Joyful, curious self-directed learners engaged in the world
Dear OWL Student,

Welcome to Open World Learning Community! This is an excellent school with many dedicated, talented staff and wonderful, creative students. This handbook has many purposes, which your Crew Leader will explain to you as you begin your year here.

There are district, school and bus company rules and policies listed in this book. It is important that you read and understand these policies and expectations as they are intended to provide a safe and productive learning environment for us all. In addition, we have included our school values and Expeditionary Learning Design Principles, which will guide our work and personal development throughout the year and beyond.

I hope you will have a great school year. There are numerous ways for you to get involved at Open World Learning Community. We know that if you get involved in some sort of activity, whether it is athletics or the arts, you will enjoy your school experience more. Last year, students from OWL did many hours of community service, participated in theater, went on trips to northern Minnesota and Oregon, played on the ultimate Frisbee team and even traveled to the National History Day competition in Washington, D.C. What activity will you choose to participate in this year? I am excited to be your principal and have the special opportunity to get to know you as a student and individual.

Work hard, challenge yourself, and have a great year!

Sincerely,

David Gundale
Principal
Open World Learning Community
Welcome to Open World Learning Community

Open World Learning Community Mission

A community of

- Joyful, curious
- self-directed learners
- engaged in the world.

Open World Learning Community Vision

- Imagine every student at Open World Learning Community inspired, challenged, and prepared for their future beyond high school.
- Imagine every family at Open World Learning Community welcomed, respected, and cared for by a responsive staff.
- Imagine our community connected, involved, and integrated with the Expeditionary Learning School network across the country and world.

About Open World Learning Community

Open World Learning Community (formerly Open School) has nurtured self-directed learners for more than 40 years. Since 1971, students in our small-by-design school have been celebrated and respected for their individuality and take an active role in their education. With just 480 students in Grades 6 through 12, every student is a known and valued part of our family-like community. Open World Learning Community is a member of the national network of EL Education Schools, that promote rigorous and engaging curriculum; active, inquiry-based pedagogy; and a school culture that demands and teaches compassion and good citizenship.

When the school day begins at Open World Learning Community (OWL), you'll find students and staff from diverse cultural backgrounds sharing a common goal: the desire to discuss, explore, investigate and learn. It is a world designed for student-centered learning - a place where innovative programs and hands-on methods encourage curiosity and discovery. You will hear students and teachers having real conversations about their lives, beyond tests and homework. Each of our 480 students is known and respected, and exclusive cliques scarcely exist. This is the OWL community.

Open World Learning Community History

Open World Learning Community enjoys a rich and progressive history as the only K-12 school in the St. Paul School District. This dates back to 1971 when it was founded as St. Paul Open School. In 2009, St. Paul Open School was officially renamed Open World Learning Community. In 2011, Open World Learning Community reconfigured from a K-12 to a 6-12 program. Regardless of these changes, it has always been a student-centered and family-friendly school that partners with and serves the local community. It is currently in the process of building on portfolio assessment practices and a focus on experiential learning that have been valued from its inception toward a vision centered on being the most engaging and productive small school in the state.
Our OWL Community

“Nobody is allowed to be a passenger; everyone belongs to the ship's crew.”
Kurt Hahn, Founder of Outward Bound

At OWL Community we support each other’s learning, leadership and service by building a community where everyone can take risks to learn and grow in new ways. We recognize learning can sometimes be confusing and scary. That is one reason why it is so important to feel supported and safe. Expeditionary Learning calls learning a “journey into the unknown.” At OWL community we are taking that journey together. As members of the OWL Community we are all expected to be involved in the whole program, not just parts of it.

We build our community by our consistent attention to small, daily actions, choices and rituals. OWL Community is a place where it is okay to be really good at one thing and a complete novice at something else. It is a safe place to ask and answer questions, to ask for and give help. Our fall grade-level overnight retreats contribute to this safe and inclusive culture. Every day, students meet in Crew, a multi-age advisory class devoted to team-building, academic advising, and social and emotional learning. We hope everyone experiences authentic belonging and connection within a typical school day.

A positive, caring attitude towards oneself, others and our school community is expected of every person. Consideration, flexibility, a good sense of humor and kindness go a long way toward accomplishing our goal of safety. OWL’s commitment to social and emotional education is demonstrated in our Habits of Work and Learning (HOWLs): integrity, perseverance, responsibility, collaboration and stewardship. To work with students in achieving these habits, we build stepping stones, or supporting targets, that are taught in Crew and in each academic class. They are the basis of our school culture and guide community decisions.

Expeditionary Learning
Open World Learning Community is a member of the National Network of Expeditionary Learning (EL) Schools, which promote rigorous and engaging curriculum; active, inquiry-based pedagogy; and a school culture that demands and teaches compassion and good citizenship. EL schools are based on the Outward Bounds model, which starts with the belief that we learn best through experience.
**HOWL’s (Habits of Work and Learning)**
The following five values—Integrity, Perseverance, Responsibility, Collaboration and Stewardship—guide how we learn and interact as a school community. The learning targets listed under each one further define how this value looks in action. Learning targets become more complex as students’ progress through the program. These are listed on the next page.

We understand and view safety as both physical and emotional. Every person is responsible for safety by making choices that create a safe, respectful environment and culture for all. It is important that students are accountable to faculty members at all times for their whereabouts. Respect for one’s own property and the property of others is a sign of maturity and responsibility. It is an important example of creating an emotionally and physically safe community. In part, this is what it means to be a Crew: all members of the community work together and none of us are merely passengers.

<table>
<thead>
<tr>
<th>Grade 6-8</th>
<th>Grades 9-12</th>
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</thead>
<tbody>
<tr>
<td><strong>Integrity: I can do what is right.</strong></td>
<td></td>
</tr>
<tr>
<td>I can advocate for myself and others.</td>
<td>I can stand up and speak out for what is right, even if no one else does.</td>
</tr>
<tr>
<td>I can tell the truth.</td>
<td>I tell the whole truth.</td>
</tr>
<tr>
<td>I can imagine myself succeeding.</td>
<td>I believe in myself.</td>
</tr>
<tr>
<td>I can do my own work and I give credit for work that is not mine.</td>
<td>I take credit for my own work and give credit to others for theirs.</td>
</tr>
<tr>
<td>I can be curious.</td>
<td>I keep my mind curious.</td>
</tr>
<tr>
<td>I can treat myself and others kindly.</td>
<td>I can open my heart, treating myself and others with compassion.</td>
</tr>
<tr>
<td><strong>Perseverance: I can keep trying.</strong></td>
<td></td>
</tr>
<tr>
<td>I can stay focused on my work even when things are difficult.</td>
<td>I continue to work through difficult tasks.</td>
</tr>
<tr>
<td>I can accept constructive feedback and use it to revise my work.</td>
<td>I accept feedback and revise my work and thinking.</td>
</tr>
<tr>
<td>I can strive to produce high quality work.</td>
<td>I always strive to produce high quality work.</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>I can complete long-term projects.</td>
<td>I continue in long-term course of action until I complete my goal.</td>
</tr>
<tr>
<td>I can rise to meet new challenges and try new things.</td>
<td>I try new things and take necessary risks.</td>
</tr>
</tbody>
</table>

**Responsibility: I can do my job.**

<table>
<thead>
<tr>
<th>I can come to class on time, organized, and prepared to learn every day.</th>
<th>I come to class on time, organized, and prepared to learn every day.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I listen to and follow instructions, using my class time productively to meet deadlines.</td>
<td>I do things I am supposed to do on time without being told or reminded.</td>
</tr>
<tr>
<td>I ask for help when I need it.</td>
<td>I have the courage to ask questions.</td>
</tr>
<tr>
<td>I can control my body and language.</td>
<td>I conduct myself in a professional manner.</td>
</tr>
<tr>
<td>I can reflect on my own actions and how they affect myself and others.</td>
<td>I can predict and reflect on how my own actions affect myself and others.</td>
</tr>
</tbody>
</table>

**Collaboration: I can cooperate**

<table>
<thead>
<tr>
<th>I can work with anyone.</th>
<th>I accept personal differences and can work with anyone.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can share my ideas and listen to others.</td>
<td>I can contribute my own ideas and solicit the ideas of others.</td>
</tr>
<tr>
<td>I can perform a variety of roles in a group.</td>
<td>I take ownership for my role in groups and perform a variety of roles.</td>
</tr>
<tr>
<td>I can cooperate in working towards group goals.</td>
<td>I can work actively and cooperatively with others to achieve group goals.</td>
</tr>
<tr>
<td>I can respect all voices.</td>
<td>I honor all voices and create opportunities for everyone to speak.</td>
</tr>
<tr>
<td>Stewardship: I can make a difference</td>
<td></td>
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<tr>
<td>-------------------------------------</td>
<td></td>
</tr>
<tr>
<td>I can take personal responsibility for shared space and materials.</td>
<td>I can take initiative to care for our classrooms and our school community.</td>
</tr>
<tr>
<td>I can be a role model for my peers.</td>
<td>I can serve as a mentor for other students.</td>
</tr>
<tr>
<td>I can make a positive impact on my school and my community.</td>
<td>I ensure that my community and the world are better places then they were when I arrived.</td>
</tr>
<tr>
<td>I can reflect on the long-term effects of my actions.</td>
<td>I can create a positive legacy for future generations.</td>
</tr>
</tbody>
</table>
Ten Design Principles of Expeditionary Learning
Learning is an expedition into the unknown. Expeditions draw together personal experience and intellectual growth to promote self-discovery and construct knowledge. We believe that adults should guide students along this journey with care, compassion, and respect for their diverse learning styles, backgrounds, and needs. Addressing individual differences profoundly increases the potential for learning and creativity of each student.

The ten design principles are the best short statement of the philosophy of education and core values of Outward Bound and Expeditionary Learning. Drawn from the work of Outward Bound's founder Kurt Hahn and other educational leaders, the principles focus our attention on what is important and give us something to return to when we need guidance.

Given fundamental levels of health, safety, and love, all people can and want to learn. We believe expeditionary learning harnesses the natural passion to learn and is a powerful method for developing the curiosity, skills, knowledge, and courage needed to imagine a better world and work toward realizing it. The ten principles are listed below:

1. The Primacy of Self-Discovery
   Learning happens best with emotion, challenge and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In Expeditionary Learning schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.

2. The Having of Wonderful Ideas
   Teaching in Expeditionary Learning schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.

3. The Responsibility for Learning
   Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an Expeditionary Learning school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.

4. Empathy and Caring
   Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in Expeditionary Learning schools, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.

5. Success and Failure
   All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

6. Collaboration and Competition
   Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete, not against each other, but with their own personal best and with rigorous standards of excellence.

7. Diversity and Inclusion
   Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In Expeditionary Learning schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.

8. The Natural World
   A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.

9. Solitude and Reflection
   Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need to exchange their reflections with other students and with adults.

10. Service and Compassion
    We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an Expeditionary Learning school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.
The Expeditionary Learning Core Practices

Our core practices address five key dimensions of life in school.

**Curriculum**

Our approach to curriculum makes standards come alive for students by connecting learning to real-world issues and needs. Academically rigorous learning expeditions, case studies, projects, fieldwork, and service learning inspire students to think and work as professionals do, contributing high-quality work to authentic audiences beyond the classroom. Our schools ensure that all students have access to a rigorous college preparatory curriculum, and regularly analyze the curriculum to check alignment to standards and opportunities for all students to meet those standards.

**Instruction**

Our classrooms are alive with discovery, inquiry, critical thinking, problem-solving, and collaboration. Teachers talk less. Students talk and think more. Lessons have explicit purpose, guided by learning targets for which students take ownership and responsibility. In all subject areas, teachers differentiate instruction and maintain high expectations in order to bring out the best in all students and cultivate a culture of high achievement.

**Assessment**

Our leaders, teachers, and students embrace the power of student-engaged assessment practices to build student ownership of learning, focus students on reaching standards-based learning targets, and drive achievement. This approach to assessment is key to ensuring that schools achieve educational equity. Students continually assess and improve the quality of their work through the use of models, reflection, critique, rubrics, and work with experts. Staff members engage in ongoing data inquiry and analysis, examining everything from patterns in student work to results from formal assessments, disaggregating data by groups of students to recognize and address gaps in achievement.

**Culture and Character**

Our schools build cultures of respect, responsibility, courage, and kindness, where students and adults are committed to quality work and citizenship. School structures and traditions such as crew, community meetings, exhibitions of student work, and service learning ensure that every student is known and cared for, that student leadership is nurtured, and that contributions to the school and world are celebrated. Students and staff are supported to do better work and be better people than they thought possible.

**Leadership**

Our school leaders build a cohesive school vision focused on student achievement and continuous improvement, and they align all activities in the school to that vision. Leaders use data wisely, boldly shape school structures to best meet student needs, celebrate joy in learning, and build a school-wide culture of trust and collaboration. Leadership in our schools goes beyond a single person or team—it is a role and expectation for all.
**What are Learning Expeditions?**

Our curriculum is designed around experiential Learning Expeditions - multidisciplinary learning case studies that allow students to investigate issues in our school community and the greater world. The study of big ideas enables us to weave together work in science, English, social studies, math, technology and the arts. When possible, our expeditions result in high-quality information for audiences beyond the classroom. We encourage our students to think in many ways:

- offering choices of writing topics and choices of selective classes
- encouraging discussion, debate, and reflection in all classes
- getting them out of school and into museums, colleges, work-sites and natural environments
- bringing in experts in fields related to our studies
- letting their individual curiosity and passion drive their projects
- expanding their world through service learning

**Fieldwork: An Essential Component of Every Expedition**

Every Open World Learning Community expedition incorporates at least one - and often many - fieldwork experiences. Fieldwork connects classroom learning to real-world case studies, empowering students to apply their academic work with engaging places, people, and current issues. For example, students in the 6th grade expedition have conducted fieldwork at the Minnesota Children’s Museum and studied exhibit design, in preparation for their own contributions to exhibit development. Students in the 7th grade Community expedition have travelled to Belwin Nature Conservancy to conduct restoration service in the oak savannah community. Student participation in fieldwork is expected. Open World Learning Community does not permit students to opt out of fieldwork.

**Open World Learning Community Expeditions**

*Wonderstruck: Invention, Innovation, and Creativity*

In this one-year 6th Grade expedition, students explore how people craft inventions and refine existing technologies through innovations. Students work with the Minnesota Children’s Museum to stretch their own creativity and design skills. Students will construct Rube Goldberg machines, and participate in a science showcase. In addition to reading the graphic novel *Wonderstruck*, students will create a personal museum exhibit that tells their own story.

*Community: What makes a community thrive or suffer?*

OWL’s 7th graders examine ecological and cultural communities in this one-year expedition. In collaboration with Belwin Nature Conservancy, the National Park Service, Wilderness Inquiry, and the Will Steger Foundation, OWL’s 7th graders study positive and negative impacts on Minnesota’s prairies, forests, and waterways. In the spring, social studies drives intensive study of Minnesota’s Hmong, African American, and American Indian communities. The Community expedition culminates with the publication of student-designed informational placemats for use in local restaurants.
The River: Mississippi’s Rich Geologic and Social History
The Mississippi River provides a year of inspiration as students read novels set on the river, learn the storied history of human interaction with and alongside the river, and unravel millions of years of local geologic history. OWL’s 8th graders study the river’s role in the water and rock cycles, building model stream beds and conducting fieldwork along the banks of the Mississippi.

High School Expeditions
High school expeditions are organized by class. They include Survival, Teen Culture, Parabolas in Architecture, Coral Reefs of the Florida Keys, Ancestors and Heirlooms, Farm to Table, and La Causa: The Rise of the United Farm Workers and Chicano Power.

Open World Learning Community Website
Open World Learning Community has a website. The site at open.spps.org is a public site intended to keep students and parents up to date on current events and news at school. The student information system can be accessed to obtain information regarding your student’s attendance, behavior, and academic progress and to get information about class assignments.

Parents access the Infinite Campus system by logging on through our school website or the site at connect.spps.org.

Log-in set-up information can be found at https://ereport.spps.org/campus/portal/stpaul.jsp.

Students will set up their own portal access.

Contact Information
Open World Learning Community
640 Humboldt Avenue
St. Paul, MN, 55102
651-293-8670 or open.spps.org.
**OWL Grading Policy Summary**

The purpose of Standards Based Grading (SBG) is to provide grades that are meaningful, consistent and an accurate report of student achievement. Grades at OWL are based on a student’s level of proficiency on Learning Targets (LT). In most cases, students have 3-5 Learning Targets a quarter (9 weeks).

Learning Targets are developed by OWL staff to align with state and local standards, as well as the individual needs of our students, to support our school’s EL Education model. SBG uses two different types of assignments to measure student growth and assess how well a student performs on a specific learning target:

<table>
<thead>
<tr>
<th></th>
<th>Formative Assessments</th>
<th>Summative Assessments</th>
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</thead>
<tbody>
<tr>
<td><strong>Examples</strong></td>
<td>Lessons, Class work, Homework, Conferences, Quizzes</td>
<td>Tests, projects, papers, speeches, science notebooks, graded discussions, and other performances</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>Happens during learning to provide communication and feedback. Larger Projects may be broken down into smaller targets to show progress towards completion of summative assessment.</td>
<td>Happens at the end of learning to assess student achievement of a particular learning target. Students have the option to revise and/or retake a summative assessments based on feedback they have received and/or additional instructor requirements.</td>
</tr>
<tr>
<td><strong>Grading</strong></td>
<td>Systems may vary by teacher or subject matter. Common grades are scores of 4-1, and/or a simple “Turned in” to indicate that a student completed and submitted the work. Not all assignments are recorded, and grades that are entered do not factor into a final grade.</td>
<td>Students are scored either exemplary, proficient, developing, or novice. (E, P, D, or N) on a summative assessment. These scores are determined by project rubrics and/or specific percentage targets on tests. These are the only scores used to determine a student’s final grade. Teachers will use OWL’s grading matrix to convert learning target scores into a letter grade (for transcript purposes)</td>
</tr>
</tbody>
</table>
Specific OWL Grading Policies

- **Determination of Grade:** Grades are based on summative work as outlined in the Grading Guide. Typically there are 3-5 Learning Targets per quarter that determine a student’s grade (6-10 per semester). Students can work towards receiving an A in a class by creating exemplary work (e-work) through careful revision, advanced display of a learning target on a test, or alternate assignments designed to encourage a student to think and perform beyond proficiency on a learning target. Staff frequently use rubrics and embed the e-work into the rubric.

- **Turning assignments in on time:** Submitting formative work by the assigned due date is a critical part of standards based grading and allows for teachers to provide timely, meaningful feedback. **Work that is more than 5 school days late will not be accepted unless previously arranged with a teacher.** Not turning in formative assignments will affect the student’s ability to reassess on a learning target if they are not proficient (see below on retaking an assessment). If an assignment is turned in late, the student should not expect the assignment to be graded immediately. The student will have to wait for feedback according to when the teacher is able to evaluate the work.

- **Retaking an Assessment:**
  - Teachers have the right to not allow students to retake or revise a summative assessment for that learning target if the student has not completed the formative work leading up to the assessment (daily assignments for content or skill mastery).
  - Students who are not yet proficient on a learning target may only revise or retake an assessment if they show evidence of growth after the initial assessment (i.e. a math retest may require five IXL assignments completed to 80% proficient).
  - Reassessment of a LT (such as a test or paper/project) should be done within 5 days of receiving the assessment feedback. While this will be the judgment of the individual teacher, it is best practice so that multiple learning targets don’t need revision at the end of the quarter in order to improve a student’s grade.

- **Final grading:** Students must complete all work before the final day of a grading period as defined by each classroom teacher, but no later than the final day of a quarter.

- **Learning Target Improvement Process after a quarter is over:** After the quarter, if a student wants to improve upon their grade, they must submit the Learning Target improvement form to the teacher for approval. In order to receive approval, the student will have demonstrated proficient HOWLS, including turning in homework on time, meeting the reassessment criteria, and have no more than 1-2 Learning Targets that are not proficient. Based on the judgment and approval of the teacher a student will be provided a defined amount of time to improve upon the learning target (standard practice is 2 weeks after a quarter is over). Upon demonstrating improvement on a learning target, a teacher will make a copy of the form and submit it to the guidance counselor with the new grade calculation. The guidance counselor and teacher will maintain a record of the grade change in their files. (It is understood that students will work with the teacher at the appropriate time as determined by the teacher).

- **Loss of Credit from earlier quarter:** Students who have a missing credit from a previous quarter must make an appointment with the counselor to determine a plan for making up the credit. Options include: summer school and Evening High School. In order to graduate on time, students must have met the core and elective credit requirements so it is critical to plan accordingly if a credit has been lost.

- **Responsibility of student when missing school for excused reasons:** Students who miss school for excused reasons such as illness or suspension/dismissal are responsible for meeting with their teachers to develop a plan for making up missed work, quizzes, and summative
assessments. Students with unexcused absences must meet with their teacher immediately upon their return to develop this plan.

- **Responsibility of student when missing school for unexcused reasons:** Students who miss school for vacation or other unexcused reasons are responsible for making up the work that needs to be done during their time away from the classroom. Teachers may not be able to provide work in advance.

- **Academic Contract:** Students who consistently miss assignment deadlines are required to complete an academic plan and contract with a teacher, crew leader, and administrator. This contract must be signed by a parent/guardian. Failure to follow this contract will result in having to attend one of the monthly academic sessions that will occur after school or possibly on a Saturday morning. Students will be required to provide their own transportation to this and meet in the OWL cafeteria.

- **Academic Integrity:**
  Academic integrity means that a student is doing and submitting original individual work. While some assignments/projects are collaborative they will require each group member to contribute to the overall assignment. We expect OWL students to not plagiarize (use other people’s work without citation) or use other people’s information in assessments. The following will be enforced in cases where academic integrity is not upheld:

  - **1st Offence:** (not class specific): student will have a conference with an administrator concerning the infraction. Student will be able to redo/retake as a learning experience. Infraction will be documented in Campus. Parent will be contacted and notified.
  - **2nd Offence:** (not class specific): student will have a conference with an administrator concerning 2nd infraction. Student will not be able to redo/retake assessment and receive no credit for assignment involved. Infraction will be documented in Campus. Parent will be contacted and informed of the incident and potential impact on grade.
  - **3rd Offence:** (not class specific: student will have a conference with an administrator concerning 3rd infraction. Student will not be able to redo/retake assessment and receive no credit for assignment involved. Student will be dismissed for up to 1 day as per SPPS Sights and Responsibilities handbook. Upon readmit with parent/guardian, student will develop an academic integrity plan/contract to be followed.

**How do I earn an E?**

Each quarter at least half of the learning targets will have a teacher directed way a student can earn an E. Often times this will be expressed as part of a rubric with criteria that clearly extends the demonstration of proficient understanding. However, students often have the option of negotiating a more personalized way to earn an E for a LT.
## Generic Rubric for LTs

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<thead>
<tr>
<th></th>
<th>Skill Learning Target</th>
<th>Knowledge Learning Target</th>
<th>Reasoning Learning Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exemplary</strong></td>
<td>I can consistently perform the desired skills in contacts outside of those presented in class or am able to extend the skill to a higher level. I can prove this using the WOE as necessary. I can self-correct errors that I identify.</td>
<td>I can explain the concepts covered in the class thoroughly and take the knowledge further. I can expand on the concepts covered in class because I used WOE or other suggestions to study the ideas more deeply.</td>
<td>I can consistently analyze situations if they have similarities to those in class. I can compare and contrast new situations with those we have previously covered and draw conclusions of others and can assist them in strengthening their analysis. I can find new ways outside of the classroom where this reasoning skill is relevant, and understand this may involve using the WOE.</td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td>I can demonstrate the desired skill consistently without error or only minor errors that I know how to correct when they are pointed out to me.</td>
<td>I can explain the required ideas consistently to the depth that was covered in class.</td>
<td>I can consistently analyze situations given to me as modeled in class. I can reliably draw correct conclusions and I can evaluate the conclusions of others.</td>
</tr>
<tr>
<td><strong>Developing</strong></td>
<td>I can display the skill when reminded or after modeling, but not in a reliable fashion when asked to do so independently. I can identify when errors may be present but I have trouble fixing those errors without further assistance.</td>
<td>I can explain the required ideas covered in the class, but not to the depth that we covered in class. I can provide some depth when follow-up questions are asked.</td>
<td>I can analyze situations given to me if they are similar to those we have covered in class but have difficulty analyzing different situations. I can usually draw the correct conclusions but have trouble evaluating the conclusions of others.</td>
</tr>
<tr>
<td><strong>Novice</strong></td>
<td>I can only demonstrate the skill with assistance. I can identify or fix errors when provided assistance.</td>
<td>I can only provide simple explanations of the ideas covered in class and cannot provide depth when asked further on the topic.</td>
<td>I can only analyze situations identical to those covered in class, and with help. I can draw conclusions, but have trouble doing so independently.</td>
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### Graduation Requirements

<table>
<thead>
<tr>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reader’s Workshop 6 (4 Credits)</td>
<td>English 7 (4 Credits)</td>
<td>English 8 (4 Credits)</td>
</tr>
<tr>
<td>Writer’s Workshop 6 (4 Credits)</td>
<td>Mathematics Grade 7: Pre-Algebra (4 Credits)</td>
<td>Mathematics 8: Algebra 1 (4 Credits)</td>
</tr>
<tr>
<td>Mathematics Grade 6 (8 Credits)</td>
<td>Science Grade 7: Life Science (4 Credits)</td>
<td>Regular or Adv. Science Grade 8: Earth Science (4 Credits)</td>
</tr>
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<td>Social Studies Grade 7: American Studies (4 Credits)</td>
<td>Social Studies Grade 8: Global Studies (4 Credits)</td>
</tr>
<tr>
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<td>Physical Education (2 Credits)</td>
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<td>Electives (14 Credits)</td>
<td>Electives (16 Credits)</td>
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<tr>
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<td>English 9-10 (4 Credits)</td>
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<tr>
<td>Mathematics Grade 9: Intermediate Algebra (4 Credits)</td>
<td>Mathematics Grade 10: Geometry (4 Credits)</td>
</tr>
<tr>
<td>Science Grade 9: Biology-Regular or Accelerated/Advanced Placement (AP) (4 Credits)</td>
<td>Science Grade 10: Biology, Chemistry, or Physics-Regular (4 Credits)</td>
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<td>Social Studies Grade 9: World History (2-4 Credits)</td>
<td>Social Studies Grade 10: Human Geography (4 Credits)</td>
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<tr>
<td>Physical Education (2 Credits)</td>
<td>Health (2 Credits)</td>
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<tr>
<td>Electives (14 Credits)</td>
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<tr>
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<tr>
<td>Mathematics Grade 11: Algebra 2 (4 Credits)</td>
<td>Mathematics Grade 12: Pre-Calculus (4 Credits)</td>
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<tr>
<td>Science Grade 11: Chemistry or Physics (4 Credits)</td>
<td>Science Grade 12: Chemistry or Physics (4 Credits)</td>
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<td>Social Studies Grade 11: United States History (4 Credits)</td>
<td>Social Studies Grade 12: Economics (2 Credits)</td>
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<td>Social Studies Grade 12: Government (2 Credits)</td>
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Specific Expectations for Student Conduct and Behavior at OWL
Behavior and Student Conduct at OWL

Introduction
In Saint Paul Public Schools, we expect that everyone will conduct themselves with respect to others, responsibly and do their best. Every student and employee in SPPS is entitled to learn and work in a safe school environment. To ensure this, the school has established a clear student discipline policy, consequences appropriate with the behavior, and practices to consistently apply the policy.

At Open World Learning Community, we have adopted a proactive approach to creating a positive learning climate called Positive Behavioral Interventions & Support (PBIS). PBIS is a school-wide system of support that involves defining, teaching, and supporting appropriate student behaviors to foster a positive school environment. High expectations for student behavior is expected both inside, and outside, of every classroom. Systems for supporting positive behavior are implemented throughout the school to make inappropriate behavior less relevant, and focus on creating functional classroom and learning spaces school-wide.

PBIS at OWL
● Fosters respectful, supportive relationships among students and staff
● Reinforces positive academic and social behavior
● Provides an opportunity for positive student-teacher interactions
● Expectations for behavior are tied to our Habits of Work and Learning (HOWLS) Students learn what it takes

OWL believes in a restorative approach to behavior. Students take responsibility in the classroom with staff and students by engaging in each class respectfully as a learner.

Teachers and students establish class routines and rituals in order to create an equitable rigorous, and safe learning community.

Students who have an in-class challenge, work with the teacher in order to get back on track. The attached behavioral matrix visual outlines student expectations and staff action when there is a class challenge.

If a student is sent out of the class, school administration combines restorative practices with accountability and consequences when necessary. These could include a family conference, student conference with teacher and administration, time to re-group, or a behavioral plan. If a pattern continues with a student unable to work in classroom, OWL utilized SPPS Rights and Responsibilities manual for guidance and serious in-school issues such as bullying, threats, weapons, drugs and/or alcohol, fighting, and any behavior that endangers the learning community.
**Academic Integrity**
Academic dishonesty including, but not limited to, copying the work of others on school assignments or tests, and using the ideas or writings of another person including work accessed digitally is prohibited.

Students engaged in academic dishonesty, as a first offense, will work with the classroom teacher on an appropriate intervention. Interventions are for the purpose of teaching the student about the importance of academic integrity. This includes re-doing the assignment, participating in training on plagiarism, and family contact.

Ongoing incidents of academic dishonesty and consequences are outlined in Saint Paul Public School’s Rights and Responsibilities manual. Teachers and staff should report all incidents of academic dishonesty to building administration. Refer to the grading guide above for information on consequences addressing academic dishonesty.

**Attendance**
All students are expected to be at school every day unless they have a written note from a doctor, or parent for a limited number of days. All Saint Paul Public Schools have closed campuses, which means that once you board the bus for school in the morning you are considered to be the responsibility of the school district. You are expected to remain on school grounds during the entire school day, unless you have requested and received permission to leave the building prior to dismissal time. Attendance is monitored by teachers, attendance team, Assistant Principal, and the school security guard.

If students do not adhere to the policy of being to school every day, the school will require any or all of the following:

1) Receive a phone call about the absences
2) Receive a warning letter about the absences
3) Attend a meeting with school administration and guardian about attendance
4) Receive a behavior contract with the school about attendance
5) Receive a referral to court about attendance

**Tardy to class**
Students are expected to be to class on time every day. There is a four-minute passing time between each class and 3-minute passing time from lunch to crew. Teachers, administration, parents and all other school staff will assist in reminding students to get to class on time through active supervision of the hallways. Each tardy is tracked and accumulated as unexcused absences. Multiple tardies will result in after school detention.

**Students must be over the thresh-hold of the door** in order to be considered on time.
**Dress Code**
Dressing appropriately for school prepares students to dress appropriately for activities outside of school and future activities (public events, job interviews, etc.). While we want students to celebrate their individuality, clothing should also reflect the values of a learning environment.

Open World Learning community will uphold the following expectations:

- Students must store outerwear (coats, hats, gloves, scarves, etc.) in their lockers upon arrival at school. Outerwear will not be permitted in classrooms, cafeterias, corridors or other areas of the school building after arrival unless authorized by the school's administration.
- Hoods or other similar head coverings (including bandanas) shall not be worn to class or within school buildings unless prescribed by a physician, previously approved by the school's administration for religious reasons, or approved by the school's administration for a special school activity. Caps/Hats are allowed and must not contain pictures or writing referring to alcoholic beverages, tobacco products, sexual references, profanity, illegal drugs, bigoted epithets, harassment/hate messages or hostility toward race, ethnicity, religion or sexual orientation.
- Students should arrive at school with no visible undergarments and both pants and shorts shall be worn at the waist.
  - Students must wear shoes (no slippers)
  - No pajamas
  - No blankets
- Bare midriffs, immodestly low cut necklines, off the shoulder, or bare backs are prohibited. Garments must be of appropriate length, cut and/or fit to meet these requirements while sitting and/or bending.
- No student shall be permitted to wear any clothing which is normally identified as with a gang or gang-related activity (including gang-related colors if for the purposes of gang identification) or clothing that contains pictures and/or writing referring to alcoholic beverages, tobacco products, sexual references, profanity, illegal drugs, bigoted epithets, harassment/hate messages or hostility toward race, ethnicity, religion or sexual orientation.
- Continual violation of the dress code will be addressed as defiance and willful disobedience and will receive consequences from the teacher or administration.
- Dress with respect for the school and yourself!

**Classroom**
Teachers will review with students the expectations of classroom behavior so that learning time is maximized. This includes the rituals and routines of the classroom such as when and where to turn in homework, sharpening pencils, getting a drink or going to the bathroom. Every class and teacher will require students to come prepared with the appropriate materials for the class (including pencils and notebooks), start activities quickly without being prompted by the teacher, accomplish efficient and quiet transitions, and engage and participate in all activities.

Continual unpreparedness or lack of engagement will be addressed as disruptive or defiant behavior, and will result in consequences from the teacher or administration. Teachers and
administrators have the right and responsibility to put students in an assigned seat that will support their learning. Teachers and administrators have the right to have the student make up any lost or wasted time through a lunchtime detention or after school make-up session.

**Hallways and Common Areas**
School is not only a place of work and learning; it is also a very public space, not entirely different from a library, restaurant, mall, or movie theater. Therefore, just as in any of those locations, there are norms of conduct that must be observed. Appropriate communication such as language and tone of voice as well as self-control are necessary and required in common areas of the school.

A school is a safe place when people are respectful, orderly, timely, and clean. A school is also a place where students must regularly respond to directions from adults, especially in emergency situations. Inappropriate behavior in hallways could result in the loss of privilege of using hallways (no pass list) during class, a parent meeting, or another consequence. The hallway is not the time to socialize with friends but rather a time to move quickly on to the next class period or grab a quick drink from the fountain or use the restroom (use of restroom or drinking fountain are not excuses to be late to class).

At OWL, we have a 4-minute passing time, which is adequate if you plan ahead. Students must follow the directions of ANY and ALL staff in the building. All staff are expected to actively supervise the hallways and common areas in between class periods and will expect students to follow any directive given to ensure an efficient and peaceful passing time. Any and all staff members in the building including the lunchroom staff, custodial staff, and staff of either school have the right and responsibility to give any student regardless of school direction when necessary.

**Arrival and Dismissal**
Entering and exiting the building at arrival and dismissal time needs to be safe and orderly. Students are expected to move quickly and quietly to designated areas, maintain appropriate personal boundaries, voice, and language, and follow directions positively and quickly from all adults. Continual disregard for arrival and dismissal procedures may be addressed as disruptive or defiant behavior and will receive consequences from a teacher or administrator.

At the morning arrival, students are expected to get their breakfast-to-go and head directly to their locker and classroom. The expectation is that students are to be in their classroom and not in the hallway, regardless of their time of arrival. The school building will open for students at 8:10 a.m.

There will be one dismissal time at the end of the day, and students will be dismissed from their last period class.
**Buses**
As stated in the bus policy brochure: riding the bus is a privilege and not a right. There are very specific rules and expectations on the bus, which must be followed. Failure to do so could result in a bus “write-up”. Remember, you only get 1 warning on the bus before being suspended from riding the bus. Please take the time to read the bus policy carefully!

**Cafeteria**
Students need to enter and leave the cafeteria efficiently. Students also need a break from class, a time to socialize with friends, and can use the time to check on phone messages for appointments, etc. Students and teachers have a right to eat and socialize in a clean and non-threatening environment. iPads and phones are expected not to be used during the lunch period. Students are also expected to keep the cafeteria neat by cleaning their own trays and tables (this includes keeping your classmates that you are eating with accountable for their food items). Students are expected to keep a level 2 volume which means student voices should be no louder than talking across the lunchroom table. Students are expected to participate in their crew/advisory’s designated lunchroom cleaning time which will involve making sure all tables are wiped clean and the floor is clean underneath and by the tables.

**Presentations**
The ability to listen respectfully without distraction when others are speaking or presenting is a necessary skill in other aspects of life. When presentations are held with large numbers of the student body, it needs to be an enjoyable experience for all in attendance. Attention should be on the speaker and activity, and participation is expected of both students and staff. This includes guest presenters and monthly community meetings.

**Incentive Trips**
Incentive trips are planned as a reward for exceptional work and meant as a fun community experience. These trips require a lot of planning and extra work for teachers and other staff. In addition, many times field trips have outside guests supporting the learning that goes on. It is very important for all students to understand that they are representatives of OWL and the Saint Paul School District. Students will act in accordance to the rules of the school when travelling beyond the building. Defiant, willful disobedience, disrespectful, and inappropriate behavior on a trip will receive the same consequences as received in the school building. Furthermore, students may lose the opportunity to attend future incentives as a result of inappropriate behavior. If a student has been suspended from the bus during a field trip that requires taking the school bus, the student will not be able to attend the field trip.

**Emergency Drills**
Fire and lockdown drills are conducted so that OWL students and staff can ensure a safe learning environment. These drills will be random and unannounced. When the alarm sounds, students are to follow their teacher’s directions. Emergency drill instructions are posted in each room. Any student not following the directions of their teacher or other staff members during a drill will be disciplined accordingly.
Students are partners with teachers in maintaining a safe learning environment. If you see or hear something out of the ordinary or you know to be wrong, please notify an adult immediately. Tampering with fire extinguishers or alarm systems when an emergency does not exist is prohibited by both state law and city ordinances.

**Lockers and School Property**

The school assigns lockers and locks to you. You are expected to use the locker and the lock that are assigned to you. You may not share a locker or occupy a locker that has not been assigned to another student! Do not take the lock home. It is school property. Keep your valuables in your locked locker at all times. You are responsible for the locker to which you are assigned and all contents of that locker. Lockers are school property and the school personnel have the right to search the locker at any time. If you leave either school for any reason, it is your responsibility to clean out your locker and return the lock to the office. It is also your responsibility to keep your locker neat throughout the school year.

Books and other materials will be assigned to you throughout the school year. It is the student’s duty to hold on to the textbook and keep it in good condition. Books that are lost or not returned at the required time (typically at the end of the semester or end of the school year) will be subject to replacement costs by the student. The student may not receive a diploma from St. Paul Public Schools until all financial obligations are taken care of.

**Bullying/Other Harassment**

Participating in, or conspiring with others to engage in bullying or other acts committed with the intent to injure, degrade, disgrace, or intimidate other individuals is the official definition of bullying and harassment according the St. Paul Public School’s Rights and Responsibilities Handbook. This could include bullying and/or harassment based on an individual’s origin, age, color, religion, ancestry, and status with respect to public assistance, sexual or affectional orientation, or disability. All St. Paul Public Schools take pride in being inclusive communities that respect and honor differences and diversity.

OWL staff and administrators take bullying and harassment issues very seriously and will investigate any possible incidents of bullying, including those reported using social media such as Facebook. Parents will be notified immediately in reported incidents of bullying and a conference will be scheduled to discuss the harmful nature of bullying and the consequences of such.

**Acceptable Use Policy for Electronic Devices**

All electronics are to be stored away, including headphones, during the school day unless otherwise instructed by a staff member. This includes during lunch time. Staff have the right to confiscate any electronic device if the student is not abiding by this policy and a staff member has requested the student to put the device away. If a student opts to bring a cell phone or other electronic device to school, it must be turned off and stored away in their bag. The school is not responsible for the loss of any electronic device.
Acceptable uses of personal electronic devices
1. Classroom research as directed by staff member.
2. Calculator operations as directed by staff member.
3. Apps approved by teacher to support class or instruction.
4. Contacting a parent with personal device is acceptable in the office area or if approved by a staff member.

Unacceptable uses of personal electronic devices:
1. Using or checking electronics (i.e. email, text, social media, etc.) in class without staff approval.
2. Taking phone calls during class time (even from parent).
3. Texting during school to others inside the school or outside of school. (If a student needs to text a parent, they may request permission from a staff member to go to the office at an appropriate time in class and text a parent – we view this the same as calling a parent.)
4. Use the photo and video functions to record others unless it is a function of a class and approved by a staff member.
5. Use the device in a threatening, harassing, or bullying manner such as through text messages or posts on social media sites like Facebook or Instagram.

Consequences of not abiding by the electronics policy:
1. Warning by staff member.
2. Device is confiscated, stored in office and returned to student at the end of the day.
3. Device is confiscated, stored in office and returned to parent when parent is able to come in to school to get it.
4. Device is confiscated, stored in office, and returned to parent after a parent conference and electronics contract is signed by parent and student.

iPad Policy
- See iPad manual for full St. Paul School District expectations.
- iPad is the property of the school district and like a textbook is considered an item that is checked out/” leased” to a student. Damage to the device or lost charger/iPad, and/or case is the responsibility of the student.
- Students may use the iPad in the school only as directed by staff members.
- Apple’s Up is a school wide directive to place iPad flat on desk or table with the apple up, not in use.
- iPads are to be stored in backpack during class transition times.
- iPads are not permitted during lunch time.
- School staff may confiscate a student iPad at any time for not following expectations of use of the iPad.
- If a student is found to have Apps on their iPad that have not been approved by SPPS or OWL and are not a part of Self-Service, the school has a right to delete those Apps and remove them from student’s iPad. If students are found to continue
to download unapproved Apps, the school administration has a right to restrict iPad use by allowing use in teacher initiated classroom activities.

**Additional Information for Parents**

School Hours: 8:30 a.m. - 3:00 p.m.
School Doors Open: 8:10 a.m.
Breakfast available in cafeteria: 8:15 a.m.

**Important Support Staff Contacts:**

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<tr>
<th>Role</th>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>David Gundale</td>
<td>651-293-8670</td>
<td><a href="mailto:dave.gundale@spps.org">dave.gundale@spps.org</a></td>
</tr>
<tr>
<td>Assist. Principal</td>
<td>Elba Frazier</td>
<td>651-293-8670</td>
<td><a href="mailto:elba.frazier@spps.org">elba.frazier@spps.org</a></td>
</tr>
<tr>
<td>Clerk</td>
<td>Cheryl Giles</td>
<td>651-293-8670</td>
<td><a href="mailto:cheryl.giles@spps.org">cheryl.giles@spps.org</a></td>
</tr>
<tr>
<td>H.S. Counselor</td>
<td>Jolene Yang</td>
<td>651-293-8670</td>
<td><a href="mailto:jolene.yang@spps.org">jolene.yang@spps.org</a></td>
</tr>
<tr>
<td>Middle School Counselor</td>
<td>Katrina Youngberg</td>
<td>651-293-8670</td>
<td><a href="mailto:katrina.youngberg@spps.org">katrina.youngberg@spps.org</a></td>
</tr>
<tr>
<td>Family Liaison</td>
<td>Mary Sellers</td>
<td>651-293-8670</td>
<td><a href="mailto:mary.sellers@spps.org">mary.sellers@spps.org</a></td>
</tr>
<tr>
<td>School Nurse</td>
<td>James Patterson</td>
<td>651-293-8670</td>
<td><a href="mailto:james.patterson@spps.org">james.patterson@spps.org</a></td>
</tr>
<tr>
<td>Social Worker</td>
<td>Michelle Romano</td>
<td>651-293-8670</td>
<td><a href="mailto:michelle.romano@spps.org">michelle.romano@spps.org</a></td>
</tr>
<tr>
<td>Program Coordinator</td>
<td>Tim Leone-Getten</td>
<td>651-293-8670</td>
<td><a href="mailto:timothy.leone-getten@spps.org">timothy.leone-getten@spps.org</a></td>
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**OWL Drop-off/Pick-up and Parking Procedures**

Parking Procedures Student safety is our #1 concern.

**Because buses & parents drop off in the same place, please use this procedure:**

**In the morning,** bus drivers drop off students on Humboldt Ave., between Humboldt Secondary’s rear entrance and our main door between 8:10 and 8:25. PLEASE drop your student off at the corner of Humboldt Ave. and Elizabeth St. (North corner of our school). **Please do not make U-turns on Humboldt Avenue!** This can become a very dangerous area as there are cars, buses, and pedestrians crossing the street.
After school, to make it easy for students to find their bus, all buses will park in an assigned zone. Crew leaders will show students where to exit the building to get to their assigned bus efficiently. Please remind your student to get to the bus quickly; buses aim to depart the school by 3:07 PM. Plan on buses departing late until routines are established.

For parents who pick their child up after school, please arrive after 3:15 in front of the OWL entrance; buses will have departed by that time. Students can wait in the courtyard or the enclosed glass entry and watch for their ride.

During the school day, parents may park on the west side of Humboldt Avenue or on side streets. Parking along the building is allowed after 4 PM. Do not block the sidewalk ramps, as this is a parking violation. PLEASE NOTE: With the continuing construction at Humboldt, street parking will be more crowded. Please respect our neighbors; do not block or crowd their driveways.

EDL Pick-up: it is fine to pull up in front of the OWL front door during EDL pick-up, which is around 4:30 p.m. (exact time for 19-20 school year TBD).

Parent/Teacher Conferences and Goal Setting:
We encourage parents to do their best to attend conferences, goal setting conferences, and student led conferences. This is a time designed for parents and teachers to connect around academic and social progress.

2019-2020 conference schedule:

- **August 28**, 2-6 p.m. Goal Setting Conferences - crew leader will schedule
- **August 29**, 4-8 p.m. Goal Setting Conferences - crew leader will schedule
- **October 15**, 3-7 p.m. Parent/Teacher conference - come as your schedule permits during 3-7 p.m. time.
- **Dec. 10**, 3-7 p.m. Parent/Teacher conference - come as your schedule permits during 3-7 p.m. time.
- **May 6**, 3-7 p.m. Student Led Conference/Passages - crew leader will schedule
- **May 7**, 4-8 p.m. Student Led Conference/Passages - crew leader will schedule

Teacher Communication:
While reaching out to teachers with questions through email and phone calls is encouraged, it is also important to note that teachers should focus on teaching their classes and planning lessons during the school day. Limited time is available during the work day to responding to emails. If your question or concern requires a more substantial conversation or response, please reach out to an OWL Support staff from the contact list above. They will look into the question with the
teacher and respond accordingly. Parents and students can expect a response within 48 hours of the inquiry. Meetings can be coordinated occasionally with teachers/teacher teams with enough notice during teacher professional learning community time.
OWL 2017-2018 Behavioral Contract Signed at Goal Conferences

• I will respect and abide by all the school rules, regulations and policies.

• I will respect the dignity of all people (teachers, school employees, parents, students etc.)

• I will be to class on time ready to work with all needed materials.

• I will listen to and follow directions from any school employee.

• I will show respect to others and my classroom surroundings.

• I will participate in Do Now and WRAPP it up every class.

• I will be dismissed at the teacher’s direction.

• I will follow SPPS’ dress code policies.

• I understand that I am responsible for following all of the guidelines addressed in the iPad policy. (i.e. safety and in class use)

• I understand that any personal electronics can be confiscated by any school employee.

• I understand that school hours are between 8:10am-4:30 pm.

• I understand that if I am absent, in order for it to be excused, I must have a written note from a doctor or legal guardian.

• I have read and understand the Student’s Rights and Responsibilities Handbook.

I _________________________________ have read and understand this academic contract. I know if any rules are broken, the administration has the right to take appropriate action.

_________________________________________  ___________________________
Student Signature                                      Date

_________________________________________  ___________________________
Parent/Guardian Signature                            Date