

OWL Student & Parent Distance Learning Handbook SY 2020-2021



AN EXPEDITIONARY LEARNING SCHOOL **EW**

Students and Parents,

During this extraordinary time, we find ourselves shifting in how we learn and how we define ourselves as a community. While we will not be together at our physical building on the West Side, we will still be together collaborating and learning as a remote community of learners. I want to stress that our school values are more important than ever as we navigate managing our time and work and doing so in a way where our integrity, perseverance, collaboration, stewardship, and responsibility shine. This handbook is an adaptation of our regular handbook, with a slight shift in focus as to our expectations of our students in an online learning format. Thank you for taking the time to look through this before we launch our first quarter of the 2020-2021 school year via distance learning.

In Crew,

David Gundale, Principal of OWL

Open World Learning Community Mission

A community of

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

Open World Learning Community Vision

- o *Imagine* every student at Open World Learning Community inspired, challenged, and prepared for their future beyond high school.
- o *Imagine* every family at Open World Learning Community welcomed, respected, and cared for by a responsive staff.
- o *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.

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.

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. 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.

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.

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.

Open World Learning HOWLS (Habits of Work and Learning)

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

I listen to and follow instructions, using my class time productively to meet deadlines.	I do things I am supposed to do on time without being told or reminded.
I ask for help when I need it.	I have the courage to ask questions.
I can control my body and language.	I conduct myself in a professional manner.
I can reflect on my own actions and how they affect myself and others.	I can predict and reflect on how my own actions affect myself and others.

Collaboration: I can cooperate	
I can work with anyone.	I accept personal differences and can work with anyone.
I can share my ideas and listen to others.	I can contribute my own ideas and solicit the ideas of others.
I can perform a variety of roles in a group.	I take ownership for my role in groups and perform a variety of roles.
I can cooperate in working towards group goals.	I can work actively and cooperatively with others to achieve group goals.
I can respect all voices.	I honor all voices and create opportunities for everyone to speak.
Stewardship: I can make a difference	
I can take personal responsibility for shared space and materials.	I can take initiative to care for our classrooms and our school community.
I can be a role model for my peers.	I can serve as a mentor for other students.
I can make a positive impact on my school and my community.	I ensure that my community and the world are better places than they were when I arrived.
I can reflect on the long-term effects of my actions.	I can create a positive legacy for future generations.

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 Savanna community. Student participation in fieldwork is expected. Open World Learning Community does not permit students to opt out of fieldwork.

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, Infinite Campus, 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 <https://www.spps.org/onestop>. Students will set up their own portal access.

School Contact Information

Open World Learning Community
640 Humboldt Avenue
St. Paul, MN, 55102
651-293-8670

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:

	Formative Assessments	Summative Assessments
Examples	Lessons, Class work, Homework, Conferences, Quizzes	Tests, projects, papers, speeches, science notebooks, graded discussions, and other performances
Purpose	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.	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.
Grading	Systems may vary by teacher or subject matter. Common grades are scores of 1-4, 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.	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)

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 excused 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 Offense:** (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 Offense:** (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 Offense:** (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, students will develop an academic integrity plan/contract to be followed.

**Offenses carry on to the next year. Therefore, if you had an offense last year that was your first offense. Should you have an offense this year it would be your second offense, we would not start over.*

Distance Learning 2020-2021 Expectations:

Students must log in to Schoology at 8:30AM daily and check for teacher updates and assignment(s) for the day. The school day will be a combination of synchronous and asynchronous opportunities and will run from 8:30AM-3:00PM.

Teachers will use the following icons to navigate through each class period:

<p>“Whole Group”</p>  <p>Mini-lesson, Closing→ <i>SYNCHRONOUS</i> (whole class together) and recorded for students who aren't able to connect.</p>	<p>“Explore Independently”</p>  <p>Independent work time→ <i>ASYNCHRONOUS</i> (students are working on their own with materials and assignments prepared by their teacher)</p>	<p>“Explore Together”</p>  <p>Small groups/ Tutoring/Check-In→ <i>SYNCHRONOUS</i> (students meet together with a group and/or staff) set times to work on specific assignments.</p>	<p>“Ask the Teacher”</p>  <p>Office Hours→ <i>set times each week when teachers are available to answer questions/work with students in specific classes.</i></p>
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 <p>“Whole Group”</p>	<p>Whole Group: gathers to foster community and ignite new learning for all students. These are required for all students to participate.</p>
 <p>“Explore Independently”</p>	<p>During “Explore Independently”, students will have a chance to explore new things and venture out on their own for a bit. This is independent work time to complete the assigned task and explore some options. These are required for all students.</p>
 <p>“Explore Together”</p>	<p>“Explore Together” (With teacher & Friends or Small Group or tutoring), will be set up to dig a little deeper into the learning objectives assigned for the day. Depending on the topic or activity, these may be optional at times and required for some at other times.</p>
 <p>“Ask the Teacher”</p>	<p>“Ask The Teacher” (office hours) may take place once a day for students to pop in and ask follow-up questions around the topic assigned, get technical support, etc. These are optional for students and attendance for the whole time is not required. Students are free to pop in, ask a question, and hop off when they feel their questions have been answered.</p>

Turning assignments in on time: Submitting work by the assigned due date is a critical part of standards-based grading and allows for teachers to provide timely, meaningful feedback.

Video Conferencing

Students will be meeting virtually with their teachers and at times in small groups which could include meeting for a socratic seminar or fish bowl. During video conferencing students are expected to be prepared for the discussion with a fully charged ipad, have cameras on (unless there are extenuating circumstances), and have the microphone off until asked to unmute. Students should log into the discussion on time, actively participate, and be appropriate during video conferencing. Students are reminded that behavior expectations are that they use the video conferencing and chat features appropriately.

Virtual Classroom

Teachers will review with students the expectations of their virtual classroom behavior so that learning time is maximized. This includes the rituals and routines of the class such as when and where to find and turn in assignments, how to connect during teacher office hours, video conferencing etiquette, and contacting the teacher. Every class and teacher will require students to come prepared with the appropriate materials for the class, start activities quickly without being prompted by the teacher, accomplish efficient and quiet transitions between synchronous and asynchronous activities, and engage and participate in all activities.

Continual unpreparedness or lack of engagement will be addressed by the student support team. If a student continues to be disengaged it could result in a meeting with administration.

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 virtually 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, microphone is to be muted, and participation is expected of both students and staff. This includes guest presenters and monthly community meetings.

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 respond 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 below. 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.

Work Submission:

All work submitted should be original individual work. While some assignments 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.

Important Support Staff Contacts:

Please use the following form for questions or concerns. Parent Liaison, Mary Sellers, will be monitoring this form daily and getting the questions to the correct staff member, administrative or teaching staff. This form will allow teachers and administrative staff to focus their online interactions with students. This form is a good place to seek clarity on school or home related challenges.

[Student Support Contact Form for Families](#)

Direct email contacts that also might be helpful:

Principal	David Gundale	dave.gundale@spps.org
Assistant Principal	Elba Frazier	elba.frazier@spps.org
Clerk	Tammy Plaman	tammy.plaman@spps.org
H.S. Counselor	Jolene Yang	jolene.yang@spps.org
Middle School Counselor	Katerina Youngberg	katerina.youngberg@spps.org
Family Liaison	Mary Sellers	mary.sellers@spps.org
School Nurse	James Patterson	james.patterson@spps.org
Social Worker	Michelle Romano	michelle.romano@spps.org
Social Worker	Paige Geck	paige.geck@spps.org
Program Coordinator	Tim Leone-Getten	timothy.leone-getten@spps.org

OWL Distance Learning Student Conduct and Behavior 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 distance learning 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 distance learning environment. High expectations for student behavior is expected.

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 their learning environment with staff and students by engaging in each online lesson, small group discussion, or group chat activity respectfully as a learner.

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

Students who have a challenge, will work with the teacher in order to get back on track. The attached [Behavioral Matrix](#) visually outlines student expectations during distance learning.

If a student has a challenge being appropriate online, school administration combines restorative practices with accountability and consequences when necessary. These could include a student conference, family conference with teacher and administration, or a behavioral plan. If a pattern continues with a student unable to work well online, OWL utilizes SPPS Rights and Responsibilities handbook for guidance. The SPPS Rights and Responsibilities handbook can be found at https://www.spps.org/rights_and_responsibilities.

If a student experiences an issue with a peer or needs to report an incident to administration, they may do so by completing the [OWL Student Self Reporting Behavior Form](#). Administration will review the form and follow the rights and responsibilities handbook when dealing with the incident.

Attendance

All students are expected to log in and be engaged in their work every day unless they have a written note from a doctor, or parent/guardian has communicated with administration for a limited number of days. Attendance is monitored by teachers, OWL support team, and Assistant Principal daily.

Attendance may be taken by the student or parent. A video with step by step information on attendance take may be found at this [link](#).

If students do not adhere to the policy of being an active, engaged learner 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) Referral to court for attendance

Bullying/Cyberbullying/Other Harassment

Participating in, or conspiring with others to engage in bullying or cyberbullying acts committed with the intent to injure, degrade, disgrace, or intimidate other individuals is the official definition of bullying and harassment according to 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, Tik Tok, Snap chat. 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.

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.
- 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 the 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 activities.

Parent/Teacher Conferences and Goal Setting:

We encourage parents to do their best to attend goal setting conferences, fall conferences, and student led conferences. This is a time designed for parents and teachers to connect around academic and social progress.

OWL 2020-2021 Distance Learning Student Daily Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 9:30	1A Class 	3A Class 	1B Class 	3B Class 	6-8 Grade Teams  9-12 Grade Explore Independently
9:45 - 10:45	Explore Independently/ Ask a Teacher 	Explore Independently/ Ask a Teacher 	Explore Independently/ Ask a Teacher 	Explore Independently/ Ask a Teacher 	9-12 Grade Teams  6-8 Grade Explore Independently
11:00-11:30	Student Groups - varied synchronous meeting dates/times (Group sign up will be forthcoming)				
11:30 - 12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:00 - 12:30	Crew 	Crew 	Crew 	Crew 	Crew 
1:00 - 2:00	2A Class 	4A Class 	2B Class 	4B Class 	Explore Independently 
2:00 - 3:00	Explore Independently/ Ask a Teacher 	Explore Independently/ Ask a Teacher 	Explore Independently/ Ask a Teacher 	Explore Independently/ Ask a Teacher 	Explore Independently/ Ask a Teacher 

OWL 2020-2021 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 all distance learning synchronous activities and complete all asynchronous tasks.
- 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 8:30AM-3:00PM
- 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