OWL Student & Family Handbook®
2026-2027



Students and Family,

We are so excited to launch the 26-27 school year. We will start the school year with our Fall Retreats that will help establish the positive school culture that we all expect. Please take some time to look through this student and family handbook and don't hesitate to connect with your child's crew leader or an administrator if you have any questions. I look forward to a wonderful 2026-2027 school year!

In Crew,

David Gundale
Principal, OWL

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About OWL

Open World Learning Community Mission

A community of

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

Open World Learning Community Vision

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

About Open World Learning Community

Open World Learning Community (formerly Open School) has nurtured self-directed learners for more than 50 years. Since 1971, students in our small-by-design school have been celebrated and respected for their individuality and take an active role in their education. With just 480 students in Grades 6 through 12, every student is a known and valued part of our family-like community. Open World Learning Community is a member of the national network of EL Education Schools, that promote rigorous and engaging curriculum; active, inquiry-based pedagogy; and a school culture that demands and teaches compassion and good citizenship.

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

Open World Learning Community Digital Platforms

Open World Learning Community has a website. The site at open.spps.org is a public site intended to keep students and families up to date on current events and news at school and to offer the public, including prospective families, information about our program. The student information system, Infinite Campus, can be accessed to obtain information regarding student's attendance, behavior, and final academic progress. Schoology is the primary communication around specific academic progress and assignments. Students and Families are responsible for checking Schoology regularly. Families access these resources by logging on through our school website or the site at https://www.spps.org/onestop. Students will have their own campus portal and schoology access.

Open World Learning Community History

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

Expeditionary Learning

Open World Learning Community is a member of the National Network of EL Education Schools, which promote rigorous and engaging curriculum; active, inquiry-based pedagogy; and a school culture that demands and teaches compassion and good citizenship. EL schools are based on the Outward Bounds model, which starts with the belief that we learn best through experience.

Our OWL Community

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

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

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

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

Crew:

Purpose of Crew

Crew is a ritual, a coming together, and the creation of a close-knit student community. An integral part of the EL Education model, each school in our network brings students together in a consistent and supportive group. Crew is a place where character education, adventure, and team building are intentional, ensuring success for all students. It's a structure that fosters a sense of belonging within students, and a place where they can be their best selves while lifting up their peers to achieve more than they think possible.

The structure of crew allows for relationship building, academic progress monitoring, and character development. Crew allows students to build positive connections with their peers and with their Crew leader. Crew leaders strategically plan Crew to address and assess these multiple goals. ~ *EL Commons*

In crew we do many things including:

- Weekly share
- Crew lessons
- Social and emotional lessons/discussions
- Games and activities
- Service
- Support each other and each other's academic growth
- Team building
- Circle discussions
- Prepare for student-led conferences

Crews are not one size fits all. It is the responsibility of the Crew leader and student to work together, grapple together and to try to make the relationship work. This isn't always an easy task or even possible in some cases. Because of this we have a Crew transfer request so that students and staff can make a change if necessary. It is OWL's goal to have 100% engagement in Crew, which means all students will actively participate in Crew.

Student Crew Transfer Request

Students are allowed at the end of the year to request out of their Crew. This request will be allowed but the student will be randomly assigned to a new Crew leader.

If during the school year a student wants to transfer, they can ask for a transfer request. The transfer request can be found in the office with the school counselors. A student requesting a transfer should request a counselor meeting to discuss reasons for transfer and complete the transfer request.

Student requests will be approved or denied by the Crew Committee team and or the Principal or Assistant Principal. Only one transfer request will be allowed per year. This does not include the end of the year requests.

Staff Crew Transfer Request:
In working with students and families, it is our mission to support all students towards having a positive experience in Crew. We acknowledge that situations may arise where a student and a Crew may not always be a good fit.

Crew leaders have a process for requesting a student transfer at the end of the school year, when a Crew student is not making adequate progress for a positive Crew experience.

Crew Leaders carefully assess and follow a process which includes the following:

- The student being requested for a move to a new Crew, has a documented pattern of persistent behaviors that are negatively affecting the Crew climate.

- Crew leader documents interventions to remedy the behavior.

-Crew leader documents efforts to communicate behavioral concerns and/or interventions (this communication may include student, parent/guardian, Admin. etc.)

-Crew leader has had a minimum of 2 Crew Intervention Meetings
(Members invited to that meeting include the Crew Leader, student, family/guardian member, and Admin. -support staff as applicable) to address the issue/s.

-A third meeting with the student, parent/guardian, and administrator will be held to communicate the transfer.

Crew is the foundation of what we do at OWL.
When a student is connecting positively with their Crew, we see a benefit for that student, both academically and socially.
A Staff recommendation for a Crew Switch is done with the intention of finding a successful Crew Connection for your Student.

HOWL's (Habits of Work and Learning)

The following five values–***Integrity***, ***Perseverance***, ***Responsibility***, ***Collaboration*** and ***Stewardship*** - guide how we learn and interact as a school community.

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

Responsibility: I can do my job.	
I can come to class on time, organized, and prepared to learn every day.	I come to class on time, organized, and prepared to learn every day.
I listen to and follow instructions, using my class time productively to meet deadlines.	I do things I am supposed to do on time without being told or reminded.
I ask for help when I need it.	I have the courage to ask questions.
I can control my body and language.	I conduct myself in a professional manner.
I can reflect on my own actions and how they affect myself and others.	I can predict and reflect on how my own actions affect myself and others.
Collaboration: I can cooperate	
I can work with anyone.	I accept personal differences and can work with anyone.
I can share my ideas and listen to others.	I can contribute my own ideas and solicit the ideas of others.
I can perform a variety of roles in a group.	I take ownership for my role in groups and perform a variety of roles.
I can cooperate in working towards group goals.	I can work actively and cooperatively with others to achieve group goals.
I can respect all voices.	I honor all voices and create opportunities for everyone to speak.
Stewardship: I can make a difference	
I can take personal responsibility for shared space and materials.	I can take initiative to care for our classrooms and our school community.
I can be a role model for my peers.	I can serve as a mentor for other students.
I can make a positive impact on my school and my community.	I ensure that my community and the world are better places than they were when I arrived.
I can reflect on the long-term effects of my actions.	I can create a positive legacy for future generations.

Expeditionary Learning at OWL

Ten Design Principles of Expeditionary Learning

Learning is an expedition into the unknown. Expeditions draw together personal experience and intellectual growth to promote self-discovery and construct knowledge. We believe that adults should guide students along this journey with care, compassion, and respect for their diverse learning styles, backgrounds, and needs. Addressing individual differences profoundly increases the potential for learning and creativity of each student.

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

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

1. The Primacy of Self-Discovery

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

2. The Having of Wonderful Ideas

Teaching in EL Education schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.

3. The Responsibility for Learning

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

4. Empathy and Caring

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

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

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

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

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

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

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

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

- O*ffering choices of writing topics and choices of selective classes*
- *Encouraging discussion, debate, and reflection in all classes*
- G*etting them out of school and into museums, colleges, work-sites and natural environments*
- *Bringing in experts in fields related to our studies*
- *Letting their individual curiosity and passion drive their projects*
- *Expanding their world through service learning*

Fieldwork: An Essential Component of Every Expedition

Every Open World Learning Community expedition incorporates at least one - and often many - fieldwork experiences. Fieldwork connects classroom learning to real-world case studies, empowering students to apply their academic work with engaging places, people, and current issues. For example, students in the 6th grade expedition have conducted fieldwork at various points along the Mississippi river, learning about its past, present and future to prepare for their documentary work later in the year. Students in the 7th grade Community expedition have traveled to Belwin Nature Conservancy to conduct restoration service in the Oak Savanna community. Student participation in fieldwork is expected. Open World Learning Community does not permit students to opt out of fieldwork.

Service-Learning:

At Open World Learning Community we value stewardship deeply. From the founding of our School in 1971, we have required students to go beyond state and district graduation criteria by fulfilling significant service commitments. Service Learning is defined as work that benefits others while the benefactor gains new or deeper knowledge or skills. All OWL graduates complete at least 150 hours of school service and 150 hours of community service. Opportunities to meet this requirement abound, within classes and through extracurricular groups. For decades, OWL graduates reflect on the profoundly heightened sense of competence, connectedness, and compassion that emerges from their service experiences.

Interim:

Each spring, OWL students participate in a week of intensive, experiential courses called Interim. The courses are designed to give students the opportunity for in-depth focus on a compelling topic or experience of their choice that most often takes students out into our Twin Cities community and beyond.

Celebration of Learning:

Another part of EL at OWL is creating students who are "Leaders of Their Own Learning." As part of this process, we expect students to share their experiences with the community. Several Expeditions will have special days for this, but some of those Expeditions will also be presenting to the Community on this day. Like theater performances and choir concerts, attendance for this event may be required. For School Year 2026-27 this date is set for June 4th at 4:00 - 6:00 pm.

Additionally, OWL has created a website for storing and displaying students' work at www.OWLCelebratesLearning.com. Should courses be using this resource, we encourage students to take advantage of the opportunity to document their process in addition to their product. If students are not comfortable using their name on the public facing website, they are encouraged to use their initials and year. For example, Jimothy Yang 2018 could be JY18. Students may also choose two random letters for disambiguation or anonymity if desired. So Beccany Smith 2015 could be ZF15.

2026 - 2027 OWL Calendar Events

For a complete and updated list of events, check the OWL Family Calendar

OWL Grading Policy - 2026-2027

Standards Based Grading (SBG) aims to provide grades that are meaningful, consistent, and an accurate report of student achievement. Grades at OWL are based on a student's level of proficiency on **Learning Targets** (LT). In many cases, students will have 2-4 Learning Targets each quarter (9 weeks).

Learning Targets are developed by OWL staff to align with state and local standards, the individual needs of our students, and the EL Education model. SBG uses two different types of assignments to measure student learning and assess student proficiency on each target **formative** and **summative assessments**:

	Formative Assessments	Summative Assessments
Definitions	*A **formative assessment** is when students form knowledge through practice.* This work does not count for a final letter grade.	*A **summative assessment** is where students sum up what they learned.* This work counts for the final letter grade.
Examples	Lessons, class work, homework, conferences, quizzes	Tests, projects, papers, speeches, science notebooks, graded discussions, performances.
Purpose	During formative work, students have opportunities to gain skills, build understanding, and receive teacher or peer feedback.	Summative assessments are designed to measure a student's proficiency on a specific learning target.
Grading	Systems may vary by teacher or subject matter. Common grades are scores of 1-4, and /or a simple "Turned in" to indicate that a student completed and submitted the work. Some formative work may be required prior to revisions of summative work. Not all assignments are recorded, and grades that are entered do not factor into a final grade.	Students are scored either exemplary, proficient, developing, or novice. (E, P, D, or N) on a summative assessment. These scores are determined by project rubrics and/or specific percentage targets on tests. Students have the option to revise and/or retake a summative assessments based on feedback or additional instructor requirements These are the only scores used to determine a student's final grade.

Letter Grades at OWL

Letter Grades at OWL are determined based on a student's mastery of each required **learning target** as shown by **summative assessments**. A **summative assessment** is determined to be proficient based on a rubric, score, and/or percentage of correct answers. Learning target scores, based on summative assessment performance, are used to determine course grades, as shown in the tables below.

Determining Course Grades

How Grades Are Determined

Knowing how you're doing is important. Here is a guide to what your work means for your grade.

Grade	Route 1 (No Novice Work)	Route 2 (With Novice Work)
A	At least half (≥50%) Exemplary, remainder Proficient (0% Developing or Novice).	—
A-	25%–49% Exemplary, remainder Proficient (0% Developing or Novice).	—
B+	100% Proficient or better (<25% Exemplary, 0% Developing or Novice).	—
B	At least two-thirds (≥66.7%) Proficient or better, remainder Developing (0% Novice).	≥80% Proficient or better, remainder Novice (≤20% Novice, 0% Developing).
C+	At least half (≥50%) but less than two-thirds (<66.7%) Proficient or better, remainder Developing (0% Novice).	At least two-thirds (≥66.7%) Proficient or better AND ≤25% Novice.
C	—	Route 2A (Mixed D & N): ≥50% Proficient or better AND ≤20% Novice (remainder Developing). Route 2B (No Developing): At least two-thirds (≥66.7%) Proficient or better, remainder (25%–33.3%) Novice (0% Developing).
D	Determined by teacher discretion.	—
N	Fails to meet the criteria for a C or higher.	Fails to meet the criteria for a C or higher.

Grade Determination Matrix

In addition to their final course grade at the end of a quarter, students will also receive a **mid quarter grade and second mid quarter grade** for each quarter. These grades provide a snapshot of student performance at a particular point in time and may not necessarily predict their final grade for the course. **Learning target scores will be regularly updated in Schoology as students submit work. Schoology will not show letter grades. Students may use the grading matrix (Table 4, below) to determine their letter grade based on learning target scores. Each quarter, current letter grades will be reported in Campus three times.**

Table 4

A	E	EE, EP	EEE, EEP	EEEE, EEEP, EEPP	EEEEE, EEEEP, EEEPP	EEEEEE, EEEEEP, EEEEPP, EEEPPP
A-	—	—	EPP	EPPP	EEPPP	EEPPPP
B+	P	PP	PPP	PPPP	EPPPP, PPPPP	EPPPPP, PPPPPP
B	—	—	EED, EPD, PPD	EEED, EEPD, EPPD, PPPD	1 D (0% N): EEEED, EEEPD, EEPPD, EPPPD, PPPPD 1 N (0% D): EEEEN, EEEPN, EEPPN, EPPPN, PPPPN	1 D (0% N): EEEEED, EEEEPD, EEEPPD, EEPPPD, EPPPPD, PPPPPD 1 N (0% D): EEEEEN, EEEEPN, EEEPPN, EEPPPN, EPPPPN, PPPPPN 2 D (0% N): EEEEDD, EEEPDD, EEPPDD, EPPPDD, PPPPDD
C+	—	ED, PD	—	2 D (0% N): EEDD, EPDD, PPDD 1 N (0% D): EEEN, EEPN, EPPN, PPPN	2 D (0% N): EEEDD, EEPDD, EPPDD, PPPDD	3 D (0% N): EEEDDD, EEPDDD, EPPDDD, PPPDDD 1 D, 1 N: EEEEDN, EEEPDN, EEPPDN, EPPPDN, PPPPDN
C	—	—	EEN, EPN, PPN	—	1 D, 1 N: EEEDN, EEPDN, EPPDN, PPPDN	2 N (0% D): EEEENN, EEEPNN, EEPPNN, EPPPNN, PPPPNN 2 D, 1 N: EEEDDN, EEPDDN, EPPDDN, PPPDDN

D Teacher may assign a D grade for course grade at the end of quarter based on their professional judgment.

The above table is an aid in grade determination, Any errors or inconsistency between this table (Grade Determination Matrix) and Table 2 (Determining Course Grades) is overruled by the logic in Table 2.

2026-2027 Progress and Final Grades Dates

Q1
Mid-quarter Grade - 10/14
Mid-quarter D or N notification sent to families - 10/16
Course Grade - 11/18

Q2
Mid-quarter Grade - 12/18
Mid-quarter D or N notification sent to families - 12/22
Course Grade - 2/3

Q3
Mid-quarter Grade - 3/3
Mid-quarter D or N notification sent to families - 3/5
Course Grade - 4/14

Q4
Mid-quarter Grade - 5/5
Mid-quarter D or N notification sent to families - 5/7
Course Grade for Grades 6-11 - 6/14

Specific OWL Grading Policies

Due Dates/Deadlines

- Timely submission of assigned work allows for better feedback and improved learning. Students should frequently check assignment due dates via Schoology to prioritize and plan for future projects and assignments.
- Students must complete all work before the final day of a grading period as defined by each classroom teacher, but no later than the final day of a quarter.
- Students who miss school for excused reasons such as illness or suspension/dismissal are responsible for connecting with their teachers to develop a plan for making up missed work, quizzes, and summative assessments. Students with excused absences must meet with their teacher immediately upon their return to develop this plan.

- Students who miss school for vacation or other unexcused reasons are responsible for making up the work that needs to be done during their time away from the classroom. Teachers may not be able to provide work in advance.
- All work is due before **3PM** on the final day of the quarter, except quarter 4 for seniors, when all work is due by the Friday before Interim (May 21, 2027).

Late and/or Missing Work

- Submitting **formative assessments** by the assigned due date is a critical part of standards based grading and allows for teachers to provide timely, meaningful feedback. If an assignment is turned in late, a student may miss out on opportunities to prepare for their summative assessment and/or feedback from their teacher.
- A **summative assessment** is designed to measure a student's proficiency on a specific learning target. If a student is unable to complete and submit a summative assessment by the due date, then they must make arrangements with their teacher to schedule a make-up date and/or request an extension.
- Students who submit a **summative assessment** after the assignment deadline will not receive feedback from the teacher and/or the opportunity to revise to improve their grade.
- Students who consistently miss assignment deadlines may be required to complete an **academic plan and contract** with a teacher, crew leader, administrator, and parent/guardian. The goal of this plan is to help the student get back on track with their academic work and be able to participate in activities such as athletics and extracurriculars.

Revising/Retaking a Summative Assessment

- Students may be required to complete missing **formative assessments** and/or show evidence of growth after an initial assessment shows they are not yet proficient (i.e. a math retest may require assignments completed to 80% proficient.), based on teacher discretion.
- The Teacher will set the parameters for the classroom retake/revision policy.
- Refusal to take a summative assessment on the day it is given, forfeits the student's opportunity to retake the summative assessment.
- Students that have a scheduling conflict on the day of a retake must communicate in advance verbally and in writing with the teacher an agreed-upon make-up day, within the teacher's retake parameters.
- Reassessment of an LT (such as a test or paper/project) should be done within up to 10 consecutive school days of receiving the assessment feedback (cannot exceed past district grading deadlines). While this will be the judgment of the individual teacher, it is best practice so that multiple learning targets don't need revision at the end of the quarter in order to improve a student's grade.

Request to Change a Final Grade

- **All work is due at 3pm the final day of the quarter**. No work will be accepted after the final day of Quarter 4.
- If a high school student wishes to receive credit for a course they did **not** pass prior to the end of quarter 1, 2, or 3, then a **Grade Change Form** must be submitted to the teacher for approval. In order to receive approval, the student must show evidence of achieving proficiency on required **learning targets** no later than two weeks following the posting of Final grades. Grade changes are not available for quarter 4 or for middle school students.
- Students are only able to move grades from Not Passing (N) to C. A or B grades can not be earned after the end of a quarter.
- Students who have a missing credit from a previous quarter must make an appointment with the counselor to determine a plan for making up the credit. In order to graduate on time, students must have met the core and elective credit requirements (minimum credits, 110). Options include: summer school and Evening High School.
- Steps for requesting a change to final grades:

  1.) Fill out the grade change form. Obtain a hard copy from the counseling office. The completed form is given to the counselor (Jolene) upon completion of the work and grade update.

  2.) The form gets approved or denied by the Teacher & Crew Leader.

  3.) The student submits the work.

  4.) The teacher grades/approves the work.

  5.) The teacher fills out the form on campus, and emails the counselor (Jolene) and Assistant Principal Elzbieta Murphy. This should occur within one week of student work completion.

Graduation and OWL Diploma vs. SPPS Diploma:

In addition to meeting SPPS Graduation requirements, OWL Diploma and Participation in OWL graduation ceremony, includes meeting the additional requirements listed below.

-Completion of 300 high school service hours.
-Completion of Approved Senior Project.
-Completion of Approved Senior Portfolio.
-Completion of Senior Meeting.

Students not completing the above OWL Diploma requirements will receive an SPPS Diploma. They may participate in a Summer SPPS graduation ceremony.

Course Retake

In general, students are not allowed to retake classes at Open World Learning Community. Students may be allowed to retake a course at the discretion of the teacher with administrative approval. While a retaken course allows students the opportunity to strengthen their understanding and improve their skills, the original grade will remain on the transcript. The new grade will be recorded separately and factored into the student's overall academic record.

Certain courses, such as music, theatre, journalism, etc. may be retaken for credit as they involve progressive skill development and ongoing participation.

Academic Integrity

Academic integrity means that a student is doing and submitting original individual work. Work submitted for credit should be the work of that student and only that student. If collaboration is allowed on a specific assignment, that will be outlined by the teacher. The writing in the assignment should be the student's own writing, and the thinking should reflect their own ideas. AI should not be used to generate any student work unless directed by the instructor.

Any use of Gemini, Chat GPT, Grammarly, and other AI assist technology that alters student writing voice will be considered a breach of academic integrity and will be documented on the student's record as cheating/plagiarism (spelling and grammar tools built into Google docs are an exception). Similarly, a student should not submit work that includes ideas or concepts gleaned from an outside source and then claim those ideas or concepts as their own. If a student submits work that includes an idea or concept they learned from an outside source, they should cite that source as part of their submission.

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

At its core, school is not just about earning grades or checking off assignments; it is about training your brain to think critically, communicate clearly, and solve complex problems. When you use artificial intelligence or outside sources to generate your work, you bypass the very struggle where actual learning and cognitive development happen. We have established these guidelines not to restrict your access to technology, but to protect the value of your education and ensure a fair environment for everyone.

*Offenses carry from year to year, and do not restart at the start of a new school year.

Writing/Test Policy

For all writing focused summatives (which includes essays, presentations, infographics, etc.). Students must use google docs, paper, or some other shareable writing platforms such as Canva using their SPPS login credentials and share the document or file to their teacher. Failure to do so can result in a N grade for the assignment until it is shared. This is so that teachers can view the revision history of the document in case there is any suspected plagiarism.

All schoology and non-schoology digital tests taken in class must be completed on a school issued iPad with school issued credentials. Personal devices may not be used to take tests in class. Failure to bring a charged device to test days can result in a forfeiture of their first attempt and a grade of N.

Teachers reserve the right to create the file/folder/document system for students to use and submit work.

Disciplinary action will be based on the number of offenses. Look at the **Academic Integrity** section above for an outline of disciplinary actions based on confirmed plagiarism.

Credit Requirements for Graduation

Middle School

6th Grade	7th Grade	8th Grade
Reader's Workshop 6 Writer's Workshop 6 Mathematics Grade 6 Earth Science Social Studies: Minnesota Studies Physical Education 6 Visual Art Electives Crew	English Language Arts 7 Mathematics Grade 7 Life Science American Studies Health Visual Art Theater Arts Electives Crew	English Language Arts 8 Mathematics 8/Algebra Earth Science Global Studies Physical Education Electives Crew

High School

9th Grade	10th Grade
English 9-10 Geometry Biology World History/Human Geography Ethnic Studies Physical Education Electives Crew Begin earning service hours.	English 9-10 Algebra 2 Chemistry or Physics World History/Human Geography Health Electives Crew PSEO Options - (Check with Counselor) Continue earning service hours.
11th Grade	**12th Grade**
English: Regular or AP Social Studies: US History, Regular/AP Mathematics: Pathway Course 1 Science: Many Options Electives Crew PSEO Options - (Check with Counselor) Continue earning service hours.	English: Regular or AP Government/Economics Mathematics: Pathway Course 2 (Optional) Science: Many Options (Optional) Electives (Credits) Senior Seminar Crew PSEO Options - (Check with Counselor) Continue earning service hours.

Behavior and Student Conduct at OWL

Introduction

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

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

We understand and view safety as both physical and emotional. Every person is responsible for safety by making choices that create a safe and respectful environment and culture for all. In part, this is what it means to be a Crew: all members of the community work together and none of us are merely passengers.

PBIS at OWL

OWL believes in an approach to student discipline that seeks to restore relationships within our school community that lead to better learning outcomes for all students.

A restorative approach can:

- Foster respectful, supportive relationships among students and staff
- Reinforce positive academic and social behavior
- Provide an opportunity for positive student-teacher interactions
- Reflect our school's Habits of Work and Learning (HOWLS)
- Support an equitable, rigorous, and safe learning community

It is important that students are accountable to faculty members at all times for their whereabouts. Respect for one's own property and the property of others is a sign of maturity and responsibility. It is an important example of creating an emotionally and physically safe community.

If a student is sent out of the class, school administration combines restorative practices with accountability and consequences when necessary. These could include a family conference, student conference with teacher and administration, time to re-group, or a behavioral plan. If a pattern continues with a student unable to work in the classroom, OWL utilizes the SPPS Rights and Responsibilities

Handbook for guidance and serious in-school issues such as bullying, threats, weapons, drugs and/or alcohol, fighting, and any behavior that endangers the learning community.

If a student experiences an issue with a peer or needs to report an incident to administration, they may do so by completing the OWL Student Support Request Form. Administration will review the form and follow the Rights and Responsibilities Handbook when dealing with the incident.

Theft

Recovery of stolen objects at OWL is difficult. Students are responsible for securing their personal belongings if they bring them to school, but we encourage students to leave expensive and irreplaceable items at home. Administration may elect to pursue a theft if recovery seems possible, but most of the time recovery isn't possible. Should a student be caught stealing, OWL will follow the Rights and Responsibilities Handbook when dealing with the incident.

Bullying/Cyberbullying/Other Harassment

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

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

Attendance

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

Email for Reporting Absences: owlattendance@spps.org

If students and families do not adhere to the policy of attending school every day, families will:

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

Tardy to class

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

Students must be over the threshold of the door of the classroom in order to be considered on time.

Leaving School Grounds during school Hours without Permission :

If a student leaves school grounds without permission, they will be considered absent/truant.
This may result in not being allowed back into the building, communication with family and/or parent conference.
Students may not attend after school activities, athletics or use EDL/Flipside bussing if they have left school grounds during school or EDL/Flipside hours.

Infraction During a School field trip:

Students are not allowed to drive themselves to field trips. Leaving school during field trips is a Safety Violation: This may result in further disciplinary measures (ie. loss of privilege to participate in future field trip/s, not being admitted back into the building, not able to ride the school bus home,etc).

Dress Code

Dressing appropriately for school prepares students to dress appropriately for activities outside of school and future activities (public events, job interviews, etc.). While we want students to celebrate their individuality, clothing should also reflect the values of a learning environment.

Rights/Opportunities

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.

Responsibilities

- 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 are responsible for abiding by the school principal's mandated minimum standards of cleanliness and neatness. For more details, see Board Policy 501.03 and Board Policy 501.04 at spps.org/Domain/13187.

Open World Learning community will uphold the following expectations:

Students should store winter gear (coats, hats, gloves, scarves, boots, etc.) and all other materials not being worn or used for class in their lockers upon arrival at school. Students are permitted to wear caps, hats, hoods, and other head coverings, provided they do not:

- Conceal electronic devices,
- Obstruct staff from identifying the student, or
- Serve as a means to avoid academic work or participation in instruction.

Any clothing attire that interferes with school safety, learning or communication will be addressed by staff. Continual violation of the dress code will be considered defiance and willful disobedience which will receive consequences from staff and/or administration.

OWL Drop-off/Pick-up and Parking Procedures

Bus Drop Off/Pick Up

In the morning, bus drivers drop off students on Humboldt Ave., between Humboldt Secondary's rear entrance and our main door between 8:10AM and 8:25AM.

After school all buses will park in an assigned zone. Please remind your student to get to the bus quickly; buses aim to depart the school by 3:07 PM. Students are only allowed to ride their assigned buses.

Families are encouraged to download the MySPPS app to monitor school bus status.

Buses

As stated in the Rights and Responsibilities Handbook: riding the bus is a privilege and not a right. There are very specific rules and expectations on the bus, which must be followed. Failure to do so could result in a bus referral. **Students get 1 warning** on the bus before being suspended from riding the bus. Please take the time to read the bus policy carefully.

Car Pick-up/Drop-off:

In the morning	At the end of the day	Parking
Drop students off at the corner of Humboldt Ave. and Elizabeth St. (North corner of our school), no earlier than 8:10AM. School staff are not responsible for students dropped off prior to this time. **Do not make U-turns on Humboldt Avenue.** This is a very dangerous area as there are cars, buses, and pedestrians crossing the street.	For families who pick their child up after school, please arrive **after 3:10** in front of the OWL entrance; buses will have departed by that time. Students can wait in the courtyard or the enclosed glass entry but should be picked up **no later than 3:25**.	All parking at OWL is street parking. Students who choose to drive to school are asked to park at least one block away from the school, observing all street and parking ordinances. Visitor parking is available on side streets. Parking along the building is allowed after 4 PM. Do not block the sidewalk ramps, driveways, or within 30 feet of stop signs. Street parking follows the Saint Paul Snow Emergency plans.

Arrival and Dismissal

Entering and exiting the building at arrival and dismissal time needs to be safe and orderly. Students are expected to move quickly and quietly to designated areas, maintain appropriate personal boundaries, voice, and language, and follow directions positively and quickly from all staff.

At the morning arrival, students are expected to get their breakfast-to-go and head directly to their locker and classroom. The school building will open for students at 8:15 a.m.

Dismissal time is at 3PM for all students. Once students are dismissed, they should gather their belongings and head out to buses. Students who are getting picked up or driving themselves are expected to wait in the cafeteria until buses are dismissed.

After School/EDL/Flipside Pick-up

Student pick up for afterschool programming is at the OWL front door, around 5:00PM. Students should be picked up no later than 5:15PM.

Other Schoolwide Expectations

Hall Passes

Students will be using classroom lanyard passes for the restrooms. All other passes will be written by the classroom teacher or other staff member on the orange hallway pass.

Classroom

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

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

Community Meetings and Guest Presenters

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

Hallways

Students have a 4-minute passing time, which is adequate to get anywhere in the building if you plan ahead. Students must follow the directions of ANY and ALL staff in the building. Students who are working in the common areas or are out in the hallways after passing time must have teacher permission and a pass.

Inappropriate behavior in hallways could result in the loss of privilege of using hallways (no pass list) during class, a parent/guardian meeting, or another consequence.

Any and all staff members in the building including the lunchroom staff, custodial staff, and staff of either school have the right and responsibility to give any student regardless of school direction when necessary.

Common Areas

Common spaces are extensions of the classroom. They are spaces designed to offer flexible learning environments, not a recess from your studies - they are not a privilege. To maintain these spaces as

productive zones for everyone, all students must adhere to the following expectations during instructional time:

- You may only utilize common spaces during class time if you have explicit permission, a pass, or a directive from your current teacher.
- If a staff member asks which class you belong to or what you are working on, you must be able to state your teacher's name and show your current assignment immediately.
- Common spaces during class hours are strictly for academic work, collaborative projects, or quiet study. Socializing that interferes with your work or the work of those around you belongs in the cafeteria during lunch time or outside of school hours.
- You are responsible for the cleanliness of the space you occupy. Dispose of all trash, recycling, or compost in the proper bins before you leave.
- Do not move furniture between different areas without permission. Keep your feet off the chairs and tables, and do not block hallways or doorways.

Food and Drink: Water is always permitted, but snacks or meals are restricted to designated areas (like the cafeteria). If a spill occurs, report it to a staff member immediately so it can be cleaned up.

Failure to comply with these rules will result in a ban from common spaces during class time.

Cafeteria

The OWL Staff recognizes that students need a break from class and a time to socialize with friends in a clean and non-threatening environment. Therefore, while in the Cafeteria students are expected to:

- Clean their own trays and tables (including keeping the classmates with whom you are eating accountable for their food items)
- No food should leave the cafeteria by students
- Students are assigned by 3rd period class lunch cleaning duties.
- Participate in their designated lunchroom cleaning time (wiping tables clean and sweeping the floor).
- Students who participate can earn up to 5 School Service hours for this time.
- Students that are in the lunch area not during their designated lunch, may result in being put on a 3rd period no pass list
- Students are expected to stay in designated areas during lunch time, and use the restrooms closest to the cafeteria.
- Students are not allowed to use iPads during the lunch period.
- Students are not allowed to use phones during lunch.

The Backyard

The Backyard is a space that may be available for students during lunch time provided staffing is available and weather permitting. Students may play foursquare following this set of rules with the caveat that no hits can be overhand (no spiking, all underhanded). All activities in The Backyard must

be inclusive and all students must follow the rules of those games. Students must stay visible to staff monitoring the space and conclude their activities promptly upon the end of their lunch period.

Ordering Food:
Students are not allowed to use food delivery services to order food from outside of the building.

Emergency Drills
Emergency drills are conducted so that OWL students and staff can ensure a safe learning environment; drills will be random and unannounced. When the alarm sounds, students are to follow their teacher's directions. Here are the types of drills:

- Fire - A fire is indicated and everyone is required to exit the building
- Lockdown - An intruder is in the building and everyone is required to shelter in place
- Secure - An issue exists in the community where we have been asked to not leave the building
- Hold - An issue exists in the building, the halls are clear and everyone remains in the classroom, office, or area, classes continue as normal
- Severe Weather - Severe Weather is expected in the area, everyone is expected to follow the severe weather protocols

A few other points to remember:

- Since OWL is co-located in the Humboldt Complex, all programs must respond to a drill or event identically (so if a fire alarm is triggered in Humboldt, OWL must also respond)
- Any student not following the directions of their teacher or other staff members during a drill will be disciplined accordingly
- Tampering with fire extinguishers or alarm systems when an emergency does not exist is prohibited by both state law and city ordinances

Lockers and School Property
The school assigns lockers and locks to you. Students are expected to use the locker and the lock that are assigned to them. Students may not occupy a locker that has not been assigned to another student. Keep valuables in a locked locker or at home. Students are responsible for the locker to which you are assigned and all contents of that locker. Locks and Lockers are school property and the school personnel have the right to search the locker at any time. It is the student's responsibility to keep their locker neat throughout the school year.

Students generally have a right of privacy in their persons and in their personal property on school district property and at school-sponsored or associated events. When reasonable suspicion exists to believe a student possesses prohibited items or that a search will uncover evidence of a violation of a school rule or of the law, school officials may conduct a reasonable search of a student's person or property. See the Students Rights and Responsibilities Handbook for more information.

School property, such as library books, textbooks, iPads, and other materials will be assigned to students throughout the school year. It is the student's responsibility to hold on to the textbook and keep it in good condition. Books that are lost or not returned at the required time (typically at the end of the semester or end of the school year) may be subject to replacement costs by the student.

Communication

While reaching out to teachers with questions through email and phone calls is encouraged, it is also important to note that teachers should focus on teaching their classes and planning lessons during the school day. Limited time is available during the work day to respond to emails. **Families are expected to use Schoology Campus to check on student progress and work completion.** If your question or concern requires a more substantial conversation or response, please reach out to an OWL Support staff from the contact list contained within this document. They will look into the question with the teacher and respond accordingly. Parents/Guardians and students can expect a response within **2 work days** of the inquiry. Families should not expect a response over weekends or school breaks. Meetings can be coordinated occasionally with teachers/teacher teams with enough notice.

As staff field a large number of communications throughout the day, so families and students are encouraged to try and find answers using the systems in place. Such as:

- For attendance purposes, students and families should check Campus
- For assignment and grade inquiry purposes, students and families should check Schoology
- For lunch information, students and families should check SchoolCafe
- If parents/guardians cannot log into service, a phone call to Tammy can quickly resolve this issue - 651-293-8670

Should a student or family need to connect with a teacher, email is preferred, or text if the staff has shared a number. All communication should:

- Be professional in language and tone
- Written by the student as much as possible
- Include a statement of relationship if not from a student
- Be as short and concise as possible
- Include only recipients for whom the content is relevant

For example:

> Jimothy,
>
> Good morning, I am emailing you because this coming Thursday I will be missing class due to an orthodontist appointment. I see from Schoology that we will be doing peer editing of our papers and I don't know what I need to do to get feedback from my peers on my essay. I would also like to see what my peers have produced.
>
> Please advise,
> Craig Waterman

If a student needs to check in with a support staff member (counselor, social worker, nurse, behavior intervention specialist, or administrator) during the school day, they can scan a **Support Request Check-In QR code**. A staff member will follow up with the student as soon as possible. For emergencies, students must notify a teacher or staff member immediately, since the support team may not always be able to respond to same-day requests. QR codes are posted throughout the school building and inside the school planner.
Check-In Request Form

Electronic Devices

Recent research demonstrates that cell phone use in the classroom severely hinders academic performance, diminishes student mental health, and disrupts the overall learning environment. Studies show that phone-based multitasking directly impairs information retention, while constant connectivity is linked to increased student anxiety, stress, and social isolation. Furthermore, the presence of cell phones leads to higher rates of cheating, reduced participation in discussions, and classroom management challenges for educators. Ultimately, evidence supports restricting cell phone use during class, as limiting these devices fosters face-to-face interaction, creates a more focused learning environment, and empowers teachers to instruct more effectively.

These rules were developed based on Saint Paul Public Schools Cellular Phone and Personal Electronic Devices policy 550.00.

Students are encouraged not to bring cell phones or other electronic devices including smart watches, and earbuds/air pods to school.

If students choose to bring a cell phone/device to school the expectations are as follows:
-Cell phones, electronic devices (including smart watches) and earbuds/air pods will remain in student backpacks/ lockers during the academic school day, hallways, and lunch time.
-No phones are allowed from the first academic bell (8:30am) to the last academic bell (3:00pm).
• Students who need to be in contact with their family during the academic day are to ask permission to use one of our school phones. Parents are welcome and encouraged to contact our main office if there is a message that needs to be relayed.
• Students assume the risk of damage, theft, or loss when choosing to bring a phone to school.
• Students may use their cell phone, smart watches, and earbuds/air pods before and after the academic school day.

This includes:

- Checking in or responding to family members.
- Sending and receiving appropriate communication with friends.
- Sharing school-appropriate material with friends.

• Cell phone use of any kind is not permitted in locker rooms or bathrooms.
• Earbuds/headphones may be allowed at designated times for instructional purposes on school approved devices.
• Phone usage during lockdown and fire drills is prohibited.
• Using a cell phone to record or take photos of staff members or other students is not allowed without permission.
• Recording or taking photos of classmates with the intent to bully or harass is not permitted.
• Using social media, apps, or any other function of a cell phone/device to spread rumors, bully, make fun of, exclude, or create a disruption in school or outside of school is not permitted.*
• Sharing or asking classmates for inappropriate content is not permitted.
• Cell Phone Guidelines for off-campus school activities (i.e. extracurricular activities, outdoor and service trips, school field trips) will be individualized depending on the specific trip and activities. These expectations will be addressed at pre-trip meetings and/or on trip-specific permission slips.

Extenuating Circumstances:

• Students who use their cell phone to monitor a medical condition (i.e. diabetes, epilepsy) may have their cell phone with them at all times, but must adhere to all other expectations of the cell phone policy. Please contact school administration if there is an essential need for a phone for approval.
• In the case of medical necessity or emergency, a student should have a health plan or prior approval.
• Students who must use a personal electronic device as indicated on their Individualized Education Program (IEP) may have their personal electronic device with them at all times identified on their IEP but must adhere to all other expectations of this policy. School-issued devices must be used for IEPs whenever possible. These accommodations must be written in the student's IEP and communicated to school administration.
•Students who are parents or acting in the capacity of a volunteer firefighter or Emergency Medical Service (EMS) worker may have their personal electronic device with them at all times but must adhere to all other expectations of this policy.

General Guidelines:

• Cell Phone Use: Students may NOT use cell phones during the academic day - first academic bell to last academic bell.
• Device Storage: It is strongly suggested that all electronic devices be kept off and in a locker during school hours.

Confiscation and Consequences:

- Unauthorized Use: If any electronic device, including cell phones, is seen or heard during school hours it may be confiscated by any staff member.
- First Infraction: The device will be taken to the office and the student will pick it up at the end of the school day.
- Second/Third Infraction: A parent/guardian must pick up the device, and additional consequences may be assigned.
- Fourth Infraction: Cell phone plan created. Phone may be held by administration during days or not allowed on site. Parents/ Guardians devise a plan together with school administration.

Specific Restrictions:

- **Locker Rooms and Bathrooms**: Devices with photo-taking capabilities are NOT allowed in locker rooms or bathrooms at any time. Confiscation and search of such devices is standard procedure if found in these areas.
- **Lockdowns and Fire Drills**: Phone usage during lockdown and fire drills is prohibited.
- **Unauthorized Recording**: Students who take pictures or videos of others without permission in any school setting, including the bus, will face disciplinary actions.
- **Smart Watches, Earbuds and Headphones**: Smart watches, earbuds and headphones may not be worn in the hallways or cafeteria.

Investigations and Inspections

- **Device Disabling**: Disabling a cell phone or computer to thwart an investigation of a disciplinary matter will result in disciplinary action.
- **Device Inspection**: The school reserves the right to inspect a student's electronic device (in adherence through rule III.E in policy 550.0), through proper legal channels, if there is reason to believe the student has violated school policies or engaged in misconduct while using the device.

School Responsibility

- **Lost, Stolen, or Damaged Devices**: The School is not responsible for, nor is it required to investigate, any lost, stolen, or damaged electronic devices brought onto school grounds or the bus.

Additional Rules

- **Recording and Posting**: Students may not use a device to record, transmit, or post photos or videos of a person or persons on school grounds or the bus without express permission of an administrator in addition to the individual or individuals that are the subjects of the recording.
- **Phone Calls**: Students are not to use their phones to call or text individuals during the school day. A telephone located in the office is available for student use. Students will NOT be called to the phone during the school day except for emergencies. Compliance By following these guidelines, students will help maintain a focused and respectful learning environment.

Failure to comply with these guidelines will result in disciplinary actions as described above.

Per the Saint Paul Public Schools Cellular Phone and Personal Electronic Devices policy 550.00, OWL assumes no responsibility for theft, loss, or damage of a personal electronic device brought to school and will not assume responsibility for investigating loss or theft of such items.

**Using the device in a threatening, harassing, or bullying manner such as through text messages, posts on social media sites, etc. will have a separate consequence, see page 24.*

iPad Policy

- See iPad manual for full Saint Paul Public School District expectations.
- The iPad is the property of the school district and like a textbook is considered an item that is checked out/leased to a student. Damage to the device or lost charger/iPad, and/or case is the responsibility of the student.
- Students may use the iPad in the school only as directed by staff members.
- iPads should be closed during class transition times.
- School staff may confiscate a student iPad at any time for not following expectations of use of the iPad.
- If a student is found to have Apps on their iPad that have not been approved by SPPS or OWL and are not a part of Self-Service, the school has a right to delete those Apps and remove them from student's iPad. If students are found to continue to download unapproved Apps, the school administration has a right to restrict iPad use by allowing use in teacher initiated classroom activities.

Post-Secondary Enrollment Option (PSEO):

For the most up to date information about PSEO please see the district website: https://www.spps.org/academics/college-and-career-readiness/dual-credit-options/post-secondary-enrollment-options

What is it?
Program that allows (eligible students) in 10-12th grade the opportunity to earn high school and free college credits during high school.

OWL General Application Dates:
Fall application--February - May 15
Spring application--October - November 16

This is the timeframe that the counselor is taking applications. The Counselor will have a different due date than the colleges.

Why? This allows time to complete her part of the application, follow-up with students for things such as correct paperwork/clarification/questions, teacher recommendation letters, etc. The Counselor will submit all paper application(s) to the colleges before or by their due dates.

Examples of PSEO spring application due dates:

Metro State	Nov 1	Counselor's due date is October 15
St Paul College Century College Inver Hills Community College St. Kate's	Nov 30	Counselor's due date is Nov 14
U of MNTC (only process applications 1x a year for both semesters)	April 15	Counselor's due date is March 31

Process:

- See Jolene for eligibility and information/paperwork (students are encouraged to take the initiative and explore college websites, Jolene still has to be included in the process at the beginning as she will sign off on their paperwork. She also may know information the website does not include)
- Fill out paperwork and any online steps required by the college(s) by designated due date by Jolene based on your college's deadline
- Inform Jolene of school's decision
- Provide Jolene with a copy of your course title/credits/dates & time
- Any questions at anytime along the application process….COMMUNICATE COMMUNICATE COMMUNICATE ASAP

Expectations:

- Independent/self-directed learner
- Good organization skills
- High self-advocacy
- Mind-set to be successful as students will generate a permanent transcript with the college

Supplemental Online Classes with Northern Star Online:

When:

- Students have exhausted OWL classes (generally 11/12th graders)
- Math courses that OWL doesn't offer such as Intermediate Algebra
- Course needed is not in rotation such as World History and Human Geography due to out-of-district transfer

Responsibilities/Expectations of an online learner:

....**independent worker**-you will be learning from a teacher off site so you will need to take initiative when necessary
....**self-motivated**--your teacher will indicate the number of assignments to be completed each week. You will be your biggest champion in getting your work done.
....**good time management-**You will need to set up your home schedule to indicate your online time other than the time allotted on your OWL schedule
....**self-advocacy -** communicate with your teacher when needed and sooner than later

IMPORTANT:

- This course is through another program so it is important that you make this class a priority in completing work assigned weekly to avoid falling behind.
- Teachers can track the amount of time students are online and progress of work.
- Students will be dropped if they have been inactive too long.

Credit Recovery Options:

High school students who owe credits will be referred to summer school or credit recovery as appropriate and available each quarter during the school year.
Other options to be determined by the summer school team and current events.

Additional Information for Families

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

Important Support Staff Contacts:

Please use the following form for family questions or concerns. This form will allow teachers and administrative staff to focus their online interactions with students. This form is a good place to seek clarity on school or home related challenges.

Principal	David Gundale	651-293-8670	dave.gundale@spps.org
Assist. Principal	Elzbieta Murphy	651-293-8670	elzbieta.murphy@spps.org
Lead Clerk	Tammy Plaman	651-293-8670	tammy.plaman@spps.org
Clerk Typist 2	Timothy Lee	651-293-8760	timothy.lee@spps.org
HS Counselor	Jolene Yang	651-293-8670	jolene.yang@spps.org
MS Counselor	Katerina Youngberg	651-293-8670	katerina.youngberg@spps.org
School Nurse	Jennifer McFarlane	651-293-8670	jennifer.mcfarlane@spps.org
Behavior Specialist	Andre Williams	651-293-8670	andre.williams@spps.org
Social Worker	Michelle Romano	651-293-8670	michelle.romano@spps.org
Social Worker	Paige Geck	651-293-8670	paige.geck.@spps.org
Librarian	Laura Orris	651-293-8670	laura.orris@spps.org
Program Coordinator	Tim Leone-Getten	651-293-8670	timothy.leone-getten@spps.org

Extracurricular Activities

Group	**Contact Person**	**Email**
GSA	Preston West	Preston.west@spps.org
Archery	Tom Totushek	Tom.totushek@spps.org
Ultimate Frisbee	Tim Leone-Getten	timothy.leone-getten@spps.org
Outward Bound Service Adventure	Tim Leone-Getten Clara Raineri	timothy.leone-getten@spps.org clara.raineri@spps.org
Student Library Advisory Council (SLAC)	Sorcha Nix Laura Orris	sorcha.nix@spps.org laura.orris@spps.org
Lego League	Clara Raineri Sorcha Nix	clara.raineri@spps.org sorcha.nix@spps.org
Robotics	Akira Mally Tom Totushek	akira.mally@spps.org tom.totushek@spps.org
Mock Trial	Akira Mally	akira.mally@spps.org
Model U.N.	Luke Turvold	luke.turvold@spps.org
Upward Bound	Aye Bra Tha	atha.olaf@sppsorg
Environmental Activism Club	TBD	TBD
Math Team	Patti Hosfield	patti.hosfield@spps.org
History Day	Katie Craven	katie.craven@spps.org
Theater	Rebekah Rentzel	rebekah.rentzel@spps.org
Yearbook	Rebecca Palmer	Rebecca2palmer@spps.org
EDL/After School	Jonathan Shirilla	jonathan.shirilla@spps.org
Athletic Director	Andre Williams	andre.williams@spps.org

Parent/Teacher Conferences and Goal Setting

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

2026-2027 Conference schedule: *Crew leaders will create appointment slots to share with families, who will schedule a time best suited to their needs (virtual or in the building).

Goal Setting Conference
Thur, September 3rd, 12-8 p.m.

Winter Student Led Conferences
Wed, November 18, 3:20-7:20 p.m.
Thur, November 19, 3:20 - 7:20 p.m.

Spring Student Led Conferences & Passages
Wed, April 28, 3:20-7:20 p.m.
Thurs, April 29, 3:20 - 7:20 p.m.

Goal Setting Conferences:
OWL has a long tradition of starting the year by having Crew members meet with their Crew leaders to start the year off strong. Families will be contacted during the month of August to set up a time slot of 20 minutes during the week before school starts for students. For the 2026-2027 school year, this date is Thursday, September 3rd from 12-8PM. Some Crew Leaders may open up other times based on their availability. These Goal Setting Conferences serve several purposes, including: start/build relationship between Crew Leader and Family (a foundational relationship at OWL), setting individual student goals for the year, going over student schedules (and making changes as necessary), and answer any questions families may have for the coming year.

Student-Led Conferences:
Part of creating a culture where students are "Leaders of Their Own Learning" is the students showcasing to their families and Crew Leaders their habits of work and learning and academic progress over the past Semester. During Student-Led Conferences (SLCs) the students highlight several parts of their semester, including but not limited to: sharing work samples, discussing highlights and lowlights from their class, and reflecting on their personal goals. Students may share their grades during this time, but it is not required. Winter conferences have a greater focus on Habits of Work and Learning, and Spring Conferences have a greater focus on sharing work samples from throughout the year.

Passages

At OpenWorld Learning (OWL), we use rituals to define and support our culture. Our culture values the contribution of students and believes that the community should notice and celebrate the accomplishments that individuals achieve as they grow in their life at OWL. The passage process demonstrates that this community values each student, wants to know how each student has grown, and wants to be sure that the OWL community has done all we can to help each student be ready for where they are going.

This process is OWL's "Rite of Passage." Each passage is an event that marks the transition of a student from one part of the school into another; middle school to high school, from underclass Sophomore to upper class Junior, or Senior to graduate. For passage at OWL to be a legitimate rite of passage, it must require something significant of students. Each student must provide evidence that he/she has mastered standards, demonstrated growth in character and produced high quality work. Our portfolio assessment system serves as a way to collect that evidence as well as showcase the type of learning we value as an educational community. Every portfolio represents an incredible amount of hard work over time.

Overall Characteristics of All Portfolios and Passages:

- Show Evidence in The Three Dimensions of Student Achievement
    - Mastery of Skills and Knowledge
        - Testing, attendance, behavioral data - including homework submission.
    - Culture and Character
        - Becoming effective learners (proof of study habits, timely turning in homework, when behind finding ways to "catch up," making up work when absent)
        - Becoming ethical people (reflections on positive choices they have made, habits grades, personal referral data)
        - Contributing to the developing of a better world (ie activism within Expeditions or beyond, volunteer work, tutoring, involvement in extracurricular
    - High Quality Work
        - Attributes of High Quality Work
            - Complexity
            - Craftsmanship
            - Authenticity

Grade 8 Passage

The 8th grade passage is typically the length of two SLC sessions. The Grade 8 Passage should include at least:

- Crew Leader, Family, and someone outside of the school community that has influenced the student's development
- Letter of reflection addressed to the Crew Leader addressing the following points:
    - How the student has learned and lived the hOWLs in middle school.
    - How the student has developed as an effective learner, at becoming a more ethical person, and contributed to attempting to develop a better world.
    - What the student hopes to achieve academically, socially, and personally in high school.
- Plan of study - the classes that the student will take throughout high school by year
- Résumé
- Work samples that show growth (multiple drafts) from 3 classes (2 core classes):
    - 1 must show mastery of knowledge & skills
    - 1 must show character & engagement
    - 1 must show high quality work
    - At least one writing sample
- Service hours report and plan for future service.

Grade 10th Passage

The 10th grade passage is typically the length of two SLC sessions. The Grade 10 Passage should include at least, changes from the 8th grade passages are underlined:

- Crew Leader, Family, someone outside of the school community that has influenced the student's development, 11th or 12th graders the student would like in attendance, another staff member from OWL that has been influential to the student's development (teacher, counselor, etc)
- Letter of application: addressed to the faculty and school community at large (see page 280 of Leaders of Their Own Learning) for the additional freedoms and responsibilities of OWL 11th and 12th graders
    - Self-introduction
    - Why you choose OWL as your school
    - Effect of specific school experiences in your growth
    - Analysis of self as a learner – strengths and weaknesses and strategies learned and support needed
    - How I have learned and lived the HOWLs through 10th grade
    - What I hope to achieve academically, socially, personally junior and senior year
- Revised Plan of study - the classes that the student will take in 11th and 12th grade
- Résumé

- Senior Project Proposal
- Work samples that show growth (multiple drafts) from 3 classes (2 core classes):
    - 1 must show mastery of knowledge & skills
    - 1 must show character & engagement
    - 1 must show high quality work
    - At least one writing sample
- Service hours report and plan for future service.

Grade 12 Senior Meeting

- The 12th grade senior meeting is scheduled by the student and their crew leader after the 12th grader has completed their senior portfolio. Typically, senior meetings occur in April and May. The 12th grade student invites guests such as classmates, parents/relatives, teachers, and other mentors to the meeting. At the meeting, the student presents their portfolio that covers multiple reflections. After the portfolio has been presented, the student invites their guests to share why they think the student is ready to graduate. The meeting is a culmination of a students' experience at Open World Learning Community. A portfolio, senior meeting, and senior project are all required for graduation from OWL.

OWL 2026-2027 Behavioral Contract Signed during Crew

- I will respect and abide by all the school expectations, regulations and policies.
- I will respect the dignity of all people (teachers, school employees, parents, students etc.)
- I will be to class on time ready to work with all needed materials.
- I will listen to and follow directions from any school employee.
- I will show respect to others and my classroom surroundings.
- I will participate in all learning activities and complete all tasks.
- I will be dismissed at the teacher's direction.
- I will follow SPPS' dress code policies.
- I understand that I am responsible for following all of the guidelines addressed in the iPad policy. (i.e. safety and in class use)
- I understand that any personal electronics can be confiscated by any school employee.
- I understand that school hours are 8:30 AM-3:00 PM.
- I understand that if I am absent, in order for it to be excused, I must have a written note from a doctor or legal guardian.
- I have read and understand the Student's Rights and Responsibilities Handbook.

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

_____ _____
Student Signature Date

_____ _____
Parent/Guardian Signature Date