



Student-Parent Handbook & Orientation*

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Student-Parent Handbook

Dear Parents and Students,

Welcome to The Grauer School. Please refer to this booklet regularly, whenever you are concerned about policy. Please note that the current enrollment contract is the only contract we have with families, and that this handbook is updated regularly to best protect our families. Much that you will find here doesn't really need saying—you already know it. Some other information you will find is interpretive and will need refining as the year goes by. We don't believe policy plays out in print--it plays out in real relationships that we want to develop with you.

The Grauer School seeks out students who believe they can enhance the quality of their life through participation in our unique vision, programs and mission.

At The Grauer School, teachers often attempt to increase the amount of work centered on individual or group projects that are rich not just in skills and content, but in values development. Over the course of the school year, our students may attend plays or cultural events, seek out community experts, participate with non-profit projects such as the San Elijo Lagoon development, and are regularly challenged to locate and use resources beyond standard textbooks. You might think of our students as reporters or researchers, whose job it is to seek out information from as many sources as they can, synthesize it (i.e., make it their own), then report it back to their colleagues. Such projects occasionally require time outside of regular class hours.

Every final draft, project, or presentation emerging from a classroom reflects the whole school. Each, therefore, is expected to show care and effort and should be accurate, authentic and elegant. Like an athletic team, everyone's performance affects the group and helping each other helps everyone. The focus on team effort - teachers, parents, students and administration all sharing responsibility and collaborating - will have profound effects on the success of each of our students.

Best wishes for success,
Stuart R. Grauer, Ed.D.
Head of School

The Paradox of Education:

When we teach something, do we deprive a child of the opportunity to discover it?

I. The Grauer School Philosophy

The Grauer School, was founded in 1991 by Dr. Stuart Grauer to give teens a voice. Our students have matriculated to the nation's finest colleges and universities. Our campus and diverse programs accommodate approximately 170 students daily in grades 7 through 12.

The Grauer School believes that students take learning closer to heart when they are directly involved with making choices about how and what they learn. We believe that learning comes alive when curriculum and instructional methods emphasize the interrelations between intellectual, social, and spiritual development; between academic disciplines; between the school and its community; between academic achievement and firsthand experiences; between our local ecosystem and larger ones; and between our community and others around the world.

Students spend their days in a Socratic environment on our green, six-acre campus in Encinitas, California. We want our students to try classes for fun, make mistakes, follow a passion, and do things that they are drawn to, rather than plotting out a preordained or controlled path. We believe they will achieve more enduring outcomes and passions in this way, and develop values like personal motivation, freedom, and courage. In this way, we aim to cultivate a clear concept of self, a sense of ecology, a deep appreciation of freedom and democracy, and a global and historical perspective in all of our students. At school, these understandings become manifest in the refinement of thought and in positive action.

Purpose and Goals of the School

The purpose of The Grauer School is to teach and encourage students to become resourceful, intellectually curious and intrinsically motivated, perseverant, self-advocating, and accountable in a compassionate, college-preparatory environment.

Although simple, we believe our purpose is unique and distinctive, and teachers are asked to reflect upon it often. We aim to encourage through pervasive use of intrinsic motivation strategies. We nurture students' intellectual and personal development with student-teacher, tutorial relationships and small class sizes. Personal attention is always available, and we believe that our students like school due to these relationships and the sense of connectedness that they engender. Mentoring relationships often form where students can customize their learning environment and receive positive personal recognition and encouragement for their achievements. Students are expected to be developing their own aspirations and accept responsibility for their own progress; teachers are expected to use encouragement in a refined way.

As such, we further refined our program by developing the following guiding principles:

- Vision: Our students will find learning exciting, personal, and inspiring for life!
- Credo: Our students mean the world to us.

Additionally, the school discussed and agreed upon a series of expected school-wide learning results that were established as the Core Values of The Grauer School. Our evaluation programs, to provide accurate and useful feedback, monitor student-set expectations and Core Values closely.

The Core Values of The Grauer School are:

- **Intellectual Curiosity**: Intrinsic motivation and a love of learning are modeled and valued by our faculty. Curiosity is the spark that ignites intellectual pursuit and creates passionate, entrepreneurial learners for life. Expeditions, guest speakers, and student-created programs of all kinds complement required subject matter to stimulate young minds.
- **Perseverance**: Not every student is equally passionate in every field, but everyone is encouraged to maximize their talents—and those talents are embraced. Resourcefulness and determination are valued in every young learner and our Mastery Learning program enables each student to grasp information before moving on to other topics.
- **Compassion**: To become compassionate community members, The Grauer School's students and teachers participate in community service projects together throughout the year. Compassion is developed in the following ways:
 - Through ecological and humanitarian service by all teachers and students.
 - Through mutual teacher and student performance evaluations daily.
 - In small classes where teacher/student relationships are fundamental.

- Through teaching methodologies where students can find individual meaning.
 - By fostering and honoring personal motivation in each student.
 - By creating an exciting, caring and connected campus.
- **Self-Advocacy:** Students are encouraged (“en-Couraged”) to speak up for themselves and for what they believe in. Our student proposal process teaches entrepreneurship and effective communication. The confidence to engage authorities and issues appropriately is a skill that opens doors and creates opportunities.
- **Accountability:** Our programs offer flexibility and a wealth of opportunities. However, this freedom occurs in the context of accountability to oneself and to others. They follow through until the job’s really done. In learning to take ownership of their actions, students earn self-respect and independence—and become sought after team members.
- **Resourcefulness:** One of the primary tenets of The Grauer School is to develop resourcefulness in our students. Inspirational real-world projects make the curriculum come alive. On the post-secondary path, students learn to view our community and our world as a primary resource which they use to generate knowledge, coming to their own conclusions while integrating texts with experiences makes learning authentic. Grauer’s unique Expeditionary Learning and our Arts program are “across the curriculum” — community learning at its best.

To achieve our purpose, we set the following goals for our students:

- ***To Teach and Encourage Self-Advocating Students:*** We aim to encourage through pervasive use of intrinsic motivation strategies. We nurture students’ intellectual and personal development with student-teacher, tutorial relationships averaging approximately eight or ten students to one teacher in the classroom. Mentoring relationships often form where students can customize their learning environment and receive positive personal recognition and encouragement for their achievements. Students are expected to accept responsibility for their own progress and teachers are expected to use encouragement in a refined way. Highly effective proposal processes enable all students to participate in democratic change at the school. Many of our most esteemed programs are student generated and developed.
- ***To Develop Resourceful and Persevering Learners:*** The Grauer School aims to function as a community school. Our emphasis on real-world projects and *expeditionary learning*

(a concept created by The Grauer School) makes the curriculum come alive. Our science, humanities, and other faculty members make routine use of community resources.

Experiment! The school serves as an incubator of creative methods and strategies. Every class has labs, not just science. Local experts from various fields are frequent and welcome visitors in our classrooms. Additionally, transportation (for example, to libraries and cultural events) is always available. Community service is the norm and expectation: after four years students show at least 50 hours of community service work. Teachers are on the lookout to integrate service into each course of study.

A dichotomy can be drawn between *textbook-driven* and *resource-based* curricula. Although we adhere to major textbooks to provide standard content areas, in our resource-based model, students are active learners (under the guidance of teacher coaches) charged with finding information and turning it into knowledge — making their own meanings while integrating information from a variety of sources. *The role of the resource-based teacher is primarily to help create the environment for learning and to coach students as they engage in it.* Under these conditions, students gain expertise beyond the teachers and must teach the teacher and class — far beyond the narrow band of information that is typical of the standard curriculum.

In order to prepare students for a world becoming more technologically complex and regionally interdependent, we integrate *useful and current technology, digital and online instruction*, and *global perspectives* into our programs. High-speed communications resources are available throughout the day, so that students can inquire into the subject at hand via technology. Teaching students to be resourceful as learners in an information-rich society is the goal of instruction on any high-speed resource medium.

Teachers of virtually all academic disciplines work with the digital and online resources through our one-to-one technology program. Students are frequently asked to turn in work done utilizing collaborative, networked online resources. These works can be easily re-written or revised when saved on computer.

Independent Study courses through Grauer instructors, at local universities or through online learning are offered. We encourage and support foreign travel. Our international exchange students, supported by English as a second language and English language development study, help provide for our international campus. We make regular cultural, ecological and humanitarian excursions. Each semester, one week of field and service studies is offered to all students. These expedition weeks are composed of project work, cultural and scientific field studies, school visitations, and community service, which aim to challenge students both physically and intellectually.

- **To Become Compassionate Community Members:** The development of caring people is fundamental to our organization. We develop compassion in and among students through role-modeling and mentoring, as well as service projects. All students participate in service projects throughout the year, every year, both as a part of the school and through projects they select or initiate. We request that each student log a minimum of 12.5 service hours each year through our Humanitarian Service Center coordinator.

It is a bit embarrassing to have been concerned with the human problem all one's life and find at the end that one has no more to offer by way of advice than "try to be a little kinder."

- Aldous Huxley (1894-1963) British novelist

Three things in human life are important. The first is to be kind. The second is to be kind. And the third is to be kind.

- Henry James (1843-1916) U.S. novelist

Kindness is a cardinal value here, and a standard we hold for all members of the school.

Compassion is developed at school:

- Through ecological and humanitarian service by all teachers and students
- Through mutual teacher-student performance evaluations every day in every class

- In small classes with teachers who hold relationship building as fundamental to their roles as teachers
- Through careful screening of teachers and students which relies on references and testing targeted at compassion issues (empathy, affection, etc.)
- By incorporating compassion on various, annual school evaluation instruments.
- By employing *constructivist* teaching methodologies which honor the student's learning style and enable students to create work which has personal meaning
- Through the promotion of intrinsic motivation rather than extrinsic, as implied in each of the above bullets and by valuing relationships above systems.

Compassionate teachers assist students in transcending negative or non-universal values (e.g., closed mindedness, inability to defer gratification, victim mentality, procrastination, blame, excuses, unearned entitlement, etc.). Here is a challenge with implications for permanent debate: Teachers engage students empathically, but this does not entail releasing students from accountability. As members of a compassionate community, teacher and student share responsibility until the job is done.

- **To Become Intellectually Curious and Accountable Learners:** Through *sophisticated evaluation* and a high level of *teacher responsiveness* our students learn that their efforts and attitudes really do make a difference towards the achievement of worthwhile goals and the development of positive relationships.

Students have many options which enable them to tailor their work to their own interests and learning styles: honors, extra credit, self-pacing, auditing, ungraded (pass/fail) classes, teacher office hours, Friday Box, extended time, tutoring, and mastery learning all honor the learning style of the student. However, we are not all things to all people and cannot serve all learners. Occasionally, we make referrals to meet very specific un-met learning needs to *ensure* that every student knows he/she can be successful here or elsewhere.

Our evaluation system enables us to respond to individual student needs, goals, and differences. Student papers are graded with precise, descriptive language which students can use to improve their work in succeeding drafts. Through meaningful, accurate encouragement and collaborative evaluation we develop a cooperative spirit and a positive learning climate.

Quantitative and qualitative evaluation is ongoing, and informs our programming. *Students are evaluated daily on their learning process, and they collaborate with our faculty on these evaluations.* Students also make daily self-evaluations. Compilations of student work are instantaneously available to students through our database--and they reflect the progress made during the preceding week as well as cumulative data for the marking period. Students manage their own files and teachers regularly ask students to compile their work so that they may develop *portfolio evaluations*. Thorough evaluation enables us to provide accurate details of authentic student performance and in this way, contributes to a positive atmosphere.

- **To Create a College Preparatory Environment:** The school complies with the *University of California* course requirements (A - G) for admission into all California State systems. The compliance is updated annually by the University of California, Office of Admissions and Outreach Services. The California State Frameworks are integrated into our course syllabi in our courses through the adoption of state approved texts. Our course syllabi are designed and textbook selections are prepared specifically for college readiness unless a student specifically opts out of this, such as in our Paced/Non-UC courses. *Our greatest challenge is the constant effort to synthesize college preparatory curricula with engaging and authentic work, beyond teacher talk.* In practice, our teachers often assign research and readings early in a unit so that students are well-prepared for projects later.

The school provides close, individualized, expert instruction and on-going counseling to prepare students for the complex, college admissions process. Various college admissions test preparations are made in school, such as PSAT

and Pre-ACT testing, timed writing exercise (such as standard college-entrance essays), TOEFL preparation for international students, etc.

The environment is relaxed yet very business-like, and it is tailored to the needs of tomorrow's professionals and cultural leaders. Students have their own computers and are instructed in the development of computer files, portfolios, and online resources.

The Grauer School is *Accredited by the Western Association of Schools and Colleges*. All core courses are approved for *NCAA* eligibility and are approved by the University of California.

II. Admissions and Matriculation

The Grauer School seeks students who have an ability or potential to make positive contributions towards a compassionate, college preparatory environment. Applications for admission are accompanied by an administrator reference and two academic references. The personal interview with the student and parents is a critical factor in all admissions decisions. Each student must be fully committed to success in the program before admission.

NOTICE OF NONDISCRIMINATORY POLICY AS TO STUDENTS

The Grauer School, operated by the Grauer Foundation for Education, admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. Within its mission and normal programming, it does not discriminate on the basis of age, disability, genetic characteristics, race/national origin, religion, actual or perceived gender or sexual orientation in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Admissions

After initial contact, a student may be asked to complete Part I of the application materials. These are submitted to the school admissions officer who, after reviewing the material, schedules an interview with the candidate and his/her parents if they are a good fit for the school. While most private schools test applicants for academic achievement, *The Grauer School tests for character*. Students are given The Character Skills Snapshot test to help assess their adaptability into the school's caring and collaborative environment. After an interview, families are asked to complete Part II of the application materials.

Students are admitted on the basis of around 23 individual factors screened for by our Admissions Office. This school is authorized under Federal law to enroll nonimmigrant students, to whom we may issue the federal I-20 form which permits students from countries around the world to enter into a full course of study towards graduation.

Final admissions decisions are based upon completed files including the application, transcripts, references, The Character Skills Snapshot test, and any other pertinent supporting materials. The

Enrollment Contract and school policies should be reviewed with the Head of School and once this and the course of study are agreed upon, the student may be enrolled.

Matriculation

One criterion for continued enrollment in the School is that students must be on a full course of study towards completion of all college preparatory requirements. The University of California path is of course not for everyone and, in some cases, students may petition or are advised to switch to the non-UC graduation path, which is less rigorous and often more individualized and appropriate. Students need four courses or more in order to stay matriculated and on a course of study toward graduation. Non-matriculated students are not eligible for graduation or school events and ceremonies.

As per The Grauer School Enrollment Contract that you sign each year, matriculation and continuing enrollment is at the sole discretion of the School administration, and students whose attendance is deemed not in the best interest of the School may be removed with no refund—this is essential to the operation of a safe, positive, private environment. Parents may appeal an administrative decision with a letter addressed to the Board of Trustees.

Students normally take college entrance exams such as the SAT, ACT, and on occasion, SAT II as they continue their matriculation.

Non-enrolled students may not make up work. Incomplete work will turn to an F after one marking period, unless the student has petitioned for a leave of absence within one quarter of last attendance.

Students needing significant remediation before being successful at college preparatory work have occasionally been granted provisional/conditional admission, provided the school is able to arrange for the appropriate support. Students with unusual course needs or personal circumstances may become candidates for our Paced/Non-UC classes, Ed Mentoring, or other student support programs, which may be transitional.

Scholarships/Financial Aid

Scholarship/financial aid students add substantially to the Grauer student body through their student achievements as well as through the diversity they add to the school community. The Grauer School uses a two-prong approach to scholarship-financial aid awards. Students must first be distinguished as well-rounded students through exceptionally high academics, service, and leadership, which build culture and contribute to program activities in classes, around the school and community. Secondly, families apply through our online financial aid service (School & Student Services, SSS). SSS determines need based upon both income and equity. Families must re-apply annually, although every effort is made to preserve the status of ongoing students. The program is funded through parent annual giving and tuition dollars, which can shift from year to year. Awards may expand or contract based upon the balance of requests made and the funding of the program. Students must remain in excellent standing as well as active in service throughout their time at The Grauer School in order to secure their scholarship awards.

Probationary Admissions

Probationary status may be assigned upon admissions or at any time during the year based on given circumstances (See Student Contract). The school often takes one full year to complete an assessment of probationary students and may extend this status on subsequent enrollment contracts at its sole discretion. Hence, families may not automatically receive re-enrollment contracts according to predetermined schedules, and continuing enrollment is pending complete assessment of the student's status and occasional contingencies.

III. Behavior Guidelines and School Rules

Our students each sign a *Student Contract*, which governs much of our student's behavior and provides rules to guide students. Students are expected to keep mindful of this throughout the year. Students remain at the School at the sole discretion of the Administration—students deemed not contributing to a positive, college preparatory environment may be removed with no tuition refund (as stated in the Enrollment Contract that all parent/guardians sign). Parents are strongly in favor of our contract, as it enables us to maintain our unique environment.

We actively remediate disruptive behavior. Such behavior will initially be met with an appropriate engagement. Also, inappropriate behavior will normally be noted in Gradescope comments and after a warning may result in a Take-Two, removal from class or suspension. The needs of the whole class take priority over those of the individual. We make efforts to find alternative placement if necessary, but cannot guarantee it. The School has the right to conduct investigations and search student property, personal devices, lockers and vehicles.

Good student behavior is a group effort. Helping to create these conditions is the job of each student in each class. To do this, use the following guidelines:

- ***Be punctual.*** When a student comes to class late it invariably damages the environment of that class. Be seated and have your materials ready to go before class begins. If you are late for any reason, sign in the office, and accept consequences gracefully.
- ***Be a role model.*** We expect our students to model integrity. When facing difficult challenges life brings, we must not influence others negatively. Never make excuses for negative behavior by saying someone else also acted that way—that only makes things worse. Foul language and ugly images should not, even jokingly, be used around the school.
- ***Be patient and communicative.*** Students cannot expect to have any problem solved instantly or at the expense of class time. With just a little patience, our students can always get a thorough hearing from a faculty member or our administration.
- ***Do not use physical force*** or engage in any form of physical contact with another student. Students who use force cannot remain in class or on the school premises.
- ***Use good manners.*** We believe good manners to be the cure to most problems people have in interacting with each other. To put the best foot forward, students can: arrive to

class early as an act of gratitude to your teachers; not eat, chew gum or put feet up in class; talk in turns; wait until a speaker has finished before raising your hand to speak; wait to be dismissed (the class is over only after a teacher dismisses it, all students have been evaluated, and all personal belongings put in order); and keep cell phones silent and in the pocket unless explicitly directed by a teacher to do otherwise.

- ***Be reasonable. Intellectual Freedom:*** The Grauer School is an independent organization without religious or political affiliation. Just as the school should not impose opinion on students, students should be ready to analyze more than one side of any issue where opinions are being expressed. On the one hand, intellectual sparring is a common occurrence in The Grauer School classrooms; on the other hand, students must learn to separate their intellect from their emotions. (The US 1st Amendment does not apply to private/independent schools, and we reserve the right to curb student expressions. This includes online conduct, and interactions, including on social media.)
- ***Be there! Off-Campus Policy:*** students may not go off campus without knowledge and consent of a school official. In the field, students are expected to **stay with the group** at all times. Leaving the group on any trip is viewed as a serious offense and will normally result in administrative action.
- ***Be dignified.*** We all hope to set an example in actions and in dress.
- ***Follow the Golden Rule.*** We have a deep expectation that this rule will govern the behavior of all students at all times: Treat others, as you would have others treat you.

Take-Two

The Grauer School is and will continue to be a relationship-based organization where teachers make requests of students rather than enforce rules and push policy. However, when students elect not to honor these requests or find themselves in a position where the same requests are being made of them again and again, a Take-Two may be given to help generate deeper thinking and reflection of the particular behavior/action. Students receiving a Take-Two will be asked to spend time with one of our Deans to complete a written and verbal reflection as well as participate in a campus service activity to give back to the overall school community at Grauer.

Anti-Harassment Policy

Harassment: “Harassment,” as used in this policy, refers to behavior that is related to any characteristic protected under applicable law (age, race, color, national origin, gender, gender identity or expression, sexual orientation, religion, physical and mental disability, medical condition or any other characteristic protected by federal, state, or local law) and that is personally offensive, intimidating, or hostile, or interferes with school performance, regardless of whether it rises to the level of violating the law. This is a breach of the Student (And Parent) Contract and is a serious violation of the school’s Core Values. Any student actions that fall under this umbrella can be subject to a termination of contract.

Dress Guidelines and Suggestions

In any number of places, there is a societal agreement that some clothes are more appropriate than others. This is an expectation that is also difficult to master—how to express yourself while adhering to norms—so we have designed our dress policy for students to practice navigating this issue in a friendly, non-threatening environment. This is a soft skill we are teaching, for whenever we join an organization, we are voluntarily giving up some freedom. While we aim to be a place of intellectual freedom, we have some conformance expectations regarding appearance. We know that students will not reach mastery every time, but that is part of the learning process. Humility is a cardinal school value and is definitely reflected in dress. Even though there are many opinions about what acceptable dress is, the school leadership is responsible for and the sole arbitrator of all decisions regarding the dress policy as stated here and agreed on in the “Student Contract.”

- Attire must be neat, clean, and modest.
- Shoes must be worn at all times.
- All clothing should adequately cover the abdomen, back and buttocks.
- Refrain from wearing clothing with large logos, wording or phrasing. Keep logos, wording or phrasing to a pocket size on the front. We prefer no logos, wording or phrasing at all, but understand that this may be difficult.
- Attire and accessories cannot advertise, promote, or glamorize any of the following: drugs, alcohol, tobacco products, violence, weapons, or display inappropriate or sexually suggestive language or symbols.

- Attire, which includes words, phrases, or pictures that are derogatory regarding ethnic background, national origin, religious belief, political belief, gender, gender orientation, or disability, is not permitted.
- Be mindful of wearing clothing that you can freely move around in. We are an active school, so wearing clothing that exposes oneself when being active, may not be the best choice, and you may be asked to change.

In an effort to maintain the belief that education is our primary purpose, the staff will address new fads that occur during the school year.

The Administration always reserves the right to determine what is appropriate or inappropriate. At The Grauer School we express our values through our words and deeds.

Prohibited

Please do not bring to school with the intent to use on campus (without expressed, specific one-day only teacher permission):

- Riding skateboards or scooters on campus
- Video games, computer games, or gaming devices
- Social networking sites
- Any object which may be used primarily as a weapon
- Dogs or other pets without expressed permission from the Head of School

If you must for some reason, the item must be checked in at the office or with a particular teacher. Entering any outside program onto a school computer or altering any computer system file is vandalism and causes the school damages.

Cell Phones and Portable Electronics

For all their convenience and access to information, personal cellphones are one of the most disruptive items in school, carrying them is not a student right. Cell phones and all portable electronic gear may be carried only with permission, and they must be silent and placed within

the provided cellphone storage pockets during class hours unless requested by the teacher specifically on that day. Middle School students submit their cellphones to their teachers for storage during Homeroom for the entirety of the academic day until 3pm. High school students submit their cell phones to their teachers for storage during the start of each class period and are allowed to carry them from class to class. At no point during the academic day should a middle school student have their cellphone except by explicit, one-time-only permission. Should any student use their cellphone or portable electronic device in any way that is disruptive or contrary to school policy, they must be surrendered to school officials on request without question, and where parents may collect them. Cell phones may not be used by any student in Meyer Hall as this is a space desired to build community that is meant to be driven by in person interactions. Cell phones may subvert the very purposes of our expeditions programming. *Students on expeditions or field trips may not carry cell phones except by permission; however, teachers are often willing to carry them for students.*

Food and Nutrition Guidelines (from Food and Drug Administration)

“Let food be thy medicine and medicine be thy food.”

— Hippocrates

The Grauer School recommends the consumption of real, minimally processed foods on campus. Real foods are recognized by the fact that they don't have, nor need a label. An apple is an apple and a carrot is a carrot.

The Grauer School does not claim to be professional nutritionists and never wants to interfere with your family's choice to eat otherwise at home, however, while on school grounds we ask that our families do their best to adhere to this recommendation.

We do make exceptions to this policy, for instance on Valentine's Day. We urge parents not to send in sweets on birthdays despite the temptations—we have well over 150 birthdays per year!

Student Check-List: If you answer yes to these simple questions then perhaps you should consider not putting it in your body!

1. Is sugar one of the top ingredients?
2. Does your food contain ingredients that are unpronounceable?

3. Will the food make you "crash" after you eat it?

Food Deliveries

During the academic day, The Grauer School does not allow students to initiate the delivery of food, beverage, or other goods and services from outside or unauthorized vendors/individuals. The Grauer School is private property. Students ordering food via delivery services can impact our environment. The school staff from time to time makes orders from known vendors. After 3:15pm, students may place orders **only** with expressed, one-time, permission from a staff or faculty member.

Avoiding Single Use Plastics

In effort to minimize our carbon footprint and protect the environment, we request that all students make every effort to avoid bringing single use plastics to campus. Those include, but are not limited to:

- Utensils
- Water bottles
- Food containers

Drugs, Cigarettes and Alcohol Policy

Substances illegal to minors or the general population are of course not allowed at school. Students who pass contraband to other students will be disciplined. Virtually no public area in this part of the county is immune from drugs, alcohol and tobacco, and every environment can be subverted. The *Student Contract*, which students and parents sign at the start of the year, reads as follows:

The following conduct at school, in the field or in the presence of neighbors, during any school related activity, will result in disciplinary action and, possibly, dismissal from school:

Use, possession, advocacy, or transfer of tobacco, alcohol, marijuana, vaping devices, Juul pods, or any drug that alters brain chemistry. This policy encompasses the entire

School program, including lunch, **the local community**, and School trips; nor may students smell of or be in any evidence whatsoever of tobacco, alcohol, marijuana, vaping devices, Juul pods etc. San Diego Municipal Code §58.04 Minor Possessing Tobacco for Use—Prohibited:

That it shall be unlawful for any person under the age of eighteen (18) years to use, in any form or to have in their possession for the purpose of using, any cigars or cigarettes made of tobacco, or to use tobacco in any form.

Similar laws have been proposed in the City of Encinitas.

Zero Tolerance for Drugs: Although the school cannot perfectly monitor student drug use, we believe without reservation that the school is best served when there is absolutely no drug use among students. There are no traces of drugs in any student's blood. The school drug testing policy is as follows:

Three documented incidents of erratic behavior or other indications will result in mandatory drug testing by a doctor of the school's choosing and at the parents' expense. Students testing positive may be dismissed and in all cases will be required to take demonstrable, positive action.

Any student testing positive of illegal substances will be re-directed and counseled, which may include dismissal, placing on home study, or probationary status at the school. Said student will not be eligible to attend classes unless a contract for reinstatement is designed and all conditions are met. Such probationary students must keep up with all work independently and may seek help from teachers after regular school hours. Teachers and parents alike should talk to their students about saying no, not just for themselves, but also for their friends.

Report Unusual Observations

Let the administration know immediately if you sense any talk about suicide, self-harm, or family abuse. If you are aware of drug, physical, or any other abuse or concern and do not report it, you are tacitly allowing it to continue and consequences can be dire for the student in question. Let's intervene for health!

School Violence and Safety

Although the school has never experienced student violence, prevention of violence, as well as an early warning and timely response to violence, requires that all parents and teachers be sensitive to the early warning signs.

Symptoms to report to the school administration and to a psychological counselor include:

- Excessive feelings of rejection; social withdrawal.
- Feelings of being picked on or persecuted.
- Low school interest and poor academic performance.
- Expression of violence in writing or drawing; having been a victim of violence.
- Prejudice and intolerance for differences.
- Gang affiliation or efforts to appear gang affiliated.
- Inappropriate access to or use of firearms; verbal reference to weapons or violence.
- Angry behavior.
- Erratic behavior and radical change in dress or personal habits, which could also indicate drug use or mental illness.

Students need special attention if they withdraw, show uncontrolled aggression, have a history as victims of sexual abuse, use drugs, or show depression.

Responding to Warning Signs: Do no harm. Do not exclude or isolate the child. Contact school authorities, especially if a student has presented an actual plan of violence or is posing an immediate threat.

Technology in Support of the Curriculum

Technology is deeply integrated into all phases of school life. For the benefit of this handbook, we will highlight four categories where technology is regularly employed to benefit students:

Technology Education

Middle school multimedia arts and computer classes are offered yearly and a majority of students take them. These courses emphasize, but do not limit themselves to topics that will help students become more effective scholars, such as keyboarding, programming, Internet searching, Internet safety and the creation of multimedia projects.

Integration Throughout the Curriculum

Across the curriculum, all classes integrate technology. Our 1:1, Bring Your Own Device (BYOD) program enables teachers to integrate computer technology into all classes. Examples include digital textbooks, word processing, computer enhanced art and music, web design, e-portfolios, subject area multimedia productions and more limited only by the imagination of our teachers.

Support for Student's Technology on Campus

Students and faculty have access to our campus-wide wireless (Wi-Fi) network. They are able to access the Internet and print or scan documents. The school can also provide students with free daily or low-cost long-term laptop loaners. We also provide daily technology office hours giving students the opportunity to receive help with technology and computer questions.

Support for Families and Student's Learning

Our school website and digital weekly reports enable students and parents to monitor student progress and engage with school developments in ways that were unimaginable to previous generations. Constant work is underway to refine both our website (www.grauerschool.com) and our weekly report technology so that parents continue to enjoy access to the activities and achievements of their students and The Grauer School.

Though we enable parents to track student progress, self advocacy and intrinsic motivation are core values and driving forces of our program. Parent support ends at creating the motivation or work for students. Especially during distance learning where students are online with their classes, we ask parents to stay out of the area where virtual instruction is taking place and to appreciate that our classes are considered “sacred space,” where teens find their independent voices—parent do not sit in online classes.

Gradescape

Gradescape is a revolutionary, proprietary whole-school online management system, many years in the making. It provides a portal for checking homework assignments, reviewing grades, interacting with other families and monitoring student progress in their classes. Families and students are each given unique user accounts and passwords for accessing Gradescape. Parent and student accounts each have specific features relevant to each user's needs. It also contains complete contact information which parents are required to keep updated.

It is important that parents safeguard their account and password details to prevent students from logging in as their parents. To receive your account details or to receive assistance with accessing Gradescape, please contact The Grauer School Technology Department.

Technology and Communications Policy

At The Grauer School, we are proud to be a leader in promoting the responsible, thoughtful and appropriate use of personal electronic devices. This includes reasonable usage of devices for brief personal or educational purposes.

Cell phones, tablets, laptops and other devices are to be used primarily as tools to enable learning on campus. Teachers and administrators reserve the right to allow or deny the use of digital devices in order to maintain a healthy environment for social and academic development. Furthermore, digital devices are not to be used during class without the ongoing, daily permission of the teacher. The School reserves the right to monitor any and all communications created on its property or network.

Any staff member at The Grauer School can confiscate a student's digital device if it is used to impede the learning process, create a barrier to social interaction or ignores common courtesy. Confiscated devices will be held by the administration until retrieved by the parents and continued infractions may be grounds for further disciplinary action.

Internet Use Policy

Families sign the complete "Acceptable Use of Technology Policy and Consent Form" upon enrollment. Below, an abridged version of this policy is included for reference:

The Internet provides incredible opportunities for education and worldwide communication. The Grauer School regularly incorporates Internet usage into our curriculum. However, it is a

privilege to receive an Internet account or to be provided with this access. In accordance with this privilege, we ask that users adhere to appropriate practices online. Families and students agree to practice appropriate Internet usage at The Grauer School upon enrollment and completion of “Acceptable Use of Technology Policy and Consent Form.”

Unacceptable use of the Internet at The Grauer School includes, but is not limited to:

1. Violating an individual’s right to privacy-- determined at the discretion of the school administration or school IT department.
2. Participating in any online social networking activities without the specific request of a teacher on a specific day.
3. Using profanity, obscenity, or graphic pictures, which may be offensive to other users, at the sole discretion of the teacher/administrator.
4. Playing video games not assigned by a teacher.
5. Reporting or forwarding personal communication without the author’s prior consent.
6. Copying commercial software in violation of copyright law.
7. Using the network for financial gain, commercial activity, political activity, or for any illegal activity.
8. ***Allowing your user name and password to be used by another person or unauthorized use of the username and password of another user.***
9. Downloading very large files, sending large attachments, or other unauthorized use of bandwidth.
10. Using the school’s printers for non-class or club-related activities.
11. Usage of digital devices (phones, tablets, laptops, etc.) or communication applications (Skype, instant messenger, etc.) in a way that creates a distraction, becomes a nuisance, or is otherwise deemed disruptive to the teaching and learning process.

Internet Use and Privacy

Any individual who accesses The Grauer School network or uses a Grauer School Gmail address implicitly acknowledges that his or her Internet use is not private. The school has the right to monitor all Internet activity (including Grauer School email accounts and chat history), just as it may inspect lockers and desks. **Furthermore, because it is often public, inappropriate Internet activity such as obscene social media posts may negatively impact the enrollment**

status of any student - even if that activity has occurred off-campus.

Offensive and Controversial Material

All users (and parents of users) must understand that because the Internet provides connections worldwide, the School does not control the content of information or resources available. Some of the material available is controversial and, sometimes, offensive (even if not illegal). While The Grauer School makes regular efforts to restrict student access to these offensive and controversial resources (through education, monitoring and web filtering), it cannot realistically prevent viewing and/or use of any such information. The School does not condone, nor is it responsible for, the use of such materials. Student or teacher use of such materials will result in loss of Internet privileges and/or disciplinary measures at the sole discretion of the administration.

Web Filtering

The Grauer School network utilizes a web filter to prevent unauthorized access to web content that the School determines to be generally inappropriate for classroom usage. Occasionally, viewing this content (e.g. – You Tube) may be necessary for students to accomplish their class work. Teachers are empowered with creating short term, virtual “hall passes” that allow students to temporarily access these resources.

Internet Safety & Security

It is important to remember that the Internet provides unlimited global access and educational benefits, but that this global access comes with a price. Student computers may be infected with viruses, malware, or personal information may be compromised. It is important that all computers at The Grauer School have, at a minimum:

- Current operating system with all recommended updates installed
- Anti-Virus software installed and up to date
- Peer to Peer network software such as Bit Torrent must be turned off

Finally, it is important that users choose strong, difficult to guess passwords for their Gradescape and Grauer School Gmail passwords, and that they change those passwords periodically, for example, every quarter. Students should devise a sensible password storage system or consult a

member of the school's technology team if they do not have a secure strategy. Secure computers and networks start with smart and safe users!

Personal Devices/One to One Policy

Every student at The Grauer School is required to have a laptop for use in all of their classes (or what is known as a 1:1 Bring Your Own Device policy). We have a small number of laptops that may be loaned out to students for both short and long-term use. Please contact the IT department for more information on these loaners. Families who wish to purchase their own laptops for students to use (as most families choose to do) are encouraged to consult with The Grauer School IT department for help in choosing the best laptop for their student. Finally, it is the responsibility of the student and their family to ensure that their laptops are secure and safe for use on The Grauer School network.

Computer Loans

The Grauer School (TGS) offers both short term and long-term loans of computers for students to use. Users of these TGS issued computers recognize the following:

1. It is the student's responsibility to respect TGS property and appropriately use the equipment – this includes asking for help as needed.
2. Computers may be brought off campus, but should be returned each school day for use in class.
3. Students must follow any TGS instructions regarding maintenance or care of the computer.
4. Students will be held liable for any damage caused by intentional, accidental or negligent acts while in possession of any TGS computers (ie – liquid spills or intentional damage).
5. Liability for repair of damage will be determined by a 3rd party representative, such as an Apple Genius Bar Technician (and not TGS IT staff).
6. TGS IT department is responsible for routine maintenance and standard repairs.
7. Except in the cases of loss, theft, or damage (which is the responsibility of the student) TGS will cover the cost of repair or replacement of our loaner computers.
8. Users should notify TGS in a timely manner of any need for service of the computer.
9. If a TGS computer is stolen while under the control of a student, the student must file a police report and notify TGS of the loss as soon as possible.

Additional Information

For additional information or questions about these policies please contact The Grauer School IT department at computerlab@grauerschool.com. For more information about teens and the appropriate use of technology, families are advised to check sites such as:

- Common Sense Media: www.common Sense Media.org - Common Sense Media is a non-profit organization that advocates on child and family issues, and studies the effects that media and technology have on young users. It is a recommended source of reviews on excellent software, apps, movies, and all media.
- Safe Kids: www.safekids.com - A guide to making the Internet and Technology fun, safe, and productive.
- StaySafeOnline : www.staysafeonline.info - Provides the go-to resource for cyber security awareness and education for home user, small business, and education audiences.

IV. Scheduling and Administrative Detail

Daily Schedule

Doors to the school open at 8am. The school day ends at 3pm, Monday through Friday. Friday dismissal may be earlier for some High School students not participating in extra clubs, activities or honors work, but *students should never plan for this*. Students may occasionally return to school after 3pm on days when they are doing fieldwork. (Parents of surfers, be aware!) We all need to have a flexible schedule when engaged in projects and field excursions. Please note that our campus closes daily at 5pm. We appreciate your making arrangements to pick-up your child prior to 5pm.

Scheduling changes are not uncommon as we adapt to student needs, and the administration retains the very important discretion to change student classes at will—we cannot always accommodate parent requests for placement into certain classes.

Pick-up and Drop-off

The Grauer School's campus benefits from flexibility in drop-off or pick-up times; students do not have to arrive just before school starts or depart minutes after 3pm. This fantastic open space gives room for relationship driven education to grow.

To facilitate this open space, it is important to remember parking lot etiquette:

- For drop-off, please enter the campus and drive West to the Tolerance Gateway directly in front of the Main Office (we will have attendants directing you). When directed, proceed to turn around in the two empty spaces directly across the parking lot by the flagpole.
- Do not attempt a U-turn at the North end of the lot in front of The Grauer School vehicles. This can be both dangerous and inconvenience other drivers adhering to traffic flow.
- If you are going to be anything more than a quick drop off, use a parking spot.
- Traffic tends to be heavy at 8:30 am and 3:00 pm, so dropping off students a few minutes earlier and picking up students a few minutes later is beneficial.

- Student Parking Permits are available for a limited number of spots in the South end of the lot. To obtain one of the limited student parking spots, a student will need to:
 1. Pick up a parking contract from the front office two weeks after the start of school
 2. Return contract with complete payment (one semester - \$75, full year - \$120) to Tracy Ahrens in the front office.

Thank you for generously giving right of way to school neighbors, who we rely upon heavily. And thank you all so much for everything you do and helping with making the transition from the journey to the destination (and back) smoother for everybody.

Lunch and Break

An on-campus nutrition break is held daily in the mid-morning (10:10-10:20am). Lunch is from 12-12:30pm. Classes resume after lunch.

Please do not bring junk food or sodas on campus.

Trips

The school frequently makes outings throughout the community. Your child should stay attuned to upcoming events to have needed supplies. Middle school students have regular Friday trips and may opt to carry a small amount of cash on Fridays in case a student needs snacks or souvenirs.

One area for concern is when students return from trips. Times are frequently unpredictable, which may inconvenience parents and rides. We ask for your patience and understanding in supporting our *expeditionary learning* approach.

Off-Campus Privilege

The Grauer School is a closed campus. Full day students are not dismissed from the school grounds during morning break or between classes. Students may take their breaks on the school quad and the field, but not at the neighboring properties or in any automobile.

Policy: Students may not leave the campus or loiter in the parking lot area during break or lunch. Seniors may on occasion have **one-time only** off-campus lunch privileges (granted by the Head of School). The off-campus lunch privilege does not give the student the right to drive an automobile during the lunch period, carry anyone else in his/her automobile, or to loiter at any shop.

Calendar

The school uses a traditional calendar running from late August to mid-June. There are typically 178 school days in the year including final exam days. There is a six week summer session available for enrichment, remediation, or adding high school credits.

Facilities and Books

Students pay an annual *book/media use fee*, and books and digital user accounts remain the property of the school and are considered on loan to the student. Students are responsible for the cleanliness of their classrooms, desks, books and files. This is important, since it reflects on the school when parents and guests visit, as they often do at The Grauer School.

If a student loses a book or any supply loaned by the school, he/she must reimburse the school before a new book or supply is issued. Books are turned in to the teacher at the conclusion of a course, and digital accounts are concluded.

Library/Research Facilities

Each classroom is stocked with a small library of reading materials on the appropriate subject area. Considerable attention has been paid to stocking English classrooms with substantial and high-interest, age-appropriate literature.

The school's high-speed network on the Internet gives students access to research from every room on the campus. All high school English students complete formal research papers annually.

Classes are also taken regularly to local community library facilities, such as the Encinitas,

Cardiff, and Carlsbad libraries. The very nearby Encinitas library is a particularly well-suited resource, and we encourage classes to use it.

Parents Night of Classes, Student-led Parent-Teacher Conferences and Open Houses

Within the first month of the school year, parents are invited to a “Back-To-School” Night to become acquainted with teachers and curriculum. Numerous events are held throughout the year that allow students and parents to familiarize themselves with school programming, and that promote socializing as a school community.

Student-led Parent-Teacher conferences are held typically at the end of 1st Quarter where students present their progress to their parents and teacher, highlighting the growth as a learner in each subject. Parents will receive an email with directions for scheduling each conference a few weeks prior to the event.

A community-wide Open House showcase is normally held in November at the start of admissions season.

Annual Events

At School, our calendar is well punctuated by a series of *annual events* that enhance connectivity and engage various constituencies, especially students. Each of these special events requires special preparations, and many call for parent involvement. It is essential that parents read the Weekly Newsletter if they wish to stay apprised of these and other key, whole-school activities.

Annual or semi-annual events include:

- Fall and Spring (or Winter) Expeditions
- Back to School Night (Parents’ Night of Classes)
- Student-Led Parent-Teacher Conferences
- Open House
- Halloween Dress Up Day
- Founder’s Day/Grandparent’s Luncheon
- Science Fair/Inventor’s Showcase (MS)
- Tolerance Day

Asian Lunar New Year
Annual Parent Association Poker Night
Annual Gala Advancement Event
Grauerpalooza
Winter Holiday Celebration/Connor's Cause Gift Exchange
Awards Assembly
Graduation

Note: The school also holds weekly, student-run assemblies typically on Tuesdays at 12:30 pm, which actively advance our school culture. Parents are welcome to attend and observe.

Gift Giving to Faculty and Staff: Holiday and Teacher Appreciation

Our administration gratefully acknowledges that parents often wish to show their appreciation for the work of teachers and administrators, and asks that The Grauer School community follow these preferred gift policy guidelines while in attendance and for a reasonable amount of time both before and after enrollment:

- Individual gifts are never expected.
- No cash gifts.
- No individual gifts of over \$50 in value without the expressed consent of the administration. Alternatives include shared food gifts such as cheeses, fruits, healthy cookies, etc. or identical gifts to all teachers such as gift certificates to coffee houses and bookstores.
- Parents should not solicit money from other parents for group gifts.

Gifts that benefit the entire school such as Annual Fund, new library books, art supplies or sports equipment are always appreciated and often tax deductible. Such gifts can be given or endowed in the name of families or faculty members.

Confidential Information About Students

Negligence: Failure to report another student's dangerous behavior.

Students who gain confidential information about other students have an ethical responsibility to

report this information to the administration if it concerns abuse, drug use, self-harm, firearms or any illegal or dangerous activities. You are not helping a fellow student if you do not report that he/she is very sick; likewise, you are not helping a fellow student if you withhold information that he/she is using drugs. Such reports are confidential.

Some students feel that reporting drug use, violence and/or suicidal tendencies or behavior is being a “narc.” Unfortunately, if you have information about any preoccupation by fellow students with illegal or dangerous behavior, even jokingly, it is irresponsible and probably illegal for you to harbor such information, and that information could make you a party to the harm that comes to that fellow student.

Cars, Parking, and Transportation

The School is not responsible for vehicles or anything left in them during the school day: we do not monitor the lot and it is a fact that trespassers have entered the lot on occasion.

Driving to school is a privilege, which the school may revoke at any time. Student drivers must fill out and sign parking permits and observe all rules on them. The school has a very limited number of parking spaces, which it leases; students may be assigned these on a first come, first served basis. There is also ample street parking and easy access.

Use of private transportation is an area of great concern to the school's insurers. Our policies are based largely upon their concerns. Parents are required to have the following *minimum* automotive insurance policy coverage in effect during the school year if and when carpooling or transporting students: Bodily Injury, \$100,000/300,000 per accident; Property Damage, \$50,000 per accident; Medical Payment \$2000 per accident.

The school offers regular field trips as a part of the curriculum; however, it cannot assume liability for injury or damage occurring while students are participating. Release of liability is what makes the school's field experiences possible. The school uses private transportation regularly and parents release the school and its agents from liability at the time of enrollment. Parents are encouraged to help with driving.

On trips, students may face legitimate risks or conditions that could be fearful or dangerous by being in nature/wilderness and far afield, out of culture, or in bustling urban areas—students may be in situations where supervisors cannot control conditions, and injury, disease, or even death could result in extreme situations—students/families always have educational choices other than these trips. Parents agree to learn trip risks and select trip options appropriate for their child’s risk aversion and waive any rights to make any claims against School or its agents/employees/representatives when parents select any trip which results in harm.

Permission to Drive/Be Driven Form: Students who are minors may not drive other students unless the parents express in writing that they wish their students to be released from school during driving times. (Some students are officially released from school during lunchtime.) Parents who wish their child to travel in a car driven by any other student must submit this request to the school where it may be kept on file.

IMPORTANT: No student may use his/her car or transport another student during lunch or break times.

Communication

Important notices are routinely sent home to parents. We rely heavily upon email and our Weekly Newsletter to deliver these notices to parents and parents should read these weekly.

Policy: Gradescape reporting is fundamental to the school’s effectiveness. The school no longer can assume responsibility for the development of a student if its weekly communications are not conveyed to that student’s parents in a timely manner. *If you are unable to access our Gradescape or are not receiving Weekly Newsletters, please call the school directly.*

When emailing a member of our faculty or administration, you can typically expect a response within 24 hours during the workweek. Our teachers are *with* our students in the educational experience, not sitting at their desks. Further, many of our teachers run clubs and sports after school to enrich and enhance The Grauer School community. As such, we request your patience in communicating with them.

Parent Association

Every parent in our school is a member of The Parent Association. The *Parent Association* develops and supplements school activities, other non-curricular functions of the school, and fosters positive communication between parents, students, faculty and administration. The PA Purpose Statement is as follows:

Purpose Statement: The purpose of The Grauer School Parent Association is to advance, through parent involvement, the stated mission and core values of The Grauer School. We do this through promoting parent involvement, enhancing school communications and supporting teachers and staff through the efforts of parent volunteers.

Goals: The Grauer Parent Association strives to

- promote a sense of community
- provide a strong communication link between the parent body and the school.
- provide the school with support in the classroom and assistance in administrative tasks and school activities
- raise funds to provide enhancements for The Grauer School and its programs.

Current Standing Committees are the Annual Fund Committee and the Annual Gala Committee. Ad hoc committees form from time to time.

Separated and Divorced Parents

The school will communicate with both parents/guardians unless we have legal documentation indicating that one parent has sole responsibility.

Absence and Tardiness Policy

The Bottom Line: A student who, in a single semester, misses more than 10 classes in any subject (or 75% of class time, not counting productive “home school days”) or is late to any class more than 240 minutes is ineligible to pass that course. This policy holds regardless of cause, fault, or the reason for the missed time—the student must attend classes or work through a coordinated home school arrangement between the school and family in order to pass the course.

As either absences or tardy minutes accrue, a member of the school administration will meet with both the student and the family to discuss the situation. The Parent Meeting is a strategy used to enable school officials, students, and parents to agree upon goals and purposes. Tardiness is taken as the “red flag” when School/home coordination is needed. As defined in this policy, the Parent Meeting is a way to address issues prior to reinstating a student. In each case the student is given a hearing before action is taken, and that policy is not implemented automatically without fundamental concern for the wellbeing of the student.

The Grauer School’s absence and tardiness policy generally complies with that of the local school district and the State. The State of California requires that the School have parental permission for any absence. Students are required to attend school until the age of 18. Student tardy/truancy policy at The Grauer School is based upon the fundamental precept that private school attendance and entry into our contract is not viewed as a right, but rather a privilege which can only continue with the mutual commitment, cooperation, and effort of all.

Students arriving late or leaving early (with permission) **must** sign-in/out in the office. Students leaving early who do not sign-out or sign-out and leave without documented consent from a parent or guardian face disciplinary action.

*Absence, tardiness, home/distance learning or leaving early **may only** be excused with a written note/e-mail/phone call citing a legitimate reason from a parent, doctor, or school official.* If your student is to be absent or late or released early, please call our Attendance Line – (760) 944-6777 – by 9:15am, and also send in a written note or email stating the reason for the absence, whether legitimate or unexcused.

The State, however, no longer recognizes excused absences, which is important as it relieves the school from the inevitable task of determining which absences are okay and which are not. Even if you are “excused absent,” your absence disables you from completing the course requirements (unless you are expressly on an independent study contract).

Likewise, the state of California and the school view parents as equally responsible with their children for attendance/timeliness in school. Parents who take the position that it is solely the responsibility of the student to “get up and get to school” should understand that—whether or not this makes good psychology—parental responsibility goes beyond that. If a student is tardy/truant (and under the age of 18), it is a problem that the student, parent, and school all share.

In the case of an extended absence, The Grauer School will make an effort to coordinate with families well in advance of family trips or extracurricular competitions if the student is current with their work and take the initiative to gather make-up work from each teacher before their departure. While as an organization, we place a great deal of value on time with family, we do expect the student's work turned in on the day of return to school. Regardless of work completion, however, days out of class are still considered absences.

Leave of Absence

Occasionally students need semesters off such as for international exchange or wilderness programs. Normally those students wish to maintain their matriculation towards graduation at Grauer and wish transcript parity. The school has a commitment to full enrollment as well as to flexibility to families, hence this policy. Pending a family has enrolled in our Tuition Insurance program, we will refund 75% of the unused yearly tuition fees and the semester expeditions fee if the family provides at least 60 days' notice, or 60% of the yearly tuition fees and no refund of the expeditions fee for less than 60 days' notice. The family will be assessed a \$500 administration fee (for costs associated with transcripts, counseling, consulting, etc.)

Guardianship/Supervision

It is the family/guardian responsibility to inform the school attendance office directly and not through secondary messages if a student is or intends to be absent. The school cannot verify absence excuses or the safety and well-being of any student who fails to arrive at school.

The School Contract requires that the student will be given full supervision and guardianship at home: Students must have chaperoning at all times, including during parental vacations, and families leaving minors unsupervised places unacceptable responsibility upon the School.

Emergency Information

Parents are notified immediately of any serious injury or sudden illness that occurs during school hours. In the event of school closure, we will notify all families through our One Call Now Emergency Notification system. Parents: Please notify the school office when there is a change

in your address or phone number or a change of persons to be contacted when you cannot be reached in an emergency. Enrollment at The Grauer School confers upon the school the obligation to select emergency contact and, therefore, no liability attaches to such a decision in the event that these parties cannot be reached.

Force Majeure and Potential Change in School Operating Conditions

As described in our enrollment contract and elsewhere, the School may be required to respond to various events, conditions or circumstances outside of the School's control, including fire and other casualty, earthquakes, weather events and other natural catastrophes, application or enforcement of governmental regulations, labor issues, civil unrest, public health emergencies and other events of force majeure. In order to address these matters the School reserves the right to suspend, adjust or otherwise modify its operations, schedules, curricula and programs for fixed or indefinite periods of time. By way of example, the School may be required to adjust the school year/calendar; exclude or deny entry of any individual onto our campus or activities; cancel or alter student-teacher travel and expeditions plans; close down or limit access to our campus and provide alternative forms/means of learning and/or conduct classes remotely (e.g., through electronic/digital communications and media).

Medications

Parents may send in aspirin, Advil or Tylenol with a written request that the student should take it on occasion. The school does not administer medications. If your child needs to take medications at school, please call to discuss this.

Immunization

California State law requires that students under the age of 18 be immunized against the following:

- Polio/OPV: 4 doses
- Diphtheria, Pertussis, and Tetanus (DPT): 5 doses
- Hepatitis B: 3 doses
- Measles, Mumps, and Rubella (MMR): 2 doses
- Varicella (chickenpox): 1 dose

For entry into 7th grade students ***are required*** to show proof of the following:

- Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap): 1 dose
- Measles, Mumps, and Rubella (MMR): 2 doses

At the time of registration and before the first day of attendance the school is required to have proof with either the yellow health card or a doctor's signature that your child has received all due immunizations. Please note that with the passing of California SB 277, Personal Belief Exemptions (PBE) are no longer accepted by public and private school. Your child will not be able to attend school without proof of immunizations.

Health and Accident Insurance

The school insurance company requires that all students have health insurance throughout the year. If a student's insurance policy changes, the school needs to be notified immediately.

School Supplies

Students are required to have writing supplies, all student text materials, day/homework planner and his/her laptop in school every day. Each student should be equipped with standard office supplies. We ask that each family also has a working printer at home.

Physical Education

Three years of physical education are required in high school and in all middle school years. Students are issued physical education clothing (shirt and running shorts) that they must wear to every PE class. In addition, they need cross trainer, tennis, or running shoes. If PE uniforms are lost or damaged, parents will be required to purchase replacements. Students may not be allowed to fully participate in PE when out of dress code.

Doctor's Notes: No student will be released from PE with a parent note-a doctor's note is required. Teachers take their responsibility to develop fitness in all students very seriously. Parental support of the school's priority on fitness is extremely valuable.

Fitness and School Admissions

Newly applying students will be screened for either a reasonable level of physical fitness, or they will be admitted on the condition that they are enrolled in outside fitness programs.

Independent Physical Education

Independent physical education is encouraged for students with special interests and talents, and may be arranged on approval of the administration. The school administration will approve independent PE after it confirms the worth of the proposed program with the student's coach or trainer. Students must turn in signed logs at the end of each quarter or they will be reassigned to regular physical education classes. As with all incompletes, an incomplete in Independent PE turns to an F after 3 weeks.

Wording From Our Student Contract: I understand that I may only leave school early for independent PE if that PE program requires it and with the expressed permission of the school administration; an incomplete grade on any quarterly report requires dropping independent PE and return to in-school PE.

High School CIF and High School Non-CIF Sports at Grauer

(The California Interscholastic Federation (CIF) is the governing body for high school sports in California.)

As a High School student at Grauer you will have the opportunity to play CIF-sanctioned sports through our Multi-School Membership with Horizon Prep. If interested, you will have access to three seasons of sports starting in the Fall and ending in the Spring. For a complete list of sports that are being offered as well as additional information please contact Grauer Schools Athletic Director, Trevor Olson, and he will be happy to assist you.

Non-CIF-Sanctioned Sports at Grauer Include: High School Archery and High School Surf.

Outdoor Expeditions

As stated earlier, each semester, one week of outdoor or expeditionary studies is offered to all students. These mandatory expedition weeks are composed of project work and field studies, which aim to challenge students both physically and intellectually. The purpose of the expeditions is deeply embedded in the whole-school purpose. Juniors and Seniors may be excused for college visitations for service or independent education weeks if the student proposal for such week has been accepted; no other non-medical excuses are accepted. Middle School expeditions are run each semester and are required.

All students are expected to use the “minimum-impact” approach to their expeditions into ecosystems visited with the school: “Take only photographs, leave only footprints.” Students are expected to learn about the area in advance, choose equipment in earth tone colors, stay on marked trails, and avoid making loud noises or music. Leave electronics at home, and bring cell phones only with advanced permission (students’ cell phones are normally carried by teachers throughout the trip). Last, students should *leave no trace* when they leave. (Learn more about the *Leave No Trace* program from the U.S. Bureau of Land Management, 800-332-4100.)

Community Service or Part-Time Employment

The school logs service hours. It is the student’s responsibility to post hours to MobileServe and to document supervision at bona fide service organizations. Students must log 12.5 hours per year and 50 by high school graduation. Occasional opportunities are initiated by our faculty members and may take place inside or outside of school hours. It's not hours you do, it's hours you log.

Hours that count include school events where there are school officials present or events at bona fide humanitarian or ecological non-profit organizations where you get the signature of the supervisor. Helping a neighbor is one of the most important things in life, but that's not the same as community service.

In some cases, students who are making contributions to the community through work or volunteer service may be awarded academic credit at school. To be eligible for credit, students must petition the administration.

Drills

Fire and earthquake drills will be conducted regularly, in compliance with state regulations. Our comprehensive disaster preparedness (earthquake, flood, etc.) plan is kept on file in the office. Disaster procedures are covered in our Emergency Plan and updated annually.

Your Rights

Note that private schools (as private property) are not bound by Constitutional law, as are public schools, but rather by Contract law. You do have many rights and protections, of course, including:

1. To have your child receive an academically sound education;
2. To talk with school personnel and to have requests for a meeting answered in a timely manner;
3. To receive fair hearings on concerns and grievances;
4. To have students supervised in a safe and appropriate manner;
5. To review records of your child and to respond;
6. To be given reasonable opportunities to participate in the life of the school.

Censorship

As a private school, the school has no restrictions on the books and educational materials it presents. If a parent wishes to register a complaint about any of our written, audio-visual or other materials, we have established the following policy.

Our school will offer alternative books if a parent complains about a specific one. Should a parent still seek to have the offending book removed from the school altogether, we follow a step-by-step approach designed to allow the offended parents to express their grievances and give school officials a chance to review the merits of the book before making a final decision.

First, the parent files a complaint letter and we follow a time line. The book is reviewed at the school level first. A school review committee set up by the Principal, usually consisting of select school teachers and Principal, and possibly members of the local community (such as the Board of Trustees), read the book and evaluate the parent's complaint. The smallest committee may

consist of just the teacher and Principal. The committee then votes whether to uphold the parent's objections or overrule them. If the objections are upheld, the committee decides whether to restrict the book—limiting access to students of certain ages or putting it behind the desk for request-only access, for example—or to pull it from the shelves entirely.

If the committee chooses to retain a book, then usually the parent has no further recourse, but may write a letter for consideration at the next meeting of the Board of Trustees, and that letter will be added to the agenda.

During the review process, the book remains on the school shelves at the discretion of the Principal.

V. Academic Performance and Evaluation

The school believes that students perform closer to expectations when they are regularly apprised of their progress. The Grauer School has an extraordinarily accurate and comprehensive program in student evaluation.

Course Selection/ Drop-Add Classes

Students sign up for classes each spring with our Scheduling Worksheets or after meeting with the Principal or Director of Counseling.

In general, the school gives students high flexibility in changing courses with the approval of the counselor (of course, courses must meet students' graduation needs). Students should feel free to try out different areas, and so some experimentation can even be advisable.

After three weeks into the semester, students may not transfer out of a course without a "Withdraw/F" (WD) grade, except under special circumstances. Such circumstances include: serious illness necessitating course load lightening or by the recommendation of our administration or outside educational or psychological counselor.

Student Grades

The Grauer School uses letter grades, percentage grades and the 4.0 scale (5.0 scale for honors courses). Their weights are as follows:

A with Honors = 5.0 = Outstanding, work substantially beyond the course expectations

A = 90+ = 4.0 = Beyond basic standards – very good use of time and resources

B = 80-89 = 3.0 = Good use of time and resources towards college preparation

C = 70-79 = 2.0 = May not be up to college preparatory status

D = 60-69 = 1.0 = Needs more time and resourcefulness – below graduation standards
and no academic credit issued

F = -60 = < 1.0 = Does not meet requirements for credit

WD = Withdrawn from course

INC = Incomplete. This grade turns to F if not made up by the student before the end of the following marking period (approximately 8 weeks)

PAC = A course with a reduced work load or one-on-one setting. The student is not expected to complete the course in a set time frame such as a semester.

Mastery Learning

Students at The Grauer School have the ability to set their own “Mastery Learning Level” for each class. This means that students must be prepared to work and rework every assignment until it reaches the agreed upon level of mastery. Mastery learning levels are often set around 83%, however it is up to each individual student to determine what level is appropriate. Mastery learning levels are not static and can change throughout the semester to accommodate students’ evolving needs. Mastery learning is supposed to ensure that no student progresses to the next level or unit until he/she has *mastered* the one before. Hence, we allow (or require, as appropriate) students to re-work or upgrade assignments. We do not call work *failing* (unless the student wants that); only *not finished*.

The following qualify as good reasons to re-work unfinished work and to receive a higher grade:

- Student needs more explaining
- Student was excused absent or tardy
- Student wants to enrich or learn more
- Student would benefit from a different assignment or approach
- Student tried hard and wants to keep learning, or to raise grade.

The following are not legitimate reasons to extend the mastery learning privilege/revise policy:

- procrastination
- unexcused late or absence
- chronic lateness or a pattern of late work.
- no excuse (or attempts to manipulate the situation).

Mastery learning level at The Grauer School is customarily negotiated between each teacher and the student (and, often in middle school, including their parents). Likewise, any substandard work should be graded and returned to the student for revision.

Revising and Upgrading Work

Again, substandard work must be revised, but only legitimately late or substandard work will receive a higher or “revised” grade. Not for procrastinators! Reworking/revising/upgrading work *is fundamental* to our School and philosophy, since teachers advance their relationship with every student largely through their feedback and paper evaluation. The habit of revision is critical to instill in our students as virtually everything we know of is revised: memos, letters school sends home, novels and plays, proposals, theses, and even the SAT can be retaken several times. Work revision is close to the heart of all Socratic education.

Our Faculty will indicate exactly what the student must do on each returned assignment in order to bring it up to standard. We insist that struggling students visit office hours.

In grading revised work, some teachers do not give full credit. For example, some teachers award only half-credit for revised work. Other teachers allow unlimited upgrading but do not revise exams. (This works particularly well for short-answer or math test questions.) We explain to our students that upgrading is a privilege, not a right. Make sure you are aware of the different classroom policies.

Work not made up is still owed; a “0” grade will be entered for that assignment. As per our mastery learning philosophy, a student must still do all the assigned work to pass a course. The final grade for the assignment may be averaged with this zero, at the teacher’s discretion. This is an example, not a recommendation or a requirement, so it is important to be familiar with individual teacher policies.

What Can I Do? My students aren’t performing! What can I do? They are procrastinating and I’m getting a million excuses! What’s acceptable? Help!

Only your relationship with your student can guide you in deciding if an excuse is real or just manipulation. Don’t get into a power struggle. Discuss the excuses with the administration—

we're here to help. If you sense your student is procrastinating or abusing the mastery learning policy, ask that we withdraw it! We will enter a "0" if the work is late. Best yet, come to a realistic, mutual agreement with the student and teacher (such as lowering their mastery learning levels.) But remember, the student must **STILL** do the work for another grade.

And: if a student shows any **pattern** of late or substandard work, that's a red flag. After 2 or 3 weeks in a row, ask for a change in policy, consult the administration, recommend tutoring, or take some action. Look for patterns.

Classes Below Passing and Friday Box

At The Grauer School, a student must earn a C- or higher to pass a course. During the academic year, should a student's grade drop below passing, our Student Support Team may require the student to enroll in Friday Box until their grade improves and the student demonstrates great consistency in mastering the material.

While optional for all Grauer students, Friday Box is a hallmark program of the school designed as a first step in supporting struggling students. On Friday afternoons, from 1:30 pm - 4:00 pm, students will be in a classroom with a teacher to work on upgrades, owed work, and managing class requirements. Students opting into our Friday Box program commit to getting signatures from each teacher on Fridays indicating that they have submitted all owed work and upgrades for the week and have been "cleared" to leave. Students can complete all work and be cleared to leave as early as 1:30 pm or as late as 4:00 pm (students are dismissed at 4:00 pm even if they have not completed all work). During Friday Box, the managing teacher commits to:

- Taking attendance at the beginning of each Friday Box class period.
- Giving students an evaluation and comment pertaining to their work habits and work completion.
- Knowing what each student is working on and assisting where they can.
- Monitoring laptop use to ensure that students are working on school- related assignments.

If you would like to opt into our Friday Box program, please contact Clayton Payne, our Dean of Student Support, to be enrolled in this program. Students may enroll at any point during the year; however, we ask that they stay for a minimum of one academic quarter.

Online Reporting

Parents and student can easily check the Gradescape at any time. Quick return of graded work is a major benefit of small classes—and a major expectation at our School.

Gradescape reports include compilations of all work graded and all evaluations made during the past week. They also include cumulative averages for students. The parent's view of a student's academic report is updated at the beginning of each week with the work completed and graded by their teachers. Class and individual comments are reported in real time. As the weeks progress, students can see all of their data developing in real time, so that there are never any surprises at the end of a marking period.

Fair is Fair. It is important to note that although all high school students owing work are encouraged to stay on Friday afternoons to complete their work, the purpose of our optional Friday afternoon mastery learning sessions ("Friday Box") is extra help. Students who have procrastinated over the course of the week with the intention of using Friday as a make-up are misusing the system. When this becomes evident, some disciplinary action may be expected. When a pattern of incomplete work emerges in any subject, perhaps tutoring or counseling is needed.

Responsible students who genuinely want or need extra time to learn more are honored at The Grauer School.

Daily Student Evaluations

Teachers use our proprietary Gradescape to log homework and classroom evaluations scores (Daily Evals) for each student at least once per week in class.

A student who shows constructive initiative towards a particular Core Value should be acknowledged. To that end, teachers evaluate the student using the scale of Always, Often, Sometimes, Rarely, or Never in regard to a specific core value at the close of each class. How these scores factor into a student's grade are at the discretion of each teacher.

Student Self-Evaluation

The self-evaluation is used to enhance student-teacher communication and to enable students to develop clear self-images. At the close of each class the student evaluates him/herself on the scale of Always, Often, Sometimes, Rarely, or Never in regard to a specific core value. If the teacher disagrees, a constructive disagreement should be reached, the student and teacher both understanding one another's point of view.

Portfolio Evaluation at The Grauer School - A Powerful Methodology for Student Learning

At Grauer we emphasize not just what a student learns academically, but who a student is and what role his or her actions play in the development of the mind, body and spirit. The Grauer core values play an integral role in this process, providing a foundation for students both inside and outside of the classroom. The construction of a Core Value Portfolio allows for students and teachers to track student development of the core values in addition to allowing students to self-reflect and practice organizational skills. The portfolios submitted should reflect that students have looked at their own productivity, learning and resourcefulness in a critical way.

Students will receive teacher support throughout the year in the creation of an annual digital Core Value Portfolio, which will be graded at the end of each semester. Development of a given core value will be determined based on the evidence a student presents as well as a reflection on a given piece of evidence. This program reinforces the relationship-based education model at Grauer. Through collaborating on and reviewing student portfolios, teachers get valuable understandings of the students' perspective and teachers have the opportunity to get to know students and their passions in different contexts.

As students create their own portfolios of work and defend their own grade, they learn self-advocacy and they gain in control over their own work: this gives our students the intrinsic motivation to succeed. Thorough evaluation enables us to provide accurate details of authentic student performance and in this way, contributes to a positive school atmosphere.

The 8th grade Panel Presentations and Senior Graduation Defense Presentations are capstones to this meaningful program. 8th grade Panel Presentations are delivered by each 8th grade student to a team of three teachers to mark the transition from middle school to high school. The portfolio is

used by 8th grade students to demonstrate personal and academic growth over the course of the middle school years. The presentations also serve as a mechanism for students to express goals for the future and ways in which they have problem solved over the course of the past two years.

At the end of their Senior year, our 12th graders are asked to deliver a Senior Graduation Defense Presentation, as a graduation requirement. The senior portfolios enable students to achieve “Graduation with Distinction” in a chosen area. As part of this presentation, they create a summative portfolio, that builds upon the Core Value Portfolio, with evidence throughout their time at The Grauer School that supports their petition for distinction in a particular field of study. Students defend their graduation portfolios before a panel. The defense is a significant time for our students, as it prepares them to take that confident first step out of high school and into college.

Remote Instruction

In the spring of 2020 the COVID-19 pandemic caused The Grauer School to temporarily close its doors. But the faculty at Grauer continued to create meaningful relationship-based learning opportunities digitally. Though our priority is to always host classes safely on campus, below are a few guidelines for students and parents to keep in mind to ensure remote instruction is successful, should it be necessary in the future.

1. **Privacy:** Grauer Zoom and other elements of online instruction may be shared among students/teachers only. We may record classes (for the benefit of those missing or wanting review, especially during days when tutoring is not as convenient): no screenshots or individual chats; tutoring/mentoring sections must not be recorded, of course. Those recordings are for internal use only: students in the class or teacher professional development.
2. **Attendance:** Online discussion and class leaders, take time to greet everyone at the beginning. We will try to create a welcoming environment and stimulate engagement. Students: if you are late, it might cause you to be marked absent. Likewise, all those who host meetings should wait until everyone else has left the meeting before hanging up, so attendees can leave at their own pace and get any final words in before disconnecting.
3. **Setting:** Ensure that you have a clean, work-appropriate background. Attend meetings from a

quiet area that has minimal background noise and movement. Mute yourself when not speaking; set your video on. Eliminate distractions: Notifications from messaging applications, ringtones, etc., running on your desktop can be distracting.

4. **Student Contract:** The Grauer School Student Contract, signed by every student, is in force during virtual meetings. This includes dress policy, language use, attendance, class preparedness, technology use, and the exercise of all school core values.

5. **Attention:** Look into the camera. If you're looking at yourself on the screen while you're talking, it will seem like your attention is elsewhere. Be sure to position your web camera and monitor at eye level so you can look into the camera and simulate that eye-to-eye connection. Rather than interrupt, try using the "Chat" or "Raise Hand" functions to get attention.

6. **Inclusion:** Only invite and include meeting participants who need to be there and are introduced. It is a breach of privacy to include people without permission.

7. **Respect:** There will be no sharing of class content (materials, conversations, photos) on social media. Students should keep all cell phones put away (in another room if possible) during e-learning.

Quarterly Grading

Students are given grades and qualitative evaluations at the halfway point in each semester. These are not permanent grades, but help students understand the growth they have achieved thus far in a semester. They also provide teachers with an opportunity to offer students lengthier, written feedback.

Semester Testing and Grades

Students are given letter (A - F) grades for each course of study following final exams at the conclusion of the fall and spring semesters. These are accompanied by comments from each grading teacher. Grades are recorded on a four-point scale, with "A" representing four points. Honors course offerings are recorded on a five-point scale (in accordance with University of California guidelines) in order to accurately reflect the additional work required of students who

enroll in them. It is important for all families to understand our policy on Final exams: Final exams are sealed, not returned to students, and not available for review or revision. (Teachers may opt to review them in class but outside of the whole-class not privately with any student.)

Pass/Fail Middle School Option

Middle school students have the option to take their classes pass/fail rather than for an academic grade. In these situations, students are responsible for completing work such that the content is up to the standards of their Mastery Learning Level, but never see an actual grade for any assignment. For middle school students in high school level classes, like first year foreign language or Algebra 1 or higher math classes, this might not be an option as those count toward graduation requirements. It is best to discuss this option with the Principal.

Final Exam Schedule (Students Needing to Miss Final Exams)

Missing final exams, in the view of The Grauer School, is not beneficial for the student. We strive to maintain an empathic understanding of student absences. However, we expect the highest accountability during finals week. Teacher and student stress becomes high when final exams are missed and need to be rescheduled. To compensate teacher preparation, missed final exams are billed at twice the rate of regular tutoring.

Academic Units

Courses meeting 4-6 hours per week (or work equivalency) are awarded .5 units per semester. In some instances, more frequently in the Socratic Seminar program, the school awards partial units based upon the percentage of work completed in any course.

Prerequisites

High School students must successfully complete lower division core coursework before enrolling in upper division (grade 11-12) coursework. This not only enables the school to comply with standards set by the University of California, but it ensures student readiness for more advanced courses and preserves the integrity and academic rigor of classes.

Likewise, certain middle school units are prerequisites to entry into high school classes. In the instance of mathematics and foreign language courses, students may meet the first-year prerequisites for high school while still in middle school.

Independent Study

Independent Student Academic Units: Courses taken independently may be completed at a rate adjusted to the student's best interests. Some students, for instance, complete courses in summer school. These courses are designated PAC, indicating that the student either works in a smaller, more personalized class, or is responsible for a reduced work load. In these classes, the student is not expected to complete the course in a set timeframe such as a semester.

Independent Physical Education: Students with special skills and talents are encouraged to complete the Independent Course Permission form. This is signed by the coach or trainer and turned in to the school. At the conclusion of each marking period, students have the responsibility for getting Independent Course Grade Evaluation forms from the Athletic Director and turning these in. These evaluation forms are used by the school to add grades and academic units onto the student's transcript.

Incompletes

Courses, which are left incomplete, must be completed. Likewise, courses in which students have missed 240 minutes must be made up. At the end of the next (following) new school marking period (a period of approximately 8 weeks), or when a student transfers from the school, any grade of *incomplete* will become an "F."

It is strictly the student's responsibility to obtain work owed and to get the necessary extra help in converting an *incomplete* to a passing grade. If significant teacher assistance is anticipated, the school will recommend tutoring.

Non-enrolled students may not make up work, unless the student has petitioned for a leave of absence within one quarter of last attendance.

Annual Testing

Students are given annual standardized achievement tests in each basic discipline studied in school. These tests are also used in the school's on-going process of self-evaluation. They are plotted annually. The school uses nationally normed tests such as the ERB *Test of Basic Skills*.

Results of standardized testing are analyzed at the end of each academic year and students with deficiencies are notified. Summer remedial work is either suggested or assigned at that point.

Regarding standardized testing, the philosophy of the school is that educational abilities and potentials are not constants, but they grow given a stimulating and positive environment. Students grow as a function of the school's strong, success-oriented programs and the support and love of the family at home.

Honors Courses

The Grauer School offers an option to take honors in virtually all courses, and we have the maximum allowable number of honors courses approved by the University of California.

Philosophically, honors courses match our school better than the Advanced Placement (AP) courses offered commercially through the College Board Corporation. More and more progressive schools and colleges (wide-ranging, from Harvard to High Tech High), favor honors courses because they:

- Emphasize depth versus breadth,
- Allow the teacher and student to pursue independently cultivated enrichment topics.

Psychological studies overwhelmingly show that students learn with greater retention this way and our school can be sure that honors students are properly motivated rather than responding to extrinsic pressure. Also, honors students attend all classes with the non-honors students, so that we can avoid tracking, which runs counter to our goals of diverse student interaction.

Question: What if a student applies to Berkeley who has no AP courses?

The Berkeley Office of Undergraduate admissions responds:

“We factor in the school--AP courses have no advantage. We like to see students challenge themselves with whatever their school offers, but we have no preference for the AP or any other type of course.”

Since students apply to college early in the senior year, we place our UC-approved honors courses in the 10th and 11th grades—only two are allowed by UC per academic department. Some seniors can do community college unit work in the senior year in lieu of Advanced Placement.

Student honors contracts/proposals should be approved for honors units by the Principal and teacher at the start of the semester — please do not begin honors work until a contract has been submitted and approved. It is the student’s responsibility to set up work schedules with the cooperating teacher and to complete them on time. However, some teachers offer a regular honors seminar for 30 minutes to an hour during the school week. All students have extra access to the honors teacher, such as Fridays, after school, or lunch—this is our commitment.

An Honors unit is earned by a series of extra projects and/or enrichment activities that accompany the standard curriculum, or a project of similar duration and depth. Honors students can expect about 20% more work, mostly in the form of independent projects, as well as additional questions on assessments and an additional section on final exams. Unlike at most schools, Grauer School Honors units are not added to the student weekly or quarterly reports until the honors work has been completed for the term. No incompletes are allowed.

Honors Time Limit: If a student does not complete any honors work during the quarter, there is no penalty, but he/she is no longer eligible for honors credit during that semester. An extension may only be granted for health reasons based upon a physician’s letter. The reason for this is that, as stated by the University of California: “*Students entering with several UC certified honors level course credits are able to move faster into more advanced courses, ...and are more apt to graduate in four years.*”

Limiting Honors Courses

In the Fall of 2014, colleges began asking high schools if they limit the number of Honors courses their students may take. The Grauer School is committed to offering a balanced, holistic educational environment. Therefore, our Leadership Team reviewed substantial data regarding

the number of high school students pursuing multiple Honors courses and the amount of homework they were completing for these courses. After much discussion, we came to the conclusion that many of our students would benefit from limiting the number of Honors courses that students were allowed to take. Therefore, beginning January 2015, Grauer students are limited to taking three Honors courses per semester. This decision does not penalize our students in any way when applying to colleges. When colleges ask if we limit the number of Honors courses our students may take, we can now answer, “yes.”

Our Leadership Team hopes that this policy will help our students find more balance in their lives and will help students pursue Honors credit for the right reasons—because they are intellectually curious to learn more about the subject—rather than to solely pursue Honors credit to take a more rigorous course of study or to earn a higher grade point average.

9th Grade students are limited to taking 3 Honors courses; however, if you are an upper-class student who successfully completed 3 Honors courses in the previous year and you feel that you should be allowed to take more Honors courses, please talk to Dana and get the requirements for petitioning our Leadership Team to be exempt from this policy.

Transcripts

The School provides one free transcript preparation/transmission, at the time of the student’s departure from School (may include multiple copies). Requests from no-longer-matriculated students require research from staff and will be supplied upon payment of \$25. In the case of transcripts more than a year old, or in cases where student records have already been transferred to subsequent educational organizations at the request of the student or parents, the School will do archival research upon payment of \$50. Check your enrollment contract for other conditions.

Paced or Socratic Seminar Courses Have an Expanded Time-Frame

Students at The Grauer School generally move ahead only once they have mastered the material, and our students are able to determine their own reasonable “masterly learning level” (detailed on pg. 37). If a student shows a pattern of not being able to keep on pace with a regular class, the school will offer tutoring, scheduling changes, or even a “paced” course. In a paced course at Grauer, the student either works in a smaller, more personalized class, generally half or less than

half the size of a regular class or remain in the regular class, but is responsible for a reduced work load. In paced classes, the student is not expected to complete the course in a set timeframe such as a semester. The work can be expanded to be completed in the student's own, best pace.

Online Courses at The Grauer School

The Grauer School started accepting online courses through UC-accredited partner organizations in the summer of 2006. We seek to provide students with every opportunity to engage in a variety of methodologies, including online, in their development as resourceful, life-long learners.

Online courses give our school a chance to offer a few extra subjects while also giving our students a bit more flexibility in time and space. Students inspired to pursue possibilities offered by online programs exemplify the school's Core Value of *Intellectual Curiosity*. Further, online courses are often the most flexible option when it comes to credit recovery or fulfillment of graduation requirements. It is important, however, to note that this type of learning appeals to certain types of learners, previous academic success is no guarantee for online success.

Online courses are for students like these:

- Students who want to go faster than the norm (these classes are timed).
- Students who are self-motivated--they don't need a teacher to remind them.
- Students who have strong prerequisite skills working independently.

When a student enrolls in an online course, **they are responsible** for maintaining a pace that will result in course completion. The Grauer School **is not** responsible for the student's self-directed, independent learning with an outside organization. While we will offer the occasional reminder and encouragement, it is ultimately the student who is accountable for the class.

Online courses typically cost between \$200 to \$500 per semester. Students and their families are responsible for all cost associated with enrolling in an independent program.

It is important to note that not all online schools are equal. When researching online programs, it is important to check for *UC approval* and/or *independent accreditation* (such as *WASC*, *NWCCU*, *etc.*). Most UC approved online courses are designated as *teacher-led* by the program. If courses are not UC approved or if the school is without accreditation, course units may not be

applicable towards graduation. In addition to UC approval and accreditation, families of student athletes are recommended to check for *NCAA approval* as not all online courses meet NCAA eligibility criteria.

Partner Agencies--Outside Division Courses

Students with significant learning differences may seek specialized educational therapy as they progress through the curriculum. This is done in concert with neighboring educational tutoring groups.

The Grauer School also offers its own “*educational mentoring*” *program* which deals with individual students in a therapeutic way, targeting any salient issues, from social or personal to academic or cognitive. We also offer an on-campus Friday Box and other student support programs. Please inquire for details and pricing.

Homework

Homework can serve two key roles when well-designed. First, it is used to document what students have learned and how they are able to apply their new learning. Second, homework can play a role in planning what the next instructional steps should be: it should point to what needs to be re-taught or enriched—it targets areas for assistance for some, and opportunities for acceleration for others. However, homework should be treated as a formative (not a summative) assessment of student work—NOT the final product. *Homework doesn't determine final grades; rather, it prepares students to earn good grades.*

High School Homework

We acknowledge that students will vary widely in the time they take to complete homework. However, we still strive to provide guidelines on the amount of time the average student will spend on homework. Further, homework for core classes (math, science, world language, English, and social studies/history) will typically be more robust than homework for elective courses. With that in mind, although not a requirement, teachers often assist students in

anticipating the following homework load which might be (for typical college preparatory expectations):

- High School Core Classes: 2-5 hours per week.
- High School Electives: 1-2 hours per week.

Example: Since we are typically operating on a block schedule, an upper division core class could reasonably assign 1-2 hours per block period.

As a rule of thumb, if a high school student is regularly doing less than an hour and a half of homework overall, per night, than it is unlikely that he/she is adequately preparing for college. If a student is doing more than two and a half hours regularly (about half the average daily time spent watching digital screens across the nation), then they might be overburdened in terms of the intentions of the School. (Naturally, some students seek out far more rigor than the school “requires” or expects, and we honor this.)

If students feel their homework load is overwhelming, there are good options for them:

- We encourage them to consider lowering their Mastery Learning Level (MLL) to not only reduce the expected performance on the original homework but also to reduce the number of upgrades they must complete. For example, a student with a MLL of 70% should be able to spend significantly less time on homework than a student with a MLL of 90%.
- We encourage them to consider dropping a class and enrolling in a Study Hall.
- We might consider adding educational mentoring or other services in the case of a student experiencing salient organizational, attentional, behavioral, emotional, or scholastic challenges.
- We understand that not every student’s goals include the UC-track and we may wish to consider a non-UC course of study.

Middle School Homework

Similar to high school, the students vary widely in their time management. However, we still strive to provide basic guidelines. For middle schoolers, it is important to monitor carefully and insist that students place time limits on their assignments. Teachers take time to learn how much homework students have overall by polling students. Insist that students do not leave work until

the last minute. Please help them determine small increments of time for assignment. We recommend and anticipate:

- Middle School Core Classes: 1-3 hours per week
- Middle School Electives: 0-1 hour per week

Final Reminder on Homework

The Grauer School relies upon teachers to provide quick and accurate feedback to all students. Once again, we strive to have all submitted work recorded in the gradebook and returned to students the very next class period. When that is not feasible, we require that grades be input and up to date by the weekend so that weekly reports are up to date each week when they are generated for parents on Monday morning.

Discipline

The clearest guidelines for student behavior are listed in the “Student Contract,” signed by each student and parent.

Our goal in implementing this program is to help ensure that The Grauer School remains a compassionate, college preparatory environment where our students feel safe and connected at all times. Awareness of and understanding behavioral boundaries and the consequences of our actions is important. In general, The Grauer School faculty members use the following measures to guide and reform student decision-making:

Typical Privileges for positive behavior and resourcefulness:

1. Plenty of accurate praise
2. Leaving early on Friday afternoons or having extra access to teacher office hours
3. Free time
4. Choice of project work
5. Going on field trips
6. High grades for class performance

Consequences for negative behavior:

1. Ignore the behavior
2. Reminder of appropriate behavior and its consequences
3. Second warning about the inappropriate behavior; teacher will be precise about it
4. Private conference between the teacher and the student
5. Dismissal from class to an administrator's office
6. A *Take-Two* lunch conference with a Dean is scheduled with a report to parents
7. Conference with parents, student, and administrator to establish student, family, school contract to accomplish specific behavioral objective
8. Academic probation or suspension

Students will be given a hearing for any infraction they are accused of. The administration attempts to give “three strikes” for minor infractions, and to impose reasonable consequences.

The Grauer School is and will continue to be a relationship-based organization where teachers make requests of students rather than enforce rules and push policy. However, when students elect not to honor these requests or find themselves in a position where the same requests are being made of them again and again, a *Take-Two* may be given to help generate deeper thinking and reflection of the particular behavior/action. Students receiving a *Take-Two* will be asked to spend their lunch period on both Thursday and Friday with one of our Deans to complete a written and verbal reflection as well as participate in a campus service activity to give back to the overall school community at Grauer.

After serious infractions, which could warrant dismissal from school, the student may be put through the “*Reapplication Renewal Process*,” whereby he/she remains on home study while revisiting the entire application process and a new admissions decision is made.

“Fairness” Policy

Fairness is apt to be an issue at some point in every school. It is not uncommon for students to question whether the actions of the staff or administration are fair. The Grauer School guarantees each student a hearing at an appropriate time following any incident, barring extreme situations.

Parents: You are encouraged to bring it to the attention of the administration if a child feels that he/she has been treated unfairly. Consider this example: One student acts in a way that is unacceptable. A second student sees this behavior and complains that if he/she acted that same way then he/she would be penalized—it's not fair! In fact, the first student probably has been penalized or is going to be corrected, but this action is not publicly discussed or known among students. The student has not been treated unfairly; he/she has simply picked a poor role model. Furthermore, the treatment of the *leader* is not always the same as the treatment of the *follower*.

We see all our students as leaders, so we ask students to pick their role models carefully and to be prepared for logical consequences if they follow or adopt unacceptable roles. Here at school, when we must ask that a student modify offensive behavior, we try to do this behind closed doors. The reason for this is that we make serious efforts not to humiliate a student, no matter what his/her offense.

We hope that parents, students, and teachers will consult with the administration about fairness issues when they arise. We are always interested in refining our understanding of any issue.

Integrity of Grades

If a student is not mastering a subject, this fact must be identified so that proper help and guidance can be given to the student. A grade at The Grauer School is accurate. That is, it is not inflated or curved, and it is assigned only after all work is completed. Plagiarism and cheating are not acceptable, and cannot contribute to an accurate assessment of student skill or understanding. Instances of work, which lacks integrity, may result in serious disciplinary action. It becomes very difficult to recommend students who plagiarize to college.

Plagiarism: Plagiarism is the act of representing the words or ideas of another as your own. This is never an acceptable practice and may be met with serious repercussions. Having someone else write a paper for you is a form of plagiarism as is turning in work that you wrote but that you've already submitted for another class (it is no longer original work).

In the middle ages, plagiarists were known as "literary kidnappers." "Kidnapping" 3 or more words in a series, or paraphrasing without giving credit to the author, is plagiarism. Students are

encouraged to cite sources even as a way of demonstrating resourcefulness and receiving higher grades.

Plagiarism takes on various forms which we advise students against using:

- A “potluck” paper is one in which students have used several sources, have tweaked some sentences and then strung it all together.
- A “resourceful citer” is a student who properly cites all sources, paraphrases and uses quotes correctly, but whose paper contains little to no original thought or work. This student is not a plagiarist, nevertheless his/her work is not as valuable as one with more original thought.

Extracurricular Activities

All students complete *Community Service*, which enables them to help those who are less fortunate than them or to participate in improving the environment. All students are eligible for membership onto a formal or informal ***Associated Student Body (ASB)***, where they may plan activities for the school and assist the administration in various levels of decision-making. Students also go on a series of challenging week-long *Expeditions*, which are inter-disciplinary and support students in developing their passions through authentic experiences outside the classroom.

Extracurricular activity programs, including a wide variety of clubs and sports, developed during the year based upon student interest and initiative. Students are invited to write a proposal for a club, sport or elective they would like to participate in on campus.

Graduation Requirements

Students who complete the four-year high school program will have met course requirements for the University of California, the State’s most rigorous standards. Our approved course list is located at <https://hs-articulation.ucop.edu/guide>.

The Grauer School's UC-Approved Graduation Requirements

- English—4 units
- Mathematics—3 units
- Lab Science—3 units (4 units recommended)
- Health—0.5 units
- World Religions—0.5 units
- World History and Geography—1 unit
- U.S. History and Geography—1 unit
- Economics and U.S. Government—1 unit
- World Languages—2 units (3 units recommended)
- Visual and Performing Arts—1 unit
- College Prep Electives—1 unit
- Physical Education—3 units

The Grauer School curriculum manual is evaluated annually by the University of California to ensure this. Students who gain admission to the school as upper classmen may have trouble meeting these requirements, such as the foreign language requirement. In these instances, students still need to adhere to the school graduation standards that include 18.0 units of coursework. In addition, *students complete 12.5 hours of community service, a third year of PE, and two outdoor education weeks per year.*

To verify that our students have grown into resourceful, compassionate individuals, every Grauer senior develops a comprehensive Senior Graduation Defense and makes an original, in-depth presentation to a panel of teachers, parents, peers, and administrators. The student is expected to demonstrate a level of scholarship and also articulate the core values he or she has internalized as a Grauer student. A senior may choose from the following for their defense area: The Arts, Global and Humanitarian Studies, STEM, Ecological Studies, Expeditionary Education, Leadership, Liberal Arts, Personal Health and Athletics, Activism, Social Justice or Other (by petition).

Graduation from Non-College Preparatory Program (Socratic Seminar and Non-UC Units)

Occasionally, a student is offered an alternative, “non-University of California” course of study when the student is unsuccessful in or no longer benefitting from meeting the standards of rigor for college preparation.

These Socratic Seminar students have carefully customized standards for academic rigor. They do not comply with UC standards for rigor, which would require them to do much more outside, independent work including reading, research and writing (and consistently much more homework). Some of these Socratic Seminar courses are offered as independent study. In other cases, students can be allowed to pass courses with work owed or not finished, not normally allowable. Socratic Seminar students may go through our program with coursework deficiencies, and may get credit for academic but non-UC approved coursework. At the end of the senior year, the Socratic Seminar students are eligible for a separate diploma certifying completion of all State of California graduation standards, which are not as extensive as the whole school’s requirements. From there, they are prepared for community college, vocational or technological college.

State of California Minimum Course Requirements (non-UC diploma)

- English—3 units
- Mathematics—2 units
- Lab Science—2 units
- World History and Geography— 1 unit
- U.S. History and Geography— 1 unit
- Economics and U.S. Government—1 unit
- Visual and Performing Arts OR World Languages—1 unit
- Physical Education—2 units

VI. Alumni Association

The purpose of The Grauer School Alumni association is to advance the School mission through hosting events, providing leadership, and promoting giving. These purposes serve alumni through life and career, as well as the overall advancement of the School.

The association creates and enhances camaraderie through social and academic endeavors that connect alumni with current students and faculty. We welcome alumni to be a continued part of The Grauer School family and keep an 'open door' policy with respect to their desire to visit at any time.

Although informal, all past Grauer School graduates as well as selected former students, and their families, are automatically members of The Grauer School Alumni Association. The Grauer School Alumni Relations Officer maintains contact with Alumni through the following means:

1. Email addresses, and various online social networks.
2. Annual alumni annually regarding their whereabouts and achievements.
3. Alumni are invited annually to Graduation, Founder's Day, and special events.
4. All alumni receive Annual Fund and special fund solicitations.
5. The Association looks forward to growth and future work may include: providing a network of support for the future success of all Grauer students and alumni, serving as story making and storytelling resources that support the vision of The Grauer School, increasing The Grauer School brand equity in the local community, and providing increasing financial/capital support for the school.

VII. School Records

Student records on grades are backed up both on and off campus. Electronic storage of faculty records is also on and off campus. Faculty files are kept in the Principal's office. Alumni student non-digital records from pre-2000 are kept offsite.

VIII. The Grauer Foundation for Education

Board of Trustees

Purpose of the Board

The *Board of Trustees* has been formed in accordance with best California non-profit governance practices. Through our board, the school gets input and oversight from prominent community members on the governance, practices and policies of the school as it develops toward its purpose, and to support the school's financial and strategic objectives. The school considers input from members to be a valuable part of the development of educational policy in the long run. The Board regularly reviews school development issues including capital development, budgeting and accounting practices, legal and public relations issues.

Contractual Dispute Resolution Process (Appellate Function)

The Head of School makes all final decisions regarding policy, admissions, discipline, staffing and capital development. Teachers and school families do, however, have recourse whenever they wish to obtain further consideration of a decision made by the Head of School. In such an instance, a staff member or parent may submit an open letter to the Trustees for consideration at the next Board meeting. The Board's function in this case will be to provide advice and council to assist the Head of School.

IX. Giving at Grauer

Giving at Grauer: A Grauer School Philosophy

The Grauer School, a 501c3 public charity, was paid for and built by parents. Starting from a borrowed storefront, we have been under constant development by parents who have chosen to advance our unique and vibrant vision. All those in attendance are direct beneficiaries of the enormous generosity of the families who came before us. For this, we treasure our alumni.

There are many ways to give to Grauer, including time, treasure and talent. Fifteen to Twenty percent of The Grauer School budget is covered by giving, almost all from school parents. Parents are our most important and active members of our school advancement. All Grauer parents are expected to give, and this giving occurs in a wide variety of ways.

Non-financial giving at Grauer is vital and includes a wide range of services including board governance, legal services, marketing, volunteerism at our events, guest lecturing, inclusion of Grauer in family trust fund giving, baked goods, and very much more! We honor the countless hours and acts of generosity given by school parents every year, and we acknowledge that most of these efforts inure to the great benefit our students' education and our school's stature and reputation. Here is our philosophy of giving:

- Everyone who volunteers/works with a nonprofit organization shares a passion and deep commitment to that organization's mission and vision.
- Individually, and as a community, we possess the innate wisdom and capacity to activate that commitment.
- We can each make a profound difference.
- Applying meaningful relationships with the donor community and practical development skills are key to generating major charitable and volunteer support.
- We each participate in creating the world we have and the world we want.
- Community = sense of belonging.
- Fun and laughter are a *must*.

Annually, the school has traditionally had three major fundraising initiatives: (1) the Annual Fund, (2) Re-enrollment (for Scholarships and Teacher Endowment Funds), and (3) the Gala.

Occasionally there are special needs, such as the “Arc Campaign” which funded our “Phase 3” buildings. Another area for special need is financial aid. No work we do is more important than providing the most equitable access to the school possible for deserving youths of our community. It is the vision of founder Dr. Stuart Grauer that someday Grauer will be “need blind,” so that all students who qualify for admission can gain admission regardless of financial capacity. With this and other long-range visions, it is anticipated that giving at Grauer will always be robust and important.

Thank you for joining The Grauer School family in our efforts to change education.