

2009-2010

Parent Student Handbook



Groves
A C A D E M Y

Teaching to overcome.
Learning to succeed

The mission of Groves Academy
is to enable people with
learning, attention and language disorders
to achieve success in school and in life.

As a school, we provide
small classes and specialized staff to teach
students the skills needed to learn
independently, engage in self-advocacy
and develop social competence.

As an outreach center, we contribute
to the understanding of learning difficulties
through programs and services for
families, educators and other professionals.

As a learning community, we value
our differences and provide a responsive
and respectful environment.



Dear Groves Academy Parents and Guardians:

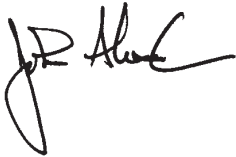
I want to take this opportunity to extend a warm welcome to the 2009/2010 school year. Everyone at Groves Academy — myself, the faculty, staff and Board of Trustees — anticipate a year filled with learning and success.

This Parent/Student Handbook contains important information for the 2009/2010 school year. While you may receive other publications throughout the year, such as the school newsletter, that remind you of the handbook content, this handbook contains essential information with which you should be familiar before the school year begins.

After reading the handbook, please complete the enclosed card and bring it with you on the first day of school (Wednesday, September 2) or when you attend Back to School Night (Thursday, September 10th).

Once again, welcome to a new school year. I look forward to meeting each of you and getting to know you and your child better.

Sincerely,

A handwritten signature in black ink, appearing to read "John Alexander". The signature is fluid and cursive, with a large initial "J" and "A".

John Alexander

Head of School

2009/2010 School Calendar

August

26-28, 31 No School, Faculty Workshop
 27 NEW Parent Orientation
 (7pm - 9pm)

September

1 New Student Orientation
 (8:30am - 1pm)
 2 First Day of School
4,7 No School, Labor Day Holiday
 8 School Resumes
 10 Back to School Night
 All Parent Orientation (7pm - 9pm)
 21& 23 Fall ACT Test Preparation Class
 (5pm - 7pm)
 23 Picture Day
 28 Fall ACT Test Preparation Class
 (10am - 2pm)
28 No School, Faculty Workshop
 29 College Fair
 30 Fall ACT Test Preparation Class
 (5pm - 7pm)

October

1 Late Start - 10:30
 5 & 7 Fall ACT Test Preparation Class
 (5pm - 7pm)
 12 & 14 Fall ACT Test Preparation Class
 (5pm-7pm)
 14 Parent Conference (3:30pm - 8pm)
15 No School, Parent Conference
 (11am - 5pm)
16 No School
 21 Fall ACT Test Preparation Class
 (5pm - 7pm)
 24 LS Party - Halloween Spooktacular
 28 Picture Retakes

November

5 Grandparents Day
6 No School, End of First Quarter
 Faculty Workshop
25-27 No School, Thanksgiving Holiday

December

3 Late Start – 10:30
21 - Jan. 1 No School, Winter Vacation

January

4 School Resumes
18 No School, Faculty Workshop
 22 End of First Semester

February

4 Late Start – 10:30
12 No School, Faculty Workshop
15 No School, President's Day

March

4 Late Start – 10:30
 15 Drivers Ed Begins
March Classes- 15, 17, 22, 24
 24 Parent/Teacher Conference in
 Evening (3:30pm-8pm)
25 No School, Parent/Teacher
 Conference (11am – 5pm)
26 No School, End of Third Quarter
 29 Spring Break Begins

April

5 School Resumes
 5, 7 & 8 Spring ACT Test Preparation Class
 (5pm - 7:30pm)
 12 Drivers Ed Classes
April Classes- 12, 13, 19, 21, 26, 28
 12, 14 & 15 Spring ACT Test Preparation Class
 (5pm - 7:30pm)
 19 & 21 Spring ACT Test Preparation Class
 (5pm - 7:30pm)
 30 Scholarship Benefit Gala

May

3 Drivers Ed Classes
May Classes- 3, 5, 10, 12, 17, 19
6 Late Start – 10:30
31 No School, Memorial Day Holiday

June

1-4 Senior Trip
 8 Awards and Graduation Night,
 7:00pm
 9 Last Day of School
 10-11 Faculty Workshop

Note: Dates and times are subject to change.
 Watch our website www.grovesacademy.org
 or the school newsletter for updates.

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About Groves Academy

Tax-Exempt Status

Groves Academy is a 501 (c) (3) non-profit institution established in accordance with state and federal guidelines.

Accreditation

Groves Academy is fully accredited by both the Independent School Association of the Central States and North Central Association.

Philosophy

Groves Academy is committed to helping individuals of average to superior intelligence with learning disabilities recognize and develop their strengths; compensate for their weaknesses; build effective learning strategies and ultimately become stronger self advocates. We believe that individuals with learning difficulties can face their challenges and achieve greater success when the educational environment addresses their academic, social and emotional needs. We believe that self-confidence grows as individuals experience success in a community based on strong and caring relationships.

Programs

Day School

The Day School at Groves Academy has three Divisions:

- ◆ Lower School - grades 1 - 6
- ◆ Middle School - grades 7 - 8
- ◆ Upper School - grades 9 - 12

The primary goals for students at Groves Academy are to strengthen their basic academic skills, to improve their self-esteem, and to increase their independence and self-reliance. Curriculum and instruction for students in grades 1 - 12 are based on an understanding of each student's abilities and is reflected in the development of their individual educational plan. Students are grouped into small classes and are actively engaged in learning through multi-sensory instruction.

Outreach

Outreach programs are designed primarily to serve the needs of students who are not enrolled in the full-day school. Support is also offered for parents and professionals who wish to deepen their understanding of learning, attention, and language disorders.

Diagnostic Services

Individual psychological and educational assessments are designed to identify cognitive strengths and weaknesses, academic and emotional needs, and learning style preferences. Educational recommendations are made that will assist parents, schools and other professionals or agencies.

Summer Programs

A four week morning academic program in reading, writing and math offering small group instruction in a structured, supportive and highly personalized environment. Two 2-week afternoon sessions offering social activity groups and a variety of enrichment and creative courses.

Tutorial Services

Individualized school work assistance, remedial instruction and organizational skills support are offered after-school to students who have learning disabilities and attention difficulties.

Saturday Social Skills Groups

Recreational activities combined with direct instruction help children develop positive peer relationships and social communication skills.

College and Post-Secondary Opportunities Fair

This annual event is offered free of charge to Groves families and the general public. It brings together a wide range of colleges and post-secondary options which offer programs or accommodations for high school graduates who have learning, attention and language disorders. During the 2009/2010 school year the fair will be held on Tuesday, September 29, 2009.

College Conference Workshop Series

The four-workshop series will help parents and students learn how to navigate the college admissions process specifically with regard to special learning and attention needs. Topics will include: Finding the Fit for You, Understanding Yourself, Presenting Yourself, and Avoiding the Pitfalls of the First Year. During the 2009/2010 school year the workshops will be held on September 22, October 6, November 3, and April 13, respectively.

Community Workshops

Conferences, speakers and in-service training are offered to parents and professionals who have an interest in learning, attention and language disorders. Support can be personalized in response to specific requests or generalized to larger groups of parents, teachers, or other people who work with children.

Board of Trustees

Groves Academy is governed by a voluntary Board of Trustees made up of parents, alumni parents, Groves faculty and staff, Groves Parent Association liaisons, and leaders in the community. The Board meets monthly to oversee the direction of the school, help raise money for scholarship and operations, and promote the school within the community.

The Board gives the Head of School authority as the last court of appeal on any and all admissions, re-enrollment, disciplinary and personnel issues, with the caveat that the Head of School reports to the Executive Committee any problematic issues and seeks guidance and counsel accordingly.

2009/10 Board of Trustees

John Alexander, Head of School, Ex-Officio
Mary Bean
Dr. Peter Brown
Keenen Dammen
Judson Dayton
Vince Flynn
Debra Hamilton, M.D.
Deb Herrera
Michael Hobbs
Karen Koenig
Jim Meinen

Nancy Nordmeyer
Suanne Orenstein
Karen Sanger
Tom Sass, Chair
Thomas Schnack
Noa Staryk, Secretary
Gail Tronnes
Wayne Volland
Chuck Weil, Treasurer
Jason Williams, Vice-Chair

2009/10 Board Liasons

Jennifer Lindberg, Groves Parent Association LS Co-Chair
Groves Parent Association MS Co-Chair

Julie Meinen, Groves Parent Association US Co-Chair
Upper School Faculty Representative

Faculty and Staff

Teachers and Specialists can be reached by calling the 952.920.6377 between 8am and 4pm. The receptionist will direct you to their extension. You may also contact them via email. Teachers and Specialists will reply when they are available. Staff listed with direct dial phone numbers can be reached anytime. Messages may also be left with the receptionist any time between 8am and 4pm. An updated directory with phone extensions for all teachers and specialists will be sent to parents as soon as it is available this fall.

| <u>Name</u> | <u>Title</u> | <u>Phone Number</u> | <u>Email Address</u> |
|------------------|-----------------------------------|---------------------|-------------------------------|
| John Alexander | Head of School | 952.915.4257 | alexanderj@grovesacademy.org |
| Ruth Anderson | Office Manager | 952.915.4249 | andersonr@grovesacademy.org |
| Kathy Boone | Director of Education | 952.915.4251 | boonek@grovesacademy.org |
| Ray Boyd | Dir. of Diagnostic Services | 952.915.4252 | boydr@grovesacademy.org |
| Lisa Buck | Assoc. Director of Development | 952.915.4255 | buckl@grovesacademy.org |
| Cafeteria | Taher Dining | 952.920.6377 | |
| Custodians | Maintenance | 952.915.4284 | maintenance@grovesacademy.org |
| Todd Hanson | Director of Technology | 952.920.4278 | hansont@grovesacademy.org |
| Diana Idelkope | Psychological Testing | 952.920.6377 | idelkoped@grovesacademy.org |
| Nancy Knight | Psychological Testing | 952.920.6377 | knightn@grovesacademy.org |
| Amy Luffey | Receptionist | 952.920.6377 | luffeya@grovesacademy.org |
| Leslie Lundgren | Communications/Hospitality | 952.915.4294 | lundgrenle@grovesacademy.org |
| David Moran | Administrative Assistant | 952.915.2240 | moranda@grovesacademy.org |
| Debbie Moran | Director of LS Admissions | 952.915.4275 | morand@grovesacademy.org |
| Lani Muchulas | Dir. of Institutional Advancement | 952.915.4295 | muchulasl@grovesacademy.org |
| Jeff Nelson | Dir. of Finance/Operations | 952.915.4258 | nelsonj@grovesacademy.org |
| Tracy Cruikshank | Nurse | 952.920.6377 | |
| Pat Rosenberg | Sr. Accountant | 952.915.4263 | rosenbergp@grovesacademy.org |
| Colee Bean | Assoc. Director of Development | 952.915.4297 | beanc@grovesacademy.org |
| Teresa Smith | Director of MS & US Admissions | 952.915.4296 | smitht@grovesacademy.org |
| Meagen Sundstrom | Sr. Accountant | 952.915.4254 | sundstromm@grovesacademy.org |
| Josh Tierney | Groves Post-Secondary Program | 952.920.6377 | tierneyj@grovesacademy.org |

Lower School Teachers

| <u>Name</u> | <u>Email Address</u> |
|-----------------------|------------------------------|
| Cheryl Alexander | alexanderc@grovesacademy.org |
| Heather Anderson | andersonh@grovesacademy.org |
| Kristin Burger | burgerk@grovesacademy.org |
| Susan Martinson | martinsons@grovesacademy.org |
| Wendy Mathistad * | mathistadw@grovesacademy.org |
| Brenna McHugh- Intern | mchughb@grovesacademy.org |
| Jean Oseko | osekoj@grovesacademy.org |
| Katie Schiebe | schiebek@grovesacademy.org |
| Ann Sion | siona@grovesacademy.org |
| Jan Small * | smallj@grovesacademy.org |
| Stephanie Tracy | tracys@grovesacademy.org |
| Mary Wilfahrt | wilfahrtm@grovesacademy.org |

* Member of the Division Leadership Team, Lower School Director

Middle School Teachers

| <u>Name</u> | <u>Email Address</u> |
|--------------------|-----------------------------|
| Pat Baillie * | bailliep@grovesacademy.org |
| Wendy Bowers * | bowersw@grovesacademy.org |
| Aaron Holscher | holschera@grovesacademy.org |
| Michelle Krelic | krelicm@grovesacademy.org |
| Mickey Levinger | levingerm@grovesacademy.org |
| Rina Lang | langr@grovesacademy.org |
| Alicia Meyers | meyersa@grovesacademy.org |
| Kandi Retzlaff | retzlaffk@grovesacademy.org |

* Member of the Division Leadership Team, Middle School Director

Upper School Teachers

| <u>Name</u> | <u>Email Address</u> |
|--------------------|------------------------------|
| Julia Arnold | arnoldj@grovesacademy.org |
| Will Bohrsen | bohnsenw@grovesacademy.org |
| Amy Butchert | butcherta@grovesacademy.org |
| Laurie Geving | gevingl@grovesacademy.org |
| Tracy Guaman | guamant@grovesacademy.org |
| Judith Hall | hallj@grovesacademy.org |
| Jasper Jonson * | jonsonj@grovesacademy.org |
| Paul Nord | nordp@grovesacademy.org |
| Christine Quilling | quillingc@grovesacademy.org |
| Colin Roney* | roneyc@grovesacademy.org |
| David Rundquist | rundquistd@grovesacademy.org |
| Peter Schutte | schuttep@grovesacademy.org |

* Upper School Director

Specialists

| <u>Name</u> | <u>Department/Title</u> | <u>Email Address</u> |
|----------------------|--------------------------------|--------------------------------|
| Julia Brauer | Speech & Language | brauerj@grovesacademy.org |
| Stefanie Christenson | Speech & Language | christensons@grovesacademy.org |
| Brian Gahlon | Physical Education | gahlonb@grovesacademy.org |
| Kate Hegman | Art | hegmank@grovesacademy.org |
| Simon McAllister | Theatre | mcallisters@grovesacademy.org |
| Judy Melquist | Teacher Assistant | melquistj@grovesacademy.org |
| Sheila Nelson | Librarian | nelsons@grovesacademy.org |
| Curtis Olufson | Physical Education/Health | olufsonc@grovesacademy.org |
| Abby Schnedler | Counselor | schnedlera@grovesacademy.org |
| Tim Smith | Technology | smithti@grovesacademy.org |
| Betty Williams | Home Science | williamsb@grovesacademy.org |

People to Contact

Classroom Work, Activities, or Other Issues Relating to Students

First call the specific teacher, then the student's Advisor, then the Division Director(s). Contact Kathy Boone, Director of Education, for information pertaining to day school programs, broader academic or behavior concerns, or transition information.

Medication

Give all medication and related information to Amy Luffey.

Diagnostics

Contact Ruth Anderson to schedule an appointment. Contact Ray Boyd for questions regarding assessment.

After School Activities

Contact Ruth Anderson for general information. Contact Colin Roney concerning specific activities.

Advancement Office

Contact Lani McCollar, Director of Institutional Advancement, with any questions about making a contribution to Groves Academy. Contact Lisa Buck, Associate Director of Development, regarding the Annual Fund, the Groves Parent Association (GPA) or the Scholarship Gala. Contact Colee Bean regarding Alumni information, Grandparents/Special Friends Day or other events.

Tuition Payments

Contact Meagen Sundstrom.

Administrative Concerns

Contact John Alexander, Head of School.

Admissions Questions or Concerns

Contact Debbie Moran, Director of Lower School Admissions.

Contact Teresa Smith, Director of Middle & Upper School Admissions.

Division Meeting Planning

Contact the Lower, Middle or Upper School Directors.

Transition or Mainstream Discussion with Parents

Contact Kathy Boone, Director of Education.

GEPs and Progress Reports

Contact the Lower, Middle or Upper School Directors.

Parent Conferences

Contact the student's advisor or the Lower, Middle or Upper School Directors.

Field Trips and Special Events

Contact the student's advisor or the Lower, Middle or Upper School Directors.

Parent Concerns About Quality Student Instruction

Contact the student's advisor or the Lower, Middle or Upper School Directors or Kathy Boone

College and Post-Secondary Information

Contact Kathy Boone

Credentials and Experience

Administration

John Alexander, Head of School

M.Ed. Harvard University

B.A. University of Vermont

22 years experience, 5th year at Groves

Ruth Anderson, Office Manager

31 years experience, 31st year at Groves

Colee Bean, Development Associate

B.A. Human Resource, University of St. Thomas

5 years experience, 4th year at Groves

Kathy Boone, Director of Education

M.A. Specific Learning Disabilities, College of St. Thomas

B.A. Elementary Education/Psychology, College of St. Scholastica

36 years experience, 31st year at Groves

Ray Boyd, Director of Diagnostic Services, Licensed Psychologist

M.S.E. University of Wisconsin River Falls

B.S. Sociology/English, Northeast MO State University

33 years experience, 31st year at Groves

Lisa Buck, Associate Director of Development

B.A. Metropolitan State University

14 years experience, 5th year at Groves

Todd Hanson

B.S. Math Education, University of Minnesota

B.A. Math, University of Minnesota

23 years experience, 23rd year at Groves

Diana Idelkope, Educational Clinician

M.A. Special Education

37 years experience, 11th year at Groves

Nancy Knight

M.Ed. Sam Houston State University, Huntsville, TX

B.A. Augustana College, Sioux Falls, SD

35 years experience, 20th year at Groves

Amy Luffey, Receptionist

12 years experience, 8th year at Groves

Leslie Lundgren, Communications and Hospitality

18 years experience, 4th year at Groves

David Moran, Administrative Assistant

B.A. American Studies, Carleton College

6 years experience (summer employee), 2nd year at Groves

Debbie Moran, Director of Lower School Admissions

M.A. Learning Disabilities, St. Thomas University

B.A. English, Carleton College

19 years experience, 17th year at Groves

Lani McCollar, Director of Institutional Advancement
B.B.A. Marketing and Information Systems, University of Iowa
14 years experience, 5th year at Groves

Jeff Nelson, Director of Finance/Operations
B.S. Accounting & Economics, University of St Thomas Honors Graduate
Certified Public Accountant
37 years experience, 7th year at Groves

Pat Rosenberg, Sr. Accountant
B.S. San Diego State University
31 years experience, 4th year at Groves

Teresa Smith, Director of Middle & Upper School Admissions
B.A. University of Minnesota
20 years experience, 12th year at Groves

Meagen Sundstrom, Sr. Accountant
B.S. Minnesota State University, Mankato
12 years experience, 6th year at Groves

Lower School Teachers

Cheryl Alexander
B.S. Registered Nurse, University of Vermont
10 years experience, 4th year at Groves

Heather Anderson
B.S. Elementary Education, Special Education Winona State University
7 years experience, 7th year at Groves

Kristin Burger
M.A. Elementary Education
8 years experience, 3rd year at Groves

Susan Martinson
B.A. Special Education, LD/EBD, Augsburg College
0 years experience, 1st year at Groves

Wendy Mathistad
B.S. Special Education, Eastern Illinois University
Licensure: Elementary Education and Specific Learning Disabilities
14 years experience, 12th year at Groves

Brenna McHugh- Intern
B.A. Elementary Education, The College of St. Catherine

Jean Oseko
B.S. Elementary Education, St. Cloud University
6 years experience, 4th year at Groves

Katie Schiebe
M.A. Special Education, University of St. Thomas
B.S. Family Social Science, University of Minnesota
6 years experience, 2nd year at Groves

Ann Sinon
B.A. Elementary Education, The College of St. Benedict
Licensure: Special Education, LD University of St. Thomas
4 years experience, 3rd year at Groves

Janet Small

M.S. Learning Disabilities and General Special Education, River College
B.S. Elementary Education, Bridgewater State College
26 years experience, 12th year at Groves

Stephanie Tracy

M.A. Instruction, St. Mary's University
B.A. Business and Math, University of Minnesota-Morris
5.5 years experience, 1.5 months experience at Groves

Mary Wilfahrt

B.S. Elementary Education and Middle School Science, University of Wisconsin-Superior
4 years experience, 3rd year at Groves

Middle School Teachers**Pat Baillie**

M.A. Special Education, University of St. Thomas
B.A. Social Studies, Hamline University
Middle School Certification - St. Cloud State University
Licensure: Specific Learning Disabilities, K-12
16 years experience, 12th year at Groves

Wendy Bowers

M.Ed. Special Education, St. Thomas College
B.A. Special Education, Arizona State University
22 years experience, 22nd year at Groves

Aaron Holscher

B.A. Psychology, University of Montana, Missoula
M.Ed. Special Education, University of St. Thomas (anticipated 2007)
Certificate in Orton-Gillingham and Math, University of St. Thomas
6 years experience, 5th year at Groves

Michelle Krelic

B.A. English, University of St. Thomas
Licensure: Learning Disabilities, University of St. Thomas
9 years experience, 5th year at Groves

Mickey Levinger

M.A. Learning Disabilities, University of St. Thomas
B.A. Biology, Wellesley College; Elementary Education, Macalester College
21 years experience, 21st year at Groves

Rina Lang

M.A. Education, University of Minnesota, Twin Cities
B.S. Elementary Education, University of Minnesota, Twin Cities
5 years experience, 3rd year at Groves

Alicia Meyers

B.A. Elementary Education and Math, Concordia University, St. Paul
Licensure: LD and EBD, St. Cloud State University
3 year experience, 3rd year at Groves

Kandi Retzlaff

B.S. Elementary Education, St. Cloud State University, St. Cloud, MN
Licensure: Special Ed., Learning Disabilities, St. Cloud State University
14 years experience, 6th year at Groves

Upper School Teachers

Julia Arnold

Ed.M. Specialized, Harvard University, Graduate School of Education
B.A. English/Literature, University of Michigan, Ann Arbor, MI
6 years experience, 6th year at Groves

Will Bohrsen

B.S. Environmental Science; Evergreen State College
Post-Grad. License-Teacher Education, 5-12 Life Science; University of St. Thomas
8 years experience, 8th year at Groves

Amy Butchert

M.A. Education, University of Minnesota, Twin Cities
B.A. Elementary Education, Arizona State University
Licensure: Elementary Education (1-6), Special Education, Learning Disabilities (K-12)
6 years experience, 4th year at Groves

Laurie Geving

B.S. Elementary Education, University of Minnesota, Duluth
16 years experience, 11th year at Groves

Tracy Guaman

B.A. Secondary Education, Concordia College
Licensure: English and Math 7-12th grades
12 years experience, 12th year at Groves

Judith Hall

B.A. Elementary Education, Special Education; Augustana College
Licensure: LD and EBD, St. Cloud State University
26 years experience, 9th year at Groves

Jasper Jonson

B.S. Speech Communications and Marketing Communications, University of Wisconsin-River Falls
Licensure: Learning Disabilities, University of St. Thomas
6.5 years experience, 2.5 year at Groves

Paul Nord

M.A. Special Education, St. Mary's and Bethel College
B.S. Chemistry, Lovas College
14 years experience, 13th year at Groves

Christine Quilling

M.Ed. Special Education, Learning Disabilities, University of Minnesota, Twin Cities
B.S. Park, Recreation and Leisure Studies, University of Minnesota, Twin Cities
17 years experience, 12th year at Groves

Colin Roney

M.S. Education/Instructional Technology, Duquesne University
B.S. Elementary Education, Duquesne University
B.S. Special Education, Duquesne University
8 years experience, 3rd year at Groves

David Rundquist

B.A. Social Studies, St. John's University, St. Cloud, MN
Licensure: SLF, University of St. Thomas, St. Paul, MN
10 years experience, 6th year at Groves

Peter Schutte

B.S. Sociology, Creighton University, Omaha, NA
Licensure: Special Education, University of St. Thomas
.5 years experience, 1st year at Groves

Specialists**Julia Brauer**

M.S. Communication Disorders, University of WI, River Falls
B.S. Speech/Language Pathology, Texas Women's College, Denton, TX
9 years experience, 7th year at Groves

Stefanie Christiansen

M.A. Speech/Language Pathology, University of MN, Twin Cities
B.S. Speech/Language Pathology, Marquette University, Milwaukee, WI
6 years experience, 6th year at Groves

Brian Gahlon

B.A. Physical Education, Bethel College
Licensure: Physical Education (K-12), Health Education (5-12)
6 years experience, 4th year at Groves

Kate Hegman

M.A. Education, College of St. Catherine
B.A. Communications, St. Mary's College, Notre Dame
5 years experience, 4th year at Groves

Simon McAllister

Diploma of Dramatic Art, Scotland
5 years experience, 2nd year at Groves

Judy Melquist

M.S. English and Education, University of Wisconsin, River Falls
B.S. English and Education, University of Wisconsin, River Falls
29 years experience, 12th year at Groves

Sheila Nelson

B.A. Elementary Education, Ball State University, Muncie, IN
7 years experience, 4th year at Groves

Curtis Olufson

M.S. Applied Kinesiology (in process), University of Minnesota, Twin Cities
B.S. Health/Human Performance, Iowa State University
4 years experience, 3rd year at Groves

Abby Schnedler

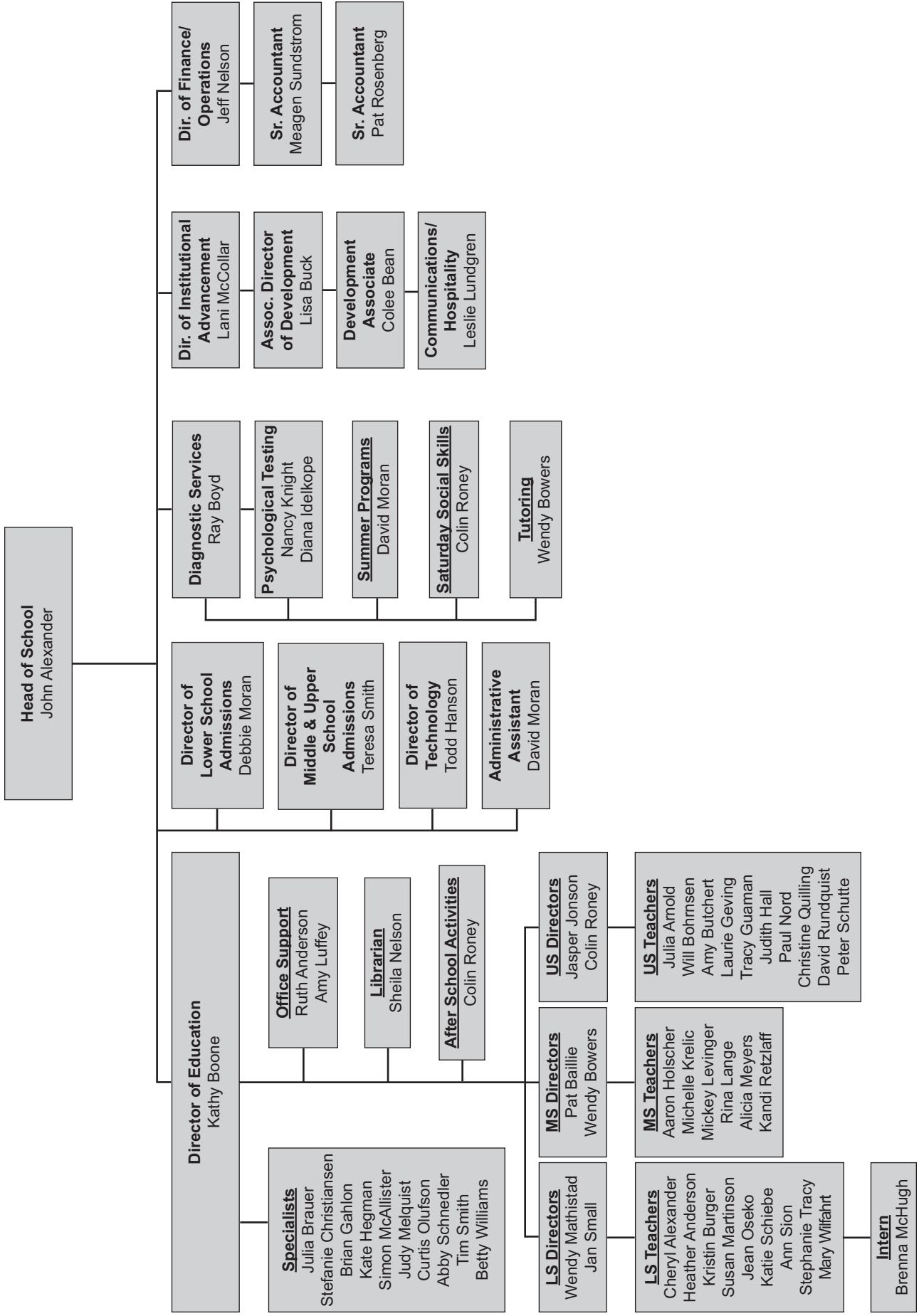
M.S. Marriage and Family Therapy, Northwestern University, Evanston, IL
B.A. Psychology, Augsburg College
2 years experience, 1st year at Groves

Tim Smith

7 years experience, 4th year at Groves

Betty Williams

M.A. LD, K-12 plus Early Childhood, St. Thomas University
B.A. Elementary Education Pre/K-Sixth, St. Thomas University
26 years experience, 23rd year at Groves



Education Process

Admissions

Students are admitted on the basis of their potential for success in the Groves program. The school does not discriminate on the basis of race, color, gender, national or ethnic origin. When academic and/or behavioral concerns are discussed between the Director of Admissions and parents during the admissions process, Groves may enroll the student on "Conditional Status." If Groves finds a student cannot continue, both parties work together to find a more appropriate school environment. (Also see the Exit Criteria section.) Groves makes every effort to provide the very best education for students after they are accepted.

Groves Education Plan

The Groves Education Plan (GEP) differs from the State Individual Education Plan (IEP). The GEP is written in September and October and is based on information from all of the formal and informal testing and observations that are available. The GEP contains goals and objectives for all classes that encompass the student's day. It is not exclusive to a student's area(s) of weakness as is true with the State IEP.

Parents are sent the GEP prior to the October parent conference so that they may come to the conference with comments, questions, or concerns. Parents are asked to sign the GEP at the parent conference. The Groves plan does not mandate services to/from a public school and is not a state document. It is a statement of expectations for a student while attending Groves Academy.

New Parent Orientation

New parents are invited to New Parent Orientation, an opportunity for new parents to meet one another and get to know key administrators. This orientation takes place on Thursday, August 27th, 2009.

Back To School Night

All parents (new and returning) are required to attend Back to School night, an important meeting that lays the ground work for a successful year. This meeting will be held on Thursday, September 10th, 2009. Parents meet the faculty and learn important information about the school year. Parents also learn about ways they can volunteer throughout the year. Parent volunteerism is important, and we welcome any help that parents can provide.

Progress Reports

Formal progress reports are sent to parents at the end of first semester in mid-January and at the end of the school year. These reports reflect progress, praise success and effort, and state areas that need improvement. Letter grades are given for 7th - 12th grade students and meet state requirements. Grades are based on established goals for each student.

Parent Conferences

Parents meet with their child's teachers at formal parent/teacher conferences on October 14th/15th and March 24th/25th. Informal conferences are held as needed during the year at the request of a parent/teacher.

The October conference is held for several reasons including: discussing the student's GEP; reviewing the student's strengths and weaknesses; highlighting materials and methods used to address the student's academic, social and emotional needs; and to receive parents' input on their expectations for the school year. The March conference focuses on progress made throughout the school year.

Lower School parents meet with their child's teacher in their classroom. Middle and Upper School parents meet with their teachers in each of the student's classrooms. Specialists are also available to discuss students' progress. Parents are encouraged to see the specialists who teach their child.

Responsibilities and Expectations

Groves Academy requires its students, teachers, staff, and administrators to follow the rules and regulations of the school. The school also expects parents to recognize and follow the rules and regulations of the school. Courtesy and civility are part of this, especially when it relates to dealings between parents and the school administrators and faculty. Parents are subject to the rules, regulations and policies of the school in that they have a contractual relationship with the school, but most importantly because they also set an example to our students. Therefore, Groves Academy places great emphasis on comportment of all the members of the school community, including parents and families.

Parents and independent schools work together to create and sustain effective partnerships. Groves Academy adheres to the following principles of good practice to describe the respective roles and responsibilities of both partners:

Parents Working With School

1. Parents recognize that effective partnerships are characterized by clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect, and a common vision of the goals to be reached.
2. In selecting an independent school, parents seek an optimal match for the needs of the student, their own expectations, and the philosophy and programs of the school.
3. Parents are familiar with and support the school's policies and procedures.
4. Parents provide a home environment that supports the development of positive learning attitudes and habits.
5. Parents involve themselves in the life of the school.
6. Parents seek and value the school's perspective on the students.
7. When concerns arise, parents seek information directly from the school, consulting with those best able to address the concerns.
8. Parents share with the school any religious, cultural, medical, or personal information that the school may need to best serve the student.

Transitioning to Another Division

Groves has three divisions: Lower School (grades 1 through 6), Middle School (grades 7 and 8), and Upper School (grades 9 through 12). The teachers in each division work with the teachers in the next division to make sure a student is prepared to move ahead. Parents will be notified as these preparations begin. Occasionally a 6th grader may be better suited to be in Middle School or an 8th grader in Upper School.

Teachers will discuss this recommendation with the student's parents.

Parents also have the opportunity to meet with the division directors in the new division in the spring to discuss the changes in curriculum, schedules and expectations. This is a good opportunity to learn about the new division so that parents can help their child make a smooth passage from one division to the next. Students also spend a morning visiting the new divisions, attending classes, visiting with students and teachers, and having lunch.

Recommendations to Return to Groves the Following Year

Each student's needs and progress are evaluated by teachers before recommending a student's return to Groves. The following considerations influence this decision:

- ◆ Has the student's past progress indicated that he/she has been able to benefit from the Groves program and that progress will continue? This applies to the academic, social, and behavioral aspects of a child's development.
- ◆ Will Groves be able to provide the most appropriate and effective education, or are there other schools that offer a broader range of classes and/or support services that will better address the needs of the student? We recognize that a student's needs may change as they progress through junior and senior high.
- ◆ Has the student demonstrated his/her ability to comply with the classroom structure and expectations so that quality instruction takes place for all students?

Parents are usually given a 12 to 18 month notification if our recommendation is for a student to transfer.

Exit Criteria For Consideration of Student's Departure

It is our goal for all students to make academic progress throughout the years that they attend Groves Academy. We acknowledge that some students will show greater progress one year than another, or that some students will make small incremental gains each year. If a student is not able to keep pace throughout the year or years, even when the program has been modified throughout the day, consideration is given to finding a more appropriate setting for that student.

The team involved in making the decision includes all teachers who teach or support the student, the Division Directors, the school counselor, the Director of Education and the Head of School.

Recognizing the impact that this decision has on families, our goal is to give 18 month notification to families. This may vary for academic probation and, for particular behavioral situations, may lead to immediate dismissal from school. Throughout the entire process, our goal is to provide as much support as needed to the family as they make the transition. The following questions are taken into consideration in determining a student's continued placement:

- ◆ Does the student require 1:1 monitoring or assistance throughout most of the day?
- ◆ Does an Upper School student demonstrate that he/she is unable to be self-directed or work independently during the school day?
- ◆ Is the student disruptive to others in spite of intervention programs that have been tried but have proven to be ineffective?
- ◆ Is the student best served in a full life skills program or job training program throughout most of the day?
- ◆ Has the student made little or no progress as documented by teacher reports, test scores, or grades, during the year(s)?

What drives our decision throughout this process is, "Where can a student receive the most appropriate education at this time in his/her life?" Each student's case is considered on an individual basis. Therefore, no set criteria will apply to all students. It is always a team decision. The final decision will be made by the Head of School based on the information from the Division Director.

Obtaining a State Mandated IEP

Parents are often interested in having an Individual Education Plan (IEP) in place for their child when they are planning on mainstreaming to a public school. The process for doing this is to notify the Director of Education who will complete and file the "Student Performance Review and Referral" form with the St. Louis Park special education office. St. Louis Park personnel will schedule a meeting with a team which includes the student (if he or she is in high school), parents, the Groves Director of Education, and the special education representative from the school the student wishes to attend.

At this meeting a plan for reassessment will be developed. This will usually include testing from Groves Academy, observations, interview with the student and informal testing from St. Louis Park personnel. When all assessments are completed, the team will reconvene and determine if the student qualifies for an IEP. A plan for presenting a new IEP will be determined. This process can take up to 90 days to complete. If a student had an IEP with a school district prior to coming to Groves Academy, it will be reviewed as part of this process to see if service is still necessary.

Please contact Kathy Boone, the Director of Education by the middle of February at the latest with any questions and to complete this process.

Graduation and Awards Night

The last Wednesday evening of the school year (see the school calendar) is set aside to honor all students for their academic progress and achievements, and those returning to mainstream schools or graduating from Groves Academy. All students receive certificates of achievement. This is a very special night for sharing the accomplishments of our students. Relatives and friends are encouraged to join the celebration at Groves Academy which begins at 7pm on June 8th, 2010.

Timeline for Post-Secondary Planning

SOPHOMORE YEAR

Think about what type of post-secondary education you would like to have. There are many wonderful community colleges, technical colleges, public and private 4-year colleges and universities. Explore the best option for you!

Start the college search early by using the following resources:

- ◆ *K & W Guide to Colleges for Learning Disabled and ADHD Students* (Princeton Review)
- ◆ *Colleges with Programs for Students with Learning Disabilities or Attention Deficit Disorders* (Peterson's)
- ◆ College counselors
- ◆ College websites
- ◆ Word of mouth
- ◆ Attend Groves' College and Post-Secondary Opportunities Fair in your sophomore, junior and/or senior years.

Get an idea of the type of college you would like to attend to make sure you are meeting the necessary high school course requirements.

Start collecting and comparing information on colleges that interest you and that seem to meet your needs.

Learn about your learning disability, your strengths and weaknesses, and the modifications that are helping you be successful so that you can advocate for yourself when you get to college.

JUNIOR YEAR

Check the date of your latest diagnostic assessment report. In order to qualify for accommodations (such as oral testing or extended time) on college admissions tests, as well as to have necessary documentation for college, you should have updated cognitive and academic testing. Colleges require testing that is no more than three years old.

Register for college admissions prep classes to help you take the ACT and/or SAT.

Take the ACT or SAT in the spring.

Begin visiting colleges and talking with admissions counselors.

- ◆ Talk to support services counselors to find out what types of services are offered and how a student would access those services.
- ◆ Review the *Questions to Ask and Questions to be Ready to Answer* in Groves' Post-Secondary Planning Guide.
- ◆ Some colleges with special programs fill up quickly. Students should ask when applications for these programs are accepted. Some schools with special programs begin accepting applications in the student's junior year

Take a class on writing the college essay and personal statement. A good time to do this is during the summer between your junior and senior years.

SENIOR YEAR

The following should be completed by November of your senior year at the latest. Make sure you know application deadlines.

- ◆ Locate or create checklists to make sure college application requirements for each college are met.
- ◆ Fill out application forms.
- ◆ Ask a counselor to send your high school transcript.
- ◆ Retake the ACT or SAT during the October dates if necessary.
- ◆ Take placement tests if required by the college.
- ◆ Write essays and personal statements. Be sure to ask someone (a parent, teacher, tutor, or counselor) to proofread and make suggestions. This can also be started during the summer between your junior and senior years.
- ◆ Ask a teacher to write a letter of recommendation. Some colleges also require letters of recommendation from the high school counselor.

File financial aid forms no later than February 15.

Curriculum and Instruction

Overview of Curriculum and Instruction

We are mindful of the content offered in traditional schools. However, with greater time spent on remediation of basic skills, less time is available for content area instruction. Our basic focus is on reading, writing and math, but students also receive instruction in science, social studies, physical education, health, technology, home science, art, music, and theater. Juniors and Seniors participate in Project-Based Learning and Project-Based Ecology and Chemistry.

Community resources are used to enhance curriculum offerings. Field trips and community service projects are incorporated into the program to augment the classroom instruction. Some students participate in Vocational Education or attend an outside school for part of their day. Arrangements for this should be made with the Director of Education.

Organizational and study skills such as how to study, stay on task, outline, take notes, take tests, problem solve, and work cooperatively with others are incorporated into instruction in all classes. We believe these skills are extremely critical for school success. Students who have been identified as needing speech and language therapy will receive it throughout the school year for an additional fee. Parents will be notified if a student is scheduled for these services.

Groves Academy places a high priority on teaching and monitoring social skills. This includes direct instruction in helping students better understand, accept, compensate, and advocate for their own strengths and difficulties. Use of appropriate social skills is rewarded and there are consequences for inappropriate social behavior. Our goal is for students to leave Groves Academy reinforced with a positive self-esteem, having experienced success on a daily basis.

Diagnostic Testing and Achievement Tests

Diagnostic and achievement tests are administered by our licensed psychologists and educational clinician. Groves students receive an initial and an exit diagnostic assessment as well as a three-year re-assessment. The results are used by teachers to plan a student's program and to evaluate progress. Classroom teachers also administer reading assessments and curriculum-based testing throughout the school year.

Math and Reading Assessment Overview - Lower, Middle, and Upper School

The purpose of this process is to ensure that all students are assessed on a timely basis, using assessment methods and procedures which are in place for all grade levels at Groves Academy. Assessment results are used for a variety of purposes including:

- ◆ To plan classroom instruction
- ◆ To explain programming and progress during conferences with parents and on progress reports
- ◆ To send to other schools and agencies when a student exits from Groves.

Comparisons can be made from the same test but not between tests. These results are used to determine progress in specific areas. It is important to remember that these results are only one piece of information used to measure performance. They are used in conjunction with classroom performance, tests, homework, and teacher observation.

Word Identification and Spelling Test (WIST)

All students are administered the WIST when entering Groves Academy. This testing provides a baseline on which to evaluate progress in the Wilson program, the program used to teach reading and spelling at

Groves. Most students in Lower and Middle school, and those students needing decoding development in Upper School, are placed in the Wilson program. All students who have participated in the Wilson program during the school year are retested at the end of each year and the results measure progress in acquiring sound/symbol knowledge, word identification and spelling. The spelling portion of this test is administered in a group setting and the reading portion is administered individually.

The WIST is a nationally norm-referenced test that provides standard scores, percentile, ranks, and age and grade equivalents. These scores allow us to discuss progress in a meaningful way with parents and other professionals. The WIST does not measure reading comprehension skills, which is the main underlying goal of all reading instruction. For this reason, other measures are used.

Gray Oral Reading Tests (GORT)

All students are administered the GORT when they enter Groves and again at the end of each school year. This timed test measures a student's reading rate, accuracy, and comprehension. A student reads passages aloud and the staff member marks the time and number of reading errors made. Guided questions specified by GORT are read by the examiner to determine how well a student comprehends information read out loud. This test is administered individually and Grade Equivalent and Percentile Rank are determined.

Gray Silent Reading Tests (GSRT)

All students are administered the GSRT when entering Groves and again at the end of each instructional year. A student reads passages and the corresponding multiple-choice, comprehension questions silently and marks the answers without teacher or assessment specialist interaction. This test is administered in a group setting and Grade Equivalent and Percentile Ranks are determined.

Woodcock Johnson Test of Achievement III

All students are administered the full Woodcock Johnson Test of Achievement upon admission to Groves Academy and the math subtest at the end of each school year to measure progress. This test is administered individually and Grade Equivalent and Percentile Rank are determined.

ACT College Entrance Tests

Students are able to take the ACT College Entrance tests if considering a four-year college or university after high school. This test can be administered at Groves Academy on an individual and small group basis. Accommodations can be applied for if the need is supported in an official diagnostic report. ACT test preparation classes are available in the fall and spring. Contact Kathy Boone, the Director of Education for more information, or visit the ACT website at www.act.org.

Speech and Language Services

The eligibility criteria for speech/language services is based on a student's standard score or standard deviation as measured using a standardized speech/language test. In order to qualify for the speech/language therapy at Groves, a student must earn a standard score of 80 or less. This corresponds to a standard deviation of 1.25 below the mean or lower. The public school criteria is a standard score of 70 and 2 standard deviations below the mean when qualifying students for speech and language therapy. There is an additional fee for those students receiving speech and language services.

Counseling Services

Counseling services are provided by Abby Schnedler, our school counselor, who is available Monday through Friday and specializes in working with students of all ages.

Outside Counseling or Therapy

If a student is receiving support from a psychologist or psychiatrist, we ask that permission be given for cross communication so that all parties are working as a team to help your child be successful at Groves Academy. Communication about a student should be made directly to our school counselor.

Student Records

Procurement of student records is an integral part of the admissions process. Written parent permission is necessary to acquire records from schools or other agencies. Similarly, the same written authorizations are necessary for Groves to transmit official school records.

Policies and Guidelines

Alcohol, Tobacco and Non-Prescription Drugs

The faculty and administration take seriously our responsibility to provide a safe environment for all members of the Groves community. Groves is a “substance free” school. No one shall have in his/her possession or use alcohol, illegal drugs or narcotics, cigarettes, chewing tobacco, or drug paraphernalia while on school property, or while at school sponsored activities or events. If we suspect a student of using, being under the influence of, or being in possession of drugs/drug paraphernalia or alcohol while at school, the Division Director, Director of Education and/or the Head of School will interview the student and notify parents. A student may be required to undergo an assessment or evaluation and the results shared with the Head of School before returning to school. If a student has a second offense, the Head of School reserves the right to expel the student.

Weapons

The possession and/or use of weapons are not permitted on campus. “Possession” refers to having a weapon on one's person or in an area on campus subject to their control such as a locker or car. A “weapon” includes any firearm, whether loaded, unloaded, or a look-alike, or any instrument which is capable of causing bodily harm or death. Some examples are guns, knives, clubs, metal knuckles, throwing stars, and explosives. Possession and/or use of weapons will result in one or more of the following:

- ◆ Confiscation of the weapon
- ◆ Parent notification
- ◆ Suspension or expulsion from school

Prescription Drugs

Groves must have written permission from a medical doctor to administer prescription drugs, and parent permission to administer non-prescription medicines. All parents receive health forms from Groves which should be completed and returned by the beginning of the school year.

Medications

Students requiring daily medication prescribed by their physician are given their medication by a staff member, not medical personnel. This medication is kept under lock and key and recorded when given. Medication must be supplied in the original prescription bottle with the correct label, name of student, name and dosage of medication, name of doctor, pharmacy, and date. Please notify Amy Luffey of medicine or dose changes. Division Directors will also be notified of the changes.

Immunizations

Minnesota State Law requires that all children who are enrolled in a Minnesota school must be immunized against diphtheria, tetanus, pertussis, polio, measles, mumps, and rubella. A child may not attend school until all immunizations are completed.

Arrival and Departure / Length of School Day

Please make every effort to have students here on time. You are doing your child a disservice by having him/her arrive late. The school day starts at 8:30am. Students may arrive between 8:00 - 8:25am, but must go directly to the lunchroom where supervision is provided. All students are to enter through the main

entrance. Students arriving after 8:30 am must first go to the office to obtain a pass before going to class. If a student needs to leave early, the office must be notified of this in writing or by phone. The school day ends at 3:00pm. All students are to be picked up at 3:00pm at the main entrance, unless he/she is participating in an organized after-school program.

Attendance

Groves Academy classrooms are characterized by active learning and therefore any student's absence compromises not only that student's learning but also his classmates' learning. Some class activities are simply impossible to "make up." Group projects, labs, class discussions and many other classroom activities depend in large part on the moment and the people in it. The homework paper, reading assignment, or pop quiz — the kinds of assignments that are easily "made up" — represent only one component in a broad array of learning experiences. The school recognizes that all students will experience unavoidable absence so parents, students and the school must work together to ensure that students are in attendance at all other times. Listed below are our respective responsibilities.

School Responsibilities

- ◆ Teachers will take attendance whenever they are responsible for students, in a class, a study hall or an advisory group.
- ◆ Students absent for the day will not be permitted to participate in after-school extracurricular events that day unless granted permission by the Head of School.
- ◆ Absences and tardies are reported to parents at all official marking periods and are recorded on each student's transcript.

The school will determine whether a student's absence or tardiness is excused or unexcused using the following guidelines:

- ◆ Excused absences include family obligations, special events (vacations, trips), medical/dental appointments that cannot be made outside of school time, court ordered appearances with official written verification, college visits, and a long-term or chronic illness.
- ◆ If a student is suffering from a long-term or chronic illness or any illness which causes a student to be absent for more than 5 consecutive days, the student must present an official doctor's verification to the student's Advisor.
- ◆ If a student has been absent more than 5 days during a semester due to illness, a doctor's verification is needed in order for the absence to be considered excused.

Consequences for Exceeding the Absence Limit

Parents will be contacted if a student is absent from school without a note or without contacting the school receptionist. When a student reaches five absences in a class during one semester, without a doctor's letter of explanation, a meeting with the student and his/her parent will be called and the issues discussed. When a student reaches 8 absences in a class during one semester (without a medical explanation) a letter of warning will be sent and an additional parent meeting will be called. The Director of Education and/or the Head of School will be involved in this meeting. 10 absences in a class during one semester may result in removal from class and no grade given.

Parent Responsibilities

- ◆ Try to plan all family vacations within the dates of the school's vacation times.
- ◆ Use the school's published calendar and the student's class schedule to plan health care visits at times that do not take students away from classes.

- ◆ Call the school office the morning of an expected or unexpected absence.
- ◆ Give teachers a one-week notice prior to being gone from school, in order to collect work.

Student Responsibilities

- ◆ Students will be in class at 8:30am.
- ◆ Students arriving late to school must report to the office before going to class.
- ◆ Students are responsible for checking in with their teachers before an anticipated absence and after they have been absent to receive missed work.

Leaving School

Groves Academy has a closed-campus policy. Students must remain on the grounds the entire school day unless permission to leave is obtained from the parents and the student's teacher or Division Director. School personnel will not release students from school without the permission of the student's parent or legal guardian. Therefore, if a student needs to leave school during the day, he/she is required to bring a note from home, or parents should call the school, informing the office of the reason and time for leaving. If it is necessary for a student to leave school during the day for illness or other emergency reasons, he/she must check out with the office. The first time a student violates this rule, the Division Director talks with the student and notifies the parent as soon as possible. Upon a second occurrence, the student is referred to the Director of Education, a conference is held and the parent is notified.

Tardy Policy

A student is tardy if he/she is not in the classroom when the bell rings. An exception is made for those students whose bus arrives late to school. If a student arrives late, he/she must bring a note from a parent/guardian or the tardy will be counted as unexcused. Students receive consequences for being tardy. Consequences differ by division and will be explained at Back to School night at the beginning of the school year (see the school calendar).

Upper School Tardy Policy

Students who do not arrive to on-time and do not have a pass from an instructor will receive a unexcused tardy. Three unexcused tardies within one class will result in a quiet lunch. After a student receives three quiet lunches due to tardiness (cumulatively counted throughout the Upper School), the student will receive one day of in-school suspension. If tardiness continues to be an issue, additional behavior measures will follow at the discretion of the Upper School Division Directors along with the administration

Code of Conduct

Groves Academy students are expected to treat other members of the school community and their property with courtesy and respect. Behavior which does not demonstrate consideration of others or interferes with the educational process of others is unacceptable. Inappropriate or abusive language, disruptive actions, or failure to respect the rights and well-being of others will not be accepted. When necessary, a student will meet with the Division Director, teacher(s), the Director of Education, the Head of School, and the school counselor to discuss the problem and develop a plan for improving behavior. Repeat offenses will result in additional consequences. Ongoing meetings may take place with the student, parents, and staff to discuss plans to help the student maintain good behavior

Sexual Harassment

Groves Academy strongly disapproves of any form of sexual harassment and has therefore adopted a policy to maintain a supportive community. All members of the Groves' community are to be treated with respect and dignity.

It is recognized that not every advance or comment of a sexual nature constitutes harassment. Whether a particular action or incident is harassment requires a determination based on all facts and surrounding circumstances.

This policy shall apply to students, teachers, administrators, Board members, and other school personnel and volunteers and is designed to protect both accused and complainant during the investigation of a complaint. The full Sexual Harassment Policy can be found in the office and in each classroom.

Any person who believes he/she has been the victim of sexual harassment, or any third party with knowledge or belief of conduct which may constitute sexual harassment, should report the alleged acts immediately to the Head of School as designated by this policy. If the complaint involves the Head of School, the complaint shall be filed with the Chair of the Board of Trustees.

The Head of School will take such disciplinary action as deemed necessary and appropriate, including warning, suspension, or immediate discharge to end sexual harassment and prevent its recurrence. Any action taken pursuant to this policy will be consistent with the requirements of applicable employment contracts, Minnesota statutes and Groves Academy policies.

Damage to Property

Students are expected to respect school property and the belongings of others. Students are responsible for any damage they cause to school property. They may be required to make restitution by doing school service or by paying for repairs.

Dress Code

Students should come to school dressed in a manner that promotes good student morale and school spirit. A student's dress has a significant impact on how they feel about themselves and their school. Therefore, Groves Academy requires students to dress in a clean, neat manner. Parent support in promoting conservative clothing choices for school is appreciated. Groves faculty and staff members make it a practice to confer with a colleague when a student might be wearing questionable clothing or accessories.

The following are broad guidelines intended to help parents direct their children. Faculty and staff will make the final determination if there are questions, or in the case of things not covered in these guidelines.

Boys and Girls

- ◆ Hats, hoods, bandannas, other head gear (unless for religious purposes), or coats are not to be worn in the school building, including lunch time.
- ◆ Clothing must be free from writing or pictures pertaining to cigarettes, alcohol, drugs, sexual connotations or other negative attitudes.
- ◆ Shirts must keep midriffs covered during normal activities such as raising a hand in class or taking materials out of lockers.
- ◆ Jewelry which presents a safety hazard to the student and others, such as bracelets or clothing accessories with spikes, should not be worn.
- ◆ Underwear should not be seen.

- ◆ Pajama pants are not allowed.
- ◆ Personal hygiene is important. Hair is to be combed, face washed, teeth brushed, and deodorant used if needed.
- ◆ Gym uniforms are required for Middle and Upper School students. Information will be given to students the first week of school.

Boys

- ◆ Shirts without sleeves are not allowed.
- ◆ Pants must stay securely above the hips at all times.

Girls

- ◆ Only one-piece swimming suits will be allowed for swimming at school-sponsored outings.
- ◆ If a spaghetti strap, bare back or string back tank top is worn, shoulders and back must be covered with another shirt.
- ◆ Clothing that is inadequate in its covering, or is overly suggestive (such as low-cut tops or tube tops), should not be worn.
- ◆ Shorts and skirts must be no shorter than mid-thigh.

Student Driving and Parking Regulations

Students and adults of all ages walk to and from the school, playground and parking area. It is our expectation that everyone visiting Groves Academy will drive cautiously and keep an eye open for pedestrians — especially younger students who don't always look both ways and can't always be seen above car level.

A student with a valid Minnesota drivers license may drive to school; however, his/her car must be registered with the Upper School Division Director. Cars must be parked on school grounds and only in the last row on the south side of the parking lot. Cars cannot be used during regular school hours unless special permission is given.

Student drivers are expected to be at school and in class by 8:30. If the student driver is late to school, the consequences for being tardy will apply. Loud music and excessive engine revving and noise are not permitted on school grounds.

If a student is believed to be driving recklessly or irresponsibly on the school property, he/she will be given one warning. If a second offense occurs, he/she will lose driving privileges for twenty school days. If a third offense occurs, driving privileges will be lost for the remainder of the year. Parents will be notified if driving privileges are lost.

Internet

Students have access to the Internet. This is an opportunity to utilize resources not otherwise available. Unfortunately, there are also inappropriate or inaccurate materials on the Internet. To ensure quality use of the Internet, we have established a number of guidelines. Different grade levels will be given different access. This is a general outline of the permission given. There may be some deviations from this outline.

Grades 1-4

Internet access as a class with the teacher directing the activity.

Grades 5-6

Individual internet access to specific sites chosen by and directly supervision by the teacher.

Grades 7-8

Internet search capabilities under the direct supervision of the teacher.

Grades 9-12

Internet search capabilities; may conduct individual research; will receive a brief training course in use of the Internet and a three-prong approach to judging the quality of the information taken from web sites. Before students will be allowed to use the Internet, each student is required to sign an "Internet Use Application" and also have parents read and sign the same document.

Off-Limit Areas

The following building areas are off-limits to students:

- ◆ Kitchen
- ◆ Custodial work area

Valuables

Students are discouraged from bringing valuable personal property to school. If students choose to do so, they bring valuables at their own risk. Groves Academy does not assume any responsibility for loss of personal property. If a valuable item is needed for class, the item should be given to the teacher upon arrival to school.

Telephone Calls

Telephone calls should only be made in an emergency. If a student must use a telephone, permission from the teacher or office staff is necessary. Students are to use the telephone in the Administration Office. No cell phones are to be used during the school day.

Cell Phones

Cell phones are prohibited in all divisions. All cell phones must be dropped off at the beginning of the day by the student to their 6th hour teacher. Students can pick up their cell phones at the end of the day following 6th hour. Any cell phones seen during school will be confiscated. Multiple offenses will lead to additional disciplinary action (e.g. quiet lunch).

Mandatory Reporting Policy: Child Abuse/Neglect

Groves Academy endeavors to create and maintain an educational environment free of child abuse and neglect by creating and maintaining a support system that encourages timely compliance with the child abuse and child neglect reporting requirements of Minnesota law, and by providing post-reporting support to the affected child and reporting board member, employee, parent, or other persons associated with Groves Academy. Minnesota Law requires that any warranted suspicion of child abuse or neglect must be reported to authorities.

Disciplinary Actions

A student's individual needs receive consideration when determining consequences. The following course of action will be followed:

A student will receive up to three warnings to redirect inappropriate behavior.

If, after receiving three warnings the student is unable to behave appropriately, he/she will be removed to a quiet place in the classroom, or in the hallway, away from the rest of the group. The student may return to the group when he/she is able to do so successfully.

If the student is still unable to behave in an acceptable manner, he/she will receive an orange slip, an administrator will call home to inform parents of the behavior incident, and he/she will have his/her next lunch away from the regular lunchroom. After making the call, most students are able to successfully complete their day in school. If this is not the case, the student will be sent to the office of the school counselor or Director of Education, with schoolwork to complete until the end of the school day. In some cases, parents may be called to pick the child up and take him/her home.

Physical and verbal aggression will not be tolerated. If a student is angry and strikes out verbally or physically at another student or teacher, he/she will be removed immediately and sent to the Director of Education. If a student is verbally aggressive, he/she will be placed on an in-house suspension and parents will be notified. If a student hurts someone else or him/herself, the parents will be called and the student will be placed on out-of-school suspension for a day or more, depending on the severity of the aggression.

If there are repeated behavior incidents, parents will be notified by the Advisor that the student has had too many behavior issues within a given period of time, and that if the problems continue it will be necessary to have a meeting involving the school counselor, advisor and classroom teachers. Prior to such a meeting, the school counselor will be called in to discuss the situation with the advisor and other teachers involved, and to observe the student in the classroom and make recommendations. Parents will be informed of these recommendations.

If the student's behavior does not improve after implementation of the aforementioned recommendations, the advisor will schedule a meeting involving parents, the school counselor, other teachers, and the Director of Education. The purpose of this meeting will be to develop a Behavior Expectation Plan. This plan will include the desired behavioral expectations, a schedule of evaluation meetings with the parents, and a date when the plan would be terminated, assuming the student successfully met criteria detailed in the Behavioral Expectations Plan. It will be suggested that the parents and student engage the ongoing services of an outside therapist.

If the student is unable to demonstrate success in developing appropriate classroom behaviors, he/she will be put on Conditional Enrollment. The parents and student will be need to acquire the ongoing services of an outside therapist. The student, parents, outside therapist, and Groves' personnel (Director of Education, school counselor, Advisor and Division Director) will create a Success Plan which will list goals the student should work toward, will and schedule meetings and a communication plan between all members of the team. The student will remain on conditional enrollment until the end of the school year.

If the student continues to struggle behaviorally and shows little improvement, a discussion about future enrollment will take place.

Student Life Information

Time Between Classes

A 3-5 minute passing time exists between Middle and Upper School classes for visits to lockers or restrooms. Students may meet friends and talk, however, this is not a time to eat treats, make telephone calls or leave the building. Being on time to class is an important part of being organized and responsible. Students will be asked to make up time if they arrive late without a pass from another staff member.

Hot Lunch Policy

Students may bring their own lunches or may buy hot lunches. Juice and milk may also be purchased. Lower School students may not bring pop or candy. Students who order a hot lunch may pay for it that day, but we encourage parents to prepay lunches every two weeks. Students may not charge lunches. Hot lunches are ordered through Taher Food Service Management each day, so lunch arrangements must be completed by that time. Students are expected to use appropriate behavior in the lunchroom at all times.

Advisory

All students in grades 1-12 have an advisory class that meets during the school day. Advisory is led by an advisor who is a member of the Groves faculty. Lower School advisors are the student's homeroom teacher. Middle and Upper School advisors will be Middle and Upper School teachers respectively. Important information is handed out and returned to Groves during Advisory. The advisor is the key contact person for each student, helping when students have questions or concerns, to resolve conflict, and to communicate with parents and other staff.

After School Activities

The After School Activities program (ASA) program provides students with a variety of experiential activities not always provided within the typical school program. Emphasis is placed on developing teamwork, sportsmanship, problem solving, social and activity skills.

The activities offered during each session vary from season to season. Activities typically offered in the fall include indoor/outdoor soccer, roller hockey, ultimate Frisbee, rocketry, bike club, cooking, art activities, and computer. Winter activities may include Groves After School Skiing (G.A.S.S - a ski and snowboarder club), wall climbing, wood shop, weight training, ice hockey, cooperative games, basketball, bowling, ice fishing, cooking, art activities, social groups, cooking and sewing.

Spring activities may include bird banding, softball/kickball, cooking, art activities, pinewood derby, weight training, fishing, bike club, solar sprint cars, bowling, beginning acting, board games and card club. Each activity is organized and taught by staff members. Volunteer opportunities are available for parents to assist and/or to lead an activity with the assistance from a staff member. Contact Colin Roney if interested.

ASA is offered in four sessions:

- ◆ First session runs September 14 - November 20
- ◆ Second session runs November 30 - December 18
- ◆ Third session runs January 11 - March 19
- ◆ Fourth session runs April 12 - May 28

All activities begin at 3:15pm and end at 4:15pm unless otherwise noted on the sign-up sheet. You are encouraged to pick your child up at 4:15pm. There will be a \$5 charge for students not picked up by 4:20. All students are encouraged to participate regardless of skill level. Some activities have class size limits and age participant groupings. All ASA classes are filled in the order received and accompanied by a signed registration form and activity fee. The cost for ASA classes vary depending on the type of activity offered.

The registration form will be posted on the Groves Academy web site (www.grovesacademy.org). From the home page, click on "News and Events" then click on "After School Activities."

Homework

The purpose of giving homework is three-fold:

- ◆ To provide reinforcement of classroom instruction
- ◆ To develop organizational and independent work skills
- ◆ To prepare students for homework expectations in a mainstream school

The amount and nature of homework are individualized for each student. If parent and teacher expectations for homework differ, both parties should discuss their goals and concerns and create a mutual plan. Homework helps parents understand the level at which the student can work independently, as well as the context. Students are encouraged to work independently unless otherwise specified by the teacher. In assigning homework, teachers ensure that students clearly understand how to complete the assignments, see the connection to their classroom work, and reinforce with students that effort and quality of work are rewarded. When homework is not turned in, students are required to complete it during recess, lunch period, or after school.

Groves Academy Academic Contract (Upper School)

The goal of the Groves Academy Academic Contract is to improve a student's daily academic performance by setting clear goals and expectations for him/her and his/her teacher(s) and parents. It is a team effort to help the student succeed and work to his/her potential. Groves believes that each student can succeed with the correct strategies, and structure to help organize both homework and daily in class assignments. Groves's expectations are that all students complete homework and class work on time and with a high success rate. The student is identified for the Groves Academic Contract because he/she is not meeting the academic standards outlined in the Groves Education Plan in one or more classes.

Parents will be notified by the student's advisor and a meeting will take place to determine the goals and responsibilities of the student and the help he/she will receive from teachers and parents.

First-Aid

In the event of an injury or illness, students should come or be brought to the Administration Office for first aid. Parents are notified if the injury or illness is serious. If the student requires medical attention beyond the capabilities of the staff, and if parents cannot be reached, arrangements are made for transportation to Methodist Hospital in St. Louis Park.

Lockers

Lockers with combination locks are available for Middle and Upper School students. Teachers have the right to inspect lockers at the discretion of the Division Director or Administration.

Lost and Found

A Lost and Found table is located in the foyer of the main entrance. If your child lost an article of clothing, please check there first. Marking clothing is highly recommended. Any clothing left unclaimed by the end of the school year is given to Goodwill on June 30.

Photographs

Throughout the year, Groves staff take pictures of students in a variety of activities. These pictures are used for the school yearbook, for publications such as the school newsletter, brochures and the annual report, and occasionally for newspaper articles and the Groves website.

At the beginning of the year, parents are asked to sign a photographic release allowing Groves to use photographs of their child for publicity. If parents do not sign the release, pictures of their child will not be released outside of the school, although they are included in the yearbook.

School Store

The School Store is located in the main lobby, to the left of the gymnasium entrance. The store is open before school from 8am - 8:25am. Contact Tracy Guaman for more information or questions. To start a debit account:

- ◆ Bring cash or a check payable to *Groves Academy School Store* to the School Store during window hours. You may also leave cash or a check with the front office, but please let the receptionist know that it is for the School Store.
- ◆ Tell the store worker that you would like to start a debit account. The store worker will set up your account card.
- ◆ Your account card stays at the store. When making purchases, let the store worker know you have a debit account and tell them your name. The store worker will deduct purchases from your account card and will let you know when your balance is almost gone.
- ◆ Students are not allowed to charge at the School Store. All purchases must be paid by cash, check or by an existing debit account.
- ◆ Parents may choose to set purchasing limits which is easily tracked when a debit account is set up. This information is printed directly on the account card.

School Store Items:

Beverages

- ◆ Juice (orange, apple, cran-apple, raspberry)
- ◆ Milk (skim, chocolate, strawberry)
- ◆ Water (bottled, flavored)
- ◆ PowerAde

Other Items

- ◆ Bagels
- ◆ Cereal
- ◆ Chips
- ◆ Chips & Salsa
- ◆ Cookies
- ◆ Granola Bars
- ◆ Lunchables
- ◆ Muffins
- ◆ Nachos
- ◆ Pop Tarts
- ◆ Pudding Cup
- ◆ Rice Krispy Bars
- ◆ String Cheese

Upper School Student Council

The Upper School Student Council plans special school events, and organizes fundraising and community service activities. Proceeds from the vending machines augment Student Council fundraisers and are used for special activities and/or social events.

General School Information

Building Inspections for Asbestos and Water

The building is on a state three-year asbestos re-inspection plan. All inspections are logged and have met state standards. When infractions occur, repair is made as soon as possible. The state recommends water to be tested every five years. We have complied and have passed at a very safe level. These inspections are logged and open for inspection.

Crisis Management

Our main goal at Groves Academy is to help our students achieve their full academic potential. We provide a safe and secure setting for our students and staff. A crisis management plan has been developed by Groves Academy staff in the event it is ever needed. Staff review the plan yearly and update it as needed. All school personnel are very familiar with the plan. A copy of the plan is also included in each teacher's substitute folder. We take the safety and security of our students and staff very seriously.

Fundraising

Each year, Groves Academy has several fundraising events and activities. As a 501 (c) (3) non-profit organization, all gifts to Groves Academy are tax-deductible. Many volunteer opportunities are also available to accommodate schedules and interests. Your support is needed so that the fundraising events are successful, which, in turn, benefits our programs.

The **Annual Fund Drive** starts at the beginning of the school year and runs through the end of the school's fiscal year, June 30. It raises funds for operating expenses not covered by tuition.

The **Scholarship Gala** is a wonderful evening which includes an elegant dinner, silent and live auction, and entertainment. The event raises significant funds for scholarship support. This year, the 30th Annual Scholarship Gala will take place on Saturday, April 28, at The Depot in downtown Minneapolis.

Groves Parent Association

The Groves Parent Association (GPA) is our volunteer parent organization that provides leadership and support during the year through the many special events it sponsors including classroom activities, field trips and family nights. In the spirit of "friend-raising," the mission of GPA is to bring families together by encouraging and supporting Groves friendships, both parent and child, through fun and fellowship.

School Closings

In the event that school must be closed, WCCO Radio (830 on the AM dial) or television channels 4, 5, 9, and 11 will be notified to broadcast the school closing. We will also post this information on our website (www.grovesacademy.org) as soon as the decision to close has been made. Questions about school closings should be directed to the Administration Office. If school needs to be closed midday, parents will be contacted directly.

We now have an automated phone message system which will alert you to school closings or emergencies. We would still recommend that you also check WCCO TV and radio, KSTP TV and KARE 11 TV for these announcements as well. Our phone directory will be updated at the start of the school year when all parent forms are received. If your information changes during the school year please inform the front

Security

Groves Academy has surveillance cameras at all entrances that are recording 24/7. All activity at the building entrances and in the front circle is being recorded and monitored. The purpose is to ensure the safety of all occupants of the building at all times and to protect the school's property.

The perimeter hallways are also secured. The primary purpose is to restrict access to classroom hallways during evening and weekend hours. The alley doors at the NW corner and the west side at the middle of the building and the two outside gym doors have been alarmed. If opened, propped open, or left ajar, an alarm will sound that can only be turned off with a key. Please use these doors only in an emergency.

Transportation

Parents are responsible for arranging transportation for their children. When arranging busing, we suggest you first call your local school district office and speak with the person in charge of transportation. Inquire if the school district is already busing a child to Groves or would be willing to do so. Groves can also provide a student directory so you can arrange a carpool. Parents may also contract with Breck School for transportation by calling 763.381.8218. Breck runs a shuttle between Breck and Groves for these students.

Website

The Groves Academy website, www.grovesacademy.org, contains handbooks, letters to parents, announcements, and registration forms for opportunities such as After School Activities, Tutoring, Summer Programs, and field trips. Each teacher has his/her own web page used for posting homework assignments, changes in classroom schedules, and classroom events and news. Please check in with the website periodically to make sure you are up-to-date! Paper copies of important information will also be sent home with the students.

Edline

The Groves parent portal - edline - is available to keep parents in touch with what is going on in the classroom and how their child is doing. Grades will be posted every 2 weeks. If you have not activated your account, if you need help, or if you have forgotten your activation code, please contact Todd Hanson, the Director of Technology.