lunch. Please pick up a form in the office and turn it in to find out if you qualify.

### ***Buildings***

Please don't jump or climb railings, throw things on the roof, or slam doors.

### ***Bus Area***

REALMS students often ride Bend La Pine district buses for fieldwork experiences. REALMS students riding a school bus must follow the district bus rules and regulations. Riding the school bus is a privilege that can be withdrawn. Students must form a single line when waiting to board their bus. Regulations governing acceptable behavior are posted on each bus and are strictly enforced by drivers and transportation staff. Causing a problem for others on the school bus likely will result in a suspension of bus privileges by transportation staff.

### ***Campus***

Although we occupy our own independent campus for the first time, we do share a fence with neighbors and it is extremely important to the REALMS community to create and maintain positive relationships with them. Some guidelines to remember:

- ⇒ Students must follow REALMS rules while in their buildings
- ⇒ Students must respect school property boundaries
- ⇒ Students must stay within sight of supervising teachers at lunch recess
- ⇒ Students who are not participating in an after school activity must leave campus promptly after our 2:40 dismissal

### ***Cell Phones (and pagers, etc.)***

Cell phones are discouraged at school. However, if parents would like their son/daughter to have a cell phone for coordination and communication after school, they may be brought to school. **They are to remain turned off and kept out of sight at all times during school hours.** This includes the time students are on campus before school, as well as at lunch. Cell phones are not to be used during school hours for any reason. In case of emergency, students may use the office phone. **If cell phones are in use, or left on during school hours, they will be kept in the office for the remainder of the day. If this problem persists, the student will be required to have a meeting with family and staff.**

### ***Chairs***

Our chairs will crack and break after repeated leanings, so we ask that you keep your chair flat on the floor.

### ***Communicable Diseases***

Parents of a student with a communicable or contagious illness or parasite (other than a common cold) are asked to contact the office (322-5323) as soon as possible so that the families of other students who may have been exposed can be informed. These illnesses/diseases/parasites include the flu, chicken pox, head

lice, mumps, measles, whooping cough, meningitis, staph infection, strep infection, TB, Hepatitis A, B, C, pink eye, and ringworm.

### ***Computers***

The REALMS computers are a valuable learning tool, and must be used carefully and correctly. The Acceptable Use contract that allows students to use the REALMS computers must be signed by students and parent, and followed consistently by the student. Computer privileges can be taken away if a student chooses to ignore the Acceptable Use contract, to use computers at inappropriate times, or to treat the computer equipment in ways inconsistent with the first expectation at REALMS: to treat yourself, others, and our environment with respect, kindness and consideration. **Students will not be allowed to use the computers to play games during, before, or after school.**

### ***CREW***

“We are crew, not passengers.” Each day at REALMS includes crew time. Crews are multi-age groupings and students remain in the same crew throughout their years at REALMS. During crew, students: prepare for and reflect on the day’s learning, set and monitor educational and personal goals with advisor, participate in community building activities, and practice leadership skills.

### ***Dances & After School Events***

Students must be in school on the day that a party, dance, or event is scheduled in order to participate. As a general rule, REALMS parties and special functions are open only to the students, families and faculty of REALMS.

Parents... if your son or daughter plans to attend an after school dance or other event, please be sure that you have arranged for prompt pick up at the end of the event. Staff are not available to drive students home!

### ***Disc Players, MP3's, Walkmans, GameBoys etc.***

**We strongly recommend that these devices are NOT brought to school as they are too often lost, damaged, or misused.** However, if you do have an MP3 or Game Boy at school, **it MUST remain turned off and kept out of sight AT ALL TIMES on campus.** This includes the time students are on campus before school, as well as at lunch. At no times are these devices to be used at school. Misused electronic devices will be kept in the office until they can be returned home.

### ***Dress and Grooming***

Your choice of clothes reflects much about you as a person. Here at REALMS we expect you to be respectful and considerate of *yourself and others* when you pick out what to wear each day. Choosing clothes that do not distract others or take away from the learning community is really important. Some examples of clothing choices that distract others or detract from the strength of our learning community are:

- a. clothes that exhibit inappropriate wording or messages, including clothing that promotes or suggests discrimination, hate, violence, drug/alcohol use, or any other illegal act
- b. clothes or jewelry that are tight or revealing or that suggest subtle or explicit sexual messages, or distract others
- c. clothes that are so baggy that they may distract others
- d. clothing, jewelry, accessories (for example, bandannas) that might denote membership or support of a gang or illegal group

Students who come to school in inappropriate clothing may be asked to put on something different or may be sent home to change. Students dressed inappropriately on field trip days may be denied the opportunity to participate on the trip.

### **Personal hygiene is important at school.**

Parents... please be sure that your son/daughter's clothes are clean and free of body odor. If you require help in accessing laundry facilities, please contact the office and we can help.

Students... your middle school years are a time of physical changes, some of which may be oilier skin and stronger body odor. Please be sure to bathe or shower often enough to stay clean.

### ***Emergency Procedures***

#### Fire:

When the fire alarm rings, silently get up, form a single file line, and walk to the nearest outside exit behind the teacher. Do not stop to collect your belongings. Once outside, remain silent until dismissed by REALMS administration. Proceed immediately to the assigned meeting location (the overflow parking area on the North side of campus)

#### Lockdown:

- A whistle will be the signal for a lockdown.
- The whistle means stop, and listen for instructions
- If students are in class, the instruction will be: "Return to your classroom" and it will be repeated twice.
- If students are passing between classes, the instruction will be: "Go to your next class" and it will be repeated twice. Students are to go directly to their next class without stopping.
- If the next class would be lunch, students are to return to the class they just left. Verbal instructions will include this information and will be repeated twice.
- If lockdown occurs during lunch, students are to immediately take their lunch and return to their previous class.
- Students in restrooms or hallways are to return immediately to their class.
- Teachers will lock the doors and take attendance.
- Under no circumstance is a student to leave the classroom.
- Close the blinds and windows. Turn the slats of the blinds so that outsiders cannot see in.
- Students and teachers are to stay away from windows until the lockdown is over.

### ***End of the Day***

Students are dismissed at 2:40pm (M, Tu, Th, & Fri) and 1:10pm on Wednesdays. Students need to be picked up promptly after school. If you ride your bike, scooter or skateboard, remember to walk it until you are off campus.

Students should not linger on campus to socialize or wait for friends. We ask that you head directly home or to any scheduled after school activities that you might have.

### ***Field Work***

At REALMS, fieldwork is a core component of learning. Learning in the community and the natural world are part of the ten design principles of Expeditionary Learning Outward Bound. Many of our field trips are active and outdoor oriented, including multi-day overnight trips. Students are **required to participate on these trips** unless there is an emergency or alternate plan organized in advance between the student's parent/guardian and school staff.

### ***Free and Reduced Lunch***

Many students are eligible for free or reduced price lunch at REALMS. We have a simple form at the office for you to fill out. If you do not qualify for a free lunch plan, your child will have the option of purchasing a lunch at REALMS or they will need to bring a lunch everyday.

## ***Gum***

Please check with your teacher to be sure that they do not mind gum chewing in class. Remember that if you distract others with your gum, or dispose of it anywhere except in a garbage can, the privilege will likely be revoked.

## ***Hats and Hoods***

Hats are allowed at REALMS as long as they are worn appropriately and do not interfere with the learning environment. Hooded clothing is allowed. **Hoods are not to be worn on campus or on fieldwork trips.**

## ***Homework***

Students at REALMS will be required to do homework. Some students may have work to do most week nights, while others may have less. Teachers will coordinate to keep homework clear, meaningful, and manageable.

Teachers will assign work that they feel can realistically be completed in the class time provided if the student is focused and hard working. If a student does not complete his/her assigned work in the class time provided, the student is expected to complete it at home. Incomplete assignments impact a student's academic growth. The number of missing assignments will be reflected on weekly missing assignment reports that are sent home on Fridays, and can determine eligibility for off campus activities and electives.

**Also, if you miss a class for whatever reason, you will be responsible for finding out what assignments you need to make up. It is the student's responsibility to make sure this happens.**

## ***Injuries and Accidents***

Any accidents or injuries, even minor ones, need to be reported to a teacher immediately. First aid supplies are available in the office.

## ***Library***

REALMS students will be using the Library Linx program through the Deschutes Public Library, which will allow students to reserve books online both at school and via your home computer and have them delivered to the REALMS campus. All regular Deschutes public library fees, rules, and regulations will apply through this program. A letter and the necessary form that describes this program will be given out at the beginning of the school year with the form.

## ***Loaner Binders***

On the occasion that a student does not have a binder, he/she will be sent to the office. There, the student can check out a "Loaner Binder". If a student needs a loaner binder frequently or for consecutive days, a teacher will set up a lunch meeting with the student to create a solution.

## ***Lockers***

Students will have lockers this year. A locker will be issued to your child at the beginning of the year and we ask that it is returned in the clean, new state that it was issued. The next page contains a list of policies our students will follow for the school year.

## Locker Do's and Don'ts at REALMS

DO	DON'T
<p>...keep your locker clean and organized: it is not as big as your bedroom!</p> <p>...close your locker door gently as there are 120 of them in our hallway, imagine the sound!</p> <p>...keep you combo to yourself, otherwise you can't complain if something goes missing!</p> <p>...feel free to decorate the inside of your locker with magnets and other non-permanent decorations that can be easily removed</p> <p>...use your locker for your daypack, binder, sweatshirt and lunch</p>	<p>...pretend your locker is a binder for holding assignments or old homework, that's what your binder is for!</p> <p>...slam the door, they will break eventually!</p> <p>...share your combo or your locker with others, please!</p> <p>...decorate the outside of your locker (for now) OR place any stickers on your locker, inside our out</p> <p>...use your locker for old lunch science experiments, small people squishing challenges etc.</p>

### **Combo Reminders:**

Spin the dial to the RIGHT TWICE all the way around and stop at your 1st number.

Spin the dial LEFT, PAST YOUR FIRST NUMBER, and then stop at your 2nd number

Spin the dial RIGHT and stop immediately at your 3<sup>rd</sup> number

If you want to watch a really exciting, riveting, suspenseful, and humorous “how to video” for unlocking your lock you must go to this link.... It is unbelievable. The special effects, plot, dialog – WOW!

<http://www.youtube.com/watch?v=gCs3DlsShWQ&feature=related>

## ***Medication***

If you must take medication at school, a parent or guardian must complete a set of forms authorizing school personnel to administer the medication. Medication **MUST** be in the **original prescription container with the pharmacist's label identifying your name, the doctor's name, the drug name, and the dosage instructions**. **Staff will not deviate from the script's directions on the bottle. If different, you must bring a note from a physician.**

- a. No medication can be given out **FOR THE FIRST TIME** at school in case there is an adverse reaction.
- b. School personnel **MAY** provide over the counter medications including aspirin, Tylenol, or Advil as long as parents have filled out the proper paperwork, given permission, and the school staff has been trained to administer medication.

## ***Office Behavior***

Upon entering the office, please stop at the front desk and politely ask for help. While in the office, please keep your voice low as there is a classroom next door and often there are important phone calls or meetings going on.

If you are in the office to work through a problem, please remember that you are missing out on classes. Most problems can be solved quickly if you recognize and take responsibility for your choices. **If a student spends an excessive amount of time in the office because they can't (or choose not to) solve a problem, then he/she will need to make up that time and work after school.**

## ***Office Phone***

We have just one incoming line for REALMS and it in use most of the day for school business. **Students and parents are asked to make their after school plans ahead of time so that they do not need to use the school phone during the day or after school.** Students are allowed to use the office phone for emergencies only. **Parents:** we are often asked to run messages from parents to students during the school day. With a small office staff this can sometimes be difficult. Please ensure that you have coordinated your after school plans with your student before they leave for school in the morning.

## ***Parent Volunteer Crew***

The mission of the parent volunteer crew is to facilitate involvement in the REALMS community. Volunteering can take shape in many forms: time spent in your student's classroom, participating in fieldwork experiences, driving to and from electives, organizing fundraisers and other school events, etc.

## ***Passes***

During the school day, students who are outside of classrooms at any time (**OTHER THAN** passing periods and lunch) must carry a pass signed by the teacher whose class they are currently in. Passes must include your name, the date, the time, your destination, and a teacher signature. Being outside a class without a pass causes a problem for yourself and our staff... you may be asked to solve that problem in the office.

## ***Public Display of Affection (PDA)***

REALMS has a "no-PDA" policy. That means that while on campus there is to be no kissing, long or extended hugs, hand holding, sitting in laps, or any other inappropriate touch that might be considered sexual in nature.

## ***Restrooms***

On the main campus there are both male and female bathrooms for students to use. Students can use the bathroom during class by filling out a bathroom pass (located in every room) and checking with the teacher.

## ***Skateboards, Scooters and Inline Skates***

At REALMS, we encourage staff and students to use alternative transportation (bicycling, walking, skating, or carpooling to school). For safety reasons, skateboards are NOT to be ridden on the REALMS campus. **When you reach the campus, please walk your skateboards, scooters etc.** Be aware that since we do not have lockers at REALMS, there may be no secure place to store your skateboard or scooter during the day. Students may not carry their skateboards between classes.

## ***Sports & Athletics***

REALMS will be offering its first sports team this fall, which will be a cross-country running team coached by Laurie Rice. Additionally, REALMS students are eligible to play sports at their “home” (whichever middle school they are pointed towards) school. Permission and physical forms must be returned to the school that you choose to play with.

Positive and acceptable behavior is required for athletes to participate in both practices and games/meets. While there is no minimum GPA requirement for participation; school suspension will result in an athletic suspension for the same period as the school suspension.

**8<sup>th</sup> Grade Athletes:** The Bend LaPine School District requires that all incoming freshman meet OSAA rules for participation in athletics and co-curricular activities. OSAA Rule 8-1 states that, to be eligible to play/participate in freshman year, you must have been a full time student in 8<sup>th</sup> grade and have earned a 2.00 GPA or higher. **At REALMS, your final trimester GPA will determine your next year's eligibility.** The high school SET and CARE teams may consider exceptions to these requirements and pursue probation, hardship requests or other actions on an individual basis where circumstances merit.

## ***Snowballs***

Please leave the snow on the ground. Throwing and kicking snow, whitewashing or putting snow down other people's clothing is not acceptable.

## ***Visitors***

Students from other schools may visit REALMS if they have an educational reason for the visit, are currently middle school students, and has permission from his/her home school to be away for the day. Visitors must be cleared with the office at least three days in advance.

All visitors (including parents) who plan to spend time at REALMS beyond just a pick up or a meeting/conference are asked to check in at the REALMS office to get a visitor ID.

## ***Water***

Every REALMS student should have a water bottle clearly marked with their name on it that will be used both during the school day and on fieldwork experiences.

## ***Weapons***

No student shall possess, use, or deliver a weapon on school property or at any school activity whether or not on school property. Weapons include, but are not limited to the following: firearms, daggers, swords, knives, and other cutting or stabbing instruments, explosive devices, mace, and electrical-mechanical devices. It is a violation of federal law for a firearm to be in a vehicle on, or in the proximate vicinity of school property.

Incidents of students possessing weapons will be reported to the student's parents and to the appropriate law enforcement agency. Disciplinary and/or legal action will be taken against students who possess weapons and with students who assist in the possession in any way. Students bringing weapons to school or in possession of a weapon at school or any school activity or event will be expelled for a period of not less than one year. School Board policy JFCJ.

### ***Yearbook***

The yearbook will be student created and given out to all students at the end of the year that have no missing books or outstanding fees. They will be sold at a minimal cost to the students.