

Gordon Parks High School



Student & Family Handbook 2023-2024

Gordon Parks Values

Perseverance

Achievement

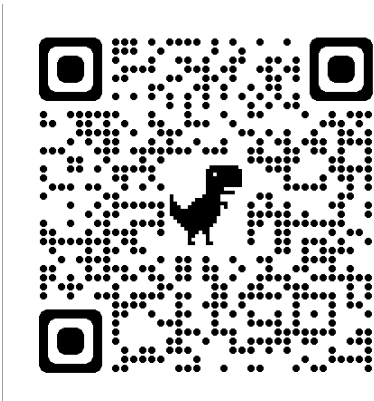
Responsibility

Knowledge

Safety

Table of Contents

| | |
|---|----|
| Welcome..... | 3 |
| Student Support Team..... | 4 |
| Bell Schedule..... | 5 |
| Gordon Parks Pride..... | 6 |
| Positive School Culture..... | 8 |
| Expectations & Discipline Procedures..... | 9 |
| Cell Phone..... | 9 |
| iPad..... | 10 |
| Hallway..... | 10 |
| Dress for Success..... | 11 |
| Academic Integrity..... | 11 |
| Grading System..... | 12 |
| Attendance..... | 12 |
| Building Hours..... | 13 |
| Visitors..... | 13 |
| Nonessential Items brought to school..... | 13 |
| Nurse..... | 14 |
| School Property..... | 14 |
| Technology Usage and Safety..... | 14 |
| SCIP..... | 15 |
| Office Discipline Referral..... | 16 |
| School-wide Discipline Plan..... | 16 |



Welcome to the 2023-2024 School Year

All of the staff at Gordon Parks High School would like to welcome you to the 2023-24 school year! We are proud of the students, staff, and families who make up our diverse community. Our goal is to get all of our students to the finish line; GRADUATION! And set them up for success in their future. This requires a collaborative effort on all of our parts and this is a critical collaboration. Your efforts in class as well as your willingness to put in the extra work will make a difference for your future.

The purpose of this student handbook is to guide you in the values at Gordon Parks of striving through perseverance, achievement, responsibility, knowledge, and safety. It will provide you with information about our learning community guidelines, expectations, procedures, and opportunities. If there are things you need help with or don't understand, ask your GP Connect teacher. Make the most of this school year! Set your goals high, get involved and make this a year that is filled with remarkable memories and personal success.

“The guy who takes a chance, who walks the line between the known and unknown, who is unafraid of failure, will succeed” Gordon Parks



We acknowledge that Saint Paul Public School sites are situated on ancestral lands of the Dakota people. We acknowledge and honor this is the traditional homeland of the Dakhóta Oyáte (Dakota People), unfairly ceded in the Treaties of 1837 & 1851.

Support Team

Administrative Staff:

- Shandyn Benson, Principal
 - shandyn.benson@spps.org
- Eleanor Clemmons, Assistant Principal
 - eleanor.clemmons@spps.org

Clerks:

- Carnella Grant, Head Clerk (Temp)
 - carnella.grant@spps.org
- Timothy Lee, Enrollment
 - timothy.lee@spps.org
- Latitia Johnson, Evening HS
 - latitia.johnson@spps.org

Intervention Specialists:

- Andre Jordan
 - andre.jordan@spps.org

Counselors:

- Koryn Saunders, College and Career
 - koryn.saunders@spps.org
- Dan Kennedy, A-L
 - daniel.kennedy@spps.org
- Patrick Her, M-Z
 - Patrick.her@spps.org

Social Worker:

- Shelly Fountain
 - shelly.fountain@spps.org

TOSA:

- Tom Koreltz, Learning Lead
 - thomas.koreltz@spps.org
- Bob Andresen,
 - robert.andresenl@spps.org
- Paul Creager
 - paul.creager@spps.org

Education Assistants:

- Monica Wandrick, Attendance
 - monica.wandrick@spps.org
- Tony Her, Student Support
 - tony.her@spps.org

Health Services:

- Andrea Dishong, Nurse
 - Andrea.dishong@spps.org

Head Engineer:

- Andy Duda
 - andy.duda@spps.org

Student Support Liaison (SSL):

- Carl Thomas
 - carl.thomas@spps.org

Food Services:

- Loura Garcia
 - loura.garcia@spps.org

Navigator:

- Hind Mohamud
 -

Contact Us

1212 University Ave West
St. Paul, Mn 55104
651-744-1212

Gordon Parks High School 2022-23 Daily Schedule

| | |
|-------------------------------|---------------|
| Period 1 | 8:30 - 9:18 |
| Period 2 | 9:21 - 10:09 |
| Period 3 | 10:12 - 11:00 |
| Period 4 | 11:03 - 12:24 |
| Lunch A: 11:03 - 11:33 | |
| Lunch B: 11:54 - 12:24 | |
| Period 5 | 12:27 - 1:15 |
| Period 6 | 1:18 - 2:09 |
| Period 7 | 2:12 - 3:00 |

Gordon Parks High School 2023-24 Friday Schedule

| | |
|-------------------------------|--------------|
| Period 1 GP Connect | 8:30 - 9:15 |
| Period 2 PBL | 9:18 - 12:45 |
| Lunch A: 11:03 - 11:33 | |
| Lunch B: 11:54 - 12:24 | |
| Period 3 GP Connect (for WIN) | 12:48 - 3:00 |

[District Calendar](#)



PARKS Pride

Students and staff at Gordon Parks have PARKS Pride. In all locations in the building we persevere, achieve, are responsible, use our knowledge, and are safe. The Matrix below is in construction to include student input, but will illustrate how we show Eagle Pride on the bus, in the classroom, hallways, cafeteria, and bathrooms. Successfully modeling Eagle Pride can earn you rewards and celebrations throughout the school year. Staff will teach you how to show Eagle Pride multiple times during the year as well as model it themselves.

Perseverance

Listen attentively to others
Follow directions from staff
Speak positively

Achievement

Make Safe Choices
Own your Actions
Clean up after yourself

Responsibility

Be On Time
Be Prepared
Engaged in your Learning

Knowledge

Be On Time
Be Prepared
Engaged in your Learning

Safe

Be On Time
Be Prepared
Engaged in your Learning

Parks Pride Matrix

| Expectations | Classroom | Hallway | Cafeteria | Bathroom |
|------------------------|--|--|--|--|
| P erseverance | Be an active participant in your own learning. Ask questions. | Travel between classes in a timely fashion. Avoid distractions. | Patiently wait your turn in line. | Practice good hygiene. |
| A chievement | Complete all assignments on time. Organize your work folders. Know your CLP/Transcripts | Arrive to class on time Take ownership for your own behavior | Build a positive school climate. Help maintain a clean school environment. | Use facilities as intended. Maintain healthy hygiene. |
| R esponsibility | Arrive on time and be prepared with materials. Put the cell phones away. Focus on instructions given (verbal & written). Stay engaged | Use kind words and actions. Be accountable for your physical movements and gestures. Use passing time wisely. Take ownership for your own behavior. | Know your PIN. Follow directions given by staff. Throw your leftover food, trays, chip bags, candy wrappers, napkins, etc in the trash when you leave the table. | Obtain a hall pass from the teacher to go to the restroom during class time. <i>(No passes first and last 5 minutes of class)</i> One (1) person per stall.. Throw trash in the garbage can. Respect the privacy of others. |
| K nowledge | Be curious and ask questions. Actively participate in discussions. Know the academic expectations of your class. | Know your schedule and classroom location. Uses restrooms during passing time. | Know the routines that keep the cafeteria clean, and a positive environment. | Personal self-care. Maintain healthy hygiene. Wash hands with soap Obtain a hall pass from the teacher to go to the restroom during class time. <i>(No passes first and last 10 minutes of class)</i> |
| S afety | Respect multiple perspectives. Encourage others, be engaged. Include others in activities. Report issues to staff. | Respect others, their property and personal space. Report issues to staff. | Help maintain a clean school environment. Respect the cafeteria environment, staff, and tablemates. Report issues to the office. | Respect the privacy of others. Report issues to the office. |

Positive School Culture



Positive Behavioral Interventions and Supports (PBIS)

Positive Behavioral Interventions and Supports (PBIS) is an educational, preventative, and restorative approach to behavior. This approach helps schools create and sustain effective and culturally-inclusive environments that support academic and social success for all students. All Saint Paul Public Schools use PBIS to teach schoolwide expectations to all students and recognize students who meet those expectations. Small group and individualized supports are also provided in this approach.

- Gordon Parks has created clear and consistent expectations school wide and in the classroom to promote positive behavior. These expectations, which reflect our community and culture are defined, taught, modeled, reinforced, and (when necessary, retaught).
- Gordon Parks works to identify students in need of additional support and match them to the appropriate level of intervention and support.
- Gordon Parks aims to be a positive and equitable place behaviorally, socially, and academically.



Restorative Practices

Restorative Practices are how we build relationships, problem solve, and learn. At Gordon Parks, we know that relationships are the most important way we learn about the world and ourselves. At our school, we believe:

- Everyone in the school community is good, wise, and powerful.
- We are all connected to one another.
- All of us want to be in good, healthy relationships with others.
- We all have talents and gifts we bring to school.
- It takes time, habits, and support to build and maintain positive relationships.



Social-Emotional Learning

Social and Emotional Learning is how we learn to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. At Gordon Parks, we support and promote social-emotional learning.



Mental Health and Wellness

Mental Health and Wellness refers to the continuum of emotional support available to students and staff. These supports strive to create a safe learning environment, maximize collaboration between students and adults, provide students with choices, create trusting relationships, and empower students to do their best.

Expectations & Discipline Procedures

Gordon Parks High School will use consistent procedures for handling discipline. Teachers will use the [School-Wide Discipline Plan](#) to determine the level of intervention. They will address

all minor infractions in the classroom and refer all major infractions to the Intervention Specialist. If a student is referred to an Intervention Specialist, an Office Discipline Referral (ODR) will be filled out and guardians will be notified.

For more information on the [Right and Responsibilities](#) of students, refer to the document or speak with an administrator.



Cell Phone Expectations

Cell phones can impact students' ability to engage in the learning environment. However, they can also be used as a learning tool. At Gordon Parks, the norm is that students are not using devices in the classroom unless the teacher permits it for educational purposes or a break. When entering school, cell phones should be on silent.

Purpose of a cell phone at school

Cell phones are allowed to be with a student for a guardian to contact them in case of an emergency. The use of technology including a cell phone must be used in a responsible way.

Cell Phone Expectations

- Cell phones must not distract the learning environment.
- Students **CANNOT** answer calls, Facetime or other video calls in the classroom.
 - In the event of an emergency, a student may step out for a brief moment.
 - If this is a frequent occurrence, student will be referred to admin.
 - Guardians contacted

- A cell phone contract may be created
- Students should not be on Tik Tok, Facebook, Instagram, and other social media during instructional time.
- Students will follow teachers' directives about how and **IF** they may use their cell phone in class.
- Students will not record other students and/or teachers without their approval.
- Students will use their cell phone responsibly in shared spaces (cafeteria and hallway).

iPad Expectations

Purpose of the iPad

The iPad is used as an instructional tool to support students with multiple ways of accessing information, thinking critically and demonstrating what they've learned through the use of technology. We encourage students to be respectful, responsible and safe when using their iPad.

IPAD CONTENT IS NOT PRIVATE

Ipads are district property. This means that school staff can look at the content of your ipad at any time. Content is photos, emails, history, apps etc. If a staff member asks you to hand over your ipad, you must give it to them. If a staff member asks you to show them your ipads content, you must unlock it and show it to them.

iPad Expectations

- Students will bring their iPad everyday charged at 100% (or leave at school to charge).
- Students will follow teachers' directives about how to use their ipads in class.
- Students will use their ipad as an educational tool during class.

Hallway Expectations

Students must have permission whenever they are in the hallways, aside from passing time. Gordon Parks will be using SmartPass as well as lanyards. Each teacher only has 2 passes. If both are used, you will need to wait until someone returns.

How to use Smart Pass

1. Ask permission from your teacher to use a pass.
2. Sign out using your iPad or the SMART PASS kiosk.
3. Take the visible pass (lanyards) with you when you leave the room.

***All students MUST follow these steps if they are out of the classroom.**

Passing Time

Students have 3 minutes for passing time. They will be marked tardy if they are late to class. Excessive tardies will result in an intervention by support staff to help students successfully make it to class on

time. Bathrooms will be locked 5 minutes before passing time and will reopen 5 minutes after class has started. Students needing to use the bathroom will follow the hallway procedures above.

Dress for Success

Showing Parks Pride includes how you dress at Gordon Parks. Students have the right to choose their manner of dress and personal grooming unless it presents a clear danger to the student's health or safety, causes an interference with school work or creates classroom or school disorder. Students are responsible for wearing clothes that are appropriate for school. To maintain a safe learning environment, student dress cannot be a health and/or safety hazard, obscene, sexually explicit or discriminatory. Clothing that displays words or images that communicate a message that is racist, sexist, or otherwise derogatory is not permitted. Clothing that displays references to alcohol, chemicals, tobacco or other products that are illegal for use by minors is not permitted. Students will be asked to turn clothing inside out, receive a shirt from school or go home and change. Undergarments should not be visible and if they are you will be asked to cover them.

Board Policy: [STUDENT DRESS CODE 501.03 SPPS Student Dress Code Policy](#)

Our values are:

- All students should be able to dress comfortably for school and engage in the educational environment without fear of or actual unnecessary discipline or body shaming.
- All students and staff should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing/self expression.
- Student dress code enforcement should not result in unnecessary barriers to school attendance.
- Teachers should focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
- Reasons for conflict and inconsistent and/or inequitable discipline should be minimized whenever possible.
- Our student dress code is designed to accomplish several goals:
 - Allow students to wear clothing of their choice that is comfortable
 - Allow students to wear clothing that expresses their self-identified gender.
 - Allow students to wear religious attire without fear of discipline or discrimination.
 - Prevent students from wearing clothing or accessories with offensive images or language, including profanity, hate speech, and pornography.
 - Prevent students from wearing clothing or accessories that denote, suggest, display or reference alcohol, drugs, vaping, or related paraphernalia or other illegal conduct or activities.

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 Gordon Parks students to not plagiarize (use other people's work without citation/giving the person credit) or use other people's information in assessments/tests/final projects.

Grading System

At Gordon Parks, our quarters are divided into 3 cycles. This means you can earn $\frac{1}{3}$ of a credit every cycle. Counselors create your schedule based on the number of credits you need in each subject for graduation.

St. Paul has moved to fair and equitable grading practices, with the goal to get to standards-based teaching, assessment and grading as the norm. This means students are graded based on their proficiency on shared learning targets aligned with district priority standards. Gordon Parks will adapt as necessary for the 3-week cycle.

Students have multiple opportunities to earn credits at Gordon Parks. Students take a regular class load (7 classes a day). Students can earn credits through work experience. If you have a job, you will work with the work based coordinator to earn credits for working. Also, students will participate in project based learning. This occurs 5 Fridays in a quarter with a variety of projects for students to choose from. There may be other unique opportunities as you find success at Gordon Parks.

Attendance

There is a strong correlation between being in class and being successful in school. Be in every class on time and prepared each day. If you miss class, talk to the teacher to get the work you missed. If under 18, **parents/guardians MUST communicate every time a child is absent.**

***All students must be at school by 9:30 or they will not be able to attend that day unless they have a signed doctor's or excuse note.**

Process for Reporting an Absence

If your child is ill or will be out all day:

- Call the attendance office at (651) 744-1212 between the hours of 8 - 3:30. If you call outside of these hours please leave a voicemail. Leave your child's name and reason for the absence and your name and phone number.

If your child will be gone for part of the day at an appointment (medical, dental, etc.):

- Send a note the day of the absence. Indicate time of absence, reason, and sign with your name and phone number.
- Send a note with your child when they check back into school in the main doors. Leave a number to contact you if there are questions.

***Any student arriving after 9:30 must have a doctor's or excuse note and sign in at the Kiosk in the main doors.**

Please note not all absences will be excused. Once enrolled in a public school, a child 5 years old to 18 years old (unless having already graduated from high school), must attend school every day, every class, on time, unless lawfully excused.

Lawfully Excused Absences

- Sickness - too sick to be in school
- Medical Appointments
- Religious Holidays
- Extreme Family Emergencies (house fire, death, etc.)

Examples of Unexcused Absences

- Overslept
- Missed School Bus
- Suspended from School Bus
- Staying home to Babysit
- Weather too cold/hot
- Family Vacation

Gordon Parks is a closed campus which means you can not come and go from the building during the day. Once you leave the building, you may not re-enter that day. You also may only enter and exit the building from the front doors (door 1). Leaving the building from any other door or opening the door and letting someone into the building can result in a suspension. This is to maintain safety in our building by accounting for all students who are in the building. If you need to leave school early, you will need to bring a note from your guardian and sign out with the reason for your absence. If you are 18 or over, you do not need a note but you need to sign out.

If you are under 18, after five unexcused absences, you and your parents will be referred to the Ramsey County Truancy Intervention Program (TIP) for a Parent Meeting.

<https://www.spps.org/attendance>

Building Hours

The building is open to students for breakfast beginning at 8:00. Since Gordon Parks does not have extra-curricular activities, all students must leave the building at 3:00, the end of the school day.

Visitors

Guardians are welcome to visit the school at any time. Please check in at the front desk and you will receive a visitor's badge. You will be assigned an adult that will be your direct contact while visiting. If any guardian would like to meet with a teacher, please contact the office for assistance in making an appointment at 651-744-1212. **School-aged guests are not permitted during the school day.**

Nonessential Items Brought to School

The following items should not be brought to school property: fireworks, drugs, vapes, tobacco, anything that could be perceived as a weapon. These and/or variations are deemed to be

disruptive to the educational process and they will be confiscated and turned over to the SSL or admin. Students may not smoke or vape on school grounds (including the front door and sidewalk of Gordon Parks). Students who choose to bring electronic devices to school do so at their own risk. Items lost or stolen are **NOT** the responsibility of the school.

Nurse

Our nurse works with students, parents, and teachers in maintaining a healthful school environment. Students requiring medication must meet with the nurse as soon as they know about it. Excuses from physical education and other classes for longer than one day require a note from a doctor. If you need to contact our nurse please call 651-744-4037.

Clinic

651-487-8531

appt # 651-233-8951

School Property

Ipads, Textbooks, and other equipment issued to you remain the property of Gordon Parks High School. It is important that you take care of school property and turn it in when finished. The school will charge an appropriate replacement fee for ipads, chargers, cords, textbooks, workbooks, library books that are lost or destroyed by students.

District Technology User Agreement: <https://www.spps.org/Page/35000>

Technology Usage and Safety

The proper use of technology resources and the educational value to be gained from proper use is the joint responsibility of students, parents, or guardians, and employees of the school district. Students have the opportunity to access a variety of district technology resources in support of personalized learning.

Responsibilities

- Students are responsible for using the district technology resources, including iPads, properly and following all district and school rules and procedures.
- Students are responsible for respecting the privacy of other users, and not intentionally seeking information on, obtaining copies of, or modifying files, other data or passwords belonging to other users without permission.
- Students are responsible for maintaining the security of the district technology resources and recognizing and honoring the intellectual property rights of others.
- Students are responsible for immediately disclosing inadvertent access of unacceptable materials or an unacceptable Internet site to an appropriate school district administrator.

- Students are responsible for using the district technology resources without making changes to device operating systems and security profiles or installing any apps other than those authorized by Saint Paul Public Schools.
- Students are responsible for ensuring that any digital content on district technology resources is school-appropriate.
- Unacceptable use of district technology resources, including e-mail and the Internet, may result in one or more of the following consequences: suspension or cancellation of use or access privileges, discipline under applicable district policies and procedures, or civil or criminal liability under applicable laws. For more details, see [board policy](#) 520.00.

Unacceptable Use

Unacceptable use includes:

- Gaining unauthorized or inappropriate access to the district's technology resources.
- Interfering with the ability of students/staff members to use the district's technology resources.
- Activities resulting in the loss of a student/staff member's work.
- Distributing or collecting obscene, abusive or threatening material via telephone, video, electronic mail, the Internet or other means.
- Engaging in any illegal act.
- Violating copyright laws.
- Posting private information about another person.

SCIP One-Pager (School Continuous Improvement Plan)

Gordon Parks High School Improvement Plan (SCIP)

Culture and Climate

- Staff professional development in Positive Behavior Intervention Systems (PBIS)
- Establish positive school-wide and classroom community, expectations/rituals and routines.
- Create community by centering relationships and establishing a school-wide acknowledgement and recognition system.
- Culturally relevant teaching and the brain practices to build student ownership and independence.
- Review data to prioritize action plan items.

Literacy

- Staff professional development and PLC time focused on accelerating student learning through discourse.
- Utilizing data to inform instruction rich in dialogue
- Embedding Culturally Relevant practices that support student choice and agency
- Providing students discourse protocols and opportunities to engage in these protocols to better understand the content and become independent learners.

Math

- Staff professional development and PLC time focused on accelerating student learning and discourse.
- Creating a learning environment where all students feel safe sharing their mathematical ideas.
- Utilizing data to inform instruction and differentiated small groups
- Providing students discourse protocols and opportunities to engage in these protocols to better understand the content and become independent learners.



Office Discipline Referral

An Office Discipline Referral is completed whenever our response to student behavior **excludes** a student from their learning environment.

- Push-out connection with administration
- Push-out connection with an Intervention Specialist

An Office Discipline Referral is not completed if our response to student behavior does not exclude a student from their learning environment.

- Verbal redirection, restorative conversations, proximity, seating chart adjustments, take-a-break*, buddy room*, push-in connection with an Intervention Specialist, etc.
- Planned Tier II & III Supports**

Admin and the Intervention Specialist follow the student [Right and Responsibilities](#) handbook

when responding to discipline.

School-wide discipline plan

