

Monona Grove Liberal Arts Charter School
for the 21st Century
MG21

***Philosophy, Policies and Procedures
for Parents and Students***

Mission Statement

To provide a student centered educational community for independent learners which is designed to give students the skills they need to walk their path in life.

MG21 Staff

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Contact Information

5301 Monona Drive, Monona, WI
316-1924
Website: www.MG21.org

Google Site for Students and Parents: bit.ly/mg21school

MG21 is a Charter School:

MG21 is an independent school within the Monona Grove School District that serves students in grades 9-12. We are governed by the MG21 Governance Board and accountable to the Monona Grove School Board and Superintendent. Public charter schools are independent, tuition-free public schools.

Governance Board

The Governance Board has the following authority to make decisions regarding the operations of the charter school:

- Monitor curriculum and policies designed in collaboration with teaching staff to ensure the curriculum and policies facilitate the school's educational goals, objectives and philosophy and that such curriculum and policies are in compliance with WI Charter School statutes and applicable state and federal statutes.
- Approve and monitor the annual budget prepared by the Monona Grove Liberal Arts Charter School for the 21st Century Staff.

For additional information about charter schools in WI: <http://dpi.wi.gov/sms/csindex.html>

Any concerns regarding the operations of MG21 Charter School should be addressed to the MG21 Governance Board.

Governance Board

Denise Peterson (President) denisemgpete@gmail.com

Phil McDade (VP)

Tom Howe (Secretary)

Nicholas Dushack (Alumni Rep)

Steve Halverson

Tom Stolper

Sue Carr

School Philosophy

The purpose of the Monona Grove Liberal Arts Charter School for the 21st Century is to offer an alternative system of education for students seeking a different educational model or who have struggled in the traditional school setting.

Our Unifying Principle:

To teach students to ask and answer the question: "How do I want to live my life?"

Our Mission: To provide a student centered educational community for independent learners which is designed to give students the skills they need to walk their path in life.

Our Student and School Goals: (Our Pillars)

1. ***Educate the whole person:*** To educate the whole person and help students learn and discover the path they are walking.
2. ***Rigorous academic skills and social-emotional growth:*** To foster students' academic (writing, thinking, reading, math, discussion), 21st century skills, and social-emotional skills in order for them to be successful in school and after graduation
3. ***Project based inquiry:*** To facilitate authentic learning experiences anchored by student-generated projects.
4. ***Build and connect with community:*** To have students recognize their moral obligation to themselves, their peers and their community (school and larger).

Daily Schedule

Monday - Thursday	Fridays
8:45am - 8:55am: Arrival (Doors lock at 9am)	8:45-8:55 Arrival
9:00-9:30 Morning Meeting/Advisory	9:00-10:00 Town Hall Meeting
9:30-10:30: Academic Block 1	10:00 - 11:30 PBL
10:30-11:30: Academic Block 2	11:30 - 12:15 LUNCH
11:30-12:15 LUNCH	12:15-1:00 ALEKS Math
12:15 -1:00:ALEKS Math M/W/F Independent Reading T/TH	1:00-2:00 TIC Review/Revise, Community Activity OR Service project
1:00-2:00 PBL Block 3	2:00-2:15 All School Friday Clean
2:00-2:55 PBL Block 4	
2:55-3:00: All School Clean	

Our Curriculum:

Our students build their own schedules based on what they want to study and what they need to graduate. We enact these goals by creating a program with two distinct parts:

(1) Teacher led TIC classes (Thematically Integrated Curriculum) are teacher directed and student centered. This is an academic classroom portion of the curriculum where students gain knowledge and expertise in the core subjects (language arts, art, mathematics, social science, science).

(2) Seminar Workshops allow students the opportunity to work with a community expert to create a final project on a variety of subjects (e.g. music production, electronics, painting, cooking, fitness, yoga, meditation, wellness, PE and video production).

(3) Project-Based Learning (PBL) is an inquiry-based learning process in which students design, plan, investigate, research and present their own projects in response to an essential question, problem, or challenge (e.g., student-designed creative, inquiry, or acquisition projects; or teacher-written, independent study projects). Rigorous projects are carefully planned, managed, and assessed to help students create high-quality, authentic products & presentations.

(4) 21st Century Skills

21st Century skills are interwoven into our curriculum. The overall goal is to tie the student's path and education to their ability to master the following 21st century skills of:

- Critical Thinking and Problem Solving
- Collaboration
- Communication
- Curiosity and Imagination
- Commitment and Motivation

Additional Parts of the MG21 program:

- *Build Beautify Serve Service projects*-Throughout the year student work on a variety of service projects including trail work with the Ice Age Trail Alliance, citizen lake monitoring for the DNR, work at the Aldo Leopold Nature Center and the Cottage Grove School forest, and work with the city of Monona and the Monona Public Library.
- *Study Tours* occur twice per year for one week where we take the classroom “on the road.” Each study tour is built around a central idea. Past study tours have focused on Architecture, Art, Criminal Justice, Making and Creating Stuff, Nature, Sports & Wellness, Science & Engineering.
- *Morning meeting/Advisory* begins our day.
- *Independent Reading* - students spend time reading a book of their choice.
- *Daily math* - students work on math using our online math curriculum.

These components of our curriculum are integral in creating a sense of value, meaning and community. All students need to feel a sense of belonging at school and believe they can be successful. Ultimately, MG21 must become an educational community that allows this to flourish.

Restorative Practices

At the core, restorative practices is about building and restoring relationships. Restorative Practices are based on principles and processes that emphasize the importance of positive relationships as central to (1) building community and (2) repairing relationships when harm has occurred.

Embedding restorative practices into our school focuses on both prevention of harm and response to harm. Preventing harms involves intentionally facilitating school experiences that increase students’ sense of belonging, safety and social responsibility in our school community. Our response to harms involve restorative justice circles. In these circles, involved members of the school community reflect and share responses to these questions:

1. *What happened, and what were you thinking at the time of the incident?*
2. *What have you thought about since?*
3. *Who has been affected by what happened, and how?*
4. *What about this has been the hardest for you?*
5. *What do you think needs to be done to make things as right as possible? (Repair harm)*

Through restorative practices, members of the school community will:

- Have an opportunity to be heard
- Understand the greater impact of one's actions
- Learn to take responsibility
- Repair the harm one's actions may have caused
- Recognize one's role in maintaining a safe school environment
- Build upon and expand on personal relationships in the school community
- Recognize one's role as a positive contributing member of the school community.

Community

The heart of the Monona Grove Liberal Arts Charter School for the 21st Century is community. The social/emotional component of the curriculum is designed to help students understand their individual path and their connection and moral obligation to others walking their own paths. We deliberately have designed our program with this idea at its core. The philosophy of the school is built around the concept of moral obligation to one another. The low teacher/student ratio creates a smaller school community where students feel connected to each other and the teachers. Our classroom environment is set-up to foster these relationships via cooperative learning and group discussion. We have weekly activities that focus on community and team building allowing the students to deepen their connection to one another and the staff. Building these relationships is critical in creating a school climate and community where students feel free to explore and engage.

Senior Capstone Project: All seniors are encouraged to complete a senior capstone project during their final year at MG21. The senior capstone project is designed to give students the opportunity to explore and equip students with skills and experiences to take the next step. Ideally the capstone project should still be a “life-enhancing” experience that reinforces and strengthens a student’s personal values and interests. As an MG21 student, students have taken charge of their education. This project should function as a capstone in the educational architecture you have built. Students design projects based on one of the following areas of interest:

- **Career Project Focus:** Students who complete this project will gain volunteer and/or internship experience in the field of study the student intends to pursue after high school.
- **Service-Oriented Project Focus:** Students choosing this project focus will devote 15-20 hours on a community service project. If you know that you enjoy helping others and striving to improve your community, this project focus could be valuable.
- **Self-Exploration and Self-Development Project Focus:** This project focus might be nicknamed the “bucket list” or “Into the Wild” project option. Students choosing this project will challenge themselves to achieve something they have never done before, and in the process they will acquire new skills and learn a lot about who they are.

Current Projects include: internships at local radio station WVMO, restaurants and Sector 67, service work at Winnequah, leadership on the Monona Mural project, attending Business School and Middle College at Madison College, and more!

Measuring Student Achievement

The essential measure of student progress in attaining goals using the Monona Grove Liberal Arts Charter School for the 21st Century curriculum (TIC and PBL) plots a student’s movement from point “A” to point “B” in their educational journey.

The MG21 education process is a three-fold process:

- A student’s KNOWLEDGE BASE is the: information/facts/formulas/definitions/data/grammatical code which our student’s use to begin to comprehend the world.
- A student’s UNDERSTANDING involves his/her melding his/her knowledge base with the concepts of the curriculum we deliver.
- A student MAKES MEANING when he/she applies his/her knowledge and understanding to his/her choice-making/actions.

Credit Deficient:

If a student fails to earn credit for a TIC class or during PBL, that student will be considered credit deficient for that trimester and will require goal setting meetings with staff and/or parents/guardians to address their challenges to earning sufficient credit. If a student is “credit deficient” for consecutive trimesters, s/he/they will need to meet with MG21 staff and parent(s)/guardian(s) to collectively determine whether MG21 is the best educational placement for this student.

Graduation Requirements

Students will earn a Monona Grove Liberal Arts Charter School for the 21st Century diploma if they complete the following requirements:

Earn 22 credits with the following distribution:

- (4) English
- (3.5) Social Studies (including 0.25 government)
- (3) Math (Must complete algebra/geometry or ALEKS Integrated 1)
- (3) Science (1 Lab Science and 1 Conservation/Environmental)
- (1.5) Physical Education
- (0.5) Health/Wellness/CPR Certification
- (6.5) Additional Credits
- (0.25) Financial Literacy
- Senior Portfolio (0.25) and Senior Capstone Project (credit varies) - Students must defend their Portfolio to the MG21 Governance Board in the Spring.
- 80%+ on Wisconsin State Civics Exam

Learning Targets/MG21 Proficiencies:

Our goal is to have all MG21 meet the MG21 Proficiencies prior to graduating. SEE APPENDIX A.

Admissions Policy/Process

- MG21 will have a student-teacher ratio of no more than 15 students per teacher.
- All students in grades 9-12 in the Monona Grove School District may apply for admission to the charter school.
- An application and school visit are required as part of the admissions process to determine if MG21 is the best placement for the student.
- If there are more applications than spaces available, all the students who have applied and wish to attend shall have their applications selected by a lottery for available spaces. Those not selected will be placed on an application date ranked waiting list.
- The admissions process takes place at the end of the spring semester for the following academic year and at various times during the school year. Students are required to be enrolled in the Monona Grove School District unless contracted otherwise.
- The Monona Grove Liberal Arts Charter School for the 21st Century will not deny admission or participation in any program or activity on the basis of a person’s sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.
- Application to and attendance at the Monona Grove Liberal Arts Charter School for the 21st Century is completely voluntary. There is **no** tuition to enroll in the Monona Grove Liberal Arts Charter School for the 21st Century.

MG21 Attendance Policy It's difficult to learn if you're not here. There are no excused or unexcused absences. An absence is just an absence.

1. Students are allowed **4 absences per trimester**.
2. Absences are calculated in the following way:
 - a. Absent during morning academic block = 1/2 Day Absence
 - b. Absent during afternoon academic block = 1/2 Day Absence
3. If a class is missed, the student is responsible for contacting the teacher and making up any missed work or tasks.
4. Freshman and Sophomores must have a parent/guardian call the school if the student will be absent. Juniors and Seniors must personally **CALL** in to the school phone for an absence. The school number is 608-316-1924. **DO NOT TEXT**.
5. If a student violates the attendance policy he/she will be placed on Attendance Contract and parents will be notified. Because a student who repeatedly violates our attendance policy is demonstrating difficulty moving forward and taking responsibility for their education, s/he will need to meet with MG21 staff and parent(s)/guardian(s) to collectively determine whether MG21 is the best educational placement for this student.

Tardies/Late Policy:

Students are expected to arrive between 8:45-8:55 and be in Morning Meeting ready to go at 9:00. After 9:00, a student is considered tardy. The outside doors lock at 9:05 after which students must enter through the District Office, and then sign in at the MG21 front desk. If students are tardy, they are expected to make up those minutes after school that day. Repeated tardiness can be very disruptive to the school and the student who is late because they often miss the Morning Meeting and the announcements for the day. Please be on time!

Planned Absences and Vacations

If a student knows in advance that he/she/they will be absent from school for a planned absence/vacation, the student should notify his/her/their teachers so that school work missed during the absence can be given to the student. This must be done at least three days prior to the planned absence.

Leaving School During the School Day

MG21 is a closed campus except for the following occasions: lunch (10-12th grades), work release, off-site classes/seminars, service work. During the school day students are expected to remain on school grounds. All students wishing to leave school must obtain permission from their parents. Students wanting to leave school due to an illness should notify parents and sign out at the front desk.

Lunch

Students grades 10-12 may leave the school campus for lunch, but each student is expected to be back to school in time for his/her next class. Students are expected to actually EAT their lunch during lunch period. If students stay at school for lunch, they may bring their own lunch, or order lunch from the main high school to be delivered. Students must order MG lunch prior to 9:30am. Students are expected to eat only in the kitchen, a classroom or outside on campus, or off campus. Students are

responsible for cleaning the area in which they eat. We have a dedicated maintenance staff who works hard to keep our school clean. To help assist them with this, students should not sit and eat in the hallways, their desks or any carpeted area.

Medication at School

Any medications administered by school personnel must be provided by the parent/guardian in a pharmacy container labeled with the student's name, name of physician, name of medication, dosage and its frequency, and name of pharmacy. School personnel will not provide aspirin or any other medication to students.

Prescription medication: If administered and/or stored by school personnel, medication must be accompanied by a form containing written orders from the physician and written permission from the parent/guardian.

Non-prescription medication: If administered and/or stored by school personnel, medication must be accompanied by written parent/guardian permission and directions.

Work Permits

Students requesting work permits should visit the Monona Grove High School Main Office. To obtain a work permit, students will need to present the following:

1. A letter on letterhead from the employer (containing address and phone number) stating the nature of the work the student will undertake
2. Permission note from a parent/guardian
3. Social Security card
4. \$10 in cash or check

MG21 Work/Volunteer Credit

Students enrolled in MG21 may hold a part-time job or volunteer position during the school year and earn one-half credit for working 90 hours provided they complete a reflective essay, turn in pay stubs to document hours and have a supervisor complete a brief review. To be eligible for work release, a student must provide a copy of their work schedule, have completed their math credits and be a senior.

Parent Involvement:

Parents play a critical role in the school and as serve as resources, teachers and potential mentors. A parent member sits on the Governance Board; the charter school has an open door policy for parents and meets with parents three times a year; at the beginning for a pre-school year conference and during the year for parent/student/teacher conferences. We invite you to be part of our charter school, please sign up to be part of our MG21 parent group.

Behavioral Expectations

The heart of the Monona Grove Liberal Arts Charter School for the 21st Century is community. In order to create a positive educational community, we must maintain an atmosphere which is respectful of individual differences. Demeaning behavior regarding another person's physical or mental abilities, physical appearance, economic status, sex, race, ethnicity, sexual orientation, gender

identity, gender expression, political or religious beliefs, or parental status cannot be part of our community.

The philosophy of this school is built around the concept of moral obligation to one another, the school, and ourselves. We expect that disagreements and conflicts be dealt with restoratively. We expect that all community members take responsibility for the safety of each individual in our community. To the greatest extent possible, MG21 uses restorative practices to resolve conflicts.

The Basics:

Be present (on time).

Be kind in your actions and your words.

Be courteous.

We expect that all students will treat one another with dignity and respect.

We expect that the entire community take responsibility for the well-being of each individual in our community.

We expect that disagreements and conflicts be dealt with in a respectful manner and use restorative practices.

We expect that students and staff respectfully intervene if a community member is feeling harassed.

We expect that students and staff will work together to resolve any conflict or disagreement and make amends.

MG21 Anti-Harassment Policy

Harassment is defined as any physical, verbal, or written conduct and/or electronic transmissions that interferes with a person's work or school performance, or that creates an intimidating, hostile, or offensive school or work environment.

Actions that are deliberate, repeated, or if occurring only once, when sufficiently severe to interfere substantially with one's in school performance or to create an intimidating hostile in school environment will be considered harassment.

Sexual harassment includes unwelcome and unsolicited sexual advances, requests for sexual favors and other verbal, visual or physical conduct of a sexual nature. Sexual harassment also includes, but is not limited to, unwelcome sexual advances or propositions, verbal abuse of a sexual nature, subtle pressure or requests for sexual activities, unnecessary touching of an individual, graphic verbal comments about an individual's body, sexually degrading words used to describe an individual, a display in the workplace of sexually suggestive objects or pictures, sexually explicit or offensive jokes or physical assault.

Bullying is defined as the repeated intimidation of others by physical, verbal, written, electronically transmitted, or emotional abuse, or attacks on the property of another.

It may include, but is not limited to, action such as verbal taunts, spreading rumors, name-calling and put-downs, extortion of money or possessions, and exclusion from peer groups within the school.

A person concerned about harassment should ask for staff assistance in a timely manner. Feedback soon after a behavior occurs is more effective.

Racial Harassment

Prohibited racial harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race or color and when the conduct has the purpose or effect of interfering with the individual's educational performance; of creating an intimidating, hostile, or offensive learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's race or color, such as racial slurs, nicknames implying stereotypes, epithets, and/or negative references relative to racial customs.

Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

National Origin Harassment

Prohibited national origin harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin and when the conduct has the purpose or effect of interfering with the individual's educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's national origin, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

Disability Harassment

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's physical, mental, emotional or learning disability and when the conduct has the purpose or effect of interfering with the individual's educational performance; of creating an intimidating, hostile, or offensive learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's disabling condition, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like.

Harassment is defined by the receiver – the person who feels or interprets the behavior as harassing – regardless of the intent of the sender/offender.

The offender is the person displaying the harassing behavior. The offender will be respectfully notified of the conflict by the student and/or a staff member.

Use of Social Media/Technology: Bullying includes the use of social media, a computer, cell phones, and other electronic communication devices to send embarrassing, slanderous, threatening, or intimidating messages.

Other Violations of the Anti-Harassment Policy:

The School will also take immediate steps to impose disciplinary action on individuals engaging in

any of the following prohibited acts:

- A. Retaliating against a person who has made a report or filed a complaint alleging harassment, or who has participated as a witness in a harassment investigation.
- B. Filing a malicious or knowingly false report or complaint of harassment.
- C. Disregarding, failing to investigate adequately, or delaying investigation of allegations of harassment, when responsibility for reporting and/or investigating harassment charges comprises part of one's supervisory duties.

Staff Conduct: As leaders in the MG21 community, staff is held to a higher level of accountability.

Reporting procedures are as follows:

- A. Any student who believes s/he has been the victim of harassment prohibited under this policy will be encouraged to report the alleged harassment to any District employee, such as a teacher, administrator or other employee.
- B. Any parent of a student who believes the student has been the victim of harassment prohibited under this policy is encouraged to report the alleged harassment to the student's teacher, building administrator or Superintendent. At any point, students or parents may also file a harassment complaint with the district by clicking on the Report Bullying link on the district website home page. <http://www.mononagrove.org/bullying-form.cfm>

Upon a harassment violation, the perpetrator must successfully complete a restorative process and/or serve an out-of-school suspension. Repeated harassment violations may result in the student being required to leave MG21.

Prohibited Behaviors

The following behaviors are prohibited by the Monona Grove School District and MG21:

1. Theft—stealing from another student or the school
2. Property Damage—the destruction of another person's property/ school property including:
 - Littering—make a place untidy with trash or objects left lying about
 - Vandalism—willful destruction of public property, intentionally causing damage to or defacing school premises or property, and/or willful damage to property of staff members and others
 - Defacing Property—damage to school property requiring cleaning or repair (MGSD Policy p05513)
 - Destruction—damage to property as to render it unusable
3. Threatening or Intimidating Acts—verbal or gestured acts which threaten the well-being, health, or safety of any student on school property or in route to or from school
4. Assault and Battery—causing bodily harm to another by an act done with intent to cause bodily harm to that person
6. Fighting—mutual altercation in which both parties have contributed to the situation by verbal and/or physical action; any act involving hostile bodily contact in or on school property or in route to or from school, including any activity under sponsorship

7. Possession of a Weapon—possessing, concealing, or storing a weapon on one’s person, vehicle, or anywhere on the premises

Range of consequences: MG21 Restorative Circle Process, Suspension, Pre-expulsion Order, Expulsion, Referral to School Resource Officer.

Alcohol, Tobacco, and Drug Policy

Each student has the right to associate with students who are free from the use of alcohol, tobacco, and drugs and not be subjected to those wishing to buy, sell, or use such substances. Each student has the responsibility to keep his or her mind and body in a sound, healthy condition. The use or sale of any illicit non-prescription drugs, alcoholic beverages, or tobacco is prohibited on school grounds, during the school day and at or before school-sponsored activities.

In keeping with the MG21 philosophy of “walk your path” and our goals of self-responsibility and self-management, and in compliance with state law and district policy, MG21 tobacco, alcohol and drug policy is as follows:

The following constitute prohibited behaviors under Alcohol, Tobacco, and Drugs:

1. Tobacco

Student possession of tobacco on school grounds is prohibited. Student use of tobacco on or near school grounds is prohibited.

Students who are smoking within 200 feet of the school may be cited by the Monona police.

There is no use of tobacco on school field trips. A student who fails to follow this policy will not be allowed to participate on the next school field trip. Parents will be contacted.

There is no use of tobacco on off-site seminars. Failure to follow this policy will result in student being removed from the off-site seminar. Parents will be contacted.

For purposes of this policy, "**use of tobacco**" means to chew or maintain any substance containing tobacco, including smokeless tobacco, in the mouth to derive the effects of tobacco, as well as all uses of tobacco, including cigars, cigarettes, pipe tobacco, chewing tobacco, snuff, any other matter or substances that contain tobacco, in addition to papers used to roll cigarettes and/or the smoking of electronic, "vapor," or other substitute forms of cigarettes, clove cigarettes and any other lighted smoking devices for burning tobacco or any other substance.

2. Alcohol and Drugs—all possession and use of illegal drugs, alcohol, or look-alike drugs constitutes grounds for recommendation of expulsion.

3. Possession of Drug Paraphernalia.

4. Noticeably under the Influence of Alcohol or Drugs—indicated by obvious behavior and mood changes and/or the smell of substance on the person; if a student refuses to take an illegal substance test he/she will be presumed to be under the influence.

5. Selling or Transmitting Alcohol or Drugs.

Range of consequences: Restorative Circle Intervention Process, Suspension, Pre-expulsion Order, Expulsion, Referral to School Resource Officer.

Placement and Removal

The essential measure of assessing student progress in the Monona Grove Liberal Arts Charter School for the 21st Century is a student's movement from point "A" to point "B" in their educational journey. If a student is failing to demonstrate movement and growth, academically, socially or behaviorally, that student's placement at MG21 will be reviewed.

A student's placement at MG21 may be reviewed for the following reasons:

1. Academics: Credit Deficient two trimesters in a row. *Is this the best placement, if you are not earning credit?*
2. Attendance: Repeated violation of the MG21 Attendance Policy *Is this the best placement?*
3. Community Membership: Student repeatedly demonstrates an inability to be a positive member of the MG21 community. *Is this the best placement?*
4. Alcohol and drug violations. *What interventions need to be put in place to help the student?*
5. Harassment, bullying or physical fighting. Physically fighting and/or personal harm is violation of the community's anti-harassment policy. Any students involved in initiating and/or participating in a fight may be removed from MG21 due to impact of their actions on the community. *Are your actions and choices making MG21 community unsafe?*

Sensitive Issues

The curriculum of MG21 is intellectually rigorous and thought-provoking. It will address issues of concern that face our society today. Students will be expected to discuss sensitive issues, watch controversial movies (some of which may be rated R), and read sensitive materials without restriction.

Cell Phones

MG21 is about education. We believe that cell phones in school can sometimes impede our ability to focus on learning. On the other hand they can be powerful tools for accessing information. As a 21st century school, we want students to learn how to use technology in appropriate ways. Thus, while in class or seminars, students should refrain from personal texts/calls/etc. Students may use cell phones for personal use at lunch. Teachers expect students to have their phones away during TIC classes unless they advise students to use them for research or a class activity. Teachers will ask students to put their phones away during instruction. If students do not respond to these requests, parent(s)/guardian(s) can expect a meeting with their student and staff to address this conflict and develop a plan to support their student. **Unless an emergency requires you to contact your student, we ask that you not call or text your students during the school day.** We ask for your support and cooperation in this matter.

Transportation

The district will provide bus transportation for all students coming in from Cottage Grove provided that parents complete a district transportation form. Students will be dropped off and picked up at MG21. If students drive, they may park in the Nichols School parking lot. Students are expected to demonstrate maturity and responsibilities associated with this opportunity and conduct themselves accordingly.

Bus Expectations

Since safety is a prime concern, appropriate behavior is the expectation. Students not following expectations shall be subject to disciplinary procedures which may include: written warning, student conference, parent conference, restorative practices, suspension of riding privileges, suspension out of school, law enforcement referral, expulsion, other. In cases when a student fails to conduct him/herself properly, the bus driver notifies an administrator at the student's school of the misconduct. Where continuing or extremely serious problems exist, the student's bus-riding privileges may be suspended. The following rule applies to any school-sponsored transportation by bus:

Conduct While on the Bus

1. Students shall respect and follow the direction of the driver. All school rules apply on the bus.
2. Students shall assist in keeping the bus safe and sanitary at all times.
3. Students shall sit and remain seated while the bus is in motion. If applicable, students will be seated in their assigned seats.
4. Students shall not throw anything inside the bus or out of the bus windows and should keep hands and head inside the bus at all times.
5. Students shall never tamper with the bus or any of its equipment. Damage shall be paid for by the offender.
6. Riders should keep the volume of their talking and laughing at conversational levels. Loudness and unnecessary confusion could divert the driver's attention and result in an accident. When approaching a railroad crossing stop, riders shall remain silent.
7. Students shall remain in the bus in case of road emergency, unless directed to do otherwise by the driver.
8. Transporting animals or glass articles, are prohibited.
9. Transporting rollerblades, skates, scooters or skateboards are prohibited, unless fully enclosed in a backpack.
10. Students shall keep personal items out of the aisles.
11. Disrespectful, obscene or vulgar language and gestures are not allowed.
12. Food or beverages are not to be consumed on the bus, and use of tobacco is prohibited.

The Monona Grove Liberal Arts Charter School for the 21st Century is nonsectarian in its practices, programs, admission policies, employment practices, and all other operations. The Monona Grove Liberal Arts Charter School for the 21st Century will not deny admission or participation in any program or activity on the basis of a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability.

APPENDIX A.

Academic Skills: Academic Press/Challenge (Critical thinking, Curiosity, Communication)

1.Math

The knowledge acquired by practicing mathematical skills that promote critical thinking and prepare for college and/or career goals post high school,

- *Workforce: Completion of Integrated 1 in ALEKS Online Math Class.*
- *2 Year Degree: Completion of Integrated 2 in ALEKS Online Math Class*
- *4 Year Degree/University: Completion of Integrated 3 in ALEKS Online Math Class*

2. Financial Literacy:

The skills and knowledge to manage money effectively and make responsible consumer choices by understanding and developing financial goals and budgets.

- *Demonstrate understanding of financial contracts such as insurance, loans, leases, credit cards.*
- *Demonstrate ability to make informed decisions about incurring debt and understanding of savings and investing.*
- *Demonstrate understanding of the US tax system by filling out, filing and paying taxes.*
- *Higher level/Master:
Demonstrate understanding of the personal and social impact of their own financial decisions within the family, the local community, and the global community, as well as understand the ethical and legal issues related to income, profit, and personal wealth.*

3. Employability Skills

The ability to present and conduct yourself in a way that you can acquire a job, thrive as an employee and maintain a job.

- *Demonstrate ability to create professional and high quality resume.*
- *Demonstrate job readiness by completing professional applications and interviews.*
- *Identify possible job fields/careers of interest and skills/education required in that/those fields.*

4. Citizenship

The ability to be an active participant in our Democracy.

- *Identify and analyze democratic principles and ideals, rights, privileges, and responsibilities in society, key movements/events/leaders in US History/Timeline of US history, by passing the State of Wisconsin Citizenship test at an 80% or better.*
- *Demonstrate the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot).*
- *Demonstrate civic literacy by taking action on a current policy issue.*

5. Literacy Writing

The knowledge and skills to express oneself effectively through writing.

- *Demonstrates writing that contains the MG21 6 Traits of clear ideas and content, organization, sentence structure and fluency, grammar and convention, word choice that enhances writing and voice.*
- *Completion of a strong research paper that answers a self generated question and uses reliable resources to support a claim.*
- *Completion of a strong persuasive essay that clearly states and is defended by the writer*
- *Completion of a strong creative writing piece that expresses self, voice and imagination*

6. Literacy Reading skills

The ability to read fluently, comprehend what you read and understand why the material you are reading matters..

- *Demonstrate the ability to look at a text pull out main points and support your interpretation of the material.*
- *Demonstrate the ability to read and engage in various types of readings such as, but not limited to, non-fiction, fiction, newspapers, statistics, imagery.*
- *Demonstrate the ability to collaborate and participate in discussion based on a reading.*
- *Demonstrate the ability to reflect, analyze and interpret a reading.*

7. Literacy Public speaking

The knowledge and skills to express oneself clearly, competently and authentically through public speaking.

- *Demonstrates strong vocal quality (enunciation, passion/use of voice, speed/pacing/flow, volume), body language (eye contact, gestures, poise) and content (well organized, audience appropriate, strong word choice, preparation) via a speech, class presentation, or public reading,*
- *Senior speech and senior portfolio presentation.*

8. Research skills

The knowledge and skills to identify a topic and thoroughly investigate it through multiple viewpoints and resources.

- *Demonstrate the ability to create researchable, complex, and open-ended questions that support and guide the inquiry.*
- *Demonstrate the ability to explore and critically analyze evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.*

9. Technology Skills

The knowledge and skills to responsibly and critically use technology effectively in your life.

- *Creation of personal website that is high quality and reflects students post high school goals; ie college, work, etc*
- *Demonstrate the ability to use technology to manage and organize oneself via Google drive; including Gmail, Docs, Slides, Spreadsheets, etc and project management using Edio.*

10. Global Literacy

The ability to analyze and think critically about how the world is organized and interconnected.

Demonstrate general knowledge of

- *History/economic issues of major regions/nations.*
- *US impact on the global community.*
- *Understanding of current events by discussion major current issues.*

11. Science Literacy - Participate in one Lab based class.

The knowledge and understanding of scientific concepts, and the process of how science is done, required for personal decision making, and participation in civic and cultural affairs.

Demonstrate ability to

- *Demonstrate the knowledge and skills to design and implement your own experiment (scientific inquiry),*
- *Demonstrate the knowledge and skills to gather scientific data to address an issue or problem in community and present a solution.*
- *Demonstrate the ability to articulate how science works, why it is reliable and how it differs from subjective material in our culture and the world*

12. Conservation/Environmental Literacy

A sense of place, curiosity and responsibility with the environment through outdoor exploration and environmental stewardship,

- *Demonstrate the knowledge and skills to Investigate, analyze and reflect on stewardship and sustainability from personal experiences and through outdoor exploration.*
- *Demonstrate civic leadership skills to plan, execute, and evaluate a project that would bring awareness to a sustainability issue and contribute to creating a sustainable environment.*

Personal Growth Skills: Autonomy, Engagement, Goals (Commitment and Motivation/Communication)

13. Fitness skills

The knowledge and skills necessary to achieve and maintain a healthy enhancing level of personal fitness.

- *Demonstrated by completion of 1.5 PE credits and mastery of personal fitness goals.*

14. Wellness

The knowledge and skills necessary to make informed decisions regarding their mental, emotional and social well-being.

- *Demonstrated by completion of .5 Health/Wellness credits and mastery of personal wellness goals.*

15. Health

The knowledge and skills of health-enhancing behaviors necessary to make informed decisions regarding physical well-being and avoiding or reduce health risks.

- *Demonstrate the knowledge and skills to assess the effects of nutritional choices and incorporate strategies that contribute to an improved quality of life.*
- *Demonstrate the knowledge and skills to explain the effects of alcohol, drugs and tobacco on total wellness*
- *Demonstrate the knowledge and skills to examine human sexuality (e.g., biology, behavior, responsibilities, attitudes) and recognize the influence of society and family values on decision making.*
- *Demonstrate the knowledge and skills necessary to recognize, respond and apply appropriate procedures to accidental and life-threatening situations via CPR and basic First Aid.*

16. Self-Reflection skills

The ability to look into the mirror, see yourself for who you are, assess what you see and use this information to makes personal decision to improve the quality of your life.

- *Demonstrated by completion of all trimester metacognitions,*
- *Bi-yearly participation in the HOPE survey,*
- *Completion of the Senior Portfolio*

17. Leadership skills

The ability to make thoughtful decisions regarding personal and community achievement within the realms of project based learning and be a positive role model for other students.

- *Demonstrates active leadership in MG21 community by teaching a seminar, participation as a circle keeper and member of the leadership team, outdoor leadership, OR other.*

18. Self-management/Autonomy skills

The ability to manage one's time, organization, priorities, behavior and goals.

- *Demonstrate the ability to manage credits and transcript.*

- *Demonstrate the ability to work independently, be self directed and earn credit. (No Academic probation)*
- *Demonstrate the ability to set personal goals.*
- *Demonstrate the ability to maintain up to date website/portfolio of work.*
- *Demonstrate the ability to manage time. (No tardies/attendance contract violations)*
- *Demonstrate the ability to manage behavior. (No violations of AODA contract)*

Community Skills: Belongingness (Collaboration)

19. Service learning skills

The ability to actively participate and make positive change in one's community.

- *Demonstrated by completion of 10 Hours of BBS projects per Trimester during PBL in the capacity of either/or: Explorer - Direction is given in partnership with Specialist student(s) and/or Master Scholar student(s) Specialist 'Explorer' students are included in the knowledge gained by student's existing explorer projects Master Scholar - Is a leader for and includes 'Explorer' and 'Specialist' students in projects*

20. Conflict resolution skills/communication skills

The ability to communicate well with others and be an ally for other students when conflict arises

- *Demonstrated by participation in Restorative Justice circles (Tier 1 and Tier 2).*
- *Meet you moral obligation as a member of the MG21 community*

21. Collaboration skills

The ability to work respectfully and cooperatively with diverse teams towards a goal.

- *Demonstrate strong listening skills, and ability to compromise and negotiate.*
- *Demonstrate shared responsibility for collaborative work, and value the individual contributions*

Permissions:

Student Name: _____

I have read and understand the Policies and Procedures for Monona Grove Liberal Arts Charter School for the 21st Century:

Parent Signature _____ Date _____

Field Trip Permission Slip

During the 2018-19 school year, the Monona Grove Liberal Arts Charter School (MG21) will engage in a number of field trips and outings in which the students will be leaving the school grounds, either by vehicle or on foot. Such field trips will be supervised by staff members of the MG21 and serve various academic and social purposes.

I give permission for my student _____ to engage in field trips off school grounds during the 2018-19 school year. I am aware that I may not be notified of these trips in advance.

Parent/Guardian Signature _____ Date _____

Off Site Seminars

My student _____ has my permission to take a class off-site should they choose to do so.

I understand that my student is expected to follow all the MG21 and MGSD school policies and procedures and is expected to conduct themselves in a professional manner.

I agree that my student will be responsible for any material damages they cause.

I give permission for MG21 to provide transportation.

If a student is removed from the class, student will be responsible for covering the cost of the class.

Parent Signature _____ Date _____

Student Signature _____ Date _____

MG21 Parent/Guardian/School Partnership Agreement 2018-19

We need your help and support to make MG21 as successful as possible for your student. In order to achieve this, we are asking parents and guardians to sign this agreement of support.

MG21 thrives with strong parent support and involvement. We are better as a team. We want to be able to celebrate our students' successes (let us know when your child did something awesome that we might not know about!). We also want to know if you have concerns about how your student is doing. You are welcomed and encouraged to share these concerns with us so that we can share responsibility in helping students continue to move forward!

As a parent or guardian of an MG21 student,

I agree to contact MG21 staff if I have any concerns about how my student is doing. _____

Student Attendance

I agree to help my student attend school daily, and get to school on time. _____Initials

I agree to try to schedule appointments at times which will not involve my student missing classes/seminars. _____Initials

School Focus:

As a parent or guardian of an MG21 student:

I agree to help my student focus at school by limiting all texts and calls to my student during the learning portions of the day. I understand that the best time to reach my student is during lunch from 11:30-12:15. I know that in case of emergency, students can be reached by dialing the MG21 front desk 316-1924 or the main district switchboard 221-7660. _____Initials

School Behavior:

As a parent or guardian of an MG21 student:

I agree to help my student be a positive member of the MG21 community by making sure they are aware of the MG21 anti-harassment policy and enforcing this policy at home on any electronic devices/social media sites. _____Initials

I understand that students are expected to come to school alcohol, drug and tobacco free and I will help my student accomplish this. _____Initials

I agree to help my student be successful academically, by encouraging them to make up any missing work, attending parent/student/teacher conferences and discussing possible PBL project ideas with them. _____Initials

I understand that parents, teachers and students working together is the best way to ensure my student's success.

Parent/Guardian Signature _____ Date _____