

# St. Paul City School 2010 – 2011 Family Handbook

## **Mission Statement:**

Through the pursuit of knowledge, character building and service to the community, the mission of St. Paul City School is to ensure a challenging education to a diverse population.

If you wish assistance in translating this handbook, please call Mai Zia for Hmong at 651-225-9177 or on Tuesday, Wednesday, Thursday from 8:30am – 2:00 pm ask for Olga for Spanish translation at 651-225-9177 .  
Yog koj tsis totaub daim ntawv no, thov hu rau Mai Zia rau lus Hmoob los yog Olga rau lus Mev, xovtooj 651-225-9177. Sí usted necesita asistencia para este mensaje por favor llame a Olga Martes, Miercoles, y Jueves de 8:30 am – 2:00pm para español al 651- 225-9177 .



**ST. PAUL CITY SCHOOL**

### **preK–5**

260 Edmund Avenue  
St. Paul MN 55103  
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### **6–8**

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## MISSION STATEMENT

(Adopted June 13, 2006, reaffirmed August 17, 2010)

*Through the pursuit of knowledge, character education, and service to the community, the mission of St Paul City School is to ensure a challenging education to a diverse population.*

## BOARD OF DIRECTORS

The Board of Directors is the policy-making and long range planning body of the school, oversees the budget and supervises the work of the Executive Director. According to the By-Laws of St Paul City School 5 teachers, 2 parents, and 2 community members sit on the Board of Directors. All Directors serve three year terms, one third of the Board is elected at each Annual meeting held in April. Positions begin July 1 with each new fiscal year. Members leaving before their term has expired are replaced by Board appointment for the duration of the open term, and then stand for election with the other positions. Those interested in serving the community in this capacity are encouraged to contact the Board Chair or Governance committee to participate in the nomination and election process.

The Board meets monthly; meetings are open to any member of our community. Those interested in attending any meeting are welcome, and may speak during the Public Comments section of the meeting. If an item is desired to be added to the agenda for full consideration please contact the Board Chair a minimum of two weeks prior to the monthly meeting. Agendas and minutes of previous meetings can be found at the school website: [www.stpaulcityschool.org](http://www.stpaulcityschool.org), or by visiting the Executive Director's office. All Board members have a stpaulcityschool.org email address for contact.

### 2010-2011 Board Members are:

JaPaul Harris, Board Chair, community member

Mary Barsness, Vice Chair, teacher member

Scott Redinger, Treasurer, parent member

Kristie Eull, Secretary, teacher member

Andrell Colvin, parent member

Josh Pettit, community member

Melody Chalmers, teacher member

Justin Tairks, teacher member

Katie Holmes, teacher member

### Non-voting members:

Nancy Dana, Executive Director

Angela Folch, Associate Director

## ST PAUL CITY SCHOOL SONG

CHORUS: St Paul City School, we sing to you  
With body and mind and voices true,  
You call us to learn, to succeed in every way  
And share it each and every day.

Verse One: Like an eagle soaring,  
We can fly to mountains high  
Go beyond our wildest dream,  
On to places yet unseen

Verse Two: We believe in all that's good  
Liberty, Harmony  
We believe in reaching out,  
Faith in you is what it's all about

Verse Three: We can build tomorrows  
One by one, catch the sun  
Growing up with open minds  
Where our hearts and hopes can shine

CHORUS: St Paul City School, we sing to you  
With body and mind and voices true,  
You call us to learn, to succeed in every way  
And share it each and every day.

## THE ST PAUL CITY SCHOOL CODE OF ETHICS

### **RESPECT HUMAN DIGNITY-** which includes:

- a. affirming the worth and rights of all persons,
- b. respect for others and their property,
- c. practicing and promoting honesty,
- d. promoting human equality,
- e. respecting freedom of conscience,
- f. working with people of different views,
- g. and refraining from prejudiced actions.

### **CARE ABOUT THE WELFARE OF OTHERS-** which includes

- a. recognizing interdependence among all people,
- b. caring for the physical environment,
- c. advocating social justice,
- d. taking pleasure in helping others,

- e. accepting one's responsibility as an American citizen,
- f. accepting one's responsibility as a Global citizen.

**INTEGRATE INDIVIDUAL INTERESTS AND SOCIAL RESPONSIBILITIES-** which includes

- a. becoming involved in community life,
- b. doing a fair share of community work,
- c. displaying self-control, humor, diligence, fairness, kindness, honesty, and courtesy in everyday life,
- d. treating others as one would wish to be treated,
- e. fulfilling commitments,
- f. and developing self-esteem through positive interaction with others.

**DEMONSTRATE INTEGRITY-** which includes

- a. practicing diligence, hard work and commitment;
- b. being able to admit to mistakes,
- c. taking stands for ethical principles,
- d. displaying moral courage,
- e. knowing when to confront, when to compromise, when to yield,
- f. and accepting responsibility for one's choices.

**REFLECT ON ETHICAL CHOICES-** which includes

- a. seeking to be informed about important ethical issues in society and the world,
- b. recognizing the ethical issues involved in a situation,
- c. making valuations based on ethical principles,
- d. and thinking about the consequences of decisions.

**SEEK PEACEFUL RESOLUTION OF CONFLICT-** which includes

- a. striving for the fair resolution of personal and social conflicts in a cooperative manner using peaceful conflict resolution procedures,
- b. avoiding physical and verbal aggression,
- c. listening carefully to others,
- d. encouraging others to communicate,
- e. and working for peace.

### **THE ST PAUL CITY SCHOOL CODE OF ETHICS PARAPHRASED FOR YOUNGER STUDENTS**

Each person is important and valued.

Each person has a responsibility to help make the world a better place.

Each person has talents and is expected to use them to serve the community.

Each person is expected to choose appropriate behaviors and encourage others to do so as well.

Each person is expected to think about the results of one's actions and how they affect others.

Each person is expected to solve disagreements by talking, listening, and compromising.

## ST PAUL CITY SCHOOL STUDENT DISCIPLINE INFORMATION

St Paul City School will provide a safe and supportive environment where students can learn, teachers can teach, and everyone is treated with mutual respect. It is our goal to work with the family in teaching the student responsibility, and to support the student's learning to behave appropriately when responding to staff members in a respectful and cooperative way.

Students responding in a manner considered inappropriate by staff members will result in some singled out time where the child may be asked to do deeper reflection of actions, or work on repairing some relationship damage. It is always our goal to support the child in making appropriate decisions, and for them to recognize that some actions may have additional consequences. In every case actions will cause reactions....we are working on EVERY action creating POSITIVE reactions.

The school Administrative team includes a number of key leaders within the program. Each of them may be acting on behalf of the Executive Director by implementing all necessary procedures, rules, and regulations to make effective the policies approved by the Board of Directors relating to the standards of student behavior.

The teaching staff will do everything reasonable to establish fair and consistent classroom guidelines for behavior. It is our goal to have the student remain in the classroom as much as possible. The teaching staff will also enforce school-wide guidelines and expectations, so that the student understands expectations are consistent throughout the school buildings.

When a staff member's efforts to solve a behavior problem are unsuccessful, the student may be referred to another location for a reflection time or an Administrator who has the responsibility and authority to support the teacher in maintaining control within the classroom, the school building, and on school property.

The Administration has the discretion and authority to consider suspensions and or recommend expulsion of a student consistent with the guidelines of the Pupil Fair Dismissal Act for violation of law or failure to comply with school regulations.

Based on the SPCS CODE OF ETHICS, the following Guidelines of Behavior have been adopted by the Board of Directors:

RESPECT HUMAN DIGNITY...*Each person is important and value*

CARE ABOUT THE WELFARE OF OTHERS...*Each person has the responsibility to make the world a better place*

INTEGRATE INDIVIDUAL INTERESTS AND SOCIAL RESPONSIBILITIES...*Each person has talents and is expected to use them to serve the community*

DEMONSTRATE INTEGRITY...*Each person is expected to choose appropriate behaviors and encourage others to do so as well*

REFLECT ON ETHICAL CHOICES...*Each person is expected to think about the results of one's actions and how they may affect others*

SEEK PEACEFUL RESOLUTION OF CONFLICT...*Each person is expected to solve*

*disagreements by talking, listening, and compromising.*

Student expectations are based on the phrase: EAGLE'S SOAR Students will be reminded what each letter represents if correction is necessary:

S Speak

Includes respectful language that is appropriate for the environment

O On task

Includes being ready for class, having work done, and following directions

A Acts appropriately

Includes acting with respect and integrity in all situations

R Respect / Responsible

Includes being responsible for ones self and their learning

This means the following expectations:

Students will consider rights of others within our community and act responsibly at all times. Students will think before they speak, and learn to express their feelings and thoughts in appropriate ways. They will respect the space of others when moving within the classroom and throughout the school property.

Students will treat all members of our community with respect. This includes responding positively to reasonable requests, questions, and directions from all students and adults.

Students will do their personal best. Individual differences will be affirmed, according to the understanding that all students learn in different ways and at different times.

Students will understand property belongs to someone in the community. The building and grounds belong to all of us. When property is damaged or stolen it violates other people. People's belongings are expected to be safe.

School is a place for learning. Students are expected to come to school prepared and ready to learn. This may mean such things as completion of homework on time, seeking additional help if there are questions, getting a good night's sleep, and maintaining healthy habits at home.

Behaviors consistent with these expectations include:

- walk quietly in the hallways
- being polite to all students an adults within the buildings, and responding appropriately
- maintaining personal space, and respecting other's space as well
- staying on task to complete assignments on time, asking for help when wanted or needed

- doing your own work, being honest about doing it, and working productively
- respect the area around you: classroom desks and furniture, playground equipment, common and public spaces including picking up litter that may not be your own
- being prepared for school by getting enough rest, following the dress code and dressing appropriately, eating nutritious foods
- remove the distractions from learning by leaving toys, games, electronic music or toy devices, cell phones, I-pods, MP3 players, beepers etc at home.
- come prepared with the appropriate supplies and your homework completed on time
- come to class on time, and expect to stay in class. Do not ask to leave unless it is an urgency. Bathroom breaks are planned to allow enough time without leaving class for that purpose.

Behaviors that are not accepted with this Code are:

- possession of dangerous or harmful articles, or threaten to use a dangerous or harmful article or weapon
- Name calling, threats, bullying or harassment (sexual, religious, or racial) or hazing of any kind
- any kind of inappropriate physical touch
- arguing with staff or another student
- running in the hallways
- pushing or play fighting, any physical assault (intentionally pushing, fighting, kicking, biting, spitting, with the purpose of doing harm)
- inappropriate language...written or verbal
- being overly loud, yelling at others
- disrupting or distracting other students by any action
- leaving an assigned space
- refusal to work or disobedience
- loss or damage to text books or library books
- inappropriate use of technology at school
- failure to follow directions, disorderly conduct, defiance of authority
- making excuses, blaming others, avoiding work
- incomplete and missing assignments, plagiarism/ cheating
- vandalism/ willful damage to someone else's property, including the school bus

- theft
- trespassing
- pulling a fire alarm / having a source of ignition in school, starting a fire or bringing explosives or fireworks to school; any form of bomb threat
- chemical use possession or sale, includes look-a-like drugs, tobacco, alcohol, chemicals, and paraphernalia
- gambling
- bringing any form of electronic device to school
- participation in gang activity

St Paul City School Board of Directors has approved policies on each of the above mentioned behaviors unacceptable to our Code of Ethics. Copies of these policies are available in the Administrative Office or on line at our web site: [stpaulcityschool.org](http://stpaulcityschool.org)

Staff response to any of the above behaviors includes conferences with the student, parent/guardian notification, and appropriate consequences for the action. In some cases this may mean removal from class or loss of privileges. There may be reflection sheets requested and we may ask for parental signature on the pages. Administration has the discretion to make the best choice for the student to assure his or her success. Although it is not often in the best interest of the student to send them home on suspension, depending on the seriousness of the incident and what is needed at the time, an Administrator may send the child home. In all cases the parent/ guardian will be notified of the incident and what the next steps will need to be. In the most accelerated situations we may have no other choice than to also notify the Police or Juvenile authorities. In situations where the law has been broken it is possible that Expulsion steps may also be taken. In all cases we will follow guidelines, procedures, policies, and school law.

If you have any questions regarding specific behavior guidelines, please contact our Executive or Associate Directors at 651 225 9177.

### **STUDENT RIGHTS**

Each student at St Paul City School has the right to a free, fair, appropriate, public, and quality education. A student is responsible for the manner in which his/her individual rights are exercised, and must accept the consequences of any actions that violate the rights of others. All students at SPCS are expected to practice responsibility for personal behavior and learning, and to contribute to the positive learning experience of others.

### The Right to Learn

Each student has the right to attend school and receive a free appropriate public education (FAPE) as provided by law. Each student is responsible for protecting everyone's right to learn. This means classes will carry on without interruptions, disruptions, or distractions. Behavior that disrupts normal classroom functioning is an infringement on the rights of others to learn. A student who has been absent from class has the right to make up the work missed during an excused absence. If a student is absent from school for an extended period of time due to an illness, the student has the right to request a homebound teacher. Each student who meets the assessment criteria has the right to receive specialized services or modifications to support the student's right to learn.

### The Right of Free Speech and Expression

Students at St Paul City School represent a wide range of diversity of opinion and background. Students have the right to express opinions, to take stands, and to support causes, either publicly or privately provided such expressions are not libelous or obscene according to current legal definition and do not interfere with the rights of others or disrupt or distract from the atmosphere for learning in the school. Students have the right to equal education opportunities and freedom from discrimination based on gender, age, race, national origin, personal orientation, or disability. Students have a right to be treated with respect at all times and in every situation.

### The Right to be Informed of the Rules

Students have the right to be informed of all policies, rules, and regulations that they will be expected to follow. Staff, students and parents have the responsibility to model and teach expectations and procedures so everyone at SPCS will be successful.

### The Right Regarding Student Dress

STUDENTS ARE REQUIRED TO BE IN UNIFORM EACH DAY. It is the policy of this school to encourage students to be dressed appropriately for school activities and in keeping with community standards. This is a joint responsibility of the student and the student's parents or guardians. Parents having difficulty providing their student with a uniform shirt should talk with the Administration.

#### **The St Paul City School Uniform is as follows:**

- Dress pants in black, navy blue, or Khaki. NO Blue Jeans. Pants worn above the hip, no sagging/ baggy pants or underwear exposed. Pants may not be rolled up to appear as Capri pants. If shorter pants are worn they need to be hemmed at Capri length.
- Navy blue, black, or khaki shorts, skorts, jumpers, or skirts are acceptable with no additional markings or patterns. All need to be respectable length.
- Navy blue, black, or khaki shorts, tights, leggings, or uniform pants are acceptable to be worn under the skirt or jumper if desired by the student.

- Shirts are solid maroon with a collar. Polo and dress shirts are acceptable; T-shirts are not acceptable. NO logos or print on the shirts unless it is the St Paul City School logo. Solid maroon color dress shirts are acceptable without the logo if desired.
- Any sweater or sweatshirt that is a solid navy, black, grey, maroon, or khaki color with no markings or advertising of any kind. No prints or floral markings on the sweaters or sweat shirts, plain colors only. School logo sweatshirts are available for purchase if desired.
- Dress shoes, sport shoes or tennis shoes.
- White, blue, or black leggings, socks, or tights.
- Brown or black belt optional.
- Clothing appropriate for the activity (i.e., physical education)

**Inappropriate clothing includes, but is not limited to, the following:**

- “Short shorts,” skimpy tank tops, tops that expose the midriff, and other clothing that is not in keeping with community standards; any clothing with inappropriate skin exposed.
- Clothing bearing any message other than the school logo
- Jackets worn inside the building over school clothing.
- Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected group, evidences gang membership or affiliation, or approves, advances or provokes any form of religious, racial or sexual harassment and/or violence against other individuals.
- Any apparel or footwear that would damage school property. Flip Flops are not considered appropriate foot wear for school.
- Hats, bandannas, sweatbands, do-rags are not allowed in the building except with the approval of Administration for a medical situation.

Should the school determine any day to be a non-uniform day, the inappropriate clothing list still remains as an indication of inappropriate clothing.

“Gang,” as defined in this policy, means any ongoing organization, association or group of three or more persons, whether formal or informal, which has an identifiable name or identifying sign, color, or symbol, and whose members individually or collectively engage in patterned gang activity.

When, in the judgment of the classroom teacher or administration, a student’s appearance, grooming, or mode of dress is not within the dress code, the student will be asked to make modifications or will be sent home for the day. Parents/guardians will be notified, and may be asked to bring appropriate clothing to school for their child.

Parents/ guardians will be reminded that students are expected to be in uniform daily. The school does not have extra uniforms available for loan. If being out of uniform continues to be an issue for the student, a conference will be arranged for the family to discuss this with the Administration.

If providing uniforms for the student is a hardship the family is welcome to contact the Social Worker to discuss options.

### The Right to Privacy

Student's right to privacy regarding school records will be protected and any disclosure of information from student permanent records will be consistent with legal requirements. Parents or guardians need to provide written consent before records, other than basic directory information, can be provided to any person, agency, or institution. SPCS policy follows state guidelines, data privacy acts, and law regarding these procedures. Parental permission is required prior to any photos of children used in promotional materials or uploaded to our web site. Names will not be associated with the pictures used or published. Students learning web site use are taught not to identify themselves, others in their classes, or provide any personal information on line as part of our Technology Use policy

### The Right to Personal Property

Students have the right to personal safety and security of personal property. Students may not bring to school, or school events, any item that may be disruptive or endanger the health and safety of others. When reasonable cause exists to believe that such items are present, general or individual searches may be conducted under the authorization of the Executive or Associate Directors. Illegal and disruptive items will be removed from the student's possession. Desks, cubicles, coatrooms, and lockers are not to be considered private property of the student; they are public property of the school. Book bags, jackets and other clothing may be searched if there is reasonable cause to do so. Search and seizure results will be documented; parents and guardians will always be notified. Depending upon the situation and what the results of the search are additional calls to juvenile authorities may need to be placed.

Since the school does not have a way to lock individual areas, students are not allowed to bring electronic devices of any kind to school. Electronic devices such as laser pointers, beepers, cell phones, I-pods, MP3 players, any musical listening device with ear phones or ear pods, and any other two-way communication device can not be worn or carried on the bus or school property unless proper site authorization has been given by administration for medical use. Articles will be confiscated and returned only to a parent or guardian. These items are expensive, and in many cases have required a considerable investment on the part of the family. Too often they disappear once they are known to be at school. We can not provide much consolation when the student indicates it has been lost at school, and believes it has been stolen. Please do not let your student bring these things to school.

**CELL PHONES** are not allowed in school. If your student needs a cell phone for after school communications they must be turned into the office as soon as the student arrives, and may be picked up from the office at the end of the school day. Cell phones are not allowed on the student during the day for any reason, and will be confiscated and returned only to a parent or guardian. Please remind your student of this procedure.

### The Right to be Free From all Harassments

Students have a right to be in a learning environment that is free from bullying and harassments of any kind, including sexual harassment and violence of any nature. Appropriate adult supervision is provided to endure the safety of all students. It is never ok for anyone to be intentionally touched by another person (child or adult) inappropriately, at any place, at any time. Students are responsible to report any violation of these rights immediately to the teacher or a Director.

## Bottom Line Behaviors

In order to maintain a safe learning environment for everyone in our school community certain behaviors will result in immediate office referral. Examples of these bottom line behaviors include, but are not limited to:

- weapon or replica weapon or dangerous object possession
- illegal substance possession, use, or transmission including any tobacco product/smoking material, any use or under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, intoxicant of any kind, look-alike drugs or substances that have the appearance of an illegal substance such as catnip, oregano, flour, saccharine, alcoholic beverage, Ever-Clear, corn, grain, ethyl, or any form of alcohol.
- Harassment of any kind, racial slurs, physical or verbal confrontations
- Insubordination, intentionally being disrespectful
- Theft or property destruction, including bus property destruction
- Threats or intimidation of any kind

Student violations such as these will be cause for intervention from administration. Such interventions will depend on the seriousness of the violation, the frequency with which the student has violated the rules, and the willingness of the student to correct the behavior, make the appropriate restitution, and act in a positive manner.

Types of corrective measures include, but are not limited to:

- rocess reflection sheets
- Student/parent conferences
- Removal from class
- Loss of school privileges, including bus transportation
- Suspensions
- Notification of juvenile authorities
- Expulsion hearing

Having said all of the above, the REAL bottom line is that we want to work with you and your student to assure their success. If there are ways that we can support you in whatever the situation may be at school or at home, we would rather do that and have your child win then to see them take a turn down the wrong road. Please contact us if you have any concerns about your child. Working in partnership with you is a critical piece to your child's education.

### **The Pledge of Allegiance**

As required by Minnesota and federal statute, St Paul City School will provide an appropriate United States flag at each building, and instruction to students in the proper etiquette toward, display of, and respect for the flag. Students will recite the pledge of allegiance to the flag one or more times a week conducted by the classroom teacher or a designated surrogate. Anyone who does not wish to participate in reciting The Pledge of Allegiance for any personal reason may elect to remain silent during that time. Students and school personnel will respect another person's right to make that choice. The pledge will be recited at all school assemblies.

## ACADEMIC QUALITIES

### CURRICULUM

St. Paul City School uses the Minnesota Academic Standards as the curricular guide. These are the priority standards that have been identified for all students to master in math and reading.

### 2009-10 Math Priority Standards

Grade	Grade Entrance Expectations	Priority Standards
<b>K</b>		<p>K.1.1 – Understand the relationship between quantities and whole numbers up to 31.</p> <p>K.1.2 – Use objects and pictures to represent situation involving combining and separating.</p> <p>K.2.1 – Recognize, create and complete and extend patterns.</p> <p>K.3.1 – Recognize and sort basic two and three-dimensional shapes; use them to model real-world objects.</p>
<b>1</b>	<ul style="list-style-type: none"> <li>• Identify numbers 0-31</li> <li>• Order numbers</li> <li>• Represent numbers with manipulatives</li> <li>• Join and separate groups 0-10</li> </ul>	<p>1.1.1 – Count, compare and represent whole numbers up to 120, with an emphasis on groups of tens and ones.</p> <p>1.2.1 – Recognize and create patterns; use rules to describe patterns.</p> <p>1.2.2 – Use number sentences involving addition and subtraction basic facts to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences.</p> <p>1.3.2 – Use basic concepts of measurement in the real-world and mathematical situations involving length, time and money.</p>
<b>2</b>	<ul style="list-style-type: none"> <li>• Count by adding on</li> <li>• Number Sense (know that a hand represents 5, instead of counting all)</li> <li>• Time to the nearest hour</li> <li>• Count by 2s, 5s, 10s</li> <li>• Identify nickel, dime and penny</li> </ul>	<p>2.1.1 - Compare and represent whole numbers up to 1000 with an emphasis on place value and equality.</p> <p>2.1.2 - Demonstrate mastery of addition and subtraction basic facts; add and subtract one and two digit number in real-world and mathematical problems.</p> <p>2.3.3 - Use time and money in real world and</p>

		mathematical situations
<b>3</b>	<ul style="list-style-type: none"> <li>• Addition and subtraction facts</li> <li>• Place value to 100s</li> <li>• Counting coins to \$1.00</li> <li>• Measuring to the nearest inch</li> <li>• Interpreting number sentences with missing numbers and the equal sign on either side.</li> </ul>	<p>3.1.1 - Compare and represent whole numbers up to 100,000 with an emphasis on place value and equality</p> <p>3.1.2 - Add and subtract multi-digit whole numbers; represent multiplication and division in various ways; Solve real world math problems</p> <p>3.2.2 - Use number sentence involving multiplication and division facts and unknowns to represent and solve real world and mathematical problems; create real-world situation corresponding to number sentences.</p> <p>3.3.3 - Use time, money and temperature to solve real world word mathematical problems.</p>
<b>4</b>	<ul style="list-style-type: none"> <li>• Addition and subtraction</li> <li>• Money - making change</li> <li>• Time - elapsed time</li> <li>• Represent multiplication and division facts</li> </ul>	<p>4.1.1 - Demonstrate mastery of multiplication and division basic facts; multiply multi-digit numbers; solve real-world and mathematical problems using arithmetic.</p> <p>4.1.2 - Represent and compare fractions and decimals in real-world and mathematical situations; use place value to understand how decimals represent quantities.</p> <p>4.3.2 - Understand angle and area as measurable attributes of real-world and mathematical objects. Use various tools to measure angles and areas.</p> <p>4.3.1 - Name, describe, classify and sketch polygons.</p>
<b>5</b>	<ul style="list-style-type: none"> <li>• Addition and subtraction</li> <li>• Multiplication facts</li> <li>• Place value</li> </ul>	<p>5.1.1 – Divide multi-digit numbers; solve real-world mathematical problems using arithmetic.</p> <p>5.2.3 – Understand and interpret equations and inequalities involving variables and whole numbers and use them to represent and solve real-world and mathematical problems.</p> <p>5.3.1 – Add and subtract fractions, mixed numbers and decimals to solve real-world and mathematical problems.</p> <p>5.3.2 – Determine the area of triangles and quadrilaterals; determine the surface area and volume of prisms in various contexts.</p> <p>5.4.1 Display and interpret data; determine mean, median and range.</p>
<b>6</b>		6.1.1 – Read, write, represent and compare

		<p>positive rational numbers expressed as fractions, decimals, percents and ratios; write positive integers as products of factors.</p> <p>6.1.2 – Understand the concept of ratio and its relationship to fractions and to the multiplication and division of whole numbers and use ratios to solve real-world math problems.</p> <p>6.1.3 – Multiply and divide decimals, fractions and mixed numbers; solve real-world and mathematical problems using arithmetic with positive rational numbers.</p> <p>6.2.3 – Understand and interpret equations and inequalities involving variable and positive rational numbers.</p> <p>6.3.1 – Calculate perimeter, area, surface area and volume of two and three dimensional figures to solve real-world and mathematical problems.</p> <p>6.3.3 – Choose appropriate units of measurement and use ratios to convert within measurement systems</p> <p>6.4.1 – Use probabilities to solve problems and represent probabilities using fractions, decimals and percents.</p>
7		<p>7.1.1 – Apply, read, write and represent and compare positive and negative rational numbers, expressed as integers, fractions and decimals.</p> <p>7.1.2 – Calculate with positive and negative rational numbers, and rational numbers with whole number exponents, to solve real-world and mathematical problems.</p> <p>7.2.2 – Understand the concept of proportionality in real-world and mathematical situations and distinguish between proportional and other relationships.</p> <p>7.2.3 – Apply understanding of order of operations and algebraic properties to generate equivalent numerical and algebraic expressions containing positive and negative rational numbers and grouping symbolically.</p> <p>7.2.4 – Represent real-world and mathematical situations using equations with variables and will be able to solve equations symbolically using properties of equality; solve equations graphically and numerically and interpret solutions in the</p>

		<p>original context.</p> <p>7.3.1 – Use reasoning with proportions and ratios to determine measurements, justify formulas and solve real-world and mathematical programs involving circles and related geometric figures.</p> <p>7.4.1- Use mean, median and range to draw conclusions about data and make predictions.</p> <p>7.4.2 – Display and interpret data in a variety of ways, including circle graphs and histograms.</p>
<b>8</b>		<p>8.2.2 – Recognize linear functions in real-world and mathematical situations; represent linear functions and other functions with tables, verbal descriptions, symbols and graphs; solve problems involving these functions and explain results in the original context.</p> <p>8.2.3 – Generate equivalent numerical and algebraic expressions and use algebraic properties to evaluate expressions.</p> <p>8.2.4 – Represent real-world and mathematical situations using equations and inequalities involving linear expressions and be able to solve equations and inequalities symbolically and graphically; interpret solutions in the original context.</p>

## 2009-10 Reading Priority Standards

Grade	Grade Entrance Expectations	Priority Standards
<b>K</b>		<p><b>K.I.A</b> – Understand and apply knowledge of the sounds of the English language and the sound-symbol relationship</p> <p>K.I.B.1, K.B.2, K.B.3 - Use words to describe nouns, location, color, shape, direction and actions.</p> <p><b>K.I.C.2</b> – Make predictions from illustrations and story events.</p> <p><b>K.I.C.3</b> – Write or draw a response that demonstrates comprehension.</p> <p><b>K.I.D.2</b> – Identify main characters and story events and actions.</p> <p><b>K.I.D.3</b> – Retell familiar stories using beginning, middle and end.</p> <p><b>K.II.C.1</b> – Use a period after sentences when prompted</p> <p><b>K.II.C.2</b> – Use knowledge of basic phonics to spell words</p> <p><b>K.II.E.1</b> – Correctly form many of the uppercase and lowercase letters of the alphabet.</p> <p><b>K.II.E.2</b> – Correctly write the numbers zero through nine.</p> <p><b>K.II.E.3</b> – Write left to right and top to bottom</p> <p><b>K.III.A.4</b> – Communicate needs, feelings and ideas to peers and adults</p> <p><b>K.III.B.1</b> – Track print</p> <p><b>K.III.B.2</b> – Turn pages sequentially from front to back.</p>
<b>1<sup>st</sup></b>	<ul style="list-style-type: none"> <li>• Know letters and sounds</li> <li>• Know capital and lowercase</li> <li>• Use periods</li> <li>• Ask and answer questions</li> </ul>	<p>1.I.A.3 - See, hear, say and write the letters, blends and diagraphs</p> <p>1.I.A.4 – Segment and blend beginning, middle and ending sounds to read unfamiliar words.</p> <p>1.I.A.8 – Read 100 high frequency words.</p> <p>1.I.B.1 – Learn new words through explicit instruction and independent reading.</p> <p>1.I.B.4 - Use context to predict and infer word meanings.</p> <p>1.I.C.1 - Demonstrate literal and inferential comprehension by asking and answering questions about texts.</p> <p>1.I.C.8 - Write or draw a response that shows comprehension.</p>

		1.I.D.2 - Identify and describe main characters, setting and sequences of story events.
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• Main characters and setting</li> <li>• Main idea and supporting details</li> <li>• Monitor comprehension</li> <li>• Literal comprehension skills</li> </ul>	<p>2.I.B.3 – Use context clues and word structure to determine a word’s meaning</p> <p>2.I.B.4 – Identify prefix and suffixes</p> <p>2.I.C.4 – Monitor comprehension, reread and use strategies to self-correct when necessary.</p> <p>2.I.C.6 – Identify topic, facts and supporting details in non-fiction texts</p> <p>2.I.C.7 – Demonstrate literal and inferential comprehension by asking and answering questions about narrative and information texts.</p> <p>2.I.D.2 – Identify and describe main characters, settings and plot.</p> <p>2.I.D.3 – Use details from the story to support interpretation.</p> <p>2.I.D.6 – Critically read and evaluate texts to determine the author’s purpose</p> <p>2.III.A.1 – Follow rules for conversation and formal discussion</p>
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• Literal and inferential questions</li> <li>• Exposure to prefixes and suffixes</li> <li>• Monitor comprehension</li> <li>• Plot</li> </ul>	<p>3.I.B.3 – Use context and word structure to determine the meaning of unfamiliar words</p> <p>3.I.B.4 – Use knowledge of prefixes and suffixes to determine the meaning of unknown words.</p> <p>3.I.C.3 – Generate and answer literal, inferential, interpretive and evaluative questions to demonstrate understanding about what is read</p> <p>3.I.C.5 – Infer and identify main idea and determine relevant details in non-fiction text</p> <p>3.I.D.2 – Identify, describe &amp; respond to literature using ideas and details from text</p> <p>3.III.A.2 – Follow rules for conversation and formal discussion</p>
4 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Exposure to context clues</li> <li>• Know questions words</li> <li>• Write paragraphs with topic sentence and supporting details</li> <li>• Be able to give a descriptive main idea</li> </ul>	<p>4.I.B.4, 4.I.B.5 - Use context clues and word structure including prefix and suffixes</p> <p>4.I.C.3 - Generate and answer literal, inferential, interpretive and evaluative questions to demonstrate understanding about what is read</p> <p>4.I.C.5 – Infer and identify main idea and determine relevant details in nonfiction text.</p> <p>4.I.D.2 – Identify, respond and compare and contrast literary elements of characterization, plot, setting and theme.</p>

		<p>4.I.D.9 – Respond to literature using ideas and details from text</p> <p>4.III.A.4 – Organize and summarize ideas when speaking and listening</p>
5 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Choose “just right” books and read independently</li> <li>• Reading strategies (predict, infer, summarize, clarify)</li> <li>• Identify genre and purpose</li> </ul>	<p>5.I.B.4 - Use context clues and word structure including prefix and suffixes</p> <p>5.I.C.4, 5.I.C.5 – Identify main idea and supporting details in fiction and nonfiction text</p> <p>5.I.C.7 – Understand what is reading (literal, inferential, interpretive, evaluative)</p> <p>5.I.D.2 – Identify and analyze literary elements (character, plot, tone, theme)</p> <p>5.I.D.8 – Respond to literature using ideas and details from text</p>
6 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Vocab</li> <li>• Comprehension</li> <li>• Summary</li> <li>• Fact &amp; Opinion</li> <li>• Distinguish fact from opinion</li> <li>• Types of sentences</li> </ul>	<p>6.I.B.2 – Analyze word structure and use context clues to understand new words</p> <p>6.I.B.3 – Recognize and interpret words with multiple meanings.</p> <p>6.I.C.3 - Generate and answer literal, inferential, interpretive and evaluative questions to demonstrate understanding about what is read</p> <p>6.I.C.5 – Identify main idea and details</p> <p>6.I.C.7 – Distinguish fact from opinion and give examples from text</p> <p>6.I.C.13 – Critically read to determine author’s purpose, point of view, audience and message.</p> <p>6.I.D.3 – Identify and describe the relationships among elements of fiction including: setting, character, plot, conflict/resolution, them and tone.</p> <p>6.I.D.8 – Respond to literature using ideas and details from text to support reactions</p>
7 <sup>th</sup>		<p>7.I.B.2 – Analyze word structures to understand new words</p> <p>7.I.B.3 – Recognize and interpret words with multiple meanings.</p> <p>7.I.C.1 – Comprehend, interpret and evaluate text by asking and answering questions.</p> <p>7.I.C.4 – Make inferences and draw conclusions based on explicit and implied information from texts.</p> <p>7.I.C.7 – Distinguish fact from opinion and give examples from text</p> <p>7.I.C.8 – Critically read to determine author’s purpose, point of view, audience and message.</p>

		<p>7.I.D.3 – Identify and analyze the relationships among elements of fiction including: setting, character, plot, conflict/resolution, them and tone.</p> <p>7.I.D.4 – Identify and analyze the effect of character’s traits on the plot and resolution of the conflict.</p> <p>7.I.D.10 – Respond to literature using ideas and details from text to support reactions</p>
8 <sup>th</sup>		<p>8.I.B.2 – Determine the meaning of unknown words by using a dictionary or context clues</p> <p>8.I.B.3 – Recognize and interpret words with multiple meanings.</p> <p>8.I.C.1 – Comprehend, interpret and evaluate text by asking and answering questions.</p> <p>8.I.C.4 – Make inferences and draw conclusions based on explicit and implied information from texts.</p> <p>8.I.C.14 – Critically read and evaluate to determine author’s purpose, point of view, audience and message.</p> <p>8.I.D.3 – Analyze a character’s traits, emotions or motivation and give supporting evidence from text.</p> <p>8.I.D.4 - Analyze and evaluate how figurative language contributes to the meaning of a text.</p> <p>8.I.D.7 – Respond and analyze the effects of sound, form, figurative language and graphics to uncover meaning in poetry.</p> <p>8.I.D.12 – Respond to literature using ideas and details from text to support reactions</p>

## CONFERENCES

The administration, teachers and other staff members want to take adequate time with a visitor to listen to their concerns and give the situation their full attention. In order to assure this conferences will be arranged in advance. Additional conferences can be scheduled as needed throughout the year.

Fall and spring conferences will be scheduled for every child to discuss goals and progress with the family. Conferences will be held in both the daytime and in the evening to make them as convenient as possible. Conference schedules will be sent home with the oldest child in each family to be approved by the signature of a parent or guardian and returned to the school.

Home visits are also possible to arrange.

## **STUDENT ASSESSMENT**

Student assessment will consist of several parts:

- English Language: oral, reading, and writing. Students are assessed using IDEA to facilitate proper placement in ELL (English Language Learners). The state administered Test for Emerging Academic English (TEAE) is scheduled each fall.
- Basic skills in reading, language, and mathematics are tested in the fall, winter, and spring.
- Students in third through eighth grade take the Minnesota Comprehensive Assessments in science, reading and mathematics each spring.
- Students in grades 1-8 take the content tests for the appropriate grade level each year.
- NWEA (Northwest Evaluation Association) testing is also done three times a year.

Please help us prepare the children to do their best work on tests by taking them seriously, but without inducing stress, and by having adequate sleep and breakfast on test days. Attendance is also very important. Children typically do not do as well on make-up tests taken later than with the rest of the class.

Promotion or retention does not depend upon these tests. They should be viewed as an attempt to identify strengths and challenges of individual students.

### **Grades/Assessment**

The teachers have developed a system for reporting to parents and providing a permanent record of student achievement on a four term basis. The report cards will indicate student progress in basic skills, content, character traits, and attendance as well as basic information.

### **Promotion, Placement, and Retention**

Decisions about promotion to the next grade or retention of children in the same grade are very serious. These decisions need to be made after considering many factors, including conversations with parents and planned interventions. The final decision will be reserved for the teacher and administration based on the information available. (For example, the failing of one subject area more than once during the school year may be grounds for retention. However, the failing of a single subject such as Language Arts in 6 – 8 grade but passing the other appropriate classes does not necessarily mean the child will be retained for that grade.) Parents will be involved in these discussions early, so that interventions can be applied as quickly as possible rather than accept a failure.

## **CHILD STUDY PROCESS**

When a teacher has a concern about a continuing academic or behavioral problem with a student, the teacher may request a Child Study meeting. The teacher will fill out a form indicating what the concerns are and what interventions have been tried. This form goes to the administrator who will review it and send a copy to the special education teacher.

The special education teacher will meet with the teacher making the request and determine who will be asked to attend this meeting. The special education teacher has the responsibility to schedule the meeting and invite those who are to be involved. This may include other classroom teachers, specialists, parents, and translators for parents who don't speak English. The administrator, classroom teacher, and special education teacher will always be included in the child study process.

When a parent has a concern about a continuing academic or behavioral problem regarding their child, the parent may request a Child Study meeting. In order to start the process, the parent may contact the special education teacher or the administrator and request a meeting with the two of them to discuss the child study option. School personnel will assist parents who may have language needs in making a request for a special education assessment or to begin the child study process.

During the first meeting, the team will discuss the child's situation, identify problem areas, and come up with specific interventions that will be tried for not less than two weeks. The team will decide when to schedule the second conference.

During the second conference, the team will evaluate the success of the interventions. At this time, the team may determine that the problem is resolved, the interventions need to continue for a longer period of time and then be re-evaluated, or that new interventions need to be tried. The team may also recommend that the child be evaluated for special education.

The Child Study Process and Special Education have many legal procedures, forms, and regulations. They are in place to protect the child and parents and make sure that all children are treated fairly. It is the intent of St Paul City School staff to follow the letter and the intent of the law. We want children to have the help they need to succeed.

## **INDIVIDUALS WITH DISABILITIES**

St Paul City School is open to all children regardless of disabilities. All students with disabilities go through a team evaluation process, individual educational plans are developed, and an appropriate setting is chosen. Parents are involved in each step of the process.

Because of space limitations in our building, students with disabilities will be served through an inclusion model, small group, or individual tutoring. Space does not allow for separate special education classrooms.

## **HOMEWORK**

Homework will be an expected part of a child's life. Establishing the habit of doing homework and taking responsibility for it is seen as an important goal. Part of our mission is to emphasize the importance of the pursuit of knowledge, of taking responsibility and of hard work. Homework for children is consistent with these ideas:

### **Homework Guidelines:**

Homework is any extra learning assigned by the teacher and is an extension of the school learning time. Homework encourages students to be responsible for some preparation and practice, and helps foster independent learning. It can provide an opportunity for parents to be involved and informed first hand about what is happening in

the classroom. We ask you to support and encourage your child to complete homework on a daily basis.

- Every child, grades 6-8, may be assigned homework five nights a week. Children in grades 1-5 may be assigned homework up to four nights each week.
- Students in grades 1-4 will have homework that may take up to 30 minutes per night. As young children's academic skills emerge, they will be able to complete longer assignments independently.
- Students in grades 5-8 will have homework that may take up to 60 minutes per night.
- The homework will be in different academic areas including reading, writing, spelling, math, science, and social studies.
- Homework will include a variety of activities. It may be in preparation for class work, in order to practice previously learned skills, or other independent projects.
- Homework will coordinate with class work and will be collected and checked.
- Students in grades 5 - 8 may have long-term homework projects.
- Parents and guardians are encouraged to show an interest in homework, provide a time and place to work, monitor its completion, and help if asked.
- Family members do not help the child learn by doing homework for them or allowing the child to depend on them too much. Homework is the child's responsibility.

### **COMPUTER NETWORK AND INTERNET GUIDELINES**

Computer technology is a powerful tool for acquisition and manipulation of information. Students have daily access to computers and the Internet. The Internet is an information system with great education potential. The use of the Internet is a privilege. It is the school's responsibility to teach the students the skills to be responsible users of the Internet and adopt guidelines for student use. The school will also limit access to appropriate websites and resources that are linked to student research.

The network and computer storage systems are under the same school rights and ownership as school lockers. The school may open and review files and communications at any time to maintain system integrity and ensure that students are using the systems appropriately and responsibly. Material stored on any computer is not considered private or student property. School computers are not provided for recreational use. Students will not be allowed to download extra software, music, videos, or games to any machine or external drive. They will also not be allowed to maintain an email account, or use the computers to access home accounts or Face Book pages. We appreciate the cooperation and support from home on these issues.

Student responsibilities:

Use only approved Internet sites that are associated with a class study or project

Respect school rules, technology policies, and behavior standards

Use the computer network in a manner that does not violate any laws, regulations, or copyrights.

Only use your own name, not that of others, and never reveal last names, home addresses or telephone numbers or cell phone numbers

Email is not private, and may be read by any teacher or technician at any time

Respect your right to privacy and the rights of others by never giving out or sharing passwords or opening any one else's files

Respect any piece of equipment, if anything becomes broken or damaged by misuse it will need to be replaced by the student and family

Violations may result in the loss of access as well as other disciplinary or legal action.

The Technology Use Policy approved by the Board of Directors can be found under POLICIES at the school website: [www.stpaulcityschool.org](http://www.stpaulcityschool.org) , or available at the school office.

### **BASIC SKILLS**

St Paul City School teaches the basic skills of reading, spelling, writing, and math. St Paul City School also offers special services such as ELL (English Language Learners) and Special Education. All children receive a free and appropriate public education, challenging their abilities.

### **CHARACTER EDUCATION**

St Paul City School stresses peaceful resolution and character development. Universal values of peace, mutual respect, honesty, compassion, responsibility and justice will be taught daily in a deliberate way, as well as by example. Character building lessons and frequent school-wide assemblies will explore the values found in literature and history. Firm and fair discipline policies involving parents with their children will help students learn to work together and respect each other.

### **SERVICE PROJECTS**

Staff and students will plan a variety of service projects for the students to participate in each year. Service projects provide an opportunity for students to express compassion and develop a habit of helping others. They are an essential part of our mission and the character education curriculum.

### **COMMUNITY BUILDING**

St Paul City School will emphasize community. The small size of our school, 2 sections per grade and the low student to teacher ratio, help school staff, children, and parents get to know one another well. It is our contention that good working relationships lay the foundation for all cooperative endeavors. Character building lessons will be facilitated using the Responsive Classroom model and Positive Behavior Interventions and Supports (PBIS).

### **ASSEMBLIES**

Assemblies are usually held on a bi-weekly basis. The assemblies will last about 45 minutes. The agenda includes student and class demonstrations, positive behavior drawing (slips the students and staff write about others for good behavior or helping out),

the school song, and other appropriate activities. Each grade will have the opportunity to host the assembly and participate in sharing and presenting recently learned information with their friends and other members of the school.

The purpose of assemblies is to:

- a. build community with common special memories
- b. honor and respect all members of our school community
- c. honor student work and achievement
- d. present character development themes

Families and friends are welcome to attend the assemblies. It would be especially nice to visit when your child is a leader or apart of a special presentation.

## PROCEDURES, POLICIES, AND GENERAL INFORMATION

### REGISTRATION

The registration process has many parts that are required by state law, school district policies, and for data collection. Please be patient with us as we collect the information asked for on the forms.

Registration for Pre K, K, and all transferred students will require:

- a. a birth certificate or similar document
- b. social security card or number (optional)
- c. proof and record of immunizations (**shots must be updated at each age/grade level before your child starts school**)
- d. court papers designating parental custody (if appropriate)
- e. name, address, and phone number of school most recently attended

We will request records from the previous school attended. (We will also request Kindergarten screening results from St. Paul Public School District Screening office if your child is entering Kindergarten.) **All children entering Kindergarten in Minnesota must be 5 years old before September 1 and are required to participate in Kindergarten screening before starting school. All shots must be up to date before beginning school.**

### ATTENDANCE PROCEDURES

- a. Parents or guardians should call the school office **(651) 225-9177** by **9:30 AM** to report an absence. The student's first and last name, the reason for the absence, your relationship to the student, and a phone number where you can be reached should be left on the answering machine if the Office Manager is not directly available.
- b. Parents or guardians should notify the School Office if their son/daughter will be gone for family or medical emergencies.

- c. If a student becomes ill, he/she must report to the Office for proper release. If the student does not report to the Office, or leaves the building without prior permission from an administrator, his/her absence will be unexcused.
- d. If a student needs to leave school early, he/she must be accompanied by a parent/guardian who will need to sign the student out in the office.
- e. The school will attempt to call parents/guardians at home or work if the absence has not been reported. All absences are considered unexcused until verification can be made.
- f. A student is considered tardy if they are not in the classroom by 8:50 am. Consistent tardiness will require a conference with the family to see how we can support your child's arrival and readiness for school. Tardiness due to bus transportation issues will not be marked against the child. Busses arrive at school between 8:20 – 8:30am, allowing time for everyone to have breakfast prior to class starting. Breakfast is served from 8:20 -8:45 am. Students should be in their classrooms when the bell rings at 8:50am.

### **EXCUSED ABSENCES**

Make-up work is expected to be complete after an excused absence. For each day of excused absence the student will have exactly the equal number of days to make-up the work missed. Any work not completed within this time period will result in NO CREDIT (NC).

Excused absences fall under these categories:

- a. Family emergencies (serious family illness, injury, or death)
- b. Medical appointments (the school reserves the right to verify)
- c. Student illness
- d. School sponsored activities (i.e. field trips)
- e. Required court appointment pre-approved absences by the administration
- f. Religious holidays or religious release time
- g. Suspension

### **UNEXCUSED ABSENCES**

All absences not authorized by the parent/guardian or school are considered unexcused. According to Minnesota law, the definition of educational neglect is: Failure to ensure that your child is educated as required and mandated by the compulsory instruction and attendance law. A child's absence from school is presumed to be the parent's, guardian's, or custodian's failure to comply with compulsory instruction laws if the child is less than 12 years old. The school will make appropriate efforts to resolve a child's consistent attendance problem with the parents or guardian. After consistent truancy the school is required by law to report the situation to Ramsey County authorities.

In accordance with the regulations of the State Department of Education and the Minnesota Mandatory Attendance Law (MN Stat. 12 1.101), students are required to attend all assigned classes every day school is in session. We want your child to be in school and to be able to help you if there is a concern in this area. Please be in contact

with the office, one of the Administrators, or our Social Worker so that we can work together for your child's success.

### **UNEXCUSED ABSENCE DEFINITION**

Unexcused absences which frequently result in Truant behavior fall under these categories:

- a. missing the bus
- b. oversleeping
- c. babysitting
- d. running an errand
- e. vacation with family
- f. skipping a class
- g. leaving the building without permission
- h. working at home or elsewhere.

### **CONSEQUENCES OF UNEXCUSED ABSENCES**

Students with unexcused absences are subject to discipline in the following manner in accordance with the Pupil Fair Dismissal Act, MN Statutes Section 127.26, et sec.

- a. When a student receives an unexcused absence (truancy) in class, make-up time and/or schoolwork projects will be assigned.
- b. After 3 unexcused absences, parents/guardians and the student will be asked to attend a meeting at school.
- c. After 5 unexcused absences, parents/guardians and the student will be asked to develop and sign an attendance contract with the school.
- d. After 7 unexcused absences, a referral to TIP/FTIP (Ramsey County Truancy Intervention Program/Family Truancy Intervention Program) will be made by the school.
- e. After 10 unexcused absences, a request for a Ramsey County SART (Student Attendance Review Team) hearing will be made by the school.
- f. Continued absences will result in truancy/educational neglect petition and/or additional action by the Ramsey County Attorneys Office.

### **TRUANCY**

Definition of truant: A student who has been absent without lawful excuse for 3 or more days if the student is in grades k – 5, or 3 or more class periods on three days if the student is in grades 6-8.

Habitual truant is a child under age 16 years who has been absent without lawful excuse for 7 days if the child is in grades k – 5, or for one or more class periods on seven school days if the child is in grades 6 – 8.

### **PREGNANT STUDENT POLICY**

St Paul City School does honor a policy to encourage regular school attendance throughout the duration of a student's pregnancy. The program for pregnant students can be adjusted to fit individual needs and will include regular counseling with the school nurse. Further referrals for homebound instruction before or after delivery is possible if recommended by the attending physician.

### **MEDICATIONS AT SCHOOL**

Medication should be given at home and on a schedule other than during school hours whenever possible. To protect your child as well as the person administering the medication, we have adopted the guidelines and policies recommended by the MN Department of Health. When medication must be given at school the following procedures are followed:

- a. The school requires a medication consent signed by the parent or guardian and the child's physician before any prescription or non-prescription medication can be given at school. The medication consent must be for the current school year. A new medication consent must be obtained when there is a change in dosage or time of administration, or if there is a change in medication. Only FDA-approved medication will be administered at school.
- b. All medication will be administered by the nurse or another staff person designated and trained by the nurse. All medications are turned into the office, and kept there in a locked cabinet.
- c. Students may not carry any prescription or non-prescription medication at school with the exception of inhalers for asthma. Asthma inhalers may be carried by the student only with physician approval.
- d. All prescription medication and refills must be in the correct pharmacy-labeled container and brought to the office first thing upon arrival at school. When a prescription medication is sent to school, the school nurse or the office administrator will count the number of pills or tablets received and note this on the bottle.
- e. All non-prescription medication must be sent to school in the original container in which it was purchased and labeled with the student's name. It should be brought to the office first thing upon arrival at school.
- f. A written medication log will be kept for all students receiving medication at school, including the date, time of day, dose, and the initials of the staff person administering the medication. This record is also kept in the school nurse office.

- g. A Doctor's note will be required if your child is to miss any physical activity, Physical Education class, or routine recess. This note will also need to indicate the length of time your child should not be participating in these classes.

## **SICKNESS AT HOME**

Parents or guardians should notify the school of any health problems or contagious diseases their child might have. When parents/guardians call the school to report an absence, they will be asked about the student's condition. This helps the school identify problems with contagious diseases.

### **GUIDELINES FOR DECIDING WHETHER A CHILD IS TOO SICK FOR SCHOOL**

- a. If your child has had a fever of 100 degrees or more, the child should stay home for 24 hours after the temperature returns to normal.
- b. If your child has vomited or had diarrhea, the child should stay home until 24 hours after the last episode.
- c. If your child has had rashes that may be disease related or if you do not know the cause, please check with your family physician before sending the child to school.

Parents or guardians are requested to arrange dental and medical appointments during non-school hours. A written notice from the parent is required for your child to be released for such appointments. Remember that every time school is missed the student misses out on important instruction, and misses part of the sequence of lessons. Some school learning activities such as discussions, demonstrations, and speakers cannot be made up. Please make every attempt to avoid taking your child out of school.

## **SICKNESS OR INJURY AT SCHOOL**

The school will promptly notify parents in the event of injury or illness to a child while at school. Every effort will be made to notify families of contagious conditions in the school including strep throat or head lice. Because schools have a high concentration of children, it is very important that children with contagious conditions be sent home and treated.

Each student has an emergency card with information to be used if the child should become sick or injured at school. The person you designate may be asked to pick up and care for your child if you cannot be reached; **it is the responsibility of the parent or guardian to notify the school of any changes in contact names or phone numbers. This is so important! At a time when we want to be able to reach you the most, and time may be critical, it is very important to be working with current information.**

## MEAL SERVICE

Breakfast and lunch will be served everyday. Breakfast is free and served to all students to assure each has had breakfast. There is no cost for lunch to students who qualify for free meals. For those students who qualify for reduced meals, lunch will cost \$0.40 per meal. For full priced meals lunch will be \$2.30 for Primary and \$2.40 for Middle School. Adult meals are \$3.90 .Breakfast is free to every student. We encourage every student to eat the breakfast provided rather than to skip it when they arrive at school.

Applications for free and reduced meals are available and parents are encouraged to complete them as soon as possible. Applications for free and reduced meals are used to calculate other funding for the school, such as Title I. **Completion of the Free and Reduced Meal Applications is very important. To receive applications call the office at (651) 225-9177. Every family must sign off on a form, even if you do not qualify for the free and reduced program. Since this form is a required application for a number of programs available to us, please assist us in getting this form returned to the office.**

Students may bring items that do not need to be heated from home instead of receiving a school lunch. HOWEVER, in keeping with our Wellness Policy, please do not send pop, candy, or gum to school. These items will be set aside and returned at the end of the day.

## STUDENT EXPENSES

It is the intention of St Paul City School to keep requests for money to a minimum. St Paul City School will charge for damage, lost library books and textbooks. It may also be necessary to ask for contributions for special events or fees. No student will be denied participation in any field trip or educational event regardless of expense.

## TRANSPORTATION

### Busses and Vans

Bus transportation will be provided to students who live beyond the immediate boundary from our school. Students who must cross the busy streets of Marion, Como, Western or University are eligible to ride the bus. Students may be required to walk up to three blocks to get to the nearest bus stop. Parents will receive information in the mail about the bus stops approximately one week before school begins. St Paul City School has contracted with Monarch Transportation to provide the service. They determine the routes, times, and arrangements for each child. Although we have a member of our staff to assist you in transportation requests, all decisions are made by the transportation company. Teachers and staff will help children get on the correct bus to return home.

Students are asked to be at their appointed stop at least **10 minutes before** the scheduled pick-up time, and to remain at the stop at least **10 minutes after** the appointed pick up time before notifying us that the bus did not show at your corner. There are many factors that could create a bus delay, please be patient, especially in heavy traffic zones or days where weather may cause additional driving delays. The bus driver's job is to show caution and drive safely at all times, even at the risk of delay in

arrival to your stop. During the first few weeks of school there are often problems due to changes in the schedules, you can expect delays.

If the bus misses your child's stop, and you are confident that at least 10 minutes have passed, whenever possible we will have the bus retrace their route and collect your student. If your child misses the bus because of lateness to the stop it is the parent's responsibility to assure your child gets to school. Missing the bus is not considered an excused absence.

Students are only allowed to ride the bus they have been assigned. Students may not jump on a friend's bus to go home with after school, or ride a different bus in order to visit a family member such as a Grandmother. Any route changes or change of address information needs to be turned into the school office to be communicated to the transportation company. Mai Zia Lee is our transportation coordinator. Change of route information usually takes three days to be put into effect. You will be responsible for the transportation of your child during the times of change. If your home situation changes and you no longer have a permanent or rental address please notify the school and we will work out other arrangements to assure your child's education is uninterrupted during this time.

Students will receive training in bus safety and are expected to follow bus safety rules. The bus driver has an important job, which is to drive the bus safely. Students are to stay in their seats and not do anything to distract the driver. Essentially they need to remember five basic rules, and if they do so there should be no behavior issues!

1. Stay seated at all times, facing forward, do not change seats
2. Keep hands to yourself; keep your hands and head inside the bus window at all times
3. Use your inside voice and appropriate language at all times, do not yell
4. Remember the bus driver has one very important job to do, and that is to look forward and drive the bus in a safe manner. Do not distract or argue with the driver.
5. Food, candy, gum and drinks are never allowed on the bus

Bus incidents will be written up by the bus driver. The administration will investigate and decide on the consequences using the guidelines set by the transportation company and the circumstances of the incident. Students who commit serious offenses or several lesser offenses may be put off the bus for a number of days. They may also be required to attend bus safety classes. Transportation is a privilege, and may be taken away based on student behavior.

Parents need to keep in mind and remind their children that riding the bus is a privilege, not a right, and that good behavior on the bus is important for the safety of other people's children, as well as their own. If you have any questions please call the school office: **(651) 225-9177**.

### **Dropping off Children in the Morning**

Children are asked not to arrive until buses begin arriving at 8:20 am as staff are not available to supervise them prior to that time. **(Please note: Breakfast starts at 8:20 am, classes start at 8:50 am)**

### **Picking up Children during the School Day**

- Parents are asked to come to the school office.
- Parents must speak to office personnel and sign out their child.
- The secretary will call the classroom for the child to come to the office.

### **Picking up Children at the End of the Day**

Phone calls to school requesting a change in transportation or arranging a pick-up instead of riding the bus **MUST BE MADE BY 3:30pm**. School phones are not answered from 4:00 – 4:20 pm because the busses are being called at that time. If you need to reach someone during those twenty minutes a voicemail will take your message and your call will be returned after the busses have left the buildings. **THEREFORE**, if you are making a transportation change be sure the office knows prior to the phones not being answered or your child will be put on the bus as normally scheduled.

#### **Grades prek-5 :**

- Dismissal begins at 4:15 pm each day.
- Parents are asked to come to the office to get their child (before dismissal begins)
- Contact the school office should you wish to pick up your child that day instead of riding the bus.
- If someone other than the regular person is to pick up the child, a note should be sent to school or a phone call made to inform the school. School office: **(651) 225-9177**.
- When coming to the school during arrival or dismissal times **DO NOT PARK OR STOP ON EDMUND. PARK ON ELFELT ONLY. You will be issued a parking ticket if your car is in the bus zones at these times.**

#### **Grades 6-8:**

- a. Dismissal begins at 4:10 pm
- b. Students should be met at the entrance of the LaFond Street parking lot.
- c. If someone other than the regular person is to pick up the child, a note should be sent to school or a phone call made to inform the school. **(651) 225-9177**

Thank you in advance for your cooperation with us to help keep your child safe. We will apply these rules fairly and consistently for the safety of all concerned.

### **FAMILIES, VISITORS, AND VOLUNTEERS**

In order to protect the safety of children and to respect the instructional process, St Paul City School will monitor and maintain records of all visitors to the school. This means we ask all visitors to observe a few common sense rules while on school property.

## Expectations for All Visitors

- a. Visitors must sign in at the office before visiting another part of the building.
- b. The secretary will call the classroom or office to announce the visitor and make sure that the room is attended before escorting the visitor to the room.
- c. Visitors must wear a visitor's badge.
- d. Discourteous or boisterous behavior such as yelling or foul language is not acceptable. Visitors exhibiting such behavior at the school (or at a school function) will be asked to leave.
- e. Children and staff members are to be treated with respect.
- f. To show respect for the education of children, there should be no unscheduled conference in the classroom while teachers are expected to be teaching or supervising children.
- g. The school reserves the right to ask any person to leave who is disturbing or threatening students or staff on school property.

## Parent/Guardian Involvement

Parent or guardian involvement in the education of their child is essential. At St Paul City School parents and/or guardians will be respected as the child's first teacher and loving mentor.

Parents and/or guardians are asked to visit the school, talk to teachers and the administration whenever there are concerns, come to conferences when scheduled, volunteer at school, and be involved in the Family Involvement Committee . School staff needs the help of parents and guardians to understand each particular child and make effective academic and behavior plans for the school as a whole and for individual children with problems. School plans work best with family support and understanding. We look forward to working with the families and creating a lasting partnership focused on success for all.

## Family Visitors

Family visitors are **ALWAYS WELCOMED** at the school. In order to properly monitor the safety of the students and staff, each visitor must report to the office upon entering the school to sign in. If a parent/guardian wishes to confer with a member of the staff, he or she should call for an appointment prior to coming to the school in order to prevent any class disruption. Please understand that staff, in the act of supervising children, cannot safely leave their posts and have conferences with parents or guardians without a scheduled appointment.

## Family Involvement Committee Meetings

Meetings of the Family Involvement Committee will be held each month. Parent officers will be elected and association procedures and programs will be planned.

See monthly calendar for dates and times. Your involvement with this committee is very important. The FIC plan the yearly family events as well as offer educational opportunities for the adult family members. Please call to learn more about this important group.

### **Parent/Guardian Membership on School Board**

Parents and guardians are encouraged to run for election and serve as representatives on the school board. This election takes place at the Annual Meeting in April of each year. The parent/guardian representatives of the Board will be encouraged to seek suggestions from the Family Involvement Committee, individual parents and guardians, and then to report back to the Board. Parents are also encouraged to participate in regular committees of the school. Please talk to our Executive Director or current Board of Directors Chair if you would like more information concerning this.

### **Volunteers**

Volunteers are recruited to help in the school. Volunteers not only help the teachers and children, but also clearly communicate to children that:

- children are important
- schoolwork is important
- teachers and families are working together to help children learn
- volunteer service is an important and expected part of life

Volunteers are sought to help students practice reading and math, help students write original books and bind them, set-up and clean-up for art projects, work in the library, prepare learning materials, provide extra supervision for parties, field trips, and special events. Other opportunities may arise. Please check with our Parent Outreach coordinator...we have plenty of need and ways you can participate with us!

### **FIRE, LOCKDOWN, AND SEVERE WEATHER DRILLS**

Safety of the students is always the first priority. Our students will participate in fire, lockdown, and tornado drills on a regular basis in accordance with state law. Students will receive specific instructions from their teachers and are required to follow them. These procedures are to be taken seriously.

### **EMERGENCY CLOSING AND DELAYS**

If the St. Paul Public School District is closed or the opening is delayed because of inclement weather, St Paul City School will likely be closed or delayed as well. Listen to WCCO Radio 830 AM on the radio or watch KSTP 5 or KARE 11 television for school closing reports. It is possible that St Paul City School would close and St Paul Public District Schools might remain open. Please listen to the above listed stations for closure information. **If schools are closed transportation will not be provided. There will be a notice posted on the school door, please do not drop off your student without**

**knowing for sure if he or she can get into the building! No one will be there to call you or bring your student back home.**

We will attempt to send out the automatic parent notification calls if at all possible to help alert you to the closure.

## **BACKGROUND CHECKS**

St Paul City School follows the required law of performing criminal background checks on all of our employees prior to employment. We also require criminal background checks on all after-school tutors and individuals who will be working for an extended period of time with our students. Our transportation company also complies with law by having all employees regularly submit to drug testing, and passing criminal background investigation.

St Paul City School is proud to note the high caliber of our employees. All teachers employed are currently licensed and considered HIGHLY QUALIFIED. Each meets or are in the process of completing all state requirements. Many of our teachers have already received their Masters Degree in advanced areas of education; several others are in the process and continue their own professional development while teaching your child on a daily basis. Our support personnel are also extremely qualified, and also meet state proficiencies.

We are very proud of our staff; they are here because they love teaching and working with students such as yours. Our promise is to work with you to ensure your child is receiving the best education possible and succeeds in all areas. Please work with us in this process!

A copy of each teacher's license is available in the administration office and may be seen on request.

We invite you to check our web site frequently at [www.stpaulcityschool.org](http://www.stpaulcityschool.org)

The school calendar and lunch menus are posted and updated regularly. Also posted are a number of important items for your benefit including minutes of the School Board meetings, financial reports, a listing of all school policies, and the Annual Yearly Progress, No Child Left Behind, testing data.

We welcome your comments on suggestions for improvement in all areas, and look forward to another great year in the life of your child.

Please feel free to contact us at any time.

*651-225-9177*

Thank you for sharing your child with us and being a partner in their education! We look forward to working with you on this very exciting project!

