

TWIN CITIES

GERMAN
IMMERSION  SCHOOL



Family Handbook

2015 – 2016

updated 12/2015

**Twin Cities German Immersion School
1031 Como Avenue
Saint Paul, MN 55103
www.tcgis.org
651-492-7106**

Willkommen!

The Twin Cities German Immersion School is a charter school authorized by the Germanic-American Institute. This handbook is intended to serve as an informational guide for students and families. It does not encompass every situation or circumstance, but rather serves as a reference for procedures and expectations.

FINAL 2015-2016 School Year Calendar - TCGIS

2015-2016

August 2015						
Su	M	Tu	W	Th	F	Sa
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30	31					

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December 2015						
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January 2016						
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February 2016						
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28	29					

March 2016						
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April 2016						
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May 2016						
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June 2016						
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July 2016						
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Date	Event or Holiday
17-21 Aug	New Teacher Workshop
24-28 Aug	Teacher Workshop
27-Aug	Family Open House
1-Sep	First Day of School
4 and 7 Sep	Friday and Labor Day - NO SCHOOL
Various	Early Release Days - end at 12:45pm
8-Oct	Picture Day
Various	Professional Learning Days-NO SCHOOL
Oct. 15-16	NO SCHOOL
Various	Parent Conference - FRIDAY NO SCHOOL
26-30 - Nov	Thanksgiving Break - NO SCHOOL 26-30
26-Nov	Thanksgiving Day - NO SCHOOL
21 Dec - 1 Jan	Winter Break - NO SCHOOL
24-Dec	Christmas Eve - NO SCHOOL
25-Dec	Christmas Day - NO SCHOOL
31-Dec	New Year's Eve - NO SCHOOL
1-Jan	New Year's Day - NO SCHOOL
15 - Jan	Teacher Grading Day - NO SCHOOL
18-Jan	ML King Day Day - NO SCHOOL
15-Feb	President's Day - NO SCHOOL
25 - March	Good Friday - NO SCHOOL - Teacher Comp Day for Conferences
28-Mar to 1-Apr	Spring Break - NO SCHOOL
30-May	Memorial Day - NO SCHOOL
27 - May	Teacher Grading Day - NO SCHOOL
5-Jun	Graduation
9 - Jun	Last Day of School
	Math MCAs
	Reading MCAs
	Science
	172 Student Contact Days
	187 Teacher Workdays

Drop-off **All Grades**

Enter:

Horton Ave only

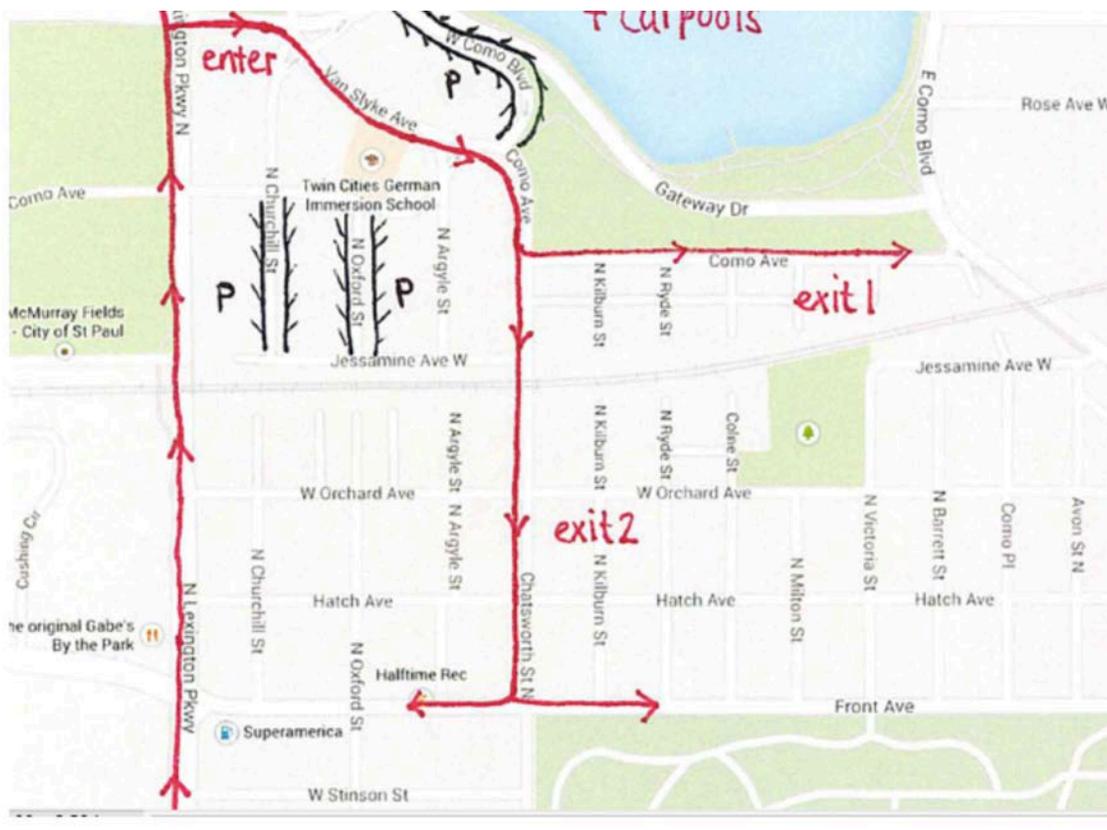
Exit:

- 1) Chatsworth St - Como Ave
- 2) Chatsworth St - Front Ave - Lexington Pkwy or Dale St

Parking

P: **Street parking for TCGIS families will be limited due to street construction**

No Parking on Van Slyke Ave and Como Ave



Pick-up K-2 & Carpools

Enter:

Horton Ave only

Exit:

- 1) Chatsworth St - Como Ave
- 2) Chatsworth St - Front Ave - Lexington Pkwy or Dale St

Parking

P: Street parking for TCGIS families will be limited due to street construction

No Parking on Van Slyke Ave and Como Ave



Pick-up **Grades 3-8** on Como Ave

Enter:

- 1) Front Ave - Chatsworth St - Jessamine Ave - Argyle Ave - Como Ave
- 2) Lexington Pkwy - W Orchard Ave - Chatsworth St - Jessamine Ave - Argyle Ave - Como Ave
- 3) Como Ave - Chatsworth St - Jessamine Ave - Argyle Ave - Como Ave

Exit:

Como Ave - Lexington Pkwy

Parking:

P: Street parking for TCGIS families

No Parking on Van Slyke Ave and Como Ave

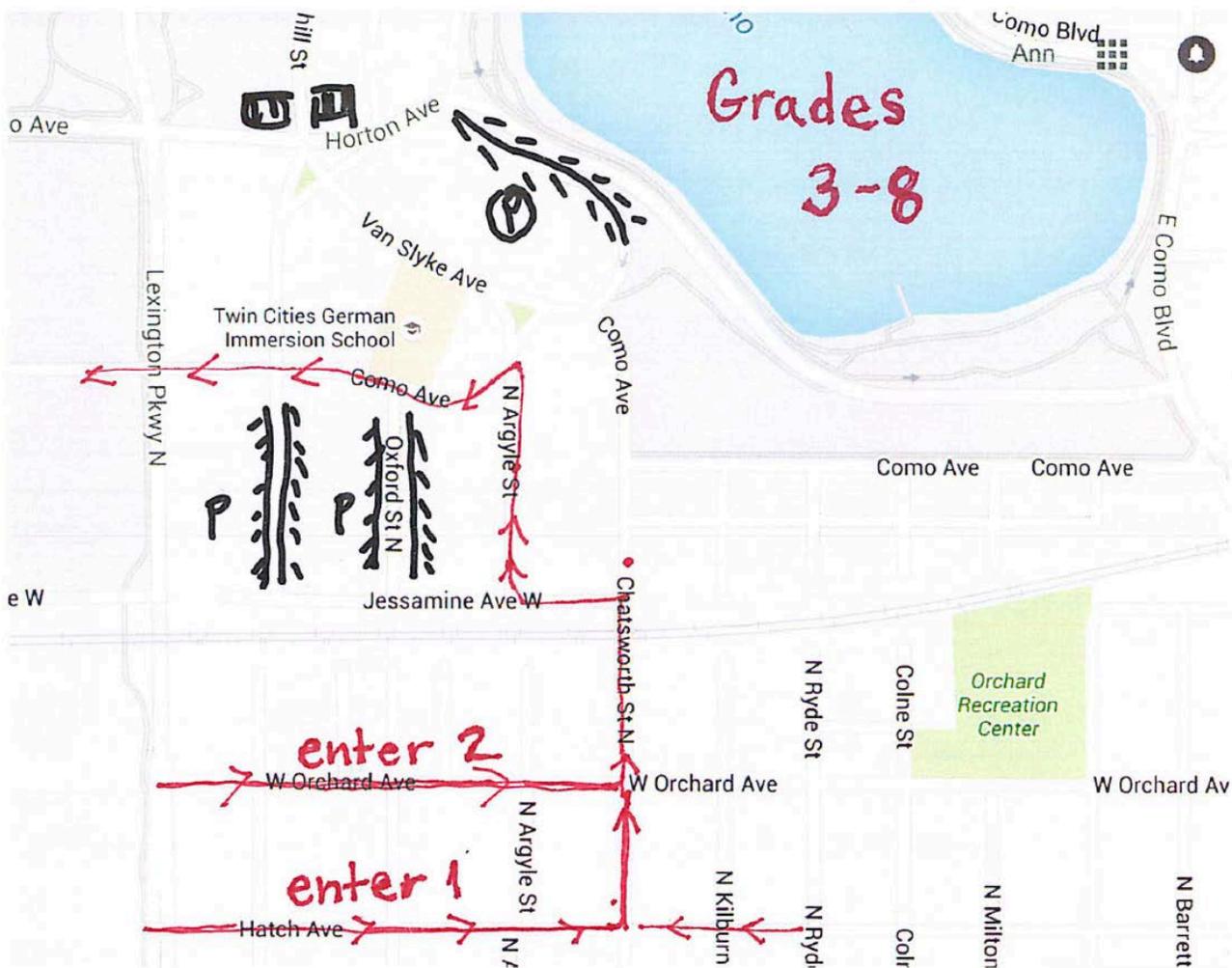


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SECTION I: Mission and Philosophy

Mission, Vision and History

Mission

TCGIS is a K-8 tuition free charter school with strong support of dedicated staff, parents and community members under the sponsorship of the Germanic-American Institute. Our school creates a stable and vibrant learning environment that nurtures a child's curiosity and fosters intercultural awareness. We provide opportunities for high academic achievement through an innovative and student-centered German immersion curriculum. Our students leave prepared for challenging academic settings both at home and abroad.

Vision

Educating all children through German immersion for informed and active world citizenship in the 21st century.

Andere hören, andere sehen, weltoffen denken und handeln.

History

A team of dedicated stakeholders committed countless hours of time and talent to insure the gift of German language immersion for students of the greater Twin Cities. TCGIS is a tuition-free, public school with an immersion program utilizing German as the language of instruction. The school opened its doors in the fall of 2005 with kindergarten and grade 1.

Philosophy

Multilingual

Multilingualism is a norm in most of the world, and we desire linguistic capability for our students. We believe students who know more than one language will be better prepared for life in the 21st century. Daily English instruction begins in grade 3 and in middle school our students have the opportunity to take Spanish. Students graduate from TCGIS as fluent German speakers, but more importantly, they develop the transferable skills of language learning and its cognitive benefits including non-verbal problem solving and increased flexibility.

International

We educate students for informed and active world citizenship. We give students the information, skills, tools and perspective necessary to prepare them to be aware of, connect with, listen to, understand and respect people with different experiences and worldviews. Our students learn and practice life-long skills of communication, negotiation, and conflict resolution. They will be able to interact and communicate as world citizens. Students will be prepared to take on the challenges in the global marketplace using their 21st century skills. We believe that the communicative focus in our curriculum will teach our students to be more responsible citizens of their families, their classrooms, their school, their communities and the world.

Goals

TCGIS students who complete our program through 8th grade will be able to use their German language skills to do school work, speak with friends and teachers, and communicate with native speakers comfortably and effectively. In addition, they will be well equipped to enter and succeed in challenging secondary school environments, including International Baccalaureate programs, Advanced Placement classes, College in the Schools programs and Post-Secondary Educational Options.

Supportive

We believe students learn best when they are known and understood as individuals. Each student at our school is accepted and challenged in the manner most appropriate for her or him. In addition, knowing the families of the students we teach and working with them as partners are essential components to the success of each student.

Challenging

We believe students rise to academic challenges that are developmentally appropriate. We are committed to providing an academic environment that teaches and expects students to do their best work. We believe our students' success on standardized tests is reflective of the holistic environment in which they are nurtured and where arts and physical movement are valued, taught and integrated with reading, writing, math and science skills.

Differentiation

Following the work of Rick DuFour, Bill Daggett, Ben Bloom, and other educational researchers, TCGIS staff work in professional learning communities (PLCs) using data based decision making to meet students' needs. Based on data, teachers offer enrichment and remediation within the classroom for all levels of learners. A special focus on enrichment challenges students to synthesize information and apply it to real world situations using 21st century skills.

Community Based

We believe the most measurable cognitive growth occurs through social interaction. We also believe the social skills students need in order to be successful academically and socially must be taught. The social curriculum provides the foundation for the academic curriculum. How students learn is as important as what they learn. TCGIS recognizes students can only learn when they feel safe and accepted in a community. Our classrooms are united by an educational philosophy called Responsive Classroom, which serves as the foundation of the social skills curriculum.

Source: <http://www.responsiveclassroom.org/about/aboutrc.html>

Involved

We believe at the heart of every vibrant school is an involved community. The TCGIS school board members, administrators, faculty and families collaborate to increase student achievement. Within the scope of the mission and vision of TCGIS, we encourage families to seek out ways to

collaboratively serve students. Parents are encouraged to contact the Volunteer Coordinator to get involved.

SECTION II: Commitments and Governance

TCGIS has an active partnership between the school board, school employees and families; together, all of us work towards building a strong community.

School Board's Commitment

- **Coming soon!**

Administration's Commitment

- Create an organized, safe and supportive learning environment for teachers, parents and students.
- Manage school affairs responsibly to ensure continued growth and progress.
- Communicate consistently and openly with teachers, parents, students and community members.
- Demonstrate by attitude and actions genuine concern and respect for each student, family and other staff.
- Abide by all school policies.

Teachers' Commitment

- Partner with parents in discussions on the academic progress and conduct of students on a regular basis.
- Plan and conduct a program of instruction that captures the interest and meets the needs of each student.
- Demonstrate by attitude and actions genuine concern and respect for each student, family and other staff.
- Manage classroom routines that contribute to the immersion program and the Responsive Classroom environment.
- Teach and enforce the rules in a courteous, consistent, and fair manner, and deal with misconduct quickly, fairly and impartially.
- Abide by all school policies.

Parent's Commitment

- Make sure each child has a wholesome breakfast and a good night's sleep. (Approx. 10 hours is recommended.)
- Pack a nutritious snack and lunch or buy hot lunch.
- Assure each child's prompt and regular attendance.
- Encourage daily effort and work for children.
- Communicate with the teacher and student about any concerns.
- As a norm of Responsive Classroom practice, please speak directly to any person with which you have a concern. If the concern cannot be resolved directly, the parties can mutually reach out to the school administration for mediation and support, or to the school board chair if the issue concerns administration.
- Read out loud to each child in English for at least 20 minutes a day, and/or provide an opportunity for each child to read on his or her own.
- Attend parent-teacher conferences.
- Become as active as possible in the life of the school by volunteering.

- Demonstrate by attitude and actions genuine concern and respect for other TCGIS students, families, teachers, support staff, administration and school board members.
- Abide by all school policies.

Student's Commitment

- Come to school ready to learn.
- Pay attention with eyes, ears, and body.
- Speak, read and write German at school with everybody.
- Do any homework every day.
- Strive for success every day.
- Demonstrate by attitude and actions genuine concern and respect for other students and TCGIS staff.
- Follow school rules.

Governance

Twin Cities German Immersion School, Independent School District 4152, is a charter school run by a Board of Directors. Board members can be teachers, parents of currently enrolled students, or community members who subscribe to the mission and vision of TCGIS. Board members meet at least once a month to discuss the agenda prepared by the Board Chair and administration. The Board's role is to set policy and initiate long term strategic planning.

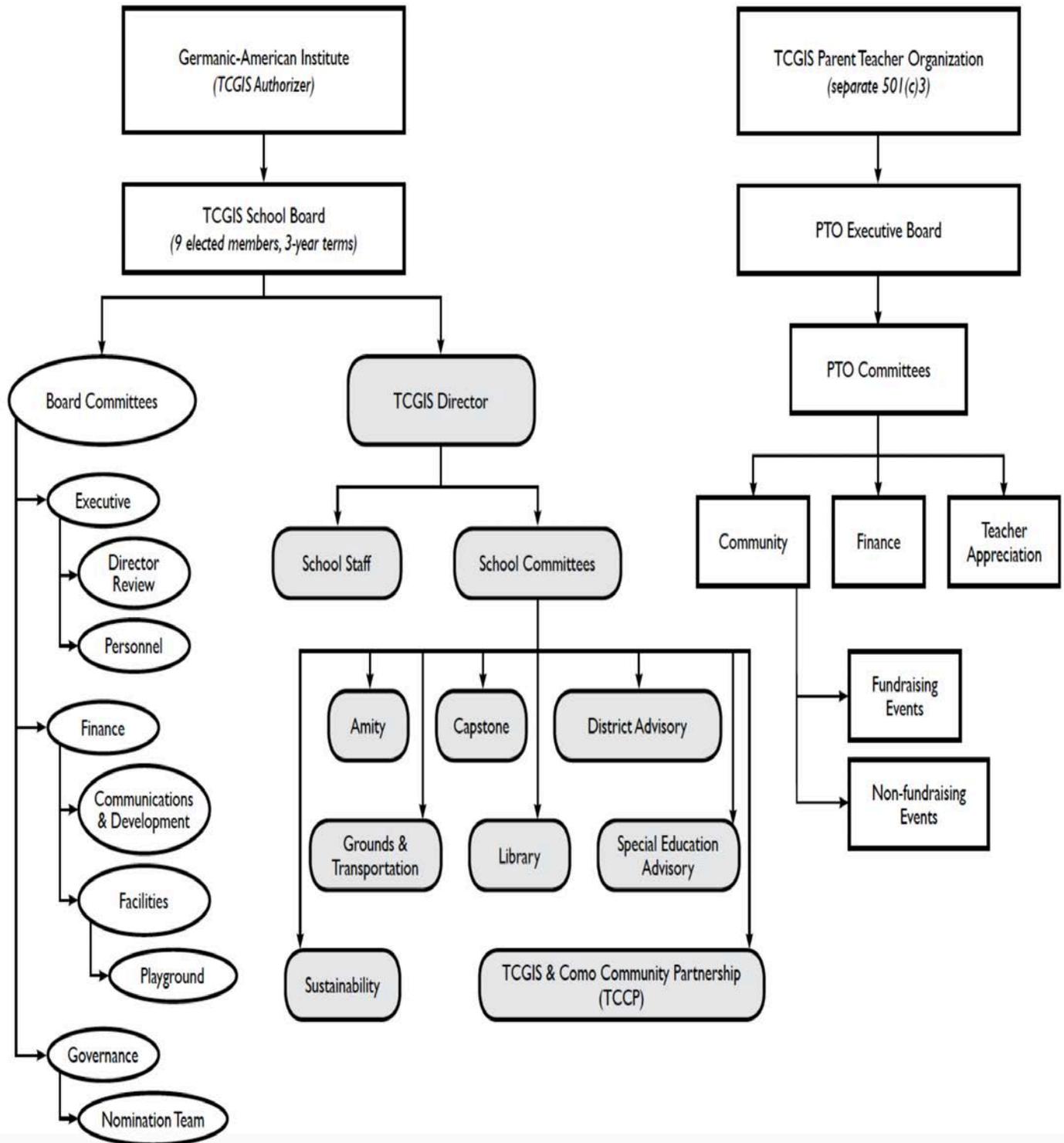
All are welcome to school board meetings, though prior notification is necessary to put an item on the agenda. Board members agree to set aside personal agendas and act in good faith according to the mission of the school in making decisions. Board meeting dates, agendas and minutes are placed on the Twin Cities German Immersion School website according to statutory requirements. An annual meeting is held by the end of each school year and includes the election of new board members.

Committees and Advisory Groups

TCGIS encourages community involvement. There are many different committees and advisory groups that help improve the quality of all students' educational experience. Please contact the Volunteer Coordinator if you are interested in becoming involved.

* This chart is accurate as of August 2016. It will be updated as changes occur.

Organizational Structure of TCGIS and the TCGIS PTO



SECTION III: General Information

Arrival/Departure and Attendance

Transportation

In 2015-2016, TCGIS is running two bus routes for students. Families interested in participating in the public bus option should contact the front desk. Many families also express interest in carpooling. Once families are identified in your area using the school directory, you may be able to make arrangements with those families. The school does not actively arrange carpooling.

Walking to School

Parents/guardians who wish their students to walk to and from school, walk to or from a school bus stop, or take a public bus must provide written permission to the office or the school cannot release them. Younger students should be accompanied by an adult or an older student when crossing streets.

Arrival and Departure

1. School supervision is provided between the hours of 7:50 a.m. and 3:30 p.m. Monday through Friday. On early release Wednesdays, supervision is provided between 7:50 a.m. and 12:45 p.m. Early release days occur on the third Wednesday of nearly every month. Students who are not picked up during the designated time will be in the front office. We do not have staff assigned for their supervision past the indicated time. Please do not be late. **On the second late pick-up, TCGIS is entitled to charge the \$50 late pick-up fee. Please call the front office if unforeseen circumstances require you to be late.**
2. Student drop off and pick up procedure:
 - a. **Have a sign on the school side, front door of your vehicle** with the full name, grade, and class of all students you are picking up at TCGIS. (Ex. Longstocking, Pippi, 3B)
 - b. **NEW due to road construction!** – All families transporting students in cars, please drop at Van Slyke for K-8. Pick-up Van Slyke for K-2 & carpools. Pick-up grades 3-8 using W. Como Blvd. at Chatsworth Park.
 - c. Parents who wish to walk students to the building door, please park in the lots between Como Park Pool and McMurray Fields. – SEE MAP on pages 3-5
 - d. **Please do not park on Van Slyke or Como Avenues** on either side of the street between 7am and 5pm. This causes traffic congestion and dangerous conditions, especially in the winter.
 - e. Kindergarten and grade 1 parents/guardians can walk students to class for the first week of school. Please park in the lots between Como Park Pool and McMurray Fields.
 - f. Police officers will be on site occasionally to ensure the safety of all community members and students.
 - g. **Please pull all the way up in the drop off/pick up lanes;** children will walk to the school or to the cars respectively.
 - h. **Please have children exit or enter on the sidewalk side of the car,** and please have TCGIS child car seats set on the passenger side of the car.
 - i. **Please do not walk your child across Van Slyke** during drop off and pick up times. **Please do not get out of your car** unless absolutely necessary. (The first week for kindergarten and grade 1 are an exception if parking on West Como Avenue.)
 - j. For idling and traffic impact, **please do not arrive for pick up before 3pm.** The Historic Streetcar Station or the Como Park Pavilion parking lots are options for parking nearby.

- k. **Please do not idle your car** while waiting for children as this creates pollution; please avoid using cell phones in the pick up line.
 - l. **Please do not get out of your car** unless absolutely necessary.
 - m. **By law, cars must remain 5 feet clear of all driveways and alleys** (especially the alley entrance on Como).
 - n. **Please avoid parking in carriage walks and in front of fire hydrants.**
 - o. **During drop off, please be attentive** - there is significant sun glare on Van Slyke Avenue and exiting the driver's side (parents or children) is very dangerous.
 - p. Detailed pick up and drop off route information can be found on the school's website and pages 3-4 of this document.
3. Please communicate (written) any changes to your "pick up" permission form.
 4. Please communicate schedule changes to the office as early as possible by phone **and**, when known in advance, to the office in writing. This includes picking up students early, having someone else picking up a student, and absences due to vacations, etc. We must receive notification of any change, otherwise we will follow the student's regular schedule.
 5. We discourage early dismissals as we try to maximize each minute for instructional purposes. In order to avoid disrupting end-of-the-day classroom instruction and afternoon meeting, please do not check students out early unless it is absolutely necessary.
 6. Whenever someone else will be picking up a student from school during school hours, please send a note to the office giving the following information:
 - a. Name of the person authorized to pick up the student
 - b. Reason for missing school
 - c. Time of pick up and whether the student will return to school that day
 7. In the event of inclement weather, the school will initiate indoor pick up. Please make sure the sign is easily visible in your vehicle. Staff will radio a student's name and class to teachers. Students will be released only at this time. Although the process takes more time, it keeps students safe. Please do not park your car and walk in to pick up students. This creates traffic safety issues and slows the process. Please be patient and work with staff to ensure a smooth pick up.

Late Pick Ups

If a parent or other designated adult cannot pick up a student on time, there are two options:

1. Kinderclub is available on a fee basis for after-school care. For a one-time registration fee of **\$30 per year for the first child (\$10 for each additional child)** and a \$14 drop-in fee, Kinderclub will take care of your students from 3:15 – 6:00 p.m. (12:45 p.m. on early release Wednesdays). Please contact the front office to make arrangements at 651-492-7106. Please note there is a fifteen-minute grace period between the end of school to when the fee goes into effect. The \$14 fee is payable regardless if you pick up a student at 3:31 p.m. or 6:00 p.m.
2. If students are not registered with Kinderclub, or if Kinderclub has reached its capacity, a TCGIS staff member will supervise a student. For this service, there will be a **\$50 fee** payable to the school at the time of pick up. **TCGIS strongly encourages parents who want some flexibility and peace of mind, to register with Kinderclub and the call the front office at 651-492-7106 when running late.**

School Policy on Student Release

The school, unless informed otherwise, presumes that custodial and non-custodial parents are authorized to pick up a student from school. It is not the role of the school to enforce custody agreements. The enforcement of court orders is the responsibility of parents. If restrictions are made relative to the drop off or pick up of a student, the custodial parent will be requested to submit a certified copy of the court order, which curtails this right.

The school cannot legally limit access to a parent if there is no copy of a court order on file at the school. Any subsequent changes to a court order will need to be acknowledged by both parents. If there is a restraining order, a certified copy must be on file with the school office. The school cannot legally keep either parent from picking up her or his student from school without having a certified copy of the restraining order from the courts. The school will not be held liable for enforcement of such orders, but will do its best in following any court order. Only a parent or legal guardian may designate another adult (over the age of 18) to pick up a student from school. Such authorization must be presented in writing and entered into the school's emergency contact database. Persons authorized by the parent or legal guardian for pickup must be able to produce a valid, unexpired, photo identification card upon request. Please refer to the following website if you have any questions. <http://www.co.ramsey.mn.us/Attorney/FTIPOverview.htm>

School Closing and Inclement Weather

TCGIS administration will collaborate with other metro school districts and charter schools to determine school closings. The administration may decide to close school early during inclement weather. In the case of inclement weather-related driving conditions, TCGIS may start late, close early or cancel school. School closings and late starts will be communicated through multiple media sources (WCCO New Channel 4, KSTP Channel 5, Fox 9, and KARE Channel 11), as well as on the school's website. A school-wide email will also be sent to inform families and employees of a school closing or late start according school policy. It is the responsibility of families and staff to access media outlets for up to date information. TCGIS is not responsible for media outlet failure to communicate messages. Please see the school's snow and cold policy.

Please ensure your student is always dressed properly for the weather. Students go outside everyday for short breaks and recess, so please send students to school prepared for daily weather conditions. Coats, hats, snow pants, and mittens/gloves are required when the weather is 40 degrees Fahrenheit or colder. Students remain outside unless the temperature becomes dangerously low. However, even on very cold days when students will not be outside for break, dressing for the weather is still important, as an emergency situation could require students to be outside.

Attendance

1. Students must be in class, have the necessary learning tools, and prepared to learn at 8:15 a.m. for "Morning Meeting." In the event of poor weather, please plan extra time to arrive to school on time.
2. A parent/guardian is expected to notify the school if his or her child will be absent.
3. If a student is ill for three days in a row due to health concerns, a TCGIS employee will contact the parent/guardian regarding the child's consecutive absences. School accommodations may be discussed at this time.
4. If a student is absent due to illness for ten days during the school year, she or he will be required to bring a doctor's note for each additional absence for any additional absence to be excused.

5. If the student has two unexcused absences, a letter may be sent to the student's parent/guardian notifying him or her of this status.
6. By law, after seven unexcused absences a "diversion meeting" should be scheduled with a school representative, parent/ guardian, and a representative of the student's home district county to establish an attendance contract.
7. After seven unexcused absences, a representative of the student's home district county may pursue an educational neglect investigation.
8. After ten days of excused absences, students may be required to provide a doctor's note.
9. We appreciate the efforts you make to ensure your child is at school as often as health allows. A district calendar is included in this handbook to assist you in scheduling appointments and family events.
10. A student can miss up to five (5) days for a planned absence to have the absences be excused. The family of the student needs to notify teachers at least one week prior to the beginning of the absence. Prior to the absence, the teacher will meet with the student to give a brief overview of what will be missed during the absence. Assignments absent to turn in the completed work, with a week being the maximum time given.

Absence Procedures

1. TCGIS strongly discourages school absence for reasons other than illness or family emergencies. While your student can make up some of the school work, he or she will have missed daily experiences and German language practice that often cannot be duplicated at home. Time spent in class interacting in German with the teachers, classroom assistants and other students is essential for maintaining progress in all subject areas.
2. If your student is ill, please call the school to report the absence (651-492-7106). You may call this number at any time to leave a message. During office hours, dial 0 to speak to someone immediately. If your student is going to be absent more than one day, you may make note of that on the first day's call. If you anticipate only one day's absence and it turns out to be longer, you should call the school's office each successive day. When an absence has been called in, it is not necessary to send a note upon the student's return to school. Do not have your student or a sibling call to report the absence. A parent or guardian should make the absence call. An absence is unexcused until a parent or guardian calls.
3. Please give the following information when you call:
 - a. Date of absence being reported
 - b. Student's full name
 - c. Name of student's teacher
 - d. Reason for absence
 - e. Person reporting the absence
4. If a student is absent and the school does not hear from a parent or guardian by 9:00 a.m., the school will try to reach a parent/guardian at an available home, work, or emergency number. Our goal is to make sure your student arrives safely to school and to identify missing students as soon as possible.

5. A letter will be sent to parents after ten consecutive absences or tardies, excused or unexcused, notifying parents of the requirements of the state attendance law.

Tardiness

Students not in class with required materials and ready to learn at 8:15 a.m. are considered tardy. Please make a point of having students at school with enough time to get ready for the beginning of class at 8:15 a.m. Learning starts right away in the classrooms, therefore repeated tardiness can have a negative impact on student academic performance.

At School

Amity Program

Nearly every classroom has the benefit of a native German speaking assistant. The Amity Institute provides us with German-speaking interns who work together with the classroom teachers. Our Amity interns will generally be young adults who are studying pedagogy or have just completed their studies and are looking for practical classroom experience. They are hosted by school families or friends of TCGIS. All school families are welcome and encouraged to invite our Amity interns over for a family dinner or celebration, out for an excursion, or to introduce them to other young people in the area. Our interns are only here for five months to a year and we hope to give them a well-rounded introduction to Minnesota and our way of life. For more information about hosting, please contact a TCGIS Amity Coordinator.

Classroom Hours

The class day is from 8:15 a.m. to 3:15 p.m. There is a 55-minute period each day for recess and lunch. A daily morning and afternoon break will be scheduled at the teacher's discretion.

Office Hours

The school office will be open every school day from 7:50 a.m. to 4:00 p.m.

Lunch

TCGIS is committed to improving and maintaining the health of our school community by offering a nutritious lunch to all students and staff members.

Our daily lunch is provided by Lancer Dining Services. Their well-balanced meals always include fresh fruits and vegetables, lean proteins, and whole grains. Lancer Dining Services believes in sourcing all of their products locally as much as possible and for the 2015-2016 school year, they are partnering with the Hmong American Farmers Association to purchase produce directly from our neighborhood farmers.

The TCGIS Lunch Program offers following meal options:

- Regular Meal: \$3.65
- Cold Sandwich Meal: \$3.65
- Vegetarian Meal: \$3.95
- Gluten Free Meal: \$3.95
- Extra helpings of the main entrée are available for \$1.50

All meals include one carton of milk. Milk is also available to students that bring lunch from home at a cost of \$0.40 per carton.

How to order lunch:

TCGIS has partnered with Orderlunches to provide a secure, fast, and easy-to-use online ordering system that allows you to view our lunch menu, order, prepay and manage your child's lunches on the web.

To set up an account, please go to: <https://tcgis.orderlunches.com> . Click on register. The school password is **TCGIS1**. Once your account is set up and you have linked your students to your account, you can start ordering. The order period opens around the 15th of every month and will stay open for 8 days.

Please contact lunch@tcgis.org with any questions about account registration or ordering.

Free/Reduced Lunch Program:

Please know that your child(ren) may qualify for free or reduced price lunch. To apply, please complete an Application for Educational Benefits. We will email the application form to all families before the start of a new school year or you can pick up a paper copy at our open house in August. Application forms are also available at the front office or you can email us at lunch@tcgis.org and we can email you all necessary forms. A new application must be submitted each year.

State funds help to pay for reduced-price school meals, so all students who are approved for either free or reduced-price meals will receive school meals at no charge.

When student does not pick up an ordered lunch:

If you ordered a lunch, but your child is unable to pick up the lunch for some reason, you will still be charged. If you would like we can serve the lunch to a different child in your family at no additional cost. Please notify us as early as possible by emailing us at lunch@tcgis.org or by calling the school's main telephone number 651-492-7106.

When a student forgets to bring lunch:

If a student who did not order school lunch forgets to bring lunch, TCGIS will make every effort to ensure the student has something to eat. When possible, the school will notify the student's parents so they can arrange to bring a lunch to school. If TCGIS serves the student a school lunch, parents will be charged for a full hot lunch.

Lunch from Home:

For those families who choose not to order the school lunch, please pack a nutritious lunch for your student daily. Single servings of milk are available for \$0.40 a carton and will be charged to your Orderlunches.com account. We encourage all parents to have their students store a non-perishable lunch item such as fruit cups, granola bar, cheese cracker packet, etc., in their locker for emergency use when a lunch is forgotten.

Class Field Trip:

As soon as we are made aware by the classroom teacher that a class is going on a field trip and will not be back in time to eat school lunch, we will cancel all pre-ordered school lunches. Please ensure that your child brings a bag lunch from home for all school field trips.

Snacks

1. Snacks are a part of both the morning and afternoon schedules for the kindergarten classes. Parents and students are expected to contribute to the rotation of snacks in the classroom. These snacks must be store-bought with limited amounts of sugar, and purchasing healthy foods is encouraged. Sign-up for a classroom snack rotation will take place during the first few weeks of school.
2. Students in grades 1 and up bring their own healthy snacks.

Library

Our school librarian maintains the TCGIS library. All students visit the school library periodically and may check out books to take home. Books are available both in English and German. Please treat books with care. There is a flat \$20 fee for lost or damaged books. Please contact the librarian with any questions.

Telephones and Communication Devices

A telephone is available for student use in the school office for important and emergency phone calls only. During the school day, permission to use the telephone must come from the student's classroom teacher or a supervising adult. Students may not use school or personal communication without permission.

Fees

From time to time TCGIS may find it necessary to assess fees for lost materials, damaged equipment, additional educational services, or for extra-curricular opportunities. Parents will be notified of any fees as they occur.

Extended Day Options

After-school care, or Kinderclub, is available within our school building on a fee-basis. Kinderclub information is available at front office or by calling 612-227-4412.

Lost and Found

Please mark all clothing and personal items with you child's name and check Lost and Found regularly. All unmarked or unclaimed items will be donated to a charitable organization at the end of each month.

Field Trips

Field trips are a vital part of the TCGIS experience. All field trips are intended to have a direct tie in with the curriculum. They also play an important role in our social curriculum by providing students opportunities to spend time and have fun together, thus strengthening the sense of community within the group. Our goal, however, is to build toward a consistent and fair structure in which each group of students is given parallel opportunities from year to year. The list below itemizes core field trips built into the curriculum in each grade. They may well be supplemented by additional opportunities or interchanged for equivalent opportunities scheduled by teachers throughout the year.

When students go on field trips, parents/guardians will be requested to sign a permission slip and in most cases, make a donation to cover the cost of the trip. Donations are also regularly gathered to put in a fieldtrip scholarship fund. No student will be left out of a field trip due to inability to pay. Generosity from our parent community has kept this system in balance over the years and we project will continue to do so. Parents/guardians will receive information about how to sign up to chaperone and guidelines for chaperoning prior to field trips.

Field trips in the Como Park Area and/or TCGIS Vicinity

TCGIS is located in the beautiful Como Park area. The Conservatory, Zoo, playing fields and parks are all within walking distance. TCGIS teachers often take students on excursions in the immediate area of the school. Parents/guardians are asked to sign one permission slip at the start of a child's enrollment in the school as a yearly permission slip for students to attend local field trips within walking distance of the school.

Likely Fieldtrips in 2015 – 2016*

KG	<ul style="list-style-type: none"> • Apple Orchard • Fire house • Food Co-op
1	<ul style="list-style-type: none"> • Bakken Museum
2	<ul style="list-style-type: none"> • Fall and Spring field trips to the MN Wildlife Refuge Center
3	<ul style="list-style-type: none"> • Visit to German Days at the MN Zoo as observers • Planetarium
4	<ul style="list-style-type: none"> • Overnight field for two nights
5	<ul style="list-style-type: none"> • Daylong field trips in coordination with the humanities curriculum • Visit to German Days at the MN Zoo as presenters
6	<ul style="list-style-type: none"> • Paddle boat on the Mississippi • Biohaus at Concordia Language Village to tie in with Solar Energy Unit
7	<ul style="list-style-type: none"> • Trips with German Exchange students • Valley Fair
8	<ul style="list-style-type: none"> • German Students Trip to TCGIS • Capstone Trip to Germany

*Subject to change

Holidays

As a public school we may teach about religious traditions including holidays, but it is not our intent to engage in the celebration of religious practices. TCGIS aims to acknowledge cultural and religious holidays a comprehensive plan that integrates the study of holidays and faith traditions into the curriculum.

Goals to strive for:

- Create events that bring together the community. These events should grow out of a celebration of our academic curriculum and bring focus to the learning of our students. They can share food, performance and other academic and/or artistic activities.
- Expose students to a diversity of cultures.
- Ensure there is a balanced study of cultures through the students' tenure at the school.
- Make sure activities planned for students are age appropriate and tied to curriculum goals. Themes may be restudied from year to year, but get more sophisticated to match the developmental level of students.

The following holidays may be acknowledged every year at age appropriate levels. Others might be tailored to specific aged classes in conjunction with curriculum themes:

International Peace Day	Sept. 21
Unity Day	Oct. 3
Halloween	Oct. 31
St. Martinstag	Nov. 11
Nikolaustag	Dec. 6 (Specifically German tradition instead of Christmas or Hanukkah)
Martin Luther King Day	Jan. 18 (celebrated on 3rd Monday of the month)

Valentine's Day	Feb. 14
Earth Day	Apr. 22
May Day	May 1

Birthdays

Students are welcomed and encouraged to celebrate their birthdays at TCGIS. We ask the following guidelines are followed to ensure fun and safety for students.

- Students may bring a small treat to share with their classmates. We ask treats be purchased, not homemade, to accommodate the number of students with food allergies or other health issues.
- Students are invited to consider adding a book to their classroom library collection or the main library in honor of their special day. This is certainly not an expectation, but some families like this option over treats or in addition to a treat.
- Out of sensitivity to all students at our school we ask that individual birthday party invitations not be delivered at school. Please use the directory and send them to home addresses. Teachers may not hand-out individual invitations.
- If a student's birthday falls on a weekend or a day that school is not in session, the student may choose a day in close proximity to her or his actual day to acknowledge the birthday. Students with summer birthdays may choose a day such as their half birthday to celebrate.

Thank you for supporting these guidelines, which will help all of us enjoy celebrating your student's special day!

Communication

Front Office Communication

Communication with parents is important to us and happens on a weekly basis from the front office through the school newsletter, the Elternbrief, which is sent out electronically.

Other front office communications are sent from time to time based on timeliness of the information, such as school closings. These communications occur via email unless a parent has notified the front office they need to receive the communications in an alternative format.

Should you wish to talk with one of your student's teachers or the administration, the best way to reach someone is through email. All email addresses are listed on the school's webpage, or for general information, please email info@tcgis.org or call 651-492-7106. School personnel will make their best effort to respond within two school business days. (Ex. If a message is left at the end of the day Thursday, the staff member will make a best effort to return the call by the end of the day Monday assuming it is a two day weekend).

For requests for information, such as copies of public documents or additional materials from committee or board meetings, please send requests to info@tcgis.org and the school will provide the information within a reasonable amount of time (usually 7-10 school business days.)

Parent/Teacher Communications

Teachers communicate weekly with families in grades 1-3 through classroom email newsletters, while grades 4-8 communicate every other week.

Parents/guardians will receive formal communications about individual student progress four times a year. A goal setting conference will be held at the end of first quarter. The first semester report card will be available online through the Powerschool parent portal at the end of January. A second set of conferences will be held in March. A final progress report will be available online at the end of the school year and a certificate of grade level graduation will be issued to each student.

Parents are strongly encouraged to attend conferences. Conferences will be scheduled by appointment to ensure privacy and adequate time for all parties to prepare. In addition to these regularly scheduled conferences, teachers are available by email, and before or after school by appointment. Please contact your student's teacher at least two school business days in advance to schedule an appointment.

Website

The TCGIS website, www.tcgis.org, has been developed in order to provide families, teachers and the larger community with easy access to information and communication. We encourage you to use it as a means of staying connected and informed. We also welcome feedback on the site.

Permanent Records

You may view your student's permanent record at any time. Please give the school three school business days advanced notice in writing to prepare the record for viewing. The director may request to be present during your review of the file.

Special Education Services

TCGIS believes every student has the right to learn in a bilingual environment. Special education staff members collaborate with all stakeholders to ensure student needs are met in the least restrictive environment. These services can include specialized personnel, special instructional supplies and materials, modification to curriculum and other special accommodations. TCGIS makes every effort to support students in the general education classroom.

Who should I contact if I have questions about special education?

If you have a question regarding special education in general, it is recommended parents speak with the Special Education Coordinator. If you have a question about a special education student with an IEP, parents/guardians are asked to speak first with a child's case manager and/or other team members before bringing any issues to the Special Education Coordinator.

Health and Safety

Accidents

All accidents that occur on the school grounds must be reported to the school office. Students will receive care consistent with the severity of the injury. Minor abrasions and bumps will be cleaned and bandaged. Parents/guardians will be notified immediately when major accidents occur. The emergency medical services will be summoned in more serious situations.

Emergency Information Forms

1. The school office maintains an information form for each student. A new form must be completed each year. Please keep the information up to date on these forms. We will use them to contact you in case of emergency. Your signature on the form is critical as it allows the school authorization to secure medical attention/aid for your student in an emergency. All information on the card will be held in confidence.
2. ***Please notify the school immediately, in writing, if you change your address, telephone number(s), or place of employment.***
3. ***If you leave your student(s) with another person and you are out of the area, please send a note to the school office giving the name, address, and phone numbers for the temporary guardian. Also include permission for this person to check your student out of school. Please note the length of time you will be out of town. The school office will hold all information in confidence.***

Parent Communication in Emergency/Crisis Situations

1. Parents/guardians will be notified of the situation and pick up procedures through an email and a posting on the school website. When possible telephone contact will also be made.
2. It is important in an emergency situation for school telephone lines to remain open for communication with emergency service personnel. For the safety of students, we ask parents to check their email and the school's website during a crisis for information from us.

Medication

1. Parents are advised that, if possible, medication should be given at home and on a schedule other than school hours.
2. When it becomes necessary for medication to be taken by students during the school day, these procedures must be followed:
 - The school must have written permission from a parent/guardian in the office for the administration of any medication (prescription or non-prescription, including Tylenol).
 - Parents must notify the school in writing or with a phone call if the student is bringing medications to the school.
 - All non-prescription medication must be sent to the school in the **original** container in which it was purchased, labeled with the student's name.
 - The school must have a written order (form available at the office) from a physician for all prescription medications.
 - All prescription medications must be sent to the school in the correct pharmacy-labeled container unless the physician's written order recommends another dispensing method.
 - Parents must provide a copy of all warning information, etc. included with the medication.

3. TCGIS students cannot carry their own medications or store them in their lockers unless a doctor has specified that it is necessary for them to do so. If parents want their students to keep their medications on their persons, two requirements must be met:
 - a. A letter from the doctor stating that it is necessary for the student to keep medication with him/her must be produced.
 - b. A letter from the parents/guardians accepting all responsibility in the event the medications are lost or improperly used by anyone must be given to the front office.

General School Policies

Homework

Homework is part of the TCGIS program. We assign homework to provide opportunities for:

Students to:

- Develop independent work skills
- Master skills taught earlier at school
- Integrate school skills into home life

Parents to:

- Learn what topics are being taught in school
- Witness skills students are learning

Responsibilities for Homework

Teacher	Student	Parent
1. Review homework expectations with students 2. Give work that should be manageable within recommended time frames for student's age 3. Provide homework in a predictable pattern 4. Assign work that reviews skills already taught 5. Be in communication with student and parents regarding potential individual adaptations to assignments	1. Give best effort for the pre-determined amount of time 2. Try work yourself before asking for help 3. Ask for help if you need it	1. Provide student a work time and space 2. Help student plan to structure time to include time for homework 3. Be in communication with teacher about homework concerns. 4. Read to your student daily in any language (yes even if they can read themselves) 5. Write a note of explanation if student was unable to complete assignments on a given day.

Guidelines for Homework

Grade	Recommended Time Limit
K	5-15 minutes
1	10-20 minutes
2	20-30 minutes
3	25-35 minutes
4	30-40 minutes

5	50-60 minutes per day (not more than 20 minutes per subject)
6	50-60 minutes per day (not more than 20 minutes per subject)
7	60-70 minutes per day (not more than 20 minutes per subject)
8	70-80 minutes per day (not more than 20 minutes per subject)

Standardized Testing

TCGIS students participate in a variety of program-based, school-wide evaluations. The Student Oral Proficiency Assessment (SOPA) measuring German speaking and listening is given at the end of 2nd grade. The German language A1 exam from the European Common Reference is given in grade 3 and the A2 is given in grade 5. The DSD-I is given in grade 8, which opens opportunities to attend post-secondary training in Germany. State-required Minnesota Comprehensive Assessments (MCA III) are given in reading and math each year grades 3-8 at TCGIS. The Minnesota Comprehensive Assessment in science is given in grades 5 and 8. All MCA tests are administered in English. Additional districts assessments may be used to support student learning.

Coordinators and Curriculum Director

If parents have questions or concerns about school programming or questions about behavior and the socio-emotional well being of students at TCGIS, they are encouraged to contact the classroom teacher. Sometimes, curriculum questions or behavior concerns may relate to the elementary or middle school program as a whole. In such cases, parents may also contact the Elementary or Middle School Coordinators. In the 2015-2016 school year Elena Heindl co-coordinates the elementary with Michelle Wallace and Tanja Schmitt co-coordinates the middle school with Michelle Wallace. Curriculum questions may also be directed to Mike Mullins, Curriculum, Instruction and Assessment Director. Coordinators and the Curriculum Director are facilitators of questions, concerns and conversations for families.

The Responsive Classroom Approach

The *Responsive Classroom* is an approach to elementary teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. *Developmental Designs* is the middle school equivalent of the approach. The goal is to enable optimal student learning. Created by classroom teachers and backed by evidence from independent research, the *Responsive Classroom* approach is based on the premise that students learn best when they have both academic and social-emotional skills. The approach therefore consists of classroom and school-wide practices for deliberately helping students build academic and social-emotional competencies.

Guiding Principles

Seven principles, informed by the work of educational theorists and the experiences of exemplary classroom teachers, guide the *Responsive Classrooms* approach:

1. The social curriculum is as important as the academic curriculum.
2. How students learn is as important as what they learn: Process and content go hand in hand.
3. The greatest cognitive growth occurs through social interaction.
4. To be successful academically and socially, students need a set of social skills: cooperation, assertion, responsibility, empathy, and self-control.
5. Knowing the students we teach-individually, culturally, and developmentally-is as important as knowing the content we teach.
6. Knowing the families of the students we teach and working with them as partners is essential to students' education.
7. How the adults at school work together is as important as their individual competence: lasting change begins with the adult community.

Classroom Practices

At the heart of the *Responsive Classroom* approach are ten classroom practices:

1. *Morning Meeting* - gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead
2. *Rule Creation* - helping students create classroom rules to ensure an environment that allows all class members to meet their learning goals
3. *Interactive Modeling* - teaching students to notice and internalize expected behaviors through a unique modeling technique
4. *Positive Teacher Language* - using words and tone as a tool to promote students' active learning, sense of community, and self-discipline
5. *Logical Consequences* - responding to misbehavior in a way that allows students to fix and learn from their mistakes while preserving their dignity
6. *Guided Discovery* - introducing classroom materials using a format that encourages independence, creativity, and responsibility
7. *Academic Choice*- increasing student learning by allowing students teacher-structured choices in their work
8. *Classroom Organization* - setting up the physical room in ways that encourage students' independence, cooperation, and productivity
9. *Working with Families* - creating avenues for hearing parents' insights and helping them understand the school's teaching approaches
10. *Collaborative Problem Solving* - using conferencing, role playing, and other strategies to resolve problems with students

School-wide Practices

Schools implementing the *Responsive Classroom* approach school-wide typically adopt the following practices:

- Aligning policies and procedures with *Responsive Classroom* philosophy - making sure everything from the lunch routine to the discipline policy enhances the self-management skills that students are learning through the *Responsive Classroom* approach.
- Allocating resources to support *Responsive Classrooms* implementation - using time, money, space, and personnel to support staff in learning and using the *Responsive Classrooms* approach.
- Planning all-school activities to build a sense of community - giving all of the school's students and staff opportunities to learn about and from each other through activities such as all-school meetings, cross-age recess or lunch, buddy classrooms, and cross-age book clubs.
- Welcoming families and the community as partners - involving family and community members in the students' education by maintaining two-way communication, inviting parents and others to visit and volunteer, and offering family activities.
- Organizing the physical environment to set a tone of learning - making sure, for example, that school wide rules are posted prominently, displays emphasize student work, and all school spaces are welcoming, clean, and orderly.

Source: <http://www.responsiveclassroom.org/about/aboutrc.html>

Conflict Resolution

TCGIS's approach to conflict is based on the following principles:

- Conflicts are a normal part of living in community. People disagree about things. Everyday events and issues have conflict potential.
- People can learn to respond positively to conflict.

- Students gain experience with open, honest communication about conflicts with regular times, places and routines to address them.
- Students can develop the habit of communicating verbally to resolve conflicts.

Conflict Resolution Strategies

1. Mediation
2. Group Gatherings
3. Modeling

Mediation

Mediation is used to settle issues between two people or a small group of people. Adult facilitators guide the participants through the process. After agreeing on basic rules, the participants each have the opportunity to talk about their perceptions and feelings and then work together to come up with a plan to avoid the issue in the future. Mediation is not a substitute for consequences. If a behavior calls for consequences they should be administered according to the Behavior Response Guidelines.

Each mediation should follow these basic guidelines:

1. Agree to rules:
 - Listen and take turns speaking
 - Speak respectfully; no name calling or swearing
 - Agree to work hard to come up with a plan for change
2. Clarify the issue:
 - Identify behaviors that contributed to conflict
 - Use simple summary statement to describe conflict
 - Identify feelings
3. Make a plan
4. Closure

Participation in mediation is NOT a replacement for discipline. Mediation is a tool for making plans for avoiding the issue in the future. At school, when a behavior violates a rule, the consequence for breaking a rule happens. Requesting mediation is in addition to a consequence, not instead of a consequence. Often it is helpful to participate in mediation before giving out consequences. It is a process that helps the adult discern what really happened and what type of consequence may be appropriate.

Group Gatherings

Group gatherings are meetings of larger groups, usually a whole classroom, to address issues of concern to the entire group. A facilitator keeps the process on track while students share their insights into the problem and offer suggestions for solutions, all without using names. Group gatherings serve to resolve issues, to build a sense of community, and to develop a sense of personal and group responsibility.

Opportunities for group problem solving will be incorporated into morning meetings some time throughout the week at each grade level.

Modeling

When students see adults in their community using conflict resolution, they are learning not only how to use the program, but also see that the whole community values the process and benefits from it. Adults set important examples for the students through modeling appropriate non-violent conflict resolution.

Alcohol and other Drugs

TCGIS prohibits the consumption of alcohol and the use of drugs on school property and during activities sponsored by the school. The Drug Education Team offers additional supports for students in crisis. For prescription medication use, please refer to our medication policy.

Dress

1. At TCGIS we want to respect the student's individuality while at the same time having common standards for appropriate attire. We acknowledge each family has their own ideas, opinions, and values regarding dress, and their input on this subject is welcome. Because TCGIS is implementing a respectful atmosphere that values tolerance and diversity, we ask that all attire be free from reference to violence (including weapons), harmful substances (including alcohol, drugs and tobacco), harassment, foul language and discrimination (gender, racial, religious etc.)
2. TCGIS expects that students will come to school appropriately dressed for learning and play. Clean, neat and simple should be the guiding principles in selecting your student's clothing. We recommend clothing that is easy to wash, easy for students to put on themselves, comfortable both in the classroom and at recess, and appropriate to the season. We ask parents to pay particular attention to fads and fashions that may be popular, but are not appropriate for school.
3. Please help your student to be dressed according to the weather conditions. Outdoor time is part of the daily routine and will take place unless it is dangerously stormy or the temperature is well below zero. All outdoor wear needs to be labeled on the inside of the item.
4. It is advisable that students keep a change of clothes in their locker, just in case. Please label these clothing items with your student's name. These items should be rotated periodically to ensure that they are appropriate for current weather conditions.
5. Shoes in school are required by law and prevent injury. Parents may be called to bring shoes or slippers with rubber or waterproof bottoms if their student comes to school without them. They will wear boots until the shoes arrive, if available.
6. Each student is required to keep a pair of indoor shoes at school for classroom use. **All shoes or slippers must have a rubber or other waterproof bottom in case of an emergency.** Students also need a pair of shoes with good ankle support and laced or with Velcro closure for PE. If desired, the same pair of shoes can be used for both. All students should come to school wearing shoes that are safe for running and climbing and should not fall off during activity (laced or Velcro closure). Occasionally gym is held outside. The student cannot use shoes used as indoor shoes for gym outside. The street shoes worn to school in that case but be able to be used for rigorous physical activity.

Internet Policy

Students have access to the Internet. The Internet is a global information system with great educational potential. The use of the internet is a privilege. Students will be taught appropriate use of the Internet and/or email. Information on the Internet changes rapidly. It is the school's responsibility to teach students the skills to be responsible users of the Internet and adopt guidelines for student use of the Internet. The school will strive to control the Internet environment to provide access to the most appropriate educational sites and materials for students and staff. To protect the due process rights of students, the guidelines below define appropriate educational and ethical uses of the internet at School, identify individual student responsibilities, and outline the responsibilities of

the school in carrying out these guidelines. **You will be sent an internet use permission form that needs to be filled out and returned to the school. Your student will not be able to use the internet until this form is returned.**

As a user of the Internet and the School Computer Network I will:

1. Be polite.
2. Use appropriate language. That means, do not swear, or use bad language.
3. Use Internet sites that are connected to what I am studying in class or that a teacher has ok'd for my use.
4. Respect school rules and behavior standards.
5. Use the computer network in a manner that does not violate any law, regulations or copyright.
6. Accurately represent myself. That means I will use only my own name, not someone else's and never use my whole name or give my address or telephone number.
7. Send e-mail only with my teacher's permission.
8. Remember that e-mail is not private. That means my teacher or other people who operate the network can read it.
9. Respect the privacy of others. That means I will not use someone else's password or open or change anyone else's files.
10. Respect computer equipment and the use of the network and share computer resources and time with other students.
11. We may not make purchases on the internet, unless authorized by a teacher.

Staff responsibilities:

1. Teach students the appropriate and ethical use of the Internet and email.
2. Help students understand the guidelines.
3. Help students locate appropriate sites for school use.
4. Monitor student use of the Internet and help them back out of inappropriate sites.
5. Not post any student work to the Internet without parent/guardian permission. If permission is granted, items will be considered fair use and available to the public.
6. Limit access to the Internet or the School Computer Network if the student does not follow these guidelines.

Toys and Games

Students must not use non-TCGIS-supplied toys or games during the school day without special permission from a teacher (such as, for instance, for show-and-tell). If a student brings a toy or game for use during Kinderclub, the toy or game must remain in the student's locker for the entire school day.

Hats

Students must not wear hats in the school building during the school day.

Electronic Devices

Students must not use electronic devices such as cell phones, smart phones, tablets, game devices, or MP3 players during the school day without permission from a teacher or administration. If a student brings such an electronic device to school, the device must remain in the student's locker for the entire day. Teachers have the authority to take a forbidden electronic device from a student if they see or hear it and may return it to the student at the end of the hour, or at the end of the school day.

On a second offense, the student will lose the device for a day. On a third offense, the student will lose the device for one week.

Discipline

Everyday Discipline

We want our students to grow and mature in positive ways. We need to provide an atmosphere of firm, loving support. Our belief in the dignity of each human being should be the basis of maintaining mutual courtesy among faculty and students. Disciplinary action should not humiliate students.

The following procedure is recommended for primary students and for infractions of less serious rules for older students.

1. Staff gives the student a verbal warning.
2. If the behavior continues, teacher and the student and possibly the director will have a conference. The student may be asked to have recess separated from peers, stay after school or be to a quiet place.
3. If the behavior persists, a note is sent to the parents about the problem, either by the teacher or the student may write his/her own note. Parents must sign the note before the student returns to school. An immediate conference will be set at a time convenient for teacher, parents and student (and possibly director) to discuss the consequences of the behavior.
4. Student may be sent home from school, depending on the severity of the situation (such as physical violence) and the history of the student's behavior. Individual judgment as to what is an appropriate measure is used in each individual situation. Discuss with the director. Parents will be called to let them know their student is being sent home. If the parent is unavailable, the student may have an in-school suspension.

Staff/Teacher Guidelines for Confrontations

Here are some ideas for teachers dealing with students in confrontational situations.

- Be specific and clear. You are confronting the person's behaviors in a given situation, not the person or his/her behavior in general.
- Avoid accusations and judgments—deal with behaviors.
- Confront behaviors, not values. Pushing your values will probably not work. Specify which behavior is causing a problem, such as damage, rowdiness, messiness, etc. Identify what the root of that behavior may be, such as personal isolation, anger, etc.
- Care!!! At every available opportunity, communicate your interest in the person and ask him/her clarifying questions. How do you view your current behavior? Why are you acting this way?
- If you are angry, check to see that your anger is directed at the behavior, not the person. Communicate this. Identify feelings as feelings and facts as facts.
- Focus on the student's strengths rather than his/her weaknesses.
- Avoid arguing—maintain your cool.
- Avoid "I told you so" and other moralistic comments.
- Realize and convey that this confrontation need only be an initial contact and that time and understanding can and will follow.

Standards of Student Behavior

A safe and positive learning environment is essential. Knowing and complying with the rules and procedures will support students in making positive choices. When students are disruptive or act inappropriately, they must accept the consequences. When students do not follow the rules, school

staff members are expected to respond appropriately and consistently. School administrators will inform the parent/guardian of any student whose behavior is in serious conflict with established rules and procedures. Students and their parents/guardians are responsible for working collaboratively with school staff to support the rules and procedures outlined in this handbook. For a matrix of discipline levels and standard consequences, please [for more information on the Discipline Matrix and Glossary of Definitions see https://www.tcgis.org/docs/Discipline%20Matrix%202015-2016.pdf](https://www.tcgis.org/docs/Discipline%20Matrix%202015-2016.pdf).

Harassment

TCGIS is committed to peaceful and respectful interactions between all people. Harassment of any kind within the community will not be tolerated.

Bullying Prohibition Policy 514 Twin Cities German Immersion School

Passed by Twin Cities German Immersion School Board November 23, 2010 and updated November 20, 2014

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and teachers' ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, it is the school district's intent to prevent bullying and to take action to investigate, respond, remediate, and discipline those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, and other similar disruptive behavior.

II. GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school district property or at school-related functions. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees. The misuse of technology including, but not limited to, teasing, intimidating, defaming, threatening, or terrorizing another student, teacher, administrator, volunteer, contractor, or other employee of the school district by sending or posting e-mail messages, instant messages, text messages, digital pictures or images, or website postings, including blogs, also may constitute an act of bullying regardless of whether such acts are committed on or off school district property and/or with or without the use of school district resources.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- C. Apparent permission or consent by a student being bullied does not lessen the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

- E. False accusations or reports of bullying against another student are prohibited.
- F. A person who engages in an act of bullying, reprisal, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline for that act in accordance with school district's policies and procedures. The school district may take into account the following factors:
 - 1. The developmental and maturity levels of the parties involved;
 - 2. The levels of harm, surrounding circumstances, and nature of the behavior;
 - 3. Past incidences or past or continuing patterns of behavior;
 - 4. The relationship between the parties involved; and
 - 5. The context in which the alleged incidents occurred.Consequences for students who commit prohibited acts of bullying may range from positive behavioral interventions up to and including suspension and/or expulsion. Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge. Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.
- G. The school district will act to investigate all complaints of bullying and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

- A. "Bullying" means any written or verbal expression, physical act or gesture, or pattern thereof, by a student that is intended to cause or is perceived as causing distress to a student or a group of students and which substantially interferes with another student's or students' educational benefits, opportunities, or performance. Bullying includes, but is not limited to, conduct by a student against another student or a group of students that a reasonable person under the circumstances knows or should know has the effect of:
 - 1. harming a student or a group of students;
 - 2. damaging a student's or a group of students' property;
 - 3. placing a student or a group of students in reasonable fear of harm to person or property;
 - 4. creating a hostile educational environment for a student or a group of students; or
 - 5. intimidating a student or a group of students.
- B. "Immediately" means as soon as possible but in no event longer than 24 hours.
- C. "On school district property or at school-related functions" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

IV. REPORTING PROCEDURE

- A. Any person who believes he or she has been the victim of bullying or any person with knowledge or belief of conduct that may constitute bullying shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district's ability to take action against an alleged perpetrator based solely on an anonymous report may be limited.

B. The school district encourages the reporting party or complainant to use the report form available from the Executive Director or available from the school district office, but oral reports shall be considered complaints as well.

C. The Executive Director, the Executive Director's designee, or the building supervisor (hereinafter building report taker) is the person responsible for receiving reports of bullying at the building level. Any person may report bullying directly to a school district human rights officer or the Executive Director. If the complaint involves the building report taker, the complaint shall be made or filed directly with the Executive Director or the school district human rights officer by the reporting party or complainant.

D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who receives a report of, observes, or has other knowledge or belief of conduct that may constitute bullying shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying in a timely manner may be subject to disciplinary action.

E. Reports of bullying are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.

F. Submission of a good faith complaint or report of bullying will not affect the complainant's or reporter's future employment, grades, or work assignments, or educational or work environment.

G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

A. Upon receipt of a complaint or report of bullying, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.

B. The school district may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of bullying, consistent with applicable law.

C. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; school district policies; and regulations.

D. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students involved in a bullying incident and the remedial action taken, to the extent permitted by law, based on a confirmed report.

VI. REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment.

VII. TRAINING AND EDUCATION

- A. The school district annually will provide information and any applicable training to school district staff regarding this policy.
- B. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying.
- C. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the victim, and to make resources or referrals to resources available to victims of bullying.
- D. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

School Support

Fundraising

All fundraising done by parents, students or staff at school should be done with prior approval by the director. Guidelines for what will be approved are: school related events, topics directly related to a class project or theme of study, or support of groups in which our community members are members. The community member(s) involved need to clearly label all fundraising materials with their name.

Grant Writing

Grant writing has been and will continue to be a significant source of additional funding for Twin Cities German Immersion School. We encourage parents to investigate foundations and granting institutions with which they may be affiliated through work or family. We welcome any opportunity to explore additional grants for which we might be eligible. Grants must be approved the administration.

Parent Teacher Organization

The PTO streamlines some of the many volunteer activities at TCGIS, to better coordinate fundraising efforts, and to provide new ways for parents to engage as our school grows from year to year. The PTO is open to all teachers and parents/guardians of students at TCGIS. Just attend a meeting and sign the roster and you will be considered a member. The PTO formally organized as a Minnesota nonprofit corporation in March 2009. For more information, go to www.tcgispto.org.

TCGIS Volunteering

Parent/guardian and community volunteers are an important part of a successful school year for our students, teachers, and staff. The goal of the volunteer program is to provide opportunities that support learning and achievement of all students by coordinating engaging and effective volunteer experiences that meet the needs of TCGIS. Volunteering is also a great way to engage with and get to know other TCGIS community members. Whether you have two hours a week or two hours a year, there is a meaningful way for you to contribute to TCGIS. To find out more go to:

<https://www.tcgis.org/index.php/pto-community/volunteering>

Visiting the School

1. Parents and visitors are always welcome at the school. If a parent would like to observe in the classroom, please check with the teacher in order to find the time of day that would be most appropriate. To enable our teaching staff to establish appropriate classroom management procedures, we discourage visitors in the classroom during the month of September. Since students and teachers will be busy during school time, please make an appointment if you need to have a private conversation with a teacher.
2. In order to limit disruption to the learning environment, we ask that other visitors call and schedule classroom visits. Prospective parents, community members and neighbors are welcome, and Twin Cities German Immersion School will make every effort to accommodate interest in our program.
3. ***Twin Cities German Immersion School is a welcoming community that values the safety of the students and adults in the building. All visitors, including parents and regular volunteers, must check in at the office upon arrival and, sign in the visitor's log,***

Your adherence to these policies and procedures help to make TCGIS a safe and healthy learning environment for our students. Danke schön.