

SCHOOL ONE

STUDENT HANDBOOK:

A User's Manual

(Revised 2014)

“The most important and unique aspect of School One is the ability to simultaneously support individuality and embrace diversity in the context of a rigorous academic experience. In fact, the balance of these factors has provided an extraordinary opportunity for me to grow personally as well as intellectually. For instance, in the past one and a half years at School One, I have explored Greek and British literature in a way that has not only improved my writing and honed my analytical skills but also increased my appreciation for subject matter that I might have presumed boring. Essentially, the learning process has become a stimulating journey, whether studying the Peloponnesian War from the eyes of Thucydides or understanding polar coordinates and their relationship to rectangular coordinates. My time at School One reflects the benefits and beauty of a positive academic environment. In sum, I am significantly more open, confident, and competent as student and individual. Hence, I feel prepared for and excited about engaging the next stage of my educational journey.”

Nzingha Williams-Eugene '09

“School One is, in both perception and reality, an unusual school. It is small in both space and size; it attracts a student body that is diverse across lines of gender, race, class, ability, learning style and self-presentation. It promotes an atmosphere of respect, trust and warmth. The faculty members make clear in their approach to young people both in and outside of the classroom that this is a student-centered school. Also unusual is School One's successful blend of two goals that could be (and have been) seen as incompatible: those of academic excellence and atmospheric ease.”

NEASC Reaccreditation Report 2003

School One Mission Statement

At School One, we teach students to think, write, analyze, and create. As a community, we treat each other with care and respect. We appreciate each other's differences as people and as learners.

At School One, we help our students

- **Write clearly**
 - **Think with imagination**
 - **Read insightfully**
 - **Create art**
 - **Pose questions**
 - **Develop skills**
 - **Know who they are**
 - **Make choices about what they learn**
 - **Speak up for what they believe**
 - **Prepare for college and beyond**
 - **Become better versions of themselves**
-

This mission was rewritten in 2013, and its core ideas are based on a mission statement created by a retreat of students, staff, parents and Board members in 1996.

A Message From Jennifer

Dear School One Student:

Welcome to the start of a new school year and a fresh beginning. To help you have a good school year and maintain a positive learning environment, the Admissions Committee has developed, and continues to revise, this handbook. Please be sure to read the book and keep it as your reminder and reference for the rules, procedures and expectations of School One. The information you will find in this book will help you to succeed and grow in our academically rigorous but socially relaxed community. I suggest that you pay particular attention to the various modes of support that we offer to help you to achieve as much as possible.

Jennifer Borman
Head of School

A note about language: School One students are wonderfully diverse, and so are their families. Our families include two parents, one parent, foster parents, step-parents, gay parents, heterosexual parents, adoptive parents and biological parents. Throughout the handbook, we use the term “parent” to include any of the people who serve in that role. We hope to be as inclusive and respectful as possible of the different kinds of households from which we all come. Please let us know at any point if our communication with you uses language or stances that do not feel inclusive and welcoming.

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I. WHAT IS SCHOOL ONE?

I can't express enough how much School One has changed my views on people, life, myself and my future goals. School One has not only told me that I can be what I want to be, but it has helped me take steps in the right direction. I have acquired a great amount of self-growth while attending School One, so now college doesn't look like a whole other level to me. Instead, it looks like a continuation of my education. Thanks to School One, I now have faith that I will someday achieve all of my goals.

Written by Michael Beauchemin, class of 1993

“The committee commends School One for consistently living its mission through its practices. The school has succeeded in creating a warm, loving, supportive environment while demanding much of its students academically. The Committee was impressed by the obvious devotion on the part of the students and faculty to School One’s alternative vision of what high school can and should look like.”

NEASC Reaccreditation Report 2003

School One was founded in 1973 as an independent high school located in Providence. It has inhabited a converted bowling alley on Pine Street downtown and a former parochial school (and current elementary school) on John Street in Fox Point. It moved to its present location in January of 1994. School One was accredited by the New England Association of Schools and Colleges in 1994 for the maximum ten year period. This accreditation was renewed for the maximum ten years in 2003. School One has been a member of the Coalition of Essential Schools, a nationwide school reform movement, since 1987. School One stresses a student centered approach to learning. Our community is composed of people with diverse abilities, interests, cultural and economic backgrounds and personal goals.

Our mission statement was revised during the summer of 1996 by a strategic planning committee that included three students and was reaffirmed by other strategic planning committees including a number of students in 2004 and 2011. It was then rewritten to improve wording and presentation during a process stretching from 2011 into 2013. Essential to our mission is that students who join this community become active collaborators in their educational programs and in developing and maintaining a school community characterized by mutual respect and intellectual curiosity. Students are encouraged to know themselves as learners and to assume increasing responsibility for their academic programs and decision-making that should always be based upon the crucial value of mutual respect, demanding consideration not only for one's own desires but the needs of one's fellow students and the staff. The mission is a pledge to be maintained by all members of the community. All Board and staff members, students and parents are expected to stand behind this mission and act accordingly.

II. ADMISSIONS

“The Committee commends School One for its unique admissions and hiring procedures that help significantly in insuring that those chosen by the school will add to, and benefit from, this unique school community.”

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A. ENTRANCE PROCEDURE AND EXPECTATIONS

Part of the acceptance process of School One is meeting with the admissions committee. The admissions committee consists of students who have attended School One for at least two trimesters. When the visiting student meets with the admissions committee, the committee has a friendly question and answer session. Both the student and the committee ask and answer questions. The second part of the admissions process is a meeting with the Social Worker. This meeting is a little more formal but just as pleasant. The only difference is that this meeting is for the Social Worker to assess the applicant. Both of these meetings' question and answer sessions are focused on the applicant, who must answer questions about him/herself and his/her life. Acceptance to School One is based to a significant degree on these meetings. Though neither could completely bar you from the school, both have a large influence on the rest of the process. The applicant must visit the school for one week. **During that week, the student is expected to participate like a normal student including doing homework assigned.** If the applicant's performance does not show effort and respect, she/he could have acceptance denied or could be asked to come back for another week. This week can help or hurt an applicant's chance to be admitted depending on what he/she makes of it, which is how many things work at School One.

B. SCHOOL ONE ENTRANCE AGREEMENT

All School One students are responsible to know the material in this handbook. Most of our expectations are included in the School One Entrance Agreement, which you will be expected to sign during the first session of the Essential Committee during your first trimester. You must sign this agreement to become a student at School One, and you must live up to it if you hope to continue as a student at School One. **The Entrance Agreement reads as follows:**

In recognition of my intention to secure an education at School One, I agree that my responsibilities include:

Concerning the School One community:

- Respecting all members of the community and their need, desire and right to learn;
- Understanding the Community Rules and observing them;
- Having a real parent/guardian call the school by 9:30 a.m. when I am going to miss school;
- Showing respect for the school environment and property (i.e., not committing vandalism, cleaning up after myself, keeping my feet off of furniture);
- Attending **all** General Meetings inside of the library and behaving respectfully;
- Fulfilling my responsibility to serve on the Disciplinary Committee when called upon to do so, in addition to testifying truthfully at hearings;
- Fulfilling my responsibility to any other committees for which I may sign up;
- Fulfilling my community service commitment;

In the areas of academic and the classroom environment:

- Reading the course catalog to make intelligent, informed course selection decisions;

- Reading past evaluations in order to be aware of course recommendations and teacher assessments of my past performance;
- Knowing the attendance policies of **each** class;
- Arriving **punctually** (not approximately) before each class is scheduled to begin;
- Knowing the credit policies of each class;
- Completing homework assignments within the limits set by the teacher;
- Coming to class with all needed materials (i.e., a pencil, pen and/or a notebook);
- Informing teachers beforehand if I know that I am to miss school;
- Seeing teachers promptly after my absences to find out how to make up missed work or time;
- Displaying honesty and integrity on all classroom and other academic assignments;
- Establishing and maintaining a portfolio in preparation for presentation to the Graduation Board of Review (GBR) and Pre-GBR.

Other general areas of responsibility:

- Meeting with my advisor regularly during advising periods and when it is otherwise appropriate and **remaining in my advisor's room throughout advising period**;
- Knowing graduation requirements and my position and progress towards them;
- Taking responsibility for attending Math and English Competency exam offerings;
- Preparing for and keeping Graduation Board of Review appointments;
- Keeping track of other pertinent deadlines (e.g., English competency essay).

I have read the above and understand that to gain an education and to remain in good standing at School One, I must fulfill these obligations.

III. WHAT SUPPORT DO I HAVE?

We all come to School One basically for the same reason. We know we need an alternative learning system. We needed to break out of the monotony and social and academic disadvantages of a public school. I speak from experience when I say that the structure in a system such as that can deprive a student of many things she or he needs. Many of us come to School One because we could not adapt to the constriction we felt at our public high schools. The impersonal atmosphere does not allow young adults to be heard as much as they should and need to be.

At School One, our opinions are respected. The students are on the same level as the teachers in many ways. There are fewer inhibitions, and the communication barriers we are used to are abolished. The unity among the student body and the staff is something I had never seen before. When I first came to School One, one of my biggest problems was accepting other people my age for who they are. This stemmed from the difficult times I had getting along in public school. I was either ridiculed or judged because I did not share common interests with the majority of my

classmates. It was really a big personality conflict; they didn't like mine, and I certainly did not like theirs. My entire attitude changed within my first month at School One.

The small size of the student body enabled me to learn about other people's likes and dislikes. In turn, my views on certain issues were respected. There was such a diversity that I was anxious to get to know people who came to School One for the same purpose. As a result of all this, I developed some amazing friendships with both students and the teachers. Most importantly, my performance as a student was enhanced. The classes were small. Therefore, I was able to work one-on-one with my teachers if necessary. We were allowed to work at our own level and pace. The teachers quickly became familiar with their students' academic strengths and weaknesses. There was very little competition. I was able to excel in some areas and develop skills in other areas. I received a quality education at School One.

I mentioned the disadvantages of the public schools before. One of these was the lack of attention paid to certain social issues. Before my time at School One, the concerns of the world were vague to me. I never spent much time thinking about the importance of becoming an active member of society. This is a kind of ignorance that should not be tolerated in or by our generation if we want to change things. The teachers and certain classes at School One opened my eyes to the wrong in gender bias, the plague called racism, the strong phobias of diverse sexual orientations and the hate that stems from all of this. I realize now how crucial it is to be aware of the society around me and its downfalls. I was clued in at School One on how to make a positive change. My mind was expanded because of the influences I had in my high school experiences.

Written by Renee Vincent, class of 1993

“The Committee commends School One for providing an environment and a program that encourages students to work on realizing their true potential.”

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A. YOUR ADVISOR

When you arrive at School One and after you have met with the full-time teachers who also serve as advisors, you will be asked to select four with whom you feel you could work productively. You will most likely be assigned one of the four you select. **This will be a very important decision in your life at School One, so try to assess all of the potential advisors before choosing.** If you enter the school after orientation week in the fall, you may not have as much choice about who your advisor will be at first. **If you ever feel it would be advantageous to you to change advisors, you may speak with the Social Worker to arrange a switch to someone with space.** You will have the option of selecting a different advisor each year, though you may also choose to remain with the advisor with whom you have been working. **If you wish to retain your advisor from year to year, give a note to the Social Worker before school ends in June.** Otherwise, you're back in the advising pool with everyone else. A long-term relationship with an advisor is beneficial when s/he writes your most important college recommendation.

Your academic advisor is your primary resource during your career at School One. He or she is there to assist you in any aspect of your academic life and to help you ensure that your time at School One is as enriching as it can be. Your advisor is there to support you with seasoned advice and to listen to you. However, your advisor is not your defense attorney. **You can expect your advisor to help you think about issues and consider appropriate approaches to problems, but you cannot expect your advisor to cover up for you or inappropriately get you out of a mess you have created.** Your advisor is sometimes required to nag you and/or let your parents

know that you are getting behind in your work, but s/he will be doing this in an effort to help you succeed. If you have insights about the best way to motivate you, it would be a good idea to discuss this early on with your advisor. Your advisor is also the person to whom the other staff members and administrators will go if they're worried or thrilled about you or your performance. **The more informed you keep your advisor, the better s/he will be able to work things out in appropriate ways with other staff members.**

Your advisor is the person to whom you go for help and support in meeting all of your graduation requirements. As you develop **your post high school plans**, your advisor is there to help you figure out what you will need to do in addition to what extra things you might do to make your future plans possible. This usually includes help with the college application process. Your advisor is also the person with whom you **review your midterm and final course evaluations** every trimester and with whom you work on **developing and maintaining your portfolio**. S/he **keeps your folder in order and maintains contact with your parent(s) or guardian(s)**. S/he can be extremely helpful in resolving problems with teachers or other students either by helping to mediate them or by referring them to an appropriate person like the Social Worker or the Assistant Head. **Your advisor can refer you to the Social Worker, who can help you to find more extensive counseling services** if that is something that you desire or feel you need at any point during your time at School One.

You are required to visit your advisor every morning for five minutes from 8:50 until 8:55 to check in and two times per week for half an hour during the advising periods on Tuesdays and Fridays. Each advisor runs a different kind of advising period, but **you are required to attend these meetings and be in your advisor's classroom during advising period.** Some advisors hold group meetings, some meet with you one-on-one and many do a combination of these two things, but **you must be there.** Your advising group will consist of up to 12 students. The advising group often serves as a discussion/support group. **Each advisor has different strengths and personality, so it is important to figure out what you need most from an advisor and let your advisor know.** Because advisors are sometimes busy, **it is important to remind your advisor when you need help.** If it is not possible to handle it during an advising period because of time constraints, your advisor can meet with you during lunch or before or after school. **If you arrive in school after the 8:50 advising meeting, be sure to let your advisor know you are here. In the event he/she fails to see you, your parents will be called because the advisor will assume you are not present.**

B. ADDITIONAL SUPPORT

There are some other aspects of School One's program that were particularly helpful to me. The classes are interesting and challenging. During my first week, I got somewhat nervous in my history class. The readings were dense and lengthy. The homework assignment included comprehension questions and two essays. Two essays! I had one week to complete the entire assignment. As I sit here now three years later, it really was no big deal. Yet at that time, I initially thought it was a joke. It was not. I became overwhelmed and skeptical about whether or not I could tolerate a school that expected so much from a student. After my initial shock, I realized that no student has to go it alone. I knew my skills were questionable, and once I asked for help, I knew that my education could be manageable. The trick is that a student needs to ask for help. Teachers at School One will work with students during lunch, after school, and before school. Therefore, a student has no excuse. Resources are there for the asking, and failure is a student's choice.

Written by Julian Delagarza '08

There are many responsibilities with which you must deal in order to succeed here. **School One offers more individual support to help you succeed than other schools.** We have told you about your advisor, who is your primary source of support. In addition, you should consider the following sources of support:

1. **The Social Worker:** The Social Worker is a professional trained to help you with personal issues. **The Social Worker will not become your long term therapist, but she can help you to get a therapist as well as help you with issues on a short term basis.** The Social Worker can also help you with issues you don't want to bring to your advisor, and she is the person to go to if you want to change your current advisor. She's also just happy to chat.

2. **The Assistant Head:** The Assistant Head is **in charge of the academic side of things** at School One. You can approach him with course suggestions and your opinions about classes and teachers. While it is a good idea to make suggestions initially to individual teachers, this sometimes doesn't satisfy students. In these cases, you can go to the Department Coordinator or the Assistant Head. The Assistant Head will look into the situation and make suggestions to the teacher *if appropriate*. The Assistant Head also oversees the college application process and will hold several meetings each year for juniors and seniors and one late in the year for sophomores. You should begin this process with your advisor, but **you should meet with the Assistant Head early by the middle of your junior year to get a list of colleges tailored to you that can kick off your college research.**

3. **Other Staff:** **Feel free to discuss personal or academic issues with staff members who aren't your advisor.** This won't hurt anyone's feelings. **You are particularly encouraged to get help outside of class from your teachers** if you are having trouble with your classwork or competency issues. Staff members often have a lot to do even during lunch and after school, so it's a good idea to ask for an appointment if you want to have a serious discussion. They are almost always going to find time for you within twenty-fours if not immediately unless it's Friday.

4. **Successful Students:** Students are great resources at School One. If you're new to the school, returning students can be great sources of information. Just be sure you're getting advice from **successful** returning students. You don't want to replicate the results of unsuccessful students. The more opinions you get, the more likely you are to have an accurate picture.

5. **Your Parents:** While being a teenager sometimes makes this seem like a silly option, your parents have a lot of support and experience to offer. If they didn't want the best for you, you wouldn't be at School One. While you should not expect them to do your work, they can be extremely helpful in organizing your work schedule and providing a good working environment at home. They can be a huge help in the college search and application process, and it's just possible that they have some wisdom to share. Let them know what you need to support your education. Believe it or not, they want you to succeed.

6. **The Wiki:** The wiki is a very easy-to-use website (www.school-one.wikispaces.com) that you can access anywhere you have an internet connection. Beginning in 2013-14, all full time teachers will have wikis for all of their classes, and we are encouraging adjunct teachers to do this as well. At a minimum, you will find an outline of the trimester's topics on each class's wiki along with links to assignments. Many will feature specific due dates, readings that aren't in books and other sorts of links and information relevant to the specific class, and some classes will use them for online discussions as well. **This is the first place you should go if you are absent or lose assignment sheets.** Your parents will also know about the wiki, so they can check into your assignments whenever they wish.

What is General Meeting ?

General Meeting occurs every Monday at 10:20 in the library. It is a gathering of the entire School One community: students, teachers and administrators. It is a time for announcements to be made and for substantive discussion about issues of relevance to members of the school. Students take turns facilitating these meetings, and both students and staff develop the agenda. Each advising group will run the meetings for a month. **Students are responsible for being aware of all of the information that is presented at these meetings.** A missed meeting could result in a missed opportunity or even a missed deadline. If a student is absent on a Monday, s/he must be sure to find out what occurred at General Meeting. **If a student is in school on Monday, s/he is *required* to attend General Meeting.** This means being **INSIDE** the library and **not in the doorway or the hall.** **All devices must be turned off, and you must face those running the meeting.** Aside from getting the important information, attendance shows respect to and support for the community, which are requirements for School One students.

IV. WHAT IS REQUIRED OF ME?

I arrived at School One a little over a year and a half ago looking for a home. It was December 2, a day after my birthday. I hadn't been in school for two months and was pressed to find somewhere I would be happy. The first thing that struck me about School One was that everyone was so sincere. People who I didn't know would come up to me and introduce themselves. No one was afraid or embarrassed to be who they wanted to be. People didn't seem to be following the latest trends or worrying about how they looked. Everyone was genuinely concerned with other people's feelings. At my old school, people wore masks to deceive others into thinking they were cool while they were really hiding their true identities.

I think that I am living proof of the accomplishments of School One. I am a productive member of society, but better yet, I am happy with who I am and where I am. No classroom could teach me self esteem. I needed an environment where I felt safe to grow into the person I wanted to be. I needed respect from my teachers and peers to be able to thrive. At School One, people are allowed to be who they wish. The student body is a community of all of our individual uniquenesses. Academically, the best thing I can say is that since starting School One, I have not cheated on a test or quiz or copied someone's homework. Think about this for a minute considering the fact that I would cheat at least once every day in my old school. It's not because the work here is easier or because I have decided to turn over a new leaf. I haven't cheated because I feel the work here is valid and I knew that I wouldn't learn if I didn't do my homework. School One doesn't give busy work; School One gives relevant work.

Written by Jessica Tanner, class of 1998

“The Committee commends School One for the extraordinarily positive nature of the culture of the school. The level of respect and openness among all constituencies is exemplary, as is the commitment to authentic shared decision-making.” *NEASC Reaccreditation Report 2003*

A. MY RESPONSIBILITIES TO THE COMMUNITY:

1. WHAT ARE THE RULES ?

School One has far fewer rules than most schools. With the exception of the car rule, which is dictated to us by insurance companies, and the gist of the smoking rule, which is a Rhode Island

law, almost all of these rules were created by a committee of students known as the Community Council back in the early 1990s. (This group also created the first version of this handbook in 1993.) The substance abuse policy was designed by a committee that included students as well as other community members and was presented to the entire student body for feedback before it was implemented, and it is very similar in most respects to the substance rules created earlier by the Community Council. When students feel the rules need to be amended, they can ask for a committee to *propose* changes. Students have a significant say in many issues at School One, but they don't have the final say by themselves.

- In the event that any of the following rules are broken, the student's parent/s or guardian will be informed.

1. Neither **fighting** nor the **arrangement of fights** is permitted at or during school. **Verbal fighting/assault, throwing snowballs** and "**play fighting**" are included in this category, and this includes anywhere in the neighborhood during or within hours of school. We are entering our 26th year without a fight at School One, and that's a record we plan to keep improving.

2. **Weapons** are not allowed in school. We will interpret this broadly, so it includes play weapons (unless in use in a performance) and items like bullets or fireworks.

3. **Theft, vandalism or destruction** of the school's or an individual's property are prohibited. This includes the littering or disrupting of rooms or of the general school area. **More serious vandalism such as breaking doors or windows or tagging in the school or neighborhood will be met with serious consequences including notification of the police and quite possibly expulsion.** Tagging with chalk or removable substances is included in this ban as it takes a lot of effort to clean, and it looks bad. **No one is to sit on furniture or put feet or legs on chairs or tables. No one is to play with balls, frisbees, skateboards or hackey sacks in the building.**

4. **Any behavior that interrupts a student or staff member in the pursuit of his/her educational activities or responsibilities is prohibited.**

- 4a. Specifically, **CELL PHONES or other technological devices may not be used by School One students during classes, advising times or meetings unless the teacher overseeing the activity gives specific permission for a *class-related* use. Students are never permitted to leave class to make phone calls, check messages or texts or to text.** If a student is experiencing an emergency situation, s/he may inform his/her advisor, who will check with home to see if it is legitimate. If it is and the student has gone through the proper procedure **beforehand**, the student will receive permission to have his/her cell phone on or to make an emergency call with an administrator present during class time for a strictly limited amount of time. **Emergencies cannot be used as excuses *after* the violation has occurred.**

Other than these very rare circumstances, CELL PHONES must be turned off and put away during all classes (including P.E.), advising periods and other meetings. If they ring or make noise or vibrate or are being handled or used in any way during classes, teachers will ask for them. First time offenders will receive their phones back at the end of the class or meeting. Students who violate these rules repeatedly will have the cell phone in question confiscated five days during the school day for the first offense and longer if there is an additional offense and may lose phone privileges at School One. This penalty was suggested by students in 2011 to replace a harsher one that in turn replaced a harsher one based on a student

initiated evaluation in 2007. **Students who refuse to hand cell phones to teachers when asked will not be able to continue at School One.** Students who are caught using their own or other people's phones during times when they are prohibited may be brought to discipline committee if it's a continuing problem. If students follow these rules, they earn the **privilege** of being able to use cell phones during lunch, our frequent official school breaks and before and after school. **These rules encompass any devices that text, make phone calls or provide internet access or game access. Laptops may be used with permission in classes if they are only being used for class purposes. Any use for social media, texting, games, shopping or other non-class-related issues will result in the loss of the privilege of using the laptop in class in the future.**

4b. Inappropriate clothing or jewelry (pro-drug/alcohol, inappropriate in language, message or lack of appropriate body coverage (as deemed by the staff) or including weapons like bullets or clothing that may cause harm due to sharp edges) may not be worn at school. Offenders will be asked to remove such clothing if applicable or to go home to change. **Pants must be worn at an appropriate height in school regardless of current fashion. The use of offensive language is prohibited.** All of these items fall under the category of **respect**.

5. Maintaining **appropriate neighborhood conduct** is an absolute requirement. This means **no littering, no profanity, no excessive loudness, no driving at excessive speeds and no trespassing (including sitting or skateboarding on people's stoops, lawns or sidewalks) or vandalism (including tagging)** on or near neighborhood property.

6. **P.E. Class: P.E. and Health begin promptly at 11:35 on Fridays.** There is a five minute break at 11:30 during which you can put your stuff in your locker and change if necessary. This is not a long break. School rules are in effect during P.E. even when we leave the immediate vicinity of the school, and there are some additional clarifications about the walks on the way to and back from and in some case during P.E. classes. **Students may not drive themselves or skateboard to and from P.E. classes.** Students must remain within eye contact of the teacher accompanying them during these walks. This sometimes requires walking at a normal human speed rather than that of an injured turtle, so consider this when choosing your P.E. class. Students must return to school after P.E. class even if the class is near their house unless their parent picks them up at the class before the teacher leaves (and the teacher can't wait). If students are injured or not feeling well on P.E. days, they have the option to attend the full Health class to get credit for the day with their advisor's permission. **Students may not attend P.E. classes they prefer to their own classes.**

7. **School One does not allow smoking and discourages students from smoking at any time** because of concern about the students' health and the health of those around them. This includes any type of cigarette (other than candy ones that get eaten) and any kind of tobacco product. **Smoking is not permitted anywhere inside or in the vicinity of the building or on the school's block. That includes across the street. Students may never leave to smoke during classes (including P.E. and class trips), advising, committee or meetings.** As we have an open campus, students may leave the school's vicinity before or after school and during lunch. **However, it is illegal under Rhode Island law for students under 18 years of age to smoke in public, and School One prohibits minors from smoking anywhere in the school's general neighborhood at any time. Students who are under eighteen who are seen smoking in the general vicinity of the school at any time (including well before and well after school) will lose outdoor lunch privileges for a week for the first offense and more for subsequent offenses.**

According to Rhode Island law, students may smoke in their own cars with the windows up and the doors closed, but **no one else may be in their cars once they arrive at school until they leave for**

the day whether the other students are smoking or not. Violations of the car rule will mean the loss of the privilege of leaving the building during lunch for a week for the first offense and more for subsequent offenses for all students involved. Cars in which students are smoking must be at least a block away from the school, and the smoker may not be talking to students outside the car.

For students who are eighteen, the closest place where smoking is not prohibited (but is still discouraged) during students' free time is **at least one block away from the school.** Even here for students eighteen or over, however, there are **specific rules:**

***Students must clean up after themselves.** If any area is littered with butts, students will be prohibited from smoking for at least one week, and additional cleaning duties may be assigned.

***Smokers must be by themselves** even before and after school and during lunch. This means that they are not close enough to talk (or shout) to someone else. This will prevent others from inhaling second hand smoke. If students wish to socialize, they may not smoke while doing so.

***Smokers (and other students) may not sit on people's stoops, lawns, walls or on the sidewalk.**

Any student breaking any of the rules above will automatically lose the privilege to leave school during lunch for one full week from the time of the infraction. Multiple violations will lead to longer and sometimes more onerous penalties.

*Smoking (even in cars) in front of the apartment houses at the corners of Lloyd and Slater and President and Slater and the houses on the corners of Slater and Lloyd is **strictly prohibited to anyone and will lead to a month's loss of lunch privileges.** People in these buildings have specifically asked that no one smoke there, and we need to honor these requests.

Purchasing cigarettes for an underage student, whether at a profit or not, is strictly prohibited by the school and is also against the law. Any student who does this will be subject to very serious consequences at school and by legal authorities beyond the ethical culpability of helping to harm another student's health.

The best way to avoid the loss of privileges as well as to improve your health and financial situation is to quit smoking. Students who wish to do so but need help are urged to consult the Social Worker for advice and to take the smoking cessation Health class when offered.

8. CAR RULE: Being in another person's car, whether parked or moving, other than that of your parent/guardian between 9 a.m. and 3 p.m. is prohibited (with the sole exception of those students leaving school **after** Phys. Ed. or Health on Fridays). This rule also applies on days, such as R-days, when there is school but classes are not held. **This rule protects the school from liability in the case of an accident.** One such lawsuit could wipe out School One and send you all back to your old schools. We sympathize about the inconvenience this rule causes, but consider your high school career if School One is forced to close. Violation of this rule will automatically result in the loss of the privilege of leaving the building for lunch for one full week on the first offense. We will add a week to the penalty for each additional offense by the same student.

8. Visitors and guests must sign into the main office when they arrive and sign out when they leave (see Office Manager). A student who wishes to bring a visitor must *speak with and receive approval from* the Head or Assistant Head *at least 24 hours before* the visiting day. **Under no circumstances will visitors who just show up without prior arrangements or based on an**

email sent but not answered be allowed to remain at school that day. This includes pets and animals found wandering. **Some community members are allergic to animals, particularly cats, and they may not be brought into the building.**

9. Computer Use: Due to irresponsible use of computers in the past, **downloading anything but particularly media without specific permission from a teacher is prohibited as are changing any settings or visiting inappropriate sites. Games, instant messaging, social networking, shopping and texting may never accessed during class or meeting times even on your own computer.** Failure to adhere to these rules will result in the loss of the privilege of using computers, including your own electronic devices, at school. **For a fuller explanation of computer rules, please read the Acceptable Use Policy beginning on page 38. All students must sign and follow this policy to remain at School One.**

“I was a cyberbully. I have learned a lot from my experiences. Before you even post anything on Facebook, tumblr, or Twitter, just stop and think for a minute. Will my post or comment offend others? Is my comment or post making fun of or harassing my friends? Just stop and think before you post.”

An anonymous but repentant student '14

Students are prohibited from emailing or posting on any social networking sites or webpages disrespectful and offensive writings or visuals. Students may not under any circumstances purposefully offend or insult another School One community member through any technological medium (or in person). This includes staff, students, groups, clubs, and work created by any party in relation to the community. This rule applies at all times, including home, school, and any other places students may find themselves. It is inappropriate to disrespect any person via text, video, or vocal recording using any means of communication. This includes phones, gaming platforms, computers, tablets, and any other device used for communication. Any text, messages, emails, blog posts, updates, or statuses can easily be discovered by another student or a staff member. It will be brought to the community’s attention and violators will receive appropriate punishment. These punishments will most likely be determined by a Discipline Committee. **Disrespect will not be tolerated in our community.**

10. Energy drinks are prohibited in and around School One. These drinks are unhealthy and certainly create widely fluctuating moods that aren’t conducive to learning.

11. Drug and alcohol use, possession, sale or the arrangement of deals or distribution are prohibited at or during school, as is the possession of drug paraphernalia. School One has a community substance abuse policy that was written and adopted by the community in 1998. It states:

In order to remain a student at School One, each student and his/her parents must consent to the terms of this policy and sign it.

Assumptions:

1. Drug use is detrimental to community performance and well-being.
2. School One is meant to be a drug free environment.
3. The entire community of School One, including parents, must form alliances with other agencies and professionals in maintaining a drug-free school.

4. The community must be empowered to protect itself and its individual members from damaging influences.

5. Drug use is defined as:

the consumption of substances which are intended to alter consciousness and are not prescribed for the user in the manner in which they are used. Drugs include alcohol and herbal preparations intended to alter consciousness or mood states as well as pharmaceuticals taken in non-therapeutic ways. The school day is defined as being between the hours of 9 a.m. and 3 p.m. on days in which school is in session. This includes field trips, “R” days, evaluation days or any other school sanctioned activities outside of these hours.

Prescribed or over the counter medications taken in an appropriate manner can be tools for living successful, comfortable and healthy lives, and will not be subject to these rules. It is the responsibility of parents to inform the advisor if a student is on medication that might result in observable changes in the student’s affect or demeanor.

6. This policy’s goals include the maintenance and improvement of community and individual performance. The role of punishment is subordinate to all other goals, if present at all, because we acknowledge that no person willfully compromises him/herself from a position of strength and well being but from fear, doubt, depression and other predicates of poor decision-making.

7. The confidentiality of students and their families will, as always, be protected within the School One community and respected at all times.

8. Staff, parents and students will continue to be provided opportunities to increase their understanding of substance abuse issues throughout the year.

Impairment:

Upon entrance and at the beginning of each school year, students, parents and the school will reaffirm their agreement that, if the student, at any time during his/her enrollment at School One is perceived to be impaired by non-therapeutic drugs, or by properly dispensed prescriptions taken in a non-therapeutic way, a substance abuse assessment will be required. Grounds for suspicion include, but are not limited to

- marked lethargy or noticeable changes in consciousness
- odors suggestive of drug use
- demeanor and/or behavioral changes consistent with drug use
- observation of specific physical conditions, e.g. needle marks, pupillary changes
- statements made about personal drug use to others in the community that are not made to staff members in order to seek assistance
- The observation will be documented and corroborated by at least two staff members and reviewed by the Head, or, in her absence, the Assistant Head or her designee.
- The cost of the substance abuse assessment will not be assumed by the school.
- If the outcome of the assessment is that the student is deemed to have a problematic relationship with drugs, the agency which performs the assessment will also make recommendations about the appropriate treatment called for. The student must complete that course of treatment, not at school expense, in order to remain a student at School One.
- A second incident based on the observation/assessment process will result in completion of the remainder of the trimester at home and reassessment of the student’s placement at School One. Proof of successful and/or ongoing treatment is required for reconsideration at school.

Possession:

- Drugs not identified as those properly prescribed, found in the possession of a student, will be confiscated and reported to the Providence Police Department. The student will finish the trimester at home and speak with the Social Worker prior to his/her petition to return to school. The entire staff will require evidence of improved decision-making skills and ability before deciding whether it is appropriate for the student to rejoin the community.

- Paraphernalia, (including, but not limited to roach clips, spoons, hoses, pipes or needles) will be confiscated, and the student may be required to finish the trimester at home.

- Drug-oriented clothing, jewelry or other accessories are deemed to be inappropriate school attire, and the wearing of such will result in the student being asked to have someone bring more appropriate clothing to school for him/her.

Dealing:

- Students determined to be selling or arranging deals for the purchase or sale of drugs will be expelled, and the Providence Police could be notified.

Students who test positive or admit their use will also lose the privilege to leave the building during lunch for three months in order to help them maintain their program. In a related rule, students who are seen entering, exiting or in the woods behind the Lincoln School at any time from within a hour before school to three hours after school will lose the privilege of leaving school during lunch for one month.

2. WHAT ARE THE CONSEQUENCES FOR PEOPLE WHO BREAK THE RULES?

- There are generally very few rules infractions at School One, and we suggest that you learn and follow all of these rules as they are designed for your own safety and that of your classmates and the community. Failure to abide by these rules may endanger you and your academic standing, but they may also endanger your classmates and their education. Violation of some of the rules may also endanger the school itself whether in terms of its reputation in the community or in avoiding lawsuits that might force the school to close. Consider this as well as the consequences below and avoid the temptation to break or even stretch these rules.

- **The school is obligated to involve the police whenever laws are broken, as in the cases of larceny, possession of weapons or drugs and drug dealing/distribution and tagging.**

- **Every student who breaks a rule, with the exception of those with automatic penalties noted above, is entitled to a hearing before the Discipline Committee.**

3. HOW ARE THE RULES ENFORCED, AND HOW IS COMMUNITY MAINTAINED?

a. What is the Discipline Committee?

The Discipline Committee serves as a kind of court system that hears cases brought by either students or staff against another student or students. After a formal and confidential hearing process (explained below), the Committee recommends disciplinary consequences if members feel they are warranted. The process of selecting specific consequences is based on the Committee members' understanding of the event and the personalities involved. **Ultimately, the Discipline Committee serves in an advisory capacity to the administration. However, the administration has only overturned three Committee decisions over the past twenty-two years (since the inception of the Discipline Committee). Thus, students on the Discipline Committee are given a great deal of responsibility and power.**

WHO SERVES ON THE COMMITTEE?

The Discipline Committee is not a fixed committee. Its membership changes once a month so that every student gets a chance to serve and so that no one has to serve at too many hearings. Many months go by during which there is no hearing, so many students won't serve on a hearing in a given year, but everyone is on the Committee at some point and is in a position to serve if a hearing is called. The Discipline Committee typically consists of eight students, usually one from each advising group, a staff member who serves as the facilitator (currently the Assistant Head) and a member of the administration, generally the Head. The advisor or advisors of the student or students being charged attend the hearing. All students must watch for signs and emails announcing the students selected for the Committee.

HOW DOES A DISCIPLINARY HEARING WORK?

- It is **essential that you are prompt if you are on the committee for a hearing; hearings will start promptly at 11:45 a.m. You should bring a lunch on days when you will be on the Discipline Committee because there will be no time to get one.** Hearings may occasionally run into the class after lunch. In these cases, you will be excused from class only for the amount of time that the hearing runs over and a quick bathroom visit. (You would be penalized by your teacher for any further lateness.)

- It is **vital that the confidentiality of those involved in a disciplinary case is maintained by every participant in a hearing. It is essential that you do not discuss *any* aspect of a case, including the individuals involved, with anyone who was not at that particular hearing. It is also essential that students who were not participants in a particular hearing respect the participants' need to maintain confidentiality.** This hearing process has worked well over the years because students and staff have assumed their responsibilities with seriousness. Students must feel that they can tell the truth or state their true opinions at hearings without worrying about their words be repeated outside the meeting. This high degree of student respect and commitment from those involved in a hearing, and from those not involved, is vital to maintaining this system of student input in decision-making. If at any point it does not seem to work as effectively, the school will reconsider the entire process.

- This hearing process will be used in all disciplinary cases that don't have automatic penalties (like the car rule, substance rules and the smoking rules) unless the administration decides a situation should be handled more promptly and/or entirely confidentially by the administration alone or that there are important factors involved that cannot legally be shared with students.

- Teachers cannot be brought up for a Discipline Committee hearing. Any grievances about teachers should be brought directly to that teacher and/or to either your advisor, the department Coordinator, the Social Worker or the Assistant Head. There is a Board committee to handle serious charges against staff members.

- The hearing procedure at the Discipline Committee is as follows:

1. The person bringing charges presents his or her version of what happened.
2. The person charged presents his or her version of what happened.
3. Committee members have a chance to ask questions of any participant.

4. Both parties are asked to leave the room and wait in separate rooms so that the Committee members can discuss the case and determine what it feels actually happened and, next, whether consequences should be delivered and if so, what they should be.
5. The committee uses consensus decision-making. **The committee takes the time to come to a solution with which all of the members feel comfortable as reasonable under the circumstances. This sometimes requires all or most of the committee members to compromise.**
6. The Committee makes its recommendation to the Head.
7. If the Head approves the recommendation as is usually the case, a committee member presents the committee's decisions and its reasoning to the student/s charged and to the student/s bringing charges.
8. The student being presented with consequences is asked whether or not s/he agrees to the consequences proposed. **If the student does agree, that student's advisor supervises the completion of consequences. If the student does not agree, that student will be asked to leave the school with the possibility of returning if s/he agrees at a later date.** At this point, the administration assumes responsibility for the case and plans a meeting with parental involvement. Either way, the hearing is completed, and parent/s or guardian/s of the student to whom consequences were delivered are informed by the advisor.

b. Locker and backpack searches

While School One desires to respect students' privacy, there are certain situations that occur rarely in which the school must conduct searches of backpacks and lockers. School One has only conducted a couple of searches in its history, but the possibility exists in certain situations.

The first type of situation is one in which a student or the school is in immediate danger. This sort of search might be triggered if a staff member sees or hears that a student has a weapon or if a student has an unexplained physical reaction that might be caused by a substance that the student isn't willing to disclose. In both cases, the school's concern is to prevent injury or further injury.

The second type of situation would be the theft of an item of significant value that could be identified, such as a laptop or a piece of jewelry. These searches would only be undertaken in cases when the theft's discovery happens so quickly that the thief wouldn't have had time to get it outside of the building. If lunch or an evening passes, there would be no point in such a search. Unfortunately, because we would have no way of knowing whether money found in such a search was stolen, searches of students' lockers and backpacks will not be done for money. The reliability of the student reporting the theft would also be taken into account in deciding whether or not to search so as not to intrude upon students' privacy without a very good reason.

Teachers will never conduct a search alone. If the theft occurs in a classroom, the teacher will keep everyone in the room and send the victim to get an administrator. In some cases, a search might extend to requesting students to empty their pockets, but School One's staff will not pat students down or touch them. Refusal to empty one's pockets in such a situation may result in calling the police and asking the student to leave School One.

The students subject to any given search will be all students who had the opportunity to take the item. If the item disappeared from a classroom during a time when an identifiable group of students were there and are still there, the search would be limited to those students and their belongings inside that classroom. When there isn't such a limited group, every student in the building will be subject to the search. No searches will be conducted on the basis of surmises about a student's reputation or suspicions about a student's level of honesty.

When a search is done, locks will be removed unless the student has provided the school with his/her combination.

When a search is done for one of these reasons, if illegal items such as substances or items related to them or weapons or other students' items that were taken without permission are found, then the student in possession of these items is subject to the appropriate discipline even if the items found were not the original subject of the search.

4. WHAT GENERAL EXPECTATIONS EXIST?

Kate Carney and I have been attending School One for a year now. Many people can say we've been friends forever. It feels like it. The truth is we have only known each other for eight months now. School One's tight community brought us together, and we are happy about it. We try to share our happiness with everyone.

At School One you might find a close cluster of friends, but it doesn't mean they are a clique. They happily join you in doing things. The fact that this school is filled with much freedom doesn't mean it can be taken advantage of. All of our family members use the advantages of this freedom, but when it's time for class, you know it. This school isn't public and is not for slackers. If you want to enrich your mind and learn, you have opportunities, but School One is also there for those who don't want future college education. The teachers here are willing to help, open-minded and experienced in areas of your interest.

Rumors that School One's education is abnormal is totally untrue. Kate and I as graduates from great middle schools witness this as truly false. School One is a great place to enrich the mind, gain friendship, get help and graduate. If you don't take this school for granted, you will understand and be successful.

written by Nycole Gonsalves, class of 2002

a. Attendance and timeliness: All members of the School One community including staff are expected to be in school and in class on time unless there is a documented health or emergency situation. If there are situations preventing this, you should discuss them immediately with your advisor and, if appropriate, the Social Worker. **Excessive lateness alone is sufficient ground for losing a trimester's credit in a class. Students cannot earn credit in any class if they aren't there at least 75% of the time, and that takes lateness into account. Teachers have no leeway here.** Factor the time it takes to get back to your classroom into your break and lunch time excursions. **Breaks and lunch are times when you are expected to deal with locker, printing, microwaving and bathroom needs,** so you can't arrive in class on time and immediately head back out to deal with these issues. **Students are not permitted to leave the classroom during the first fifteen minutes of class, and the microwaves are off limits during class time.**

On the fourth lateness to class, students will receive an extra assignment. On the eighth lateness to class, the student will owe an additional three hours of community service. The latenesses will also be factored into the 75% attendance required to earn credit.

b. Honesty: All members of the School One community are expected to be trustworthy. This includes doing one's own work and not sharing it with others in inappropriate ways, not plagiarizing work from outside sources (books, the web, other students) and not using shortcuts (movies, Cliff Notes) to avoid doing required work. You may not use ideas, even in your own words, from sources without citing them. If this doesn't make sense, please check with a teacher. While all of these shortcuts seem attractive because they help you avoid work, **they deprive you of education.** Your teachers have assigned work because they believe it will help you learn; taking shortcuts will prevent the learning they intend. (If the shortcut worked in educating you, they would be asking you to do it.) Especially in classes in competency exam areas, you will have to learn how to do these things on your own to graduate. Aside from specific class consequences for dishonesty (which will be **no credit for the class and will make it impossible for the teacher to write you a recommendation**), violation of this expectation shows a lack of respect for the class, the teacher, the community and yourself and thus violates School One's most important principle. **You cannot consider yourself a respectful member of the School One community if you engage in any of these dishonest practices, and getting caught will cost you credit, recommendations and possibly worse.**

There are confusing aspects regarding when it is appropriate to get help from other students and how to use sources appropriately for your work. Teachers will be happy to discuss this with you if you have questions. **If there is any doubt about what is appropriate in this area, you are urged to bring it up with the teacher *before* you act. This will prevent you from facing any negative consequences and will help you to learn how to do things properly.**

c. Respect: Respect is the most important expectation at School One. If you look at the rules and expectations listed above in Section B, almost all of them are about respect: both self respect and respect of others, the the school community and the neighborhood. **Many School One students feel that the best thing about School One is the sense of safety and freedom to be one's self that exists at School One. The entire community should be committed to maintaining this safe atmosphere.**

- In its most obvious meaning, **respect appears in School One's lack of tolerance for being cruel to one another or any sort of violence.** In order to enforce this, it is important that we draw a sharp line that prohibits "play fighting" and inappropriate language and comments even between good friends. It means avoiding gossip. Many of the people who complain the most about gossip turn around and engage in it. Gossip is not just when others talk about you. **Gossip is discussing others' private business without their permission regardless of your motive, and you can be brought to the discipline committee for doing it.** Adhering to these rules is a small price to pay for our safe atmosphere.

- **Respect also involves listening to others carefully and responding appropriately. This does not prohibit disagreeing with others.** It does mean you should attempt to understand where they are coming from and try to engage them in a productive discussion. That goes for teachers, too. Disagreement, if handled appropriately, should be an important part of education at School One, but it should leave participants with new ideas rather than hurt feelings. Productive disagreement is encouraged; browbeating is discouraged. **Every community member should strive to maintain an open mind.**

- **Respect includes behavior appropriate to a given situation.** This behavior will be different during class than during lunch. It will be different during some class activities than during others.

A basic aspect of respect in class is not delaying or getting in the way of the education being offered. Ways to be respectful in class include **getting to class on time ready to work, being prepared for class (pens, paper, folders, homework) when you arrive, talking only as is appropriate for the class activity, sharing your ideas with the class when appropriate, remaining in class unless there is a (rare) legitimate reason to leave (on which occasions the absence should be kept to a minimum), treating the building and property appropriately (no feet on furniture, no graffiti) and utilizing appropriate language.** Profanity is not appropriate or respectful in a classroom or school context. **Similarly, lateness and skipping class are not legitimate personal choices:** they are displays of disrespect to the people you are interrupting or depriving of your presence. **You cannot justly claim to be a respectful member of the community if you are late, unprepared or profane in classes.**

- **Respect includes respect for the property of the school and of other students.** Most students are aware of obvious prohibitions like stealing and vandalism, but consider that **wasting, harming or not returning items like books, calculators, scientific equipment, art supplies, videos or dvds is stealing.** Failure to return books or clean brushes costs the school money that would otherwise help students in other ways, and it often deprives students of things they need on an immediate basis. **Similarly, writing on desks and leaving your refuse lying around may seem harmless to you, but it is vandalism. Tagging is a major sign of disrespect. Whether it is art or not is irrelevant; marking property that is not your own without permission is illegal, and students who do this at School One or in the neighborhood will be dealt with severely.** Tagging and other forms of vandalism are disrespectful to the community in general in creating a less attractive environment and to the person or people responsible for cleaning it up in particular. Similarly, **littering, sitting on tables or placing feet or legs on furniture and abusing doors by crashing into them or using the automatic door when it isn't necessary dirty and damage these necessary parts of the school and is prohibited.** Notice that what we are asking in terms of respect should be second nature to you, so we're not asking for anything but reasonable behavior.

In all of these permutations, **respect is a two way street.** We ask you to be respectful, but **we will also support your right to be respected far more than most communities will. This guarantee includes not only students but also staff.** In this light, it is important that you communicate any lack of respect that you feel either to the source or to someone who can help with the situation like your advisor or an appropriate staff member.

B. GRADUATION REQUIREMENTS

“The Committee commends School One for its untiring commitment to *authentic* student success as well as its support helping each student achieve such success.”

NEASC Reaccreditation Report 2003

1. WHAT ARE THE MINIMUM COURSE REQUIREMENTS AT SCHOOL ONE?

The minimum requirements that a student entering for the 2013-14 school year or later must fulfill at School One are as follows *:

English	4 credits or 12 School One trimester long classes
Math	3 credits or 9 School One trimester long classes
Science	3 credits or 9 School One trimester long classes
Art	2 credit or 6 School One trimester long classes
U.S. History	1 credit or 3 School One trimester long classes
General History	2 credits or 6 School One trimester long classes
Electives*	7 credits or 21 School One trimester long classes
Health	1 class every 2 years with one during the last two years
Physical Education	2 classes every year

* An elective class is any class you take once you have fulfilled the academic requirements in that particular subject area. In other words, if you have already taken 6 art classes but continue taking art, your future art courses will count as electives. All foreign language classes count as electives.

Students may not earn credit in more than two English classes per trimester. This is to protect them from the large amount of work required in English classes, but it means that students can't fall far behind on their English requirements and graduate on time.

a. What must I do to remain in good academic standing and remain at School One?

You must pass at least 5 classes per trimester to remain in good academic standing. These classes do not include physical education or health classes. If you fail to do this, you will be placed on academic probation, which could result in expulsion. **If your performance places you in poor academic standing and if you fail to fulfill a final contract, you will automatically have to leave School One at the end of this period.**

The following explains what happens when you are placed on academic probation:

1. If you fail to pass at least 5 classes in a given trimester, your parents and you will be informed that you are in poor academic standing.
2. If you are in poor academic standing, you will meet with your advisor and the Social Worker to discuss the reasons for the poor performance. After considering the reasons for the past trimester's performance, the participants will set reasonable goals for the next trimester.
3. **The goals for the upcoming trimester will be formalized in a written contract. This contract must be signed by you, at least one of your parents/guardians, your advisor, and the Social Worker.**
4. A copy of this contract will be given to you, and another will be maintained in your folder. Your advisor will consider your schedule for the next trimester in light of this contract.
5. **If you fulfill your first contract, you will return to good academic standing, but any future contract will be a final contract with the automatic consequence of being asked to leave if it isn't met.**
6. **Once a student has been placed on contract on two separate occasions, that student will remain on a final contract throughout the rest of his/her School One career.** This is to prevent

students from alternating good and bad trimesters due to less effort when not on contract and thereby making little progress toward graduation.

7. If you do not fulfill the contract or if you go on contract a second time, you will be on final contract. **The same procedure is followed as after the first unsuccessful trimester except that the meeting must now involve the student, the advisor, the Social Worker and a parent/guardian. A final contract will be drawn up, and all parties will be informed that failure to fulfill this contract will result in the student's mandatory departure from School One for a minimum of a full trimester.**

8. **If the final contract is not met, the student must leave School One.** After being out at least one trimester, the student may reapply to the school through the normal process. The staff will consider past performance as well as evidence that future performance will improve in deciding about re-admission. The key consideration is whether there is evidence that a significant change has occurred that will lead to success in the future.

b. How do I know if I'm doing well in a school that doesn't give grades?

At School One, your performance is evaluated frequently but usually not with a letter or number grade. Teachers at School One evaluate you based on what you have proven yourself to be capable of accomplishing instead of comparing you to what your classmates are doing. Therefore, **you are not in competition with one another so much as you are working to improve your skills and knowledge.** In place of letter or number grades, teachers write narrative evaluations that describe your performance and highlight your strengths and weaknesses. **By reading these evaluations, you learn exactly what you could do more effectively as well as what you have done well.** At the beginning of each course, your teacher will explain what you will need to do to earn credit in that course. **It is your responsibility to be sure you understand the expectations, some of which will differ by class.** In addition to teachers' oral comments, the following types of narrative evaluations will be given over the course of the trimester to help you identify your progress and areas in which you could improve and to help you gauge your credit status:

ASSIGNMENT EVALUATIONS

Teachers usually will respond to each individual assignment with a written comment in place of a grade. You should seek to understand from that comment and discussion with the teacher just what you have done well and what you ought to work to improve. **If you don't understand or agree with the comments, be sure to discuss them with the teacher because the teacher's future evaluation of your work will take these comments into account.** In many cases you will receive an evaluation on a partial or initial effort on an assignment. These evaluations will contain directions for improvement. **These directions are for things that *must* be fixed, and it is important that you address them effectively in order to earn credit for the assignment.** Teachers are willing to help you revise if you don't know how, but it is up to you to ask for help.

NOTES TO ADVISORS

Teachers often write or email notes to your advisor to keep him/her aware of how you're doing. These notes are sometimes positive (if you have done a great job on something or are showing a lot of improvement), but they are also used to tip the advisor off to poor attendance, lateness, poor effort or missing work. Advisors will discuss these with you as soon as possible and either call your parents immediately or perhaps, if appropriate, make a deal with you to turn the situation around very quickly to avoid such a call. It is imperative that you take the warnings on these notes seriously because they indicate ways in which you are not earning credit and what you must do to

change that. **These notes, when negative, indicate that you must improve your performance in order to earn credit.**

MIDTERM EVALUATIONS

After the fifth week of every trimester, teachers will provide midterm evaluations to your advisor. These will be available for you to see during advising, and copies will be mailed to your parents, who can come in to discuss them during Parents' Night on the Thursday of the sixth week. In addition to receiving a statement evaluating your overall performance, your teacher will note whether you are heading for credit, need improvement with regard to credit or are not heading for credit. **If you either need improvement or are not heading for credit in any of your classes, it is your responsibility to learn from that teacher what you will need to do during the second half of the trimester to earn credit.** If you are heading for credit at midterm, it is important that you at least maintain your level of work throughout the trimester. **A good midterm evaluation is not a guarantee that you will receive credit if you don't complete your work or maintain its standards all trimester.**

FINAL EVALUATIONS

Instead of receiving a letter grade for each course at the end of every trimester, **you will receive an extensive written evaluation of your overall performance in each class.** Teachers will be looking most closely at whether you satisfactorily completed all of the work for which you were responsible and at the progress you have made over the course of the trimester in many different areas. These evaluations will address both academic performance and classroom skills. **If you intend to apply to college, these evaluations will be copied and sent to the schools to which you apply.** Thus, while there are no formal grades, you and others who read these evaluations will learn in detail the extent of your effort, performance and skill level in each class. **Most colleges will read these evaluations carefully and in effect assign them an A, B or C, so an unenthusiastic evaluation on which you receive credit can hurt you with colleges.**

A FEW WORDS ABOUT CREDIT

As one of our former teachers used to tell new teachers, "You don't give credit. Students either earn it or don't earn it." **Credit is not something teachers give you because they like you or feel sorry for you, and it is not something they withhold because they dislike you or are having a bad day.** It is the teacher's job to be very clear about his/her criteria for credit. You should know the basic requirements after the first class. **If these requirements are unreasonable for you, it is up to you to drop the class by the end of the first week in consultation with your advisor and parents. If you feel unsure about these requirements in any of your classes, be sure to talk to the teacher until you reach clarity.** If you have trouble communicating with a particular teacher, it is appropriate to ask your advisor, department coordinator or the Assistant Head to step in to help clarify what you need to do. **(They can help to clarify what you have to do, but they will not reduce the amount of what you have to do.)** In noting what is expected of you to earn credit, **be sure to pay careful attention to issues like attendance, timeliness of assignments and quality. You cannot earn credit in a class if you are not in class at least 75% of the time even if you are ill. That includes lateness. Teachers will stick to deadlines and quality expectations, so you will not earn credit if you hand in a lot of work at the last minute or if you hand in all of your work on time but it doesn't meet the quality standards that were explained to you.** Deal with these issues **as early as possible.** Teachers will not reverse credit decisions late in the trimester because you claim you didn't know what was expected. **It is your responsibility to ask if you aren't sure.** In most cases the teacher will have communicated with your advisor about areas in which you are not meeting expectations once s/he is aware of them. Your advisor, your parents and you will all be aware of problems unless it's a late trimester slide that couldn't be foreseen.

It is also important to note that **teachers may have different quality standards for different students in the same class**. While at first glance you might consider this unfair ("Why do I have to do a better project or write a better essay to earn credit?"), **it is part of School One's effort to treat each student as an individual**. To the extent possible, we seek to avoid letting well prepared students coast on prior knowledge or good skills. **Teachers are seeking equal effort and improvement from their students rather than equal performance**, which School One believes is a fairer and more respectful standard and leads to better education for each student.

Outside Classes

Students may take classes, including online classes, outside of School One for credit **with the prior approval** of the Assistant Head **and** the coordinator of the relevant department. To earn a trimester's credit, the class **must MEET at least 35 hours** (to be comparable to our regular classes). This does not include homework time (just like our classes). An exception is made for **language classes**, which can be 25 hours of class time assuming considerable homework in addition so that students have a reasonable opportunity to take other languages outside of school. Town summer school classes that offer a year's credit for six weeks of work will only count for one trimester at School One if taken once the student matriculates at School One. Outside classes don't necessarily have to fit within our trimester timetable. The teacher or tutor must be qualified to teach the class (**to be determined in advance**) and must be willing to fill out one of our evaluation forms at the end of each trimester's worth of work.

Students may not earn credit for more than seven classes per trimester in any combination inside or outside of school. This is to protect students from overloading themselves.

c. What do I do when I am late or absent?

1. CALL IN

If you are sick or have an emergency to attend to, you must be sure that **a parent or guardian calls** the school at **(401) 331-2497** by 9:00 a.m. S/he should explain why you will be either absent or late. If a parent or guardian does not call **every day** that you are either absent or late, your absence or lateness will not be known to your advisor and teachers. If you are going to be away for an extended period, be sure to alert the school and your advisor **in advance**. **Note that excused absences still count as absences in terms of class attendance guidelines**. Unexcused absences may immediately trigger no credit for the trimester depending on the teacher's rules..

2. COLLECT MY WORK

- Since you are always responsible for class work and homework assignments that you miss when you are late or absent, **you must be sure to check your classes' wikis (see page 9 above) or contact another student, your teachers or your advisor immediately about the work you miss.**

- **If you are out for an extended period**, you or your parents must contact your advisor early in the day so that she or he can collect anything from your teachers that might not be posted on the wiki (a book, for example) for you to complete at home. **You are responsible for sending someone in to school to pick up that work (or have a student bring it to you).**

- If you are going away for an extended period, **be sure to speak to your teachers well in advance so they can prepare and you can collect from them the assignments you would have otherwise missed.**

• **Be aware of deadline rules. Deadlines are not the suggested time to hand in work; deadlines are the last possible moment to hand in work. The Competency Essay deadline stands whether you are in school or absent, so if you wait until the deadline date, absence is no excuse.** The essay must come in whether you do or not regardless of circumstances. Some class deadlines may operate the same way. In such cases, you can send the work in with someone or fax or email it to the school by the appropriate time. **If you fax or email, it is your responsibility to ensure that the work arrives in a legible manner.** Find out the deadline rules from each of your teachers. **Just saying you emailed it or emailing a blank document or gibberish does not get you off the hook.**

2. WHAT IS A PORTFOLIO, AND HOW DO I DEVELOP ONE?

In an effort to help you prepare for your future jobs and/or college, as well as to better appreciate your own work, we will be helping you to create your own portfolio. These portfolios will be your property and will contain work about which you're proud. When you graduate, they're yours to clutter up your parents' basement and provide laughs for your kids. Before you graduate, however, they will help you to assess your progress and to make your final presentation to the Graduation Board of Review (G.B.R.). If you do a good job on your portfolio, it will make life much easier when you apply for a job or college.

The ultimate responsibility for your portfolio is yours. Both teachers and advisors may remind you to keep an eye out for materials to be placed in the portfolio, but what you choose to include is up to you. The major work on the portfolio will be done during advising periods and evaluation weeks, when it will hopefully help you focus on your past accomplishments and future goals. You should save work throughout your trimester, however, so that you have plenty of material. **If during evaluation weeks you do not have the minimum amount required in your portfolio, you will not be allowed to register for classes for the next trimester until your portfolio is up to date.** It is therefore important that you take this requirement seriously throughout your career at School One. If you are confused, ask your advisor. Teachers can also help you to select good pieces from their classes. There is a spot on the back of your evaluations for such a recommendation.

A COMPLETE PORTFOLIO MUST CONTAIN THE FOLLOWING:

You will need to exhibit a complete portfolio before your G.B.R. presentation in the spring of your senior year. The committee will examine its contents carefully. It needs to include:

1. **A minimum of three pieces of work per subject area over your entire time at School One:** (art, English, math, science, history plus any other subjects you choose). These are generally pieces of work that you completed as part of classes. They can be stored on various media: paper, audio tape, video tape, photographs, digitally. One piece should represent your work in the first class you have taken in a subject area, one should represent the middle of your work in this subject area (perhaps selected from a fifth math class, a third art class or a seventh English class), and the final piece should represent work from your last class in a subject area. You may add more pieces if you wish, but you only have to assess three per subject area.

2. **A Work Assessment Sheet for each subject area,** with sections filled out **thoroughly and neatly.** These sheets focus your assessment of your work, and **they ask about what you have done well and what you would like to do better. They set goals and track progress.** These sheets require about two minutes worth of analysis per piece, so when you begin your portfolio at the end of your first trimester at School One, filling out an analysis of one piece for each subject

area, this should take you about fifteen minutes. That will be the most work you have to do at one time on your portfolio if you regularly update it. You will continue to use this form for analysis as you add the second and third pieces in each subject area. The last question asks for an overview of your experience in this subject area, and it makes sense to do these in the month before your G.B.R. exhibition. Your advisor will have these, but you can get this from any staff member.

3. **Trimester Evaluation Forms** (one per trimester) You get this from your advisor. **You answer its three questions immediately after reading your trimester evaluations.** This form helps you think about what you accomplished and what you would like to accomplish in the future and forms a good basis for discussing this with your advisor. These forms go in a separate part of your portfolio (not your folder) and should take about ten minutes per trimester.

4. **A resumé.** Your advisor can help you create this if you ask. There is a resume creator at the excellent free website **waytogoRI.org**, which also has great material to help with college and job applications and SAT prep.

5. **Your Competency Essay** in its passing form.

6. **Recommendations** from your advisor and at least two teachers. Some teachers prefer to keep theirs confidential. It is acceptable if they assure the G.B.R. the recommendation is done. It is a good idea to get recommendations from teachers immediately after doing well in their classes, even if you are only a freshman or sophomore, unless you are sure that you will be continuing with that teacher. We sometimes have sudden staff changes at School One; a prompt request assures that you will get a recommendation and that it will be detailed (because you are fresh in the writer's mind). This is required even if you don't plan to go to college.

7. **Annual Community Service Evaluation Forms:** These forms will help you briefly assess your community service each year. They are designed to have you think about the meaning of your service and to keep track of where you stand with regard to this graduation requirement. You may do more than one per year if you do more than one piece of substantial service and wish to do more assessment, but only one per year is required.

8. Other appropriate things you may wish to add for analysis by the G.B.R..

3. WHAT ARE THE COMPETENCY EXAMS?

School One requires that you pass competency exams in humanities (English and U.S. history) and math before you graduate. These exams test whether or not you are competent to succeed in the real world in these subject areas and help you to assess which skills you need to develop in order to acquire such competency. **We strongly advise that you try to pass these exams well before your senior year because you will have a lot to do then.** Passing the exams gives you more choice about classes. For example, you can't take Creative Writing for English credit until you pass the humanities exam.

The exams are given alternately every Friday during the first and second trimesters of the year at 1:15, half an hour after Phys. Ed. and Health. They are both offered nine times per year in different versions. **The exams will not be rescheduled for you due to absences or scheduling conflicts. These exams should be your top priority. The only exception would be in the case of prolonged verified hospitalization or a verified religious holiday that you actually observe. We have built more offerings than should be necessary into the schedule to allow for a couple**

of absences due to illness. Once you have passed a section of either exam, that section will not appear on the next exam you take; each exam is tailored to you. For those sections you do not pass, you can expect to see very similar but not identical questions on your next exam. **If you don't pass the exam by the end of one year, you must take the entire exam over the next year. If you are a senior, you will not graduate or participate in graduation that year if you do not pass both of these exams.**

All students must attend and work seriously on both competency exams from 1:15 until at least 2:30 at every offering until they pass. Students who have passed **both** competency exams may leave after PE, but those who still have one left must get help on the remaining exam on the days the exam they passed is offered from 1:15 until 2:30. **In the event of illness, your parents need to call your advisor to let him/her know why you are missing the exam to avoid the loss of a week's outside lunch privilege.** It is smart to get these exams done as soon as possible and to make your junior and senior years much freer for post-high school planning and jobs, but this will only happen if you take the exams seriously and get help to prepare for them. Students who are not ready to make progress on the exams will have the option of getting skills help from 1:15 until 2:30 on competency days, but everyone who hasn't passed both exams must either take the exam or get that help during comp. time. **During third trimester, students who have passed the comps. are dismissed after P.E. and Health, but students who haven't passed the exams must stay until 2:30 for skills help to prepare for the exams until April vacation.**

Teachers from the math and humanities departments are happy to review your exams with you between offerings and work with you on skills you need to develop. They also have plenty of review materials (grammar sheets, historical summaries, sample business letters, practice problems) that can help you with problem areas. You are urged to take advantage of this opportunity. Be sure to make an appointment with the teacher well before the date of the next exam. **Teachers will not meet with you about competency skills on the day of the exam.** Usually, these sessions are held during lunch or after school. There are history review sessions every Tuesday during lunch during comp. season. Students who regularly meet with teachers almost always end up passing the exam if they stick with it. On the other hand, some students with good skills have ended up not passing the exam the first year they try because of lack of review of areas in which they are weak.

4. WHAT IS THE COMPETENCY/SENIOR ESSAY?

In order to be sure that you have acquired competency in writing before you graduate, you must produce a Competency Essay that meets the standards of the humanities department. You may begin working on this essay as early as you like and now must do the first draft during the spring of your junior year at the latest. The essay is now tied to the Common Application essay in both length and topic to save you work and give you a vital headstart on your college application process. That means that there is a 650 word limit, and the suggested topics will vary each year and be announced some time around late February. You will be emailed and handed the assignment sheet by the Assistant Head as soon as the topics are revealed. **The main requirement is that this essay reveal your personality and/or values and hopefully discuss a topic about which you feel strongly.**

Beginning with juniors during the 2013-14 school year, there will be one deadline in April of the junior year. Failure to meet this deadline results in spending lunch with Cary for the rest of the school year (6 weeks)! There are five more deadlines during the first and second trimesters of the senior year **by which students must** turn in a draft of their essays. **Each draft must be substantially revised. If a senior does not turn in a freshly typed substantially revised draft by**

any of these days at 9 a.m., she or he will no longer be eligible for graduation that year. The essay must come in by this date regardless of absence or lateness. A junior who misses the draft will have to contract for multiple summer essay sessions in order to be able to graduate on time. There are no exceptions, and unfortunately, we have often lost at least one graduate per year due to this rule (although thankfully not during the last eight years). Note that **you are not encouraged to hand in the essay on these deadline dates; you are encouraged to get your essays in well before these dates.** In fact, it is strongly suggested that complete the essay before they begin their senior years. Help is available during the summer. This avoids the deadlines and provides a polished college application essay before it's needed. If you wait until the deadlines, you are asking for trouble. **Because you are strongly encouraged to get the essays in well before these dates, no excuses, no matter how well documented, are accepted about unfortunate occurrences during the last twenty-four hours before the deadline.** Even if a student meets all of the deadlines, s/he must complete a passing essay by the final deadline to participate in graduation.

5. WHAT IS THE COMMUNITY SERVICE AND COMMITTEE REQUIREMENT?

1. Committee: Students are required to sign up for and earn non-academic credit for one committee per trimester. You will sign up for a committee (with a couple of alternatives) when you register for classes. If you are a new student, you will automatically be on the Essential Committee for the first trimester. These committees meet on Tuesdays most weeks for half an hour. Some involve community service, and others are more focused on augmenting your classroom education. To earn committee credit, you are required to attend on time. Each committee will have its own requirements, some of which will require work beyond the meeting time. It is up to you to make sure you aren't on a committee whose requirements you don't want to fulfill. **For any trimester during which you don't earn committee credit, you will be required to do an additional ten hours of community service on your own time.**

2. Community Service: Each student is required to participate in at least ten hours of community service per year. This cannot be something you get paid for, nor can it be something you do as a favor for relatives or friends (i.e., painting your neighbor's garage or cleaning grandma's attic). It also can't be counted if it is court-ordered. Work that is required for your committee often doesn't count. You should **clear your activity with your advisor beforehand to ensure that it will be acceptable.** Otherwise, you may be in for an unpleasant surprise. **When you complete an activity, be sure to have the supervisor (an adult in a position to supervise this activity) fill out your community service form. If you don't have a form handy, a note on letterhead that is signed and provides a contact number and/or email and that details the number of hours and the activity is acceptable. It is your responsibility to be sure that your advisor gets the form or the letter so it can be placed in your folder.** Note that this community service requirement is merely an encouragement to experiment with community service and experience its rewards. **We (and colleges) hope that all members of our community will exceed these requirements in a substantial way.** Suggestions for service appear in Section V below.

6. WHAT IS THE G.B.R., AND HOW SHOULD I PLAN FOR IT?

In the spring of your senior year, you will participate in an exhibition before the Graduation Board of Review, which is a committee of teachers, students and parents (other than yours). Board members sometimes attend as well. You must have one of your parents/guardians present, and you can invite friends and relatives. The G.B.R. will be sure that you have completed the graduation requirements and have taken steps towards establishing realistic post high school plans. **The**

G.B.R. does not decide what you should or shouldn't do; it simply checks to be sure you have taken appropriate steps to make your own goals possible. The G.B.R. functions as an umbrella over all of your other graduation requirements.

You will have plenty of preparation for your G.B.R. exhibition if you complete the tasks required of you throughout your career at School One and begin thinking about your final exhibition early. Your advisor will be your primary resource and source of support throughout this process. However, once again, it is ultimately your responsibility to do what you need to do to graduate. **Preparation for the G.B.R. exhibition begins officially in the fall of your junior year when you must complete a pre-G.B.R. meeting with your advisor and one staff member from the G.B.R.** The purpose of this meeting is to help you set appropriate goals for your future and to be sure that you know what you have to do (and by when) to accomplish your goals. **You should complete another pre-G.B.R. meeting in the fall of your senior year.**

You should have the following things in order by the time of your final G.B.R. exhibition:

1. **Folder:** Your folder will be checked by the staff member of the G.B.R. before the meeting takes place. **The folder *must* be in order and ready to be checked by 9:00 a.m. on the school day before the date of the exhibition.** The graduation checklist, along with any transcripts from previous high schools and other credits like Brown Summer High School or C.C.R.I., must show that you have earned the required number of credits. Your community service award sheets must be present in the community service folder. This folder is largely your advisor's responsibility.

2. **Portfolio:** **You must be prepared to discuss *in depth* the progress you have made during the years you have spent at School One.** You should plan to address both academic and broader non-academic areas. Plan to use material from your portfolio to illustrate some of that progress. **You should choose approximately six to eight items that particularly highlight your accomplishments and be prepared to discuss them in detail.** Your portfolio will be checked by the staff member of the G.B.R. before the meeting takes place and reviewed by the whole committee prior to the meeting. **The portfolio *must* be in order and ready to be checked by 9:00 a.m. on the school day before the date of the exhibition.**

3. **Pre-G.B.R. Goals:** Check the pre-G.B.R. agreement with your advisor to be sure all contracted goals have been met. **If plans have changed, be sure that this has been discussed with the pre-G.B.R. staff member and that new goals have been set *well before* the G.B.R. exhibition.** **Failure to meet pre-G.B.R. goals will result in failure to pass the G.B.R.** *Evidence* of meeting goals (college acceptance letters, catalogues, lists of job/college applications that have been sent in) will assist the G.B.R.'s decision-making.

4. **Remaining Graduation Requirements:** Review any outstanding graduation requirements (courses, community service) with your advisor. **You may not sign up for a G.B.R. exhibition until you have passed the competencies and senior essay. Similarly, do not sign up for a G.B.R. exhibition until you have met your community service requirement.** You will not be able to pass the G.B.R. until these requirements are met.

5. **Exhibition Preparation:** The order and content of the exhibition discussion are as follows:

- graduation requirements
- why you came to School One
- your accomplishments at School One (academic, social, personal growth)
- * growth while at School One

- *your role in the School One community
- your future plans and what you have done to implement these plans

You should discuss these items with your advisor ahead of time to prepare for the exhibition, and you should have the pieces of work you will discuss out of your portfolio for easy access when you head into your exhibition. The committee is looking for a thoughtful and thorough presentation, so if you wing it, you will be redoing it.

6. Cancellations: Cancellations of G.B.R.s are a huge inconvenience to a number of people. You must be prepared for and attend the exhibition you schedule. **Should you sign up and face an emergency situation, the cancellation should be made at least a day prior to the exhibition unless there's a very serious, sudden illness.**

7. G.B.R. Support: If you are concerned about the G.B.R. exhibition or meeting any of the requirements, your advisor is your first source of information, but you should feel free to meet with a staff member of the G.B.R. It would be best if you met with the member who did your Pre-G.B.R., but any of the members will be glad to assist you. It is also a great idea to **attend at least one exhibition before your senior year** so you know what to expect. This tends to relieve anxiety.

7. WHAT IF I PLAN TO GO TO COLLEGE?

- **If you are planning to attend a college that is not a community college, you should begin thinking and talking about this with your advisor as soon as you begin at School One.** S/he will be your primary resource through the process of searching for and applying to colleges. However, the main responsibility will rest with you. There will be regular meetings scheduled for juniors and seniors throughout each year and one for sophomores to help you stay focused and to remind you about what you should be doing next. There will also be frequent emails from the Assistant Head to which you should pay attention. Once again, it is your responsibility to attend meetings, to read emails and to complete your tasks. An appointment with the Assistant Head by the middle of your junior year is recommended to generate a list of colleges that fit your desires so that you can research them. **Our goal is not to tell you where to attend college but to help you to find a college where you will be happy and successful.** Students who are worried about this or need help can sign up for the college committee during the last two trimesters of their junior year and/or the first trimester of their senior year, but the same help is available before school, during lunch, after school and during the summer from the Assistant Head if you make an appointment.

- When you know the schools to which you will be applying, you should research exactly which courses they require. In general, however, if you are going to college, you will be required to have taken at least 2 (often or preferably 3 or more) consecutive years of the same foreign language. Most colleges require that you complete at least two years of algebra. You will also have to have taken at least 2 years of a laboratory science, like biology, chemistry or physics and preferably 3. **More competitive colleges will want more in all or most of these areas. However, if you don't meet these standards, there are colleges, particularly two-year colleges, that you can attend.**

- **Standardized tests** are a part of the college application process. You can obtain information about these tests from your advisor or the Assistant Head and at www.collegeboard.com. To maximize your scores, you should take these tests more than once. It is common that your scores go up, though not necessarily significantly, each time you take the test. Having a sense of how you do on these is very helpful when, in your senior year, you are making a final selection of schools to which you want to apply. **We strongly recommend that you follow this schedule:**

1. Take the PSATs at School One in October of your junior (or sophomore and junior) year.
2. Use mycollegequickstart at the College Board website to focus your preparation for the S.A.T.
3. Take the SATs (or ACTs) in the spring of your junior year (preferably March or May).
4. Take the SATs (or ACTs) again in the fall of your senior year if you would like better scores.
5. Some of you may want to take the SATs or ACTs again in the winter or spring of your senior year, but this is too late for most colleges' application processes.
6. Some competitive colleges require two College Board Subject Tests in specific subject areas. If you are planning to apply to this sort of college, you should take these tests during your junior year if possible or even earlier if you are completing a strong subject area like biology or U.S. history. **It is very important to check whether the colleges to which you plan to apply require these as early as possible.** A great new resource for checking this as well as other requirement information and searching for colleges and getting video advice is **www.bigfuture.collegeboard.org**. You should create an account here as soon as you start thinking about college. This will allow you to you're your searches.

* **Recommendations:** Most colleges require two teacher recommendation and something often called a guidance counselor recommendation. They will usually not read more than this number of school recommendations, but they will read unlimited recommendations from people for whom you have done service or work. In choosing recommenders, consider teachers with whom you have done very well in multiple classes if possible. Our teachers will know you better than teachers at most schools, so if you give them ammunition, they will write you detailed letters. It's a good idea to give recommenders a list of your activities so that they can include at least some in their letters. **You advisor will write the guidance counselor letter**, which is why it's best if your senior year advisor has known you well. This will be a much more detailed letter than the usual guidance counselor letter, so be sure your advisor has fond memories of you. That goes for your teachers as well. **Recommenders will write the truth, so provide them with excellent experiences to relate.**

• **Extra curricular activities and community service** are looked upon very favorably by colleges and can often make the difference between acceptance and rejection. **Colleges are more interested in long-term community service and are suspicious of sudden surges of community feeling during one's senior year.** This is something you should consider at the beginning of your career at School One when there are many opportunities to become involved beyond your academics. You may speak to your advisor or to any staff member about these opportunities. **If you do participate in significant community service, it is important to incorporate these experiences into your application, interview and essay.** Letters of recommendation from these activities are also a big boost toward college admission. Remember to ask for these while you are still involved in the service activity so that you're fresh in the writer's mind.

Applications: Many colleges now accept the **Common Application**, which is done online and saves you a lot of time and effort. As the application is available on August 1 each year, **it is highly recommended that seniors fill it out and have the Assistant Head check it or come in and have him help them fill it out in August before school starts.** You don't even have to know which colleges you're applying to when you do this. **Students should take advantage of the availability of the advisor and/or Assistant Head to proof read their applications**, but please be sure to ask with time to spare. Others won't appreciate the fun of brinksmanship as much as you. If you complete your senior essay during the summer, the hardest part of this application will already be done.

V. SERVICE AND EXTRA-CURRICULAR ACTIVITIES

“When I go to college, I'll be proud to say I came from a place where everyone was extremely free to be an individual, a place where no one judged anyone. I'm proud to say I go to School One. I think we take for granted that this is such a rare environment. Out in the "real" world, we all know there are too many places where people are quick to judge or be put down other people for being themselves. I sincerely thank the teachers and students for making this an environment where everyone's light is able to shine. It is up to you how bright you want your light to shine.

School One gives you a chance to create and add to a positive environment. Whether you enjoy the school or not, it is up to you to make the best of it. Everyone I have asked about this school has replied by saying it's better than my old school. If this school is lacking something, try to change it. The teachers will be more than extremely eager to encourage and help you make the changes.

Make the best of this school. This environment was created to let you shine. Make your light bright. Leave a positive impression on this school. Also, get to know each other. We are a small community, and we should at least know all of the names of the people with whom we spend six hours a day. Make these the greatest years of your life. What do you have to lose? Good luck to all the seniors. We will greatly miss all of you. Keep a positive attitude.”

Written by Kia K. Robinson, class of 1998

“The Committee commends School One for its ability to respond to students’ desires, needs and ideas in designing its after-school programs.

NEASC Reaccreditation Report 2003

Many students choose to become involved in a variety of different extra-curricular activities in addition to completing their graduation requirements. Not only can this be a rewarding and growth-inspiring experience, but it can be helpful if you plan to apply to college. Most colleges look very seriously at the extra-curricular activities you have been involved in while completing your basic graduation requirements both because they want active people at their colleges and because people who participate in extra-curriculars have less time to study, so they will assess the similar evaluations more favorably for people with many activities than for those with few or none.

You have the opportunity to become involved in projects at School One and internships in the broader community of Rhode Island. The Internship Coordinator, your advisor and teachers are all people to whom you can go to for help in these areas. Below is a list of current School One committees and a list of places where School One students have completed site placement/internship programs, usually as a way of gaining experience in a field of interest and earning elective credit. Remember that **if there are other students willing to help, you can establish almost any kind of organization or group at School One.** Maybe you'll begin something that continues even after you have left the school! **Colleges especially look for this sort of leadership in applicants.**

A. EXTRA-CURRICULAR/COMMUNITY SERVICE OPPORTUNITIES

1. IN-HOUSE SERVICE ACTIVITIES AND COMMITTEES

These change every trimester, sometimes due to student demand, but these are activities you can expect to be available:

a. **Community Events:** The School One community traditionally enjoys several community events over the course of the year. The number and type of events have depended on the individual student organizers. Students work in teams on projects of their own design with staff assistance. In the past these have included fundraising for and planning a day-long trip to New York City or Six Flags, a Spring Festival, a Halloween R-Day and the sale of carnations on Valentine's Day. Any student at School One is invited to take part in the organizing of school events or to bring ideas for school events to the staff to receive help in organizing them. **Each year's accomplishments will depend on the level of interest and effort invested by its members.** Sometimes, the committee tied to these events is **The R-Day Committee** (which plans **Recreation Days** at Halloween, Christmas and Valentine's Day).

b. **Admissions/Development Committee:** This committee meets regularly with the Admissions Director to interview new students, help them to learn about the school and make recommendations about potential students to the staff. You need to be at the school for a while before you can join this popular committee, and your School One experience will be an important factor when you are considered for membership. When there isn't admissions work to do, the committee often helps the Development Director or, in the spring, with the art show. **Returning students are invited to apply for this committee to the Admissions Director.**

c. **Graduation Board of Review:** Each spring, we need several students to be members of this very important committee. Members must commit to roughly two hours one afternoon per week after school for about six weeks in March and April. They will have a say in deciding whether or not seniors get to graduate after seeing their exhibitions. They will also learn how to prepare for their own exhibitions. Only responsible students need apply.

d. **Faculty Hiring Committees:** When School One hires a new staff member, several students can serve on the hiring committee. They are responsible for reading resumes, selecting potential interviewees, interviewing and taking part in the decision process with staff members and parents. Students have a very important say on these decisions, and it's also a great learning opportunity about how to act (and how not to act) at a job interview. Interviewees will say the darndest things!

e. **Graduation:** Students often come together in the spring to help plan, organize and prepare performances for the unique School One graduation ceremony. Students are encouraged to begin thinking about and preparing their performances early in the year. See Erin or Lon for details.

f. **Peer Tutoring:** When a student has achieved significantly in a particular area of academics, that student may be eligible to serve as a peer tutor in a class. Check with a teacher in the area you would like to tutor. **The student could get *either* elective course credit or community service credit for this kind of work.**

g. **Prom or Party Committee:** This committee of students organizes the School One prom that takes place in May. If you want to be sure that there is a prom each year, this would be a good committee to join. The staff has learned that only the students can run their own prom (and that they will complain about it each year nonetheless). See perennial prom queen Gianna for details.

h. **The Board of Directors:** Each spring one student is elected by the student body to serve on the School One Board of Directors. That student is responsible for attending all Board meetings. This

student is a voting member of the Board and should speak for the student body. It is therefore important that she or he remain in close contact with as many students as possible. Speaking at General Meetings regularly is one way to do this. There are also places on all Board Committees (Finance, Strategic Planning, Fundraising) for interested students. These positions are very impressive on college applications *if* backed up by recommendations showing a lot of work was done. This counts for outside community service credit.

i. **Yearbook Committee:** Each year a number of students work on the production of a yearbook. This is a year-long project involving taking photographs, collecting work from your peers and laying out the material. If you want to be sure there is a yearbook, consider joining this committee. There is plenty of room for student initiative and creativity here.

j. **Outdoor Clean-Up Committee:** This committee is recommended for the environmentally conscious and those who enjoy cleaning and fresh air.

k. **Computer Aide:** Our machines constantly need work, so if you are a computer whiz and would like to be our on-site consultant, contact the Technology Coordinator as soon as possible. If you end up doing a lot of work, there may be community service credit in this for you.

l. **Diversidad/Respect Committee/Providence Project:** Various versions of committees to promote respect and appreciation of diversity at School One have run depending on what the students want at any particular time. These are especially good committees if you are an activist.

2. IN-SCHOOL EXTRA-CURRICULAR ACTIVITIES

Extra-curricular activities are offered to enrich students' lives with activities they enjoy and want to learn to do better. They take place after school. Students must be sure they will not interfere with their regular schoolwork or homework. They are not available for either course or community service credit. All of the activities listed below were started due to student interest. If there are others you are committed to work to initiate, let the Assistant Head know. If enough people are interested, your dream may become a reality. The list below are some of the activities that occur most frequently, but it doesn't represent all of the activities that have occurred or could occur.

a. **Drama Program:** This regular program is separate from theater classes and offers students the opportunity to work on producing a play for performance. Students can sign up to act, design sets or costumes, work lights, help out backstage or collect tickets. It is crucial that students are responsible about attending and following through, including learning lines in a timely way, as the entire program is depending on them. It meets Tuesdays and Thursdays with Casey.

b. **After-School Photo:** This is a chance for students to get extra dark room time or extra photography/video/arts education. It most commonly meets on Thursdays with Mel.

c. **Murals:** From time to time, artistic students get the chance to decorate the school's walls with murals if pre-approved. You will only earn community service credit if your mural is completed satisfactorily. This is an after-school activity.

d. **After-school Study:** For those who need a quiet place to do homework or some help from a teacher, After-school Study operates from 3 until 4:30 Mondays through Thursdays in the R.A.M.'s Den. There are different teachers supervising every day, so check the schedule. **This is designed for students to do work; if you are not involved in an academic activity, you shouldn't be in the computer room after school, and you need to leave the building by 4.**

f. **Film Society:** The film society meets to watch movies with specific themes each trimester. It is designed to introduce students to films they haven't seen. It has been on hiatus but could be revived if there is interest.

g. **Bi/Gay/Straight Alliance:** This club has been both active and inactive at times over the last twenty years, so if students are interested, the school is happy to support it. It is currently meeting during committee time as the Providence Project, but it sometimes runs afterschool activities that are open to all.

h. **After-School Music:** This is a chance for students to get together and jam and/or sing under the supervision of a trained musician. It meets regularly on Wednesdays with Lon.

i. **Games:** This has become popular in Michael's room after school over the last couple of years. It focuses on board games, but students have also run role playing games on different days prior to last year.

j. **Creative Writing:** It comes and goes depending on student interest, but last year we had a regular creative writing group after school.

B. OUTSIDE EXTRA-CURRICULAR AND SERVICE ACTIVITIES

Many students have sought site placement or internship opportunities as a way of learning about and gaining experience in fields they might pursue after high school or developing their knowledge and skills in a particular area. School One has an Internship Coordinator, who is in school on a part-time basis. She is generally in on Tuesdays and works in the Assistant Head's Office, but she is occasionally in at other times as well and she is accessible by email at beverlyv@school-one.org. She works to place students who are interested in appropriate internships in areas of their interest that will involve real work. These can be useful in finding out careers that you like and also that you don't like. It is strongly recommended that *responsible* students try at least one internship before they graduate. A strong internship experience and recommendation can be helpful in college admissions.

The following is a list of places where School One students have completed site placements/internships or have volunteered, but you should not feel limited by this list:

- * AIDS Care Ocena State
- * All Children's Theater
- * Amos House homeless shelter
- * Animal Rescue League
- * Bert Gallery
- * Books On The Square
- * Brown University Neuroscience Lab
- * Cent. R.I. Adolescent Health Education Center
- * Channel Twelve (WPRI) News
- * Alan Dowding Construction
- * American Built Heirlooms
- * Angel Care Montessori School
- * Art Insiders, RISD
- * Big Nazo Puppets
- * Brown/Fox Point Child Education Center
- * Canine Mastery
- * Children's Museum
- * City Kitty

- * CVS Highlander School
- * East Side Monthly
- * Farmacy Herbs
- * Forever Paws
- * Genesis Center
- * Haffenreffer Museum of Anthropology
- * Kandy's Of Course Hair Salon
- * Lincoln Lower School
- * Miriam Hospital
- * Montessori Children's House
- * Mt. Hope Boatworks
- *North Providence Senior Citizens' Center
- * Outerlimits Power Boats
- * Perishable Theater
- * Providence Monthly
- * Red Chair Studio
- * Rhode Island Film Commission
- * R.I. Hospital
- * R.I. Interfaith Power and Light
- * R.I. School for the Deaf
- * R.I.S.P.C.A
- * Rochambault Library
- * Roger Williams Park Zoo
- * Slater Mill Museum
- * W.H.J.J. Radio
- * David H. Wells, photographer
- * Fair Fund, Washington, D.C.
- * Flying Shuttles
- * Friendship Cafe
- * Green Party of Rhode Island
- * International Charter School
- * Kids Quarters
- * Mills Cove Nature Conservancy
- * Mom's Morning Off Day Care
- * Mt. Hope Day Care
 - * New Urban Arts
- *Ocean State Dog Training
- * Paul Cuffee School
- * Povar Animal Hospital
- * Providence Public Library
- * R.I. Community Planning Group For H.I.V.
- * R.I.H.I.V. Planning Group
- * R.I. Human Rights Commission
- * R.I. Project AIDS
- * R.I.S.D. Museum
- * R.I. Tree Counsel
 - * Roger Williams Park Botanical Gardens
 - * Sandra Feinstein Gamm Theater
 - * Southside Community Gardens

IV. ADVICE FROM A GRADUATE

JUNIOR ACHIEVEMENT, an essay by 1993 graduate Chris Bowers

Most of you probably think that your senior year will be easy. Think again. There will be many responsibilities placed on you when you are a senior. Competency exams and the senior essay are absolute requirements for seniors. If you plan to attend college, applications and SATs are another hassle. Then, of course, there is the G.B.R. During the G.B.R., you, a parent, your advisor and a few teachers discuss your plans to graduate. Before you can make an appointment for the G.B.R., you must have all of these things done. With good consultation and proper planning, it is possible to make it through the tragedy with very few mental scars.

Let's start with the senior essay. The first draft will probably be due some time at the end of September. Hand it in early. The earlier you hand it in, the earlier you get it back. If you hand in the senior essay on the due date, you may have to wait weeks to get it back. Another good idea is to proof read. You'll have to rewrite it if you haven't proof read carefully.

The next senior requirement on the list is the competency exam. There are two parts: English and math. If you haven't completed them already, you will have to sit around after school many Fridays. They aren't too difficult, but if you hold them off until the last minute, you will have too much to do and not enough time to do it.

Another good idea if you're planning to attend college is to get your application in early. Some schools will turn down applications if they are handed in late. It's best to get these done neatly and early because even with rolling admissions, your chances decrease as time goes by.

If you haven't done any community service and don't plan to until next year, you have problems. I had a lot to do, and I left it until the last minute, which wasn't smart. Also, if your

community service isn't completed by April, you can't make a G.B.R. date. Without a G.B.R. date, you can't graduate. This is serious stuff, folks. The G.B.R. carries more weight than most people think. The Graduation Board of Review is intended to decide whether you are ready to face the real world. If you don't seem ready, you do not graduate.

My final word to all juniors is to start early. If everything is done early, you should be able to breeze through your senior year without a problem. The harder you work on the comps, the sooner you'll complete them. The earlier your college applications are in, the earlier the reply, and the chances of getting accepted are slightly increased as well. If your portfolio is up-to-date and your community service is completed, you should have no problem graduating. Finally, plan something, a performance or reading of your work perhaps, at least mildly entertaining for the G.B.R. committee. That makes it more fun for them and for you.

Addendum: Acceptable Use Policy For Technology

School One Acceptable Use Policy (AUP) 2013

NOTE: Students will not be permitted to attend School One without a signed AUP on file.

USE OF DENIGRATING LANGUAGE

Members of the School One community may not denigrate one another on any basis including race, sex, religion, cultural heritage, appearance or sexual orientation. As a school we do not tolerate speech directed at any member of our community that is disrespectful or obscene, that incites students to violence, that invades the rights of others or that contributes to the disruption of classes or the school's safe and friendly environment.

This policy applies to what a community member says to others and also to what she or he writes or posts in e-mail, instant messaging, personal websites, live journals, video or photo sites and other forms of electronic communication that affect any community member, even if the messages originate off campus and/or during non-school hours. We take this stand because hateful, hurtful or threatening messages or posts can seriously harm individuals and can undermine our community and its essential feeling of safety and respect.

We do not monitor students' Internet or web-based communications off campus. However, when infractions of this policy are brought to our attention, as they are likely to be when directed at a community member, its consequences will be enforced.

This policy expects every member of our community to take responsibility for his/her actions and to show respect to others. Our goal is to maintain a school community where all individuals are respected and feel safe and where intolerance is unacceptable.

ETHICAL USE OF SCHOOL ONE COMPUTERS AND NETWORK

School One cannot control all the information available on the Internet and is not responsible for other people's actions or the quality and content of information available through this service. Students are encouraged to use reputable scholarly and news sources for research and are provided with access to the JStor and Reader's Guide digital libraries to this end. Many teachers will provide specific policies about the number and quality of sources to be used for specific projects.

Students need to remember that information is a form of property (like a book that you own) and electronic mail is personal (like a letter you write). Using another person's password is stealing, just as much as taking money from his/her wallet. Electronic mail should not be read without permission any more than a personal letter should be. Be aware that the inappropriate use of electronic information resources can be a violation of school rules and of local, state and federal laws. You can be prosecuted for violating those laws.

The following rules must be followed by students using the school's computers for any reason or Internet from any computer within the context of school functions or when the subject matter relates to the School One community or its members:

- Be Respectful — Never send, or encourage others to send, abusive messages.
- Use Appropriate Language — You are a representative of your school. Never swear, use vulgarities, or any other inappropriate language.
- Representation — Do not send anonymous messages or represent a message to have been written by another. All correspondence must be clearly identifiable.
- Privacy — Community members may not use technology to photograph, videotape, audiotape or post any media about other students or teachers without their permission. Do not reveal your home address, phone number, names or addresses of family members, the addresses or phone numbers of other students or any other personal information. Do not open others' files that appear on the desktop of the computer you are using without their permission. Students are advised not to store files on the desktops of computers but to use a thumb drive or to email files to themselves for storage elsewhere. Students may also have an individual folder on School One's server that allows for private storage of files. These folders are available upon request to the Technology Coordinator. Other than their individual server folders, students are prohibited from accessing School One's server.
- Software — No software may be reproduced nor can illegal copies of software be used or downloaded at school. Such practices are illegal and surprisingly easily traced by the legal owners, so these practices endanger both the school and the student who is involved. The school will cooperate with law enforcement should they wish to identify students violating these rules.
- Information from the Internet — Using the Internet to obtain material that is meant only for adults is not allowed. Students must defer to teachers' decisions about what constitutes appropriate content on school computers, in the vicinity of the school and during school events.
- If you copy material or use others' ideas, you must give credit to the author or source. The easiest way to give this credit is through parenthetical notes. If you ever have questions about how to do this, please check with your teacher. Taking others' ideas and presenting them as your own is stealing, and you will be regarded as a plagiarist if you are caught. In college, this will certainly cause you to fail a class and may get you expelled from school. At School One, it will cause you to lose credit in the class with the reason noted on your evaluation. Changing the wording does not excuse you from citing an idea as someone else's. Unless you are completely changing the wording, it is best to quote the idea

with the citation. Even if you significantly or completely change the wording, you must cite the source of the idea. Facts that aren't widely known must also have their sources cited. You wouldn't need to cite a source for something discussed in class or that is widely known, such as the fact that the Bill of Rights was passed in 1790, but you would need to cite a source for biographical information about an author or background information about the period or work that you found in a source.

MISUSE

Misuse is defined as any malicious attempt to physically deface, disable, or destroy computers, related equipment or network hardware; to harm or destroy data of another user or of any other agencies or networks that are connected to the system; to gain access or attempt to gain access to unauthorized systems; to send out a hoax or computer virus; or to access inappropriate materials from school computers. Because of the danger to computers, eating and drinking in the neighborhood of school computers is strictly prohibited. Any misuse will result in loss of privileges and disciplinary action up to and including dismissal or possible legal action.

PERSONAL TECHNOLOGY USE

Students are allowed the privilege to bring laptops, tablets, ipods, smartphones and other forms of technology to school, but they must be used according to these guidelines and all school rules. Students can lose this privilege by violating any of these rules. When in doubt about the rules, students should ask a teacher before acting. Students are responsible for their own devices while in school and should keep them safe at all times. The school is not liable for students' missing or broken devices.

SOCIAL NETWORKING AND ONLINE GAMING AT SCHOOL

Students may use social networking sites and non-online games before school, during official breaks, during lunch and after school. Students may not use social networking sites during classes, advising, committees or school meetings except in the rare instance that a teacher specifically instructs students to do so for academic purposes. As online games take up considerable bandwidth, students are discouraged from playing online games during lunch and right before and after school when the school's network needs to run crisply for those using it for school purposes. Students must stop these games instantly if asked to by a staff member to retain their computer privileges. Students caught using such sites or games in classes will lose the privilege of using devices for any purpose in that class for the trimester. Students wishing to do school work always have priority for use of school computers over students wishing to use them for social networking or games during the times when this is allowed.