

SPPS ONLINE SCHOOL



Authorized by
St. Paul Public Schools

Student Handbook 2021/2022

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Policies and procedures listed in this handbook may be changed at the discretion of St. Paul Public Schools Online Program, hereinafter referred to SPPS Online in this handbook, without prior notice. Any alterations to this document will be communicated to affected parties by mail and e-mail.

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Welcome to St. Paul Public Schools Online

Letter from the SPPS Team

Dear SPPS Online Families and Students:

It is with great pleasure that we present to you our 2021/2022 Student Handbook.

St. Paul Public Schools created SPPS Online to meet the diverse needs of all individuals in a learner-centered environment. We believe that the use of effective technology and successful teaching strategies will result in students with an appreciation for life-long learning and the ability to become competent, productive citizens. As a newly created school of the St. Paul Public School District, we are looking forward to providing an online option demonstrating our commitment to providing the resources that meet each student's individual needs. Being new we will do our best to offer an educational program anchored in listening to our students and families and using this feedback to grow and develop over time. What we look like today will continue to grow and improve over time. We look forward to our first year and are thankful you have chosen an online option for your high school student.

Our highly qualified faculty, all Minnesota State Certified, are eager and excited to share their vast knowledge and experience throughout the upcoming school year. Our teachers are working hard to prepare an enriching course of study designed to educate and stimulate a passion for learning. If you have any questions or concerns throughout the school year, please contact our office and we will ensure the appropriate member of our administrative team assists you. Our school contact information is as follows:

SPPS Online
360 Colborne St.
St. Paul, MN 55102

www.spps.org/onlineschool

Phone: 651-744-3010

We look forward to an exciting school year that will help you meet your goals. Please always feel free to share with us your ideas on ways to improve our school and make the 2021/2022 school year the best experience for all involved.

Best Regards,
Jeff Bush, SPPS Online High School Principal

Introduction

SPPS Online was created to meet new demands placed on the St. Paul Public School system to provide an online educational option for students and families who saw value in a distance education delivery model as a result of the recent pandemic. Many students found the ability to learn remotely an improvement over a traditional setting free from distraction and stress. Successful students see a remote learning environment as a way to work at their own time, in their own place, and the ability to build relationships inside and outside of the classroom with advancements in technology and study/work practices.

SPPS Online was approved by the St. Paul Public Schools Board of Directors in October of 2021 and a Design Team for the new school was created in November to build the foundation. The concept the Design Team put into practice was a concept known as Design Thinking.

SPPS Online School Design Process

School design work should be grounded in an understanding of the young people, families, and communities the school will serve. We develop this understanding by talking to and learning from young people themselves, and then developing a model that is responsive to student assets, experiences, expectations, and ambitions.

The Why

1. Young people must be the central focus of school design.
2. A one-size fits all model does not work for **all** students.
3. A school model that is designed to adapt, is preferred over one that is not.
4. School design is never done! A school culture must embrace being action oriented and iterative.
5. From the start, we must engage local communities inclusive of young people and their families, community-based organizations, local leaders, teachers, experts, and other diverse stakeholders.

The What

Phase 1 - Understand

Student-centered school design begins with a deep understanding of the students and communities the model will serve. These understandings—sourced through data-gathering efforts such as surveys, interviews, focus groups, and classroom observations—drive the development of a mission and instructional vision. In this phase we identify the unmet needs of the stakeholders as well as the practices that are currently working well.

- Who are the students we serve?
- Utilize qualitative and quantitative data

- Develop a portfolio of “personas”
- What are our opportunities and constraints?
 - Regulatory considerations - district, state, federal, etc...
 - The political landscape - allies and conflicts
 - Operational systems - hiring, budget, enrollment, etc...
 - Accountability measures - student performance, school reporting, etc...
- What resources are available to cultivate and support the work?
 - Financial
 - Potential partners
 - Potential advisors
 - Potential design collaborators

Phase 2 - Design

In this phase, designers considered the unmet needs identified in phase one, as well as the practices that are working well, and continuously craft a set of experiences that best meet student needs. This design process should iteratively develop systems that enable students to reach their dreams with access to student voice and choice.

- Learning structure and access - hours of day, experiences, inside class, outside class, calendar
- Learning milestones - how will students know what they have learned, how will they present their growth, standards-based grading
- Learning standards - which standards, subjects, scope and sequence
- Measurement and communications - mechanisms to communicate and document student progress for teachers, students, parents

Phase 3 - Build

Once design teams have created drafts of their designs, tested as many elements as possible, and refined their vision into a model, they begin concretizing implementation essentials such as operational systems, curriculum frameworks, and hiring and onboarding plans. Then, they translate designs into a fully operational launch plan for the school’s first full year.

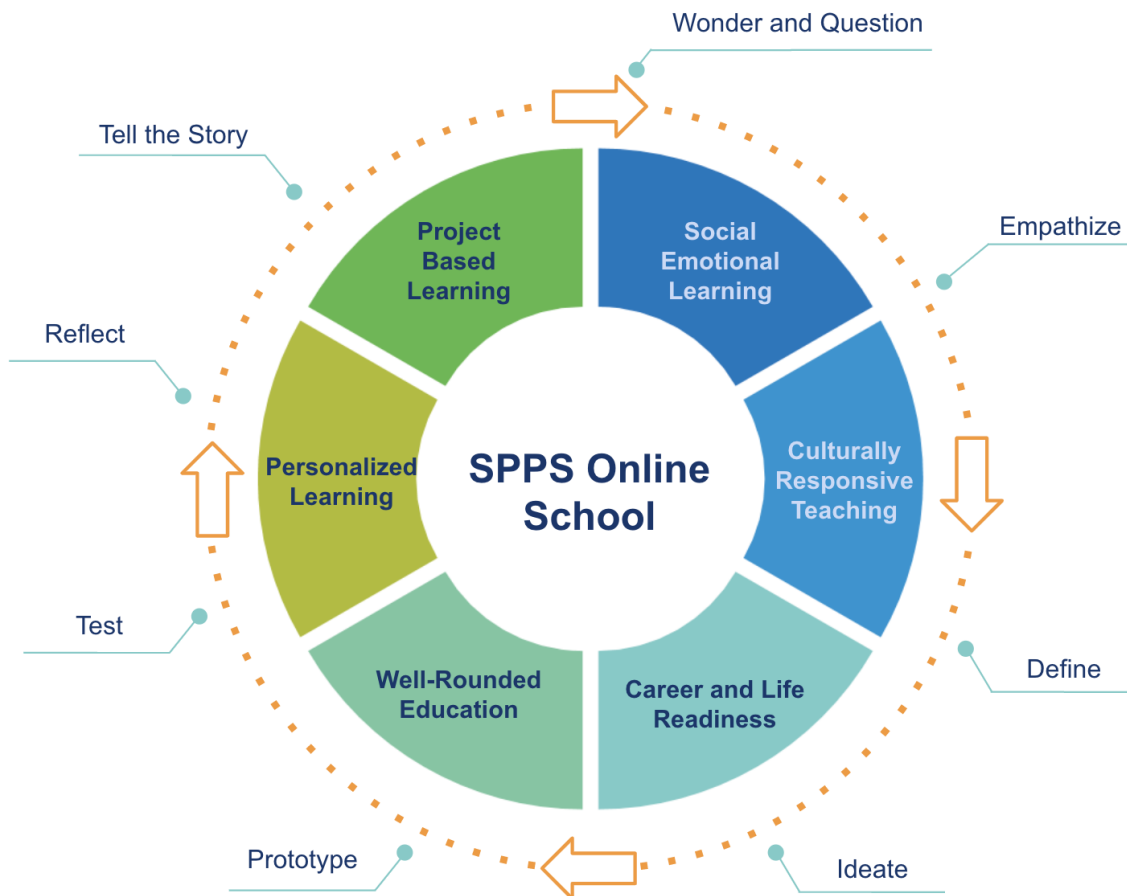
- Instructional - scope and sequence, templates for course design, models for instruction, sample curriculum
- Measurement - standards, rubrics, learning progressions, formative and summative assessment practices, systems to capture and share data
- Guides - delivery of instruction, student support, SEL, operational procedures
- Communication tools - social media, publications, style guides, templates
- Calendars - master calendar, daily, weekly, monthly

Iterate - Repeat three phases above

Schools’ models that are built around young people by definition must be constantly evolving learning organizations, committed to continued adaptation. School designers realize that a school’s initial design is simply the first iteration of many, and that it is imperative to preserve the time necessary to continue to learn and grow.

The How

- 1) **Empathize**
 - a) Understand the population you serve, identify unmet needs
 - b) Don't assume you know the answer...ask the end user
 - c) Empathy interviews, observations, shadowing
- 2) **Define**
 - a) Process data from empathy work
 - b) Identify unmet needs
 - c) Specifically define "what is the problem to be solved?"
- 3) **Ideate**
 - a) Brainstorm possible solutions/designs to meet those unmet needs
- 4) **Prototype**
 - a) Choose the best design idea (or combination of ideas) and build a prototype
- 5) **Test**
 - a) Test out the prototype



What's different?

1. Human centered
2. Bias toward action
3. Iterative - never done!
4. Avoids assumptions
5. Doesn't go with the loudest voice or the initial solution

"It's so much easier to suggest solutions when you don't know much about the problem."

- Malcolm Forbes

SPPS Mission

St. Paul Public Schools Mission, Guiding Values

- **Mission**

To **inspire** students to **think critically**, pursue their **dreams**, and **change the world**

- **Guiding Values**

1. **Achievement:** Fostering academic success by taking action to increase student achievement through challenging and collaborative learning.
2. **Communications:** Engaging with sincerity and honesty by using language that can be understood by all.
3. **Continuous Improvement:** Pursuing excellence by identifying and strengthening what is working well and being flexible to change what is not.
4. **Collaboration:** Working together in a respectful manner that values and honors families, staff, students and the community.
5. **Accountability:** Holding ourselves to high standards for the outcomes of student achievement and operational, instructional and fiscal performance.
6. **Inclusive Culture:** Embracing each individual's culture, race, ethnicity, ability and identity.

2021-2022 SPSS Online High School Calendar

<p>2-10 SPPS Online Teacher PD 23-31 Teacher Training and Preparation District</p>	<table border="1"> <thead> <tr><th colspan="7">AUGUST '21</th></tr> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>count 16</td></tr> </tbody> </table>	AUGUST '21							S	M	T	W	Th	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31																		count 16	<table border="1"> <thead> <tr><th colspan="7">SEPTEMBER '21</th></tr> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>count 16</td></tr> </tbody> </table>	SEPTEMBER '21							S	M	T	W	Th	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30									count 16	<p>1-2 Teacher Training and Preparation 6 Labor Day 9 First Day of School 17 Constitution Day</p>
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- 10 Last Day of School
End Q4 (43 Days)/(86 Days)
- 13 Last Day with Teachers

JUNE '22						
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4 Independence Day

Being an Online Student

Why Choose an Online High School?

Online High school has a lot of advantages for students. It provides students with the chance to live and work in a connected world, using technology and skills relevant to today. It gives students the flexibility to arrange their daily schedules to fit their classes, their work lives, their family commitments and other obligations, in a way that works for the individual. Online school provides an opportunity for customized learning and one-on-one teaching assistance to students that many couldn't find in a more traditional setting. But with this freedom and flexibility – students must also make a **commitment**. Students and families need to **commit** to learning, to attending classes, to contacting teachers, and to ask for help when it is needed. Together – with a **commitment** from you to participate, and with our outstanding staff and technology to help you along the way – you will have a successful high school experience.

What Does Success Look Like?

What does a successful student at SPPS Online look like? That can really depend on you – but we have found that there are several key ingredients to success.

- **Commit** to doing your school work at a specific time each day. It can be 3pm for science or 3am for English – that's up to you. But students who schedule and commit to follow through on that schedule are more successful at completing their goal of finishing each course. Once you set your schedule – share it with your family, Crew Leader, and your Academic Counselor. This support team can help check in with you and make sure you stay on track, and work when you have planned to work. Remember – a good rule of thumb, spend 1 hour per class per day in order to finish a course.
- **Stay connected with us!** It is a requirement of your enrollment at SPPS Online that you have DAILY contact with your Crew Leader, as well as your content teachers. You can do this through email, or attend Google Meets Instructional Sessions with your teachers – but you must REACH OUT and connect with us.
- **Stay caught up!** Falling behind in classes makes it so much harder to keep on top of your assignments, and soon the work to catch up can become overwhelming. If you work at a steady pace, stay on top of your unit assignments and do a little each day – you will have completed your coursework before you know it!
- **Ask for help!** Teachers are happy to work with students who reach out and ask for assistance, whether you need one-on-one tutoring, need a quiz or assignment reset so you can attempt to increase your score, or need them to explain a concept in a unique way – just ask! Our staff is happy to help you succeed.

Who Can Help You Get There?

SPPS Online has many students and academic support ready to help you on your way to a successful high school experience.

- **Crew Leader:** Your Crew Leader should be your first phone call – every time. Students are assigned to a Crew class. Your Crew Leader will stay with you throughout your time at SPPS Online– and daily contact with this teacher is an expectation of enrollment. Your Crew Leader is a certified teacher who can help answer general school questions, help build a successful individualized student learning plan, consult and connect with your content teachers, and be a point person for any questions you may have. They are a great advocate and resource for students and families.
- **Academic Counselor:** Academic Counselors are assigned and can help adjust class schedules, answer questions on enrollment, plan for college admissions, or assist in times of crisis. These certified professionals are available to help students in many aspects of their lives, and they will provide their students with contact information at the beginning of each school year.

Responsibilities

Attending SPPS Online requires a commitment from students and families to their education. In return – our teachers and staff also make a commitment to you as a student. Below are the requirements students and staff make to each other. Students who fail in their commitment may be at risk of attendance proceedings and academic dismissal.

	Our Commitment to You	Your Commitment to Us
Communication	<p>iConnect Coaches require daily contact with their students. If a student cannot be reached during the day - they are asked to contact the student's parent/guardian. They should respond to emails and messages within 1 school day.</p> <p>iConnect Coaches will also facilitate Point of contact conferences once per quarter as a component of the iConnect Classroom.</p>	<p>Students are expected to maintain communication between themselves and their various teachers. Students are expected to have daily communication with their Crew Leader This means, the student reaches out, and the Crew Leader responds, or the Point of Contact reaches out and the student responds. The method of communication can be through the telephone, email, or Google Meets Sessions. We have built in daily contact with Crew Leaders and students through our Crew course and classroom.</p>

<p>S u b m i t W o r k</p>	<p>Teachers are to grade all assignments within 2 school days. Students will have feedback on their assignments quickly. Larger projects or papers may require additional grading time.</p>	<p>Students are expected to ensure they keep up with due dates and submit work on a regular basis and to maintain at least a 60% average grade in all courses. This helps to ensure students can pass a course before the end of the term.</p>
<p>Li v e S e s s i o n s</p>	<p>Teachers are to hold daily Google Meets sessions for students, as well as office-hours for students to drop in. Teachers record sessions and post them in their classrooms for students to review if needed.</p>	<p>Students are expected to attend Google Meets sessions with their content teachers. State law requires daily attendance and student engagement in courses.</p>

Teaching, Learning, and Support

SPPS Teachers

A healthy working relationship between the parent/guardian, students, and the assigned SPPS Online teachers is essential. All SPPS Online teachers hold a Minnesota teaching license, have extensive teacher professional development, and represent a diverse spectrum of educational backgrounds and experience. SPPS Online teachers are the first point of contact for students and parents concerning any issue with SPPS Online and will respond to communications within 24 hours on regular school days. SPPS Online teachers will notify their assigned students if they will be out of the office, unavailable for a scheduled conference call, or if other events will alter a regular school day. SPPS Online teachers work with students to:

- Provide instruction in their assigned course(s)
- Develop students' individual academic plan
- Provide instructional and curricular support
- Monitor student attendance and progress
- Assess student work through daily online lessons, lesson assessments, and assignments
- Encourage and support all areas of student learning and achievement
- Schedule and initiate conferences with each learning coach
- Provide organizational assistance
- Organize SPPS Online events

All SPPS Online teachers and staff who provide academic services, academic coaching, or supervise/interact with enrolled students must submit to and pass a criminal background check.

SPPS Online School Counselor

The purpose of the school counselor is to help each individual student achieve his/her highest growth in academic, career, and personal/social development. The school counseling program is provided to all students through activities that focus on positive approaches to school and lifelong learning and skills for life and employment.

- Academic guidance assists students and their parents to acquire knowledge of the curricula choices available to students, to plan a program of studies, to arrange and interpret academic testing, and to seek post-secondary academic opportunities.
- Career guidance helps students to acquire information and plan action about work, jobs, apprenticeships, and post-secondary educational, career and work opportunities.
- Personal/social counseling helps students to develop an understanding of themselves and the rights and needs of others, how to resolve conflict, and to define individual goals reflecting their interests, abilities, and aptitudes. This counseling may be provided through classroom and school activities that focus on age related issues of social and character development or through structured individual/small group/classroom activities that focus on specific concerns (e.g., bullying and harassment, grief, divorce, substance use or abuse, aggressive behavior).

The school counselor is available to all students; students do not need to be in crisis to access support from the school counselor. The school counselor may hold individual, group, or classroom/multilevel sessions with students. Support from the school counselor is considered available to all students unless specifically requested

to opt-out by a parent/guardian. If a parent would wish to have their child opt-out from school counseling services, the parent/guardian can opt to not have their child log into hosted sessions and communicate this opt-out via email to the school counselor.

Student Supports

SPPS Online requires every enrolling student to have a designated point of contact (responsible adult) who will fulfill necessary duties in support of the student's learning in the student's home under the direction of SPPS Online teachers. The designated point of contact must be resident to MN, per the residency requirements set forth by the MN Department of Education (MN Residency) and be able to interact in person with the student on a daily basis. Generally, a student's parent/guardian fulfills this role, but another adult can be designated by a parent/guardian as a student's learning coach. Points of contact who are not the student's parent/guardian must have written parental permission. Points of contact are expected to notify the SPPS Online office of any address, phone or email changes or corrections throughout the year.

Due to the nature of our school, it is imperative a point of contact working with the student works cooperatively with the SPPS Online teaching and administrative staff. This includes but is not limited to the implementation of suggested academic and behavioral strategies to improve a student's educational experience. This may also include the recommendation(s) of the Student Support Team (SST), which is a group of professional SPPS Online staff members who meet regularly to problem-solve unique student cases.

Points of Contact are responsible for the following items in support of their child's academic success:

- Ensure daily attendance in school, per MN compulsory education statute
- Ensure functioning academic technology, including but not limited to: iPad/Computer, internet, microphone and webcam
- Ensure students are following academic plan, completing assignments, and logging in
- Ensure students participate in assigned academic support programs, as prescribed by the assigned SPPS Online teacher(s)
- Ensure a high level of student engagement
- Check Email daily, ensure timely and regular communication with SPPS Online teachers and staff
- Monitor submission of assignments by due date
- Ensure students use their own account

Failure to follow this policy can result in falsification of records and/or cheating and may result in disciplinary action.

Characteristic Requirements for a Successful Online Student

To be an effective online student at SPPS Online, students must meet the following daily expectations:

- Complete online assignments, quizzes, labs, projects, and tests as assigned in Schoology
- Possess a working computer or school issued device with a reliable internet connection
- Maintain daily contact with teachers through email or phone
- Complete all mandatory MN State and school testing requirements

SPPS Online students who have a higher probability of success in an online learning environment generally display the following characteristics:

- Students are self-motivated and exhibit self-discipline.
- Students possess reading and writing skills at or above student's current grade level.
- Students are willing to ask teachers for help when needed.
- Students exhibit organizational and time management skills.
- Students are comfortable with the technology required by the program.
- Students must have daily access to high-speed internet.

As a prospective student considering whether or not to enroll in SPPS Online, we ask that you consider each of these characteristics. If you do not meet several of the characteristics, you still may be successful at online learning, but you may experience some difficulties. Please consider this carefully so that you will have the best chance for success. In order to help you decide if online learning is right for you, we advise that you visit the SPPS Online website at <http://www.spps.org/onlineschool>.

Student Code of Conduct

Overview

SPPS Online recognizes and strives to meet the individual needs of each student through programs which promote the development of self-esteem, cooperation and vision. This expanded view of school will result in well-educated, productive and socially responsible citizens. To this end, we believe the school should reflect the desires and expectations held by our community for our children, and that the school must provide an environment that ensures the safety and well-being of students. For this reason, it is important that the school have clear expectations and guidelines for students.

Late Work Policy:

Completing assignments and activities on time is essential to be successful in an online classroom. Our school year is broken up into four quarters. Each quarter will be broken up into three week chunks. Students will be provided one additional week at the conclusion of each of the 3-week chunks within a quarter. After the one week grace period late work will not be accepted. During that one week grace period students will not be docked points for late work. The Staff and Administration at the Saint Paul Online High School recognize that we are living through extraordinary times and there will need to be individual accommodations and modifications made for students based upon circumstances. Students and families who need additional support submitting work should contact their teachers and school Administration.

Academic Honesty

SPPS Online students should pride themselves on completing authentic work and academic honesty. If a student chooses to cheat (giving or receiving information) and plagiarism on class work will result in a zero grade for the assignment. Students will not have the opportunity to complete an additional assignment to make up lost points.

The following procedure governs identification and discipline for instances of academic dishonesty;

1. Instructor notifies student in writing that he/she has identified an instance in which the work's authorship is in question and requests that the student respond in writing within three school days.
2. If deemed necessary by the instructor, the instructor sends the principal an email identifying the alleged infraction and providing evidence to support the allegation. Evidence can include links to websites that have been plagiarized, references to "collaboration catchers" embedded in quizzes/exams, time and date stamps on assignments, inconsistency in quality of work, comprehension of concepts, verbal print, etc.
3. If requested by the instructor, the Principal contacts the student and parent/guardian.

Students/Parents can appeal the teacher's actions regarding identification of cheating or other forms of academic dishonesty by contacting the principal.

Academic Integrity

Academic integrity is a concept used to address the many facets of authenticity within a student's work. A student who upholds a high standard of academic integrity maintains that the work they turn in is authentic and true to the knowledge they have acquired. As the technology age has helped grant people quick access to any and all information on the web, academic integrity is becoming more of a standard in educational institutions as they begin to hold students to higher accountability measures. It is important that students taking courses online are equipped to appropriately utilize this technology. SPPS Online and its faculty/administration are responsible for ensuring academic integrity is a priority in our school. We strive to ensure that students have the appropriate support and resources to be successful on their own merits. We place a focus on educating students about the importance of academic integrity. Students (and their point of contact) are responsible for understanding and abiding by the principles of academic integrity and to report violations of such to their teacher immediately. Academic Integrity Means Unless otherwise instructed by your teacher or by a specific assessment, you are expected to honor the following principles while taking assessments:

- You and you alone will take the assessment.
- You will not copy or redistribute any part of the assessment in any way—electronically, verbally, or on paper.
- You will treat the assessment as "closed book"—meaning that you may not use any textbooks, references, or other materials (printed or electronic) during the assessment—unless your teacher or the specific assessment otherwise instructs (for example, you are specifically told to refer to certain pages in a book as part of the assessment).
- You will treat the assessment as a "single browser"—meaning that during the assessment you may not log in a second time to your course, or open your course or related materials on another browser on another computer.
- Your answers will represent your work and only your work, free of any outside assistance. You will not plagiarize in any way.
- You will not confer with other students, family members, or acquaintances, either in person or through electronic communication, during the assessment.

Consequences for Academic Fraud:

In instances of academic fraud, the discipline procedure is outlined above. When violations are discovered or suspected, teachers notify their principal so an investigation can be conducted. Depending on the results of the investigations, teachers may allow the required work to be redone for credit. In repeated or more serious incidents, credit will not be granted for the submitted work and subsequently will affect a student's grade. In instances where it cannot be verified that authentic work was completed for a given day or class period, an unexcused absence may result, and the coursework may be added back into the Schoology plan. Repeat offenses may result in further disciplinary action being taken as outlined in the discipline procedure above.

What is Plagiarism?

Plagiarism is defined as copying or using ideas or words from another person, the internet or another published source and presenting it as one's own work. The following are some examples of plagiarism:

- Turning in another student's work as one's own.
- Copying a paper from a source text (including the internet) without proper acknowledgement or permission.
- Copying materials from a source text supplying proper documentation but leaving out quotation marks.
- Paraphrasing materials from a source without appropriate documentation.
- Turning in a paper from a "free or fee term paper" website.
- Buying a paper from a research service or term paper mill.
- Copying text from an online translator to complete written assignments in foreign language courses.

Defiance

Students should follow the requests of school staff; failure to do so is defiance toward school personnel or rules. Defiance is defined as defying instructions of school personnel, the bold resistance of school authority, and/or contemptuous behavior or attitude that is manifested by breaking of school rules. Acts of defiance may result in disciplinary action.

Dress Code

Appropriate attire shall be worn at school activities.

Personal Respect

SPPS Online administrators, instructors and students know that personal respect is the foundation of learning. Language, comments, or images that show a lack of respect for individuals or groups will lead directly to disciplinary action.

SPPS Online Facebook Pages

We encourage an open and honest exchange of ideas and expect all users of the message board to respect the rights of others. If you have any questions regarding the message board, please contact us at 651-744-3010.

SPPS Online staff members monitor messages posted on official SPPS Facebook pages and may remove messages that are considered offensive or inappropriate.

Users of the SPPS Online social networking tools, should use common sense when posting messages. They agree not to post anything false and defamatory, harassing, intimidating, inaccurate, abusive, vulgar, bullying, hateful, obscene, profane, sexually oriented, threatening, invasive of a person's privacy, or otherwise in violation of law.

Messages that are posted for advertising purposes to promote the buying, selling or trading of any commercial product, service or item are not allowed.

While it is impractical to list every possible violation of our policies, the above should be used as guidelines. The SPPS Online team reserves the right to suspend message board privileges of anyone who is found violating the above policies.

Technology Usage

[iPad Handbook](#)

Admissions & Withdrawal

Online Registration

Admission to SPPS Online requires the student's legal guardian/parent to complete online enrollment with our school. During the Online Enrollment process, we will collect:

- **Student & Family Information** – Demographic data for the student and their responsible guardians including contact information.
- **Agreements & Required Forms**– All documentation as required to attend school in the St. Paul Public School System.
- **Course Selection** – Students will work with an assigned counselor to select the courses they wish to be enrolled in at SPPS Online. Course selections will be granted if there is enough space in the course/section, and after review and approval from an academic counselor to ensure proper placement and graduation progress.

Students can access the enrollment portal during open enrollment periods. Our enrollment portal can be found at www.spps.org/onlineschool.

Age Restrictions

SPPS Online will admit students entering grades 9-12 for the 2021-2022 school year. Students who are younger than 14 on the first day of the school year must provide evidence of 8th grade completion or equivalent mastery of 8th grade content. Students must be no older than 20 years of age on the first day of school, but may turn 21 during the course of the school year. Students who were homeschooled until the 9th grade must demonstrate mastery of 8th grade content through state standardized testing. Families of entering 9th graders must provide any and all documentation necessary to establish successful fulfillment of this requirement.

Minnesota State Residency Requirement

SPPS Online is a Minnesota State public school. All students must meet the state requirements for residency in order to attend our school. Students who move during the school year must notify the school immediately.

Voluntary Withdrawal from the School

Voluntary withdrawal from the school may be initiated by the parent/guardian by informing School Administration of the intention to withdraw. An Exit Interview must be completed with the school if you haven't completed an exit interview and are withdrawing from the school, please contact the school immediately. Students who withdraw from school mid-qua will not earn credit for those courses from SPPS Online.

Involuntary Withdrawal from the School

Students will become candidates for involuntary academic dismissal from SPPS under the following conditions:

- Failing all courses for which they are registered for two consecutive semesters;
- Failure to complete required academic intervention conferences;
- Failure to login to Schoology at least once every twenty school days

Students who are academically dismissed and their local school will be notified. Students may request an appeal within five days to the school Principal. An Academic Dismissal Appeal Form must be filled out – and emailed to the school Principal, who will then arrange an appeal meeting with the student and parent.

Students may be required to have met with school personnel prior to reinstatement. Reinstated students will be placed on Academic Probation and must continue to meet student learning plan goals to remain in good standing with SPPS Online. Reinstated students who fail to meet agreed upon attendance and academic goals may be involuntarily dismissed, and their appeal revoked. The decision can be appealed through the administration by completing a formal application for re-admittance, a face-to-face interview with the student and parent, and an action plan to ensure improved academic performance and engagement.

Dismissal status will be recorded in the Student Information System.

School Attendance

Students who withdraw from SPPS Online either voluntarily or involuntarily will be required to immediately register for school in their local school if the student is under the age of 18. Notification will be sent from SPPS Online to their local school. Failure to registrar and enroll in a subsequent school may result in truancy charges and court proceedings by the district.

School Policies

Anti-Discrimination & Harassment Policies

Bullying/Harassment Policy

It is the policy of this SPPS to maintain learning and working environment that is free from bullying based on a person's race, color, sex, national origin, disability, sexual orientation and economic status. SPPS prohibits any and all forms of bullying because it violates the basic right of students and staff to be in a safe, orderly learning environment. This policy seeks to promote positive interpersonal relationships between all members of the school community.

It shall be a violation of this policy for any student or staff member to bully another while attending school or school-sponsored events. It shall also be a violation of this policy for any school staff member to tolerate bullying during school or at school sponsored events.

For the purposes of this policy, the term "school staff" includes board members, school employees, agents, volunteers, contractors or other persons subject to the supervision and control of SPPS.

SPPS will promptly and thoroughly investigate reports of bullying, whether of a physical or of a nonphysical form. If it determines that bullying has occurred, it will act appropriately within the discipline codes of SPPS and will take reasonable action to end the bullying. Hazing and other "rites of passage" are not to be tolerated.

Definition of Bullying

For the purpose of this policy, bullying consists of repeated* systematic abuse and harassment of a person or persons by another. Bullying is characterized by 7 elements:

1. Intent to hurt or harm motivates the perpetrator.
2. This desire to hurt or harm results in hurtful or harmful action(s) taken by the perpetrator.
3. A formal or informal power imbalance exists between the perpetrator and the victim.
4. The action(s) taken by the perpetrator are manifestations of the unjust use of power.
5. The perpetrator enjoys carrying out the action(s).
6. The victim has a sense of being oppressed.
7. The perpetrator typically repeats the hurtful or harmful actions against the victim.

*It is vital to understand that a single incident may meet this definition if it is egregious, violates criminal law or involves unreasonable harm to the victim.

Harassment

No one should be subjected to harassment at school for any reason. Therefore, it is the policy of SPPS that all students will deal with all persons in ways which convey respect and dignity. Harassment in the form of name-calling, taunting, gestures, intimidation, conduct, jokes, pictures, slurs or ridicules are prohibited. Such conduct referencing or directed at an individual or group that demeans that person/group on the basis of race, ethnicity, religion, gender, sexual orientation, creed, age, disability or other extraneous factors is prohibited and shall be grounds for disciplinary action.

Harassment, Intimidation and Bullying

SPPS Online will not tolerate intimidation, harassment, bullying and/or fighting. Intimidation, harassment, bullying, fighting and racial and/or sexual harassment are violent acts against others. These behaviors cannot be tolerated, and the natural consequence is to be barred from interactions with others.

A warning letter will be sent home for the first harassment, bullying, or intimidation offense. Subsequent offenses will lead to suspensions and other discipline in accordance with the school discipline policy.

The school district will promptly and thoroughly investigate reports of harassment and bullying, whether of a physical or of a nonphysical form. If it is determined that either has occurred, the school will act appropriately within the discipline codes of the district and will take reasonable action to end bullying.

Sexual Harassment

Sexual harassment includes all unwanted, uninvited, and non-reciprocal sexual attention as well as the creation of an intimidating, hostile or offensive school or work environment. This can include:

- Sexually suggestive looks or gestures
- Sexual jokes, pictures or teasing
- Pressure for dates or sex
- Sexually demeaning comments
- Deliberate touching, cornering or pinching
- Attempts to kiss or fondle
- Threats, demands or suggestions that favors will be granted in exchange for sex or tolerance of sexual advances

Assessments

Course Assessments

Students will be required to complete assessments for each course taken at SPPS Online. Observational assessment from a teacher, portfolio assessment, running records, and other means may all be forms of acceptable annual assessments.

State Standardized Achievement Testing

All students enrolled and attending ninth through twelfth grade at SPPS Online are required to participate and take part in all statewide assessments developed by the Minnesota Department of Education, as well as all other SPPS Online required assessments. Students are required to participate in their designated grade level MCA assessment as listed below:

- MCA-III Reading Test (Administered in 10th grade)
- MCA-III Math Test (Administered in 11th grade)
- MCA HS Science test (During the year the student is enrolled in Biology) College and Career Readiness:
- Students will have the opportunity to participate in a college entrance exam at a designated location within the SPPS District.
- Students will also have the opportunity to participate in college and career programs and/or inventory as determined by SPPS Online.

National Standardized Achievement Testing

Because the following standardized achievement and proficiency tests are often important to college admissions, SPPS Online will post test information, including registration deadlines, testing dates and locations, test fees, etc., for the following College Board/ACT tests on the school calendar and/or announcements section of the student information system: 32

- ACT (American College Testing)
- PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test)
- PSSS (preliminary SAT Scoring Service)
- SAT (Scholastic Aptitude Test)
- AP (Advanced Placement)
- CLEP The SPPS counselor will provide a school code for College Board testing and test preparation modules for state and national. A student with a history of behavior issues may be required to have a parent/guardian and/or Learning Coach available during state required testing.

Attendance

SPPS Online believes regular school attendance directly correlates to student success in academic work, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. The purpose of these policies is to encourage regular school attendance. They are intended to be positive and not punitive. These policies also recognize that class

attendance is a joint responsibility to be shared by the student, parent or guardian, teacher and school administration.

- RESPONSIBILITIES
 1. Student's Responsibility
 - a. It is the student's right to be in school. It is also the student's responsibility to attend all assigned classes and to be aware of and follow the correct procedures when absent.
 2. Parent or Guardian's Responsibility
 - a. It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school in the event of a student absence, and to work cooperatively with the school and student to solve any attendance problems that arise.
 3. Teacher's Responsibility
 - a. It is the teacher's responsibility to be familiar with all procedures governing attendance and apply these procedures uniformly. It is also the teacher's responsibility to provide any student who has been absent with any missing assignments upon request.
 4. Administration's Responsibility
 - a. It is the administration's responsibility to be familiar with all procedures governing attendance, apply these procedures uniformly to all students, and maintain accurate records on student attendance and absences. In addition, it is the administration's responsibility to inform a student's parent or guardian of the student's attendance and to work cooperatively with them and the student to solve any attendance issues.

Minnesota Attendance Requirements

In accordance with Minnesota Compulsory Instruction Law (Minnesota Statute 120A.22), every child enrolled in kindergarten through age 17 shall receive instruction, unless the student has been excused by the school board from attendance because the student has already completed the studies required to graduate from high school, has withdrawn, or has a valid excuse for absence.

Attendance Tracking at SPPS Online is most concerned with student progress made towards graduation. We recognize that many of our students have work and family responsibilities that make "traditional" school attendance difficult to comply with, and that is why they choose to attend our school. However, attendance must be tracked for State and Federal reporting.

SPPS Online Attendance Requirements

Attendance at SPPS Online is defined as accessing your courses in the Schoology Online Platform and attending scheduled teacher-led synchronous lessons, including daily attendance and check-ins with the students (Crew Leader) to complete coursework and/or attend Google Meets sessions.

Students are required to attend school every day as per the school calendar, for at least 6 hours/day. If a student must be absent and is not able to meet attendance requirements on a given day, it is the responsibility of the parent to contact the school office and report the absence(s). All absences can be reported by emailing caitlin.payton@spps.org or calling the school at 651-744-3010.

Students are expected to complete coursework and receive support from their teachers on a daily basis. Students are expected to attend all required Google Meets sessions each day. Students who are unable to attend

a Google Meets class session, should make contact with the teacher through email. Teachers may offer attendance points for attendance and regular check-ins to synchronous sessions. Courses offering attendance points will include specific expectations within their course syllabus.

School Attendance Matters Program

It is hard for a student to be fully prepared and fully engaged when they miss classes. Improved attendance leads to improving academic achievement and increasing graduation rates. When attendance concerns arise, SPPS staff will intervene early with support to improve daily school attendance. All SPPS schools partner with Ramsey County to support increased attendance. The partnership is called the School Attendance Matters (SAM) program. Staff members from the Online School and SAM can:

- Provide ideas to help improve attendance
- Check in with students
- Help solve problems
- Explain the truancy process

Minnesota Truancy Laws & Definitions

Minnesota Compulsory Instruction Law (Minnesota Statute 120A.22) requires regular school attendance by all persons under the age of 17. Students, as well as parents and guardians, are held accountable for regular school attendance and are subject to appropriate legal consequences when the law is violated. Violation of the compulsory instruction law is labeled “truancy” by the state of Minnesota. If the student continues to be truant, the parent and student may be subject to juvenile court proceedings under chapter 260C. If the student is subject to juvenile court proceedings, the student may be subject to suspension, restriction, or delay of their driving privilege pursuant to section 260C.201

Continuing Truant "Continuing truant" means a child who is subject to the compulsory instruction requirements of section 120A.22 and is absent from instruction in a school, as defined in section 120A.05, without valid excuse within a single school year for three or more class periods on three days if the child is in middle school, junior high school, or high school.

Habitual Truant "Habitual truant" means a child under the age of 17 years who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year if the child is in middle school, junior high school, or high school or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year and who has not lawfully withdrawn from school under section 120A.22, subdivision 8.

SPPS Online Attendance Requirements

Students at SPPS Online are considered absent if they do not log in to complete coursework and/or attend Google Meets sessions on a given school day (Monday – Friday). Students are considered absent for a full day if they do not log-in to complete coursework and/or attend Google Meets sessions for that given day. Students are considered truant under MN State Statute if they are absent for three or more school days within any school year, consecutive or not, without valid excuse from a Legal Guardian. Legal Guardians will be notified in writing when their student has not met SPPS Online attendance requirements and has been absent without lawful excuse for three or more school days.

If a student is having attendance concerns, the school will engage in steps to resolve the issues.

The following interventions may be implemented to support increased student attendance:

Tier 1 – Compliant Attendance Fewer than three unexcused school days absent in given school year

- Daily attendance monitoring
- Attendance calls home when a student misses required synchronous sessions or failure to access Schoology.

Tier 2 – Continuing Truancy Three or more unexcused school days absent in given school year

- Attendance Alert Letter sent to family indicating number of unexcused absences
- Online Absenteeism Training available to Learning Coach/Legal Guardian
- Outreach from **Crew Advisor**
- Development of an Attendance Contract

When a student has 5 or more unexcused absences, they may be referred to the **School Attendance Matters Program (SAM)**. SAM support involves three steps, which become more serious if a student continues to be absent. The steps are described below:

Step 1: When a student has 5 or more unexcused absences, families will receive a letter requiring them to view an [Informational Meeting Video](#). The video is about 12 minutes long and provides information on the lifelong benefits of education, legal requirements for school attendance, and the consequences of truancy/educational neglect. *If a student is 12 years of age or older, they should watch the video with their parents or guardian.*

Step 2: Student Attendance Review Team (SART) Meetings are scheduled for families of students who have been referred to School Attendance Matters program by SPPS Online School for having 10 or more unexcused absences, and have already been offered the Informational Meeting Video.

SART Meetings are facilitated by an Assistant Ramsey County Attorney and also include Ramsey County Child Protection (if student is 11 years of age or younger), Ramsey County Youth Engagement Program (if student is 12 years of age or older) and a representative from the student's school.

The purpose of a SART meeting is to assist in identifying any barriers affecting the student's attendance and develop a plan to improve attendance. A contract is created to address these issues that parents/guardians and students 12 years of age or older will be asked to sign. *Students 12 years of age and older should attend the meeting with their parents or guardian.*

Step 3: If attendance still does not improve after the first two steps, the Ramsey County Attorney's Office may bring the matter to court. If a child is 11 years of age or younger, legal action may be taken against the parents. If a child is 12 years of age or older, legal action may be taken against the student, the parents, or both.

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
- Staying home to babysit
- Weather too hot/cold
- Family vacation

Excused absences for above reasons for more than three consecutive days and/or excessive absences over an extended period of time may be subject to SPPS Online Principal approval and may require documentation.

Excessive excused absences for a medical reason may require a doctor's verification of the absences. All other absences are presumed to be unexcused (Minn. Stat. 120A.22, Subd.12). 17

If a student misses 15 consecutive school days, the school district must drop the student from its enrollment roll and classify the student as withdrawn for funding purposes. See Minn. Stat. § 126C.05, Subd. 8. However, the student remains eligible for admission to the public school under Minnesota Statute section 120A.20, and the district's obligations for child find and provision of special education services for children with a disability is not negated.

Excused Absences: Legal Guardians are responsible for reporting all excused absences to the school prior to or on the day of the student absences. All absences can be reported by emailing the school attendance at caitlin.payton@spps.org or calling the school at 651-744-3010.

During scheduled school holidays and breaks on the school calendar, students are not required to attend. Students will have access to their courses and may complete coursework on these days but will not count for attendance. Teachers and staff will generally not be available via phone or email on these days.

Course Load

Students will enroll in 7 courses each semester each during the academic year. In any given semester, a student may take no more than seven courses through SPPS Online.

Students in PSEO must have a combined full-time enrollment of 1.0 FTE between the college and SPPS to be considered full-time. There is no part-time enrollment allowed.

Credit for Courses

Credit for coursework completed at SPPS Online can be earned in several ways: percentage/letter grade or pass/fail. Unless a course is specifically designated as a pass/pass/failure, credit is assigned by percentage/letter grade.

To earn a passing letter grade credit for a course at SPPS Online, students must earn at least 60% of the total points possible in the course. Any course-specific departures from this policy are clearly stated in the course syllabus, and supersede this policy.

Grade Scale/Grade Point Value

The following grade scale is used to determine letter grades:

GRADE SCALE		
Percentage	Letter Grade	Grade Point Value
100-93%	A	4.0
92-90%	A-	3.7
89-87%	B+	3.3
86-83%	B	3.0
82-80%	B-	2.7
79-60%	Pass (P)	Not used for GPA
59-0%	Not Pass (NP)	0.0

Grading Policies

Grading policies are in compliance with State and School guidelines. Grading information and other course-specific information are provided online within each course.

Graduation

Credit Requirements

SPPS Online requires 94 credits in order for students to graduate. Credit is awarded when students meet or exceed the minimum academic requirements of the class.

SPPS Online Graduation Credits for College and Career Readiness

Total Required Graduation Credits:
7 Period Day Schedule = **94 Credits**

Graduation Credits Required by Minnesota Department of Education and Saint Paul Public Schools		
English Language Arts	16	4 credits per year x 4 years <ul style="list-style-type: none"> ● 1 Year of English 9 ● 1 Year of English 10 ● 1 Years of English 11 ● 1 Year of English 12
Social Studies	16	4 credits per year x 4 years <ul style="list-style-type: none"> ● 1 Year of World History ● 1 Year of Human Geography ● 1 Year of US History ● 1 Semester of Economics ● 1 Semester of Government
Math	12	4 credits per year x 3 years <ul style="list-style-type: none"> ● 1 Year of Algebra 1 <ul style="list-style-type: none"> ○ 1 Year of Math beyond Algebra 2 may be substituted for Algebra 1 requirements if Intermediate Algebra was taken in middle school. ● 1 Year of Geometry ● 1 Year of Algebra 2
Science	12	4 credits per year x 3 years <ul style="list-style-type: none"> ● 1 Year of Science ● 1 Year of Biology ● 1 Year of Chemistry or Physics
Arts	4	4 credits total <ul style="list-style-type: none"> ● 2 Semesters of Performing or Visual Arts
Physical Education	2	2 credits total <ul style="list-style-type: none"> ● 1 Semester of Physical Education 9 or 10

Health	2	2 credits total <ul style="list-style-type: none"> 1 Semester of Health, Ind & Community
Career & Technical Education	2	2 credits total <ul style="list-style-type: none"> 1 Semester of Agriculture, Business, Family Consumer Science or Technology
Electives	28 or 44	28 credits over four years (7 Period Day Schedule) or 44 credits over four years (8/2 Schedule)
Total Required Graduation Credits	94 or 110	7 Period Day Schedule 8/2 Schedule
Recommended Elective Credits for College and Career Readiness		
Math	4	4 credits x 1 year Additional coursework in math is encouraged and required for many colleges and career training programs.
Science	4	4 credits x 1 year Additional coursework in science is encouraged and required for many colleges and career training programs.
Indigenous or World Language	8	4 credits x 2 years or: Achievement of the World Language Proficiency Certificate or the Seal of Biliteracy (Gold or Platinum) There is no MDE requirement for indigenous or world language, however, many colleges recommend at least two years of an indigenous or world language.
Assessment		
According to the Minnesota Department of Education (January 18, 2018), "Districts have a number of requirements to fulfill students' career and college planning for students first enrolled in grade eight in 2012–13 and later. This includes offering students in grades 11 and 12 an opportunity to participate in a nationally recognized college entrance exam (ACT SAT) on a school day." SPPS currently offers a school day ACT in the spring of each school year.		

Course Requirements

While the credits listed above are sufficient for graduation, not just any type of credit will qualify in all areas. For example, some core content areas offer electives that will not count as core credit. Students should work with their Academic Counselor to be sure the courses they are taking will count towards the specific area.

State Assessments

Required as Per State Law and School Policy

Graduation Ceremonies & Exercises

SPPS Online graduation exercises will be held at TBD and this information will be communicated to Seniors and their families in a timely manner. In order to participate in the ceremony, students must have met all credit, district and state graduation requirements. All school fines/fees must be paid in full. In addition, students currently under suspension may be allowed to participate only with the prior written permission of the principal.

Family and friends of graduates are welcome to attend commencement and graduation exercises.

Graduation Honors

Students will be able to graduate with honors if they have a final GPA of 3.3 or higher.

Low Enrollment Courses

Some elective courses are dependent upon enrollment. Students will be informed during the registration process if they need to select an alternate course; they will be enrolled in the alternate course if their original course choice does not have sufficient enrollment.

Progress Reports & Report Cards

Learning coaches have access to view their student's progress in the online school in Schoology. We encourage coaches to login and monitor student progress at least weekly. Learning coaches will get information to create their accounts once their student is approved. Student accounts are created by the Learning Coach and provide the same level of progress access.

Honor Roll Certificates

Students will be recognized for their academic achievement by receiving GPA certificates at the end of each semester. Honors will be awarded to students with a 3.0 or higher cumulative GPA. High Honors will be awarded to students with a 3.5 or higher cumulative GPA.

PSEO Program

Post-Secondary Enrollment Options (PSEO): PSEO allows high school sophomores, juniors and seniors to attend an eligible 2- or 4-year Technical Institute or College at no cost to the student. Students enrolled in PSEO can take classes part- or full-time to earn high school and college credits simultaneously. Each technical institute and college have their own eligibility requirements and application deadlines. It is the student's responsibility to work with the PSEO school to apply and see their counselor for entry requirements and details. Detailed information can be found at the Minnesota Department of Education website: www.education.mn.gov/MDE/fam/dual/pseo and on the SPPS Counseling website: <https://www.spps.org/Page/5356>.

Schedule Changes

Schedule errors will be corrected in the first week of the semester without penalty.

If a student would like to drop a class, it will only be approved for very limited reasons.

Exceptions may be made with administrative, counselor, and teacher approval only for the following reasons:

1. Medical reasons
2. Inappropriate academic placement
3. Mandated by a student's IEP and 504 plan

Special Education Services

At SPPS Online each student with a disability impacting his/her/their education has a written document called an Individualized Education Plan or IEP. The IEP developed for each student describes his/her/their educational program, in accordance with IDEA. An IEP contains a student's educational needs which prompt the writing of measurable goals delegating the student's appropriate program placement.

SPPS Online is committed to providing services in the least restrictive environment. A Special Services Team composed of general and special education teachers, school psychologist, and a school administrator collaborates to adapt curriculum and teaching strategies to meet individual student needs. Each student who receives special education services is assigned a case manager, who is a certified special education teacher and who oversees the academic needs of the student. In addition, specially designed instruction is provided in the areas of Math, Reading, and Writing along with services in Transition Skills, Organization Skills, Behavior and Social Skills as written in the student's IEP.

At SPPS Online our concern is that each student is successful while attending school in this online environment and this success will continue after they have been transitioned into community life.

Child Find

SPPS Online strives to identify, locate, and evaluate all enrolled students who may have disabilities. Disability, as stated in IDEA, includes such conditions as hearing, visual, speech, or language impairment, specific learning disability, emotional disturbance, cognitive disability, other health or physical impairment, autism, and traumatic brain injury. The process of identifying, locating, and evaluating these students is referred to as Child Find. As a public school, we will respond to federal and state mandates requiring the provision of a Free Appropriate Public Education regardless of a child's disability or the severity of the disability. In order to comply with the Child Find requirements, SPPS Online will implement procedures to help ensure that all SPPS Online students with disabilities, regardless of the severity of their disability, who are in need of special education and related services—are identified, located, and evaluated—including students with disabilities who are homeless or students who are wards of the state. Parent/Guardian permission and involvement is a vital piece in the process. Once a student has been identified as having a "suspected disability" or identified as having a disability, SPPS Online will ask the student or the student's Parent/Guardian for information about the child such as:

- How has the suspected disability or identified disability hindered the student’s learning?
- What has been done, educationally, to intervene and correct the student’s emerging learning deficits?
- What educational or medical information relative to the suspected disability or identified disability is available to be shared with the school?

This information may also be obtained from the student’s present or former teachers, therapists, doctors, or from other agencies that have information about the student. All information collected will be held in strict confidence and released to others only with parental permission or as allowed by law. In keeping with this confidence, SPPS Online will keep a record of all persons who review confidential information. In accordance with state regulations, parents have the right to review their child's records. As part of the Child Find process, some services may include a complete evaluation, an individualized education program designed specifically for the child, and a referral to other agencies providing special services.

If you have questions about the need for additional support in Special Education, 504 plan or English Language support, please contact the ISMN Counselor at 763-656-2800 ext. 2004.

Student Support Team

Students who may need additional support but do not qualify for special programs such as Special Education will be reviewed using a multi-tiered system of support (MTSS) developed for SPPS Students. During staff meetings, teachers and support staff will identify students who may need additional support in academics, credit earning and/or social/emotional support. If you have questions about the need for additional support, please contact the SPPS Online Counselor at Google Voice/Text (651) 419-1828

Homelessness (McKinney-Vento)

Students who have transitional housing may qualify for certain rights and protections under the federal McKinney Vento Act. To qualify as homeless under this legislation, the housing arrangement must be temporary and due to an economic hardship or similar reason. SPPS Online in conjunction with St. Paul Public Schools, has a process to determine eligibility and what services are available. All SPPS Online staff receive training on referring and working with students/families who may qualify for benefits from the McKinney-Vento act. For more information about eligibility, available services or any other general question/concerns, please contact rebecca.schmitz@spps.org.

More information about McKinney-Vento can be found on the Minnesota Department of Education website below: <https://education.mn.gov/MDE/dse/ESEA/home/>

Foster Care

Students who are currently in foster care face additional challenges to ensure stability of their education. To provide support for students in foster care, SPPS Online will work directly with social service agencies representing the student to provide a stable educational environment. Please contact the SPPS Online principal for questions related to students in foster care. More information can be found on the Minnesota Department of Education website <https://education.mn.gov/MDE/dse/ESEA/foster/>

504 Plan

SPPS Online complies with Section 504 and the Americans with Disabilities Act (ADA). Any facilities of SPPS Online shall be accessible for all students with disabilities in accordance with the ADA. Students who qualify for a 504 Plan, or are currently receiving accommodations or other services, are admitted as general education students meeting the minimum admission requirements. An SPPS Online counselor will review 504 Plans and discuss any accommodations required by the student with the parent/guardian. Questions regarding a 504 plan should be directed to the SPPS Online Counselor at Google Voice/Text (651) 419-1828.

English Language Learners

The SPPS Online English Language teacher meets individually with each family upon enrollment if the family answers any language other than English to the questions listed below. Every family is offered translation services at the beginning of the process. For families requesting translation in any other language, an enrollment appointment is scheduled with an interpreter. As part of the electronic application process to become a student at SPPS Online, a Home Language Questionnaire is completed by all families. The HLQ is then automatically uploaded into the student's electronic cumulative file. Responses on the HLQ help indicate if a student has a primary language other than English when answering the following questions:

- My students' first language?
- My student speaks?
- Does my student understand?
- Does my student have consistent interaction?

Incoming students who have a home language other than English are given the WIDA Screener English proficiency placement test to determine eligibility for entrance into EL services. If the results of this placement test assign an English proficiency level that meets the entrance criteria, that level will be used to recommend and determine the appropriate level of service.

Student Activities

Field Trips

Field trips are optional learning opportunities for students. Students are encouraged to attend, but course grades will not be negatively affected by a student's inability to participate.

As an optional learning opportunity, students and their families are responsible for any costs associated with the activity or experience, as well as transportation to and from the event.

Students attending a field trip will be required to submit a completed permission slip to the school/advisor prior to attending the trip. Blank permission slips can be downloaded from www.xxxxxxxx.com

Online School Safety and Etiquette

SPPS Online performs due diligence to protect students' personal information and to guard against cyber predators by installing anti-virus software and security settings on each student's iPad. Students are responsible for installing updates and patches for anti-virus software. Students must not change the security settings of the computer. Students must sign an Acceptable Use Agreement governing their use of the on-loan hardware. Computers provided by SPPS Online are for the exclusive use of students while doing school work.

Students who are found to be in breach of the Acceptable Use Agreement must return the computer to SPPS Online. Students/Families who do not comply with the return request will be liable for the cost of the equipment.

Students may not use vulgar, obscene, abusive or demeaning language, writing, pictures, signs or acts in written or oral communications, including email, discussion board, listserv, virtual classroom, student websites, or in photographs. Students are prohibited from posting content from or links to suggestive, lewd or otherwise inappropriate websites.

Virtual Classroom Conduct

In order for a virtual classroom session to be educationally effective for students, all students should abide by a standard set of rules. The following rules govern student conduct in the virtual classroom:

- Students' written and oral communications must be free of vulgar, belittling, or offensive language.
- Students must abide by rules established by the course instructor.
- Students must comply with usage instructions communicated orally or in writing by the instructor.

Students who violate the virtual classroom rules of conduct will be warned by the instructor to correct their behavior. If the student does not comply with the instructor's instructions, he/she can be removed from the virtual classroom for the rest of the session.

If a student has been removed from a virtual classroom three times within a month, the student will receive read-only privileges in the virtual classroom for the rest of the semester, or until the instructor deems it appropriate to restore write privileges to the student.

Extra-Curricular Eligibility

Any current SPPS student transferring to the SPPS Online school will not be considered a "Transfer Student" and will not lose varsity eligibility.

- Current grade 9-11 SPPS students enrolling fall 2021 as grade 10-12 students can continue to play sports at the school they are currently enrolled in
 - Example - A current grade 10 Central student enrolling in the SPPS Online School next fall as an 11th grade student will play sports at Central
- Current SPPS grade 8 students enrolling in the SPPS Online School fall 2021 can choose any of the SPPS high schools for sports participation

A student new to SPPS from outside of the district - can go back to play at prior school in their prior district. If that student wants to play sports at a SPPS high school, they will be considered a "transfer student" and the MSHSL will need to determine varsity eligibility.

Student Records

Official Records Requests

When a student is withdrawn from SPPS Online please have their new school contact us and send an official records request for the cumulative file. SPPS Online will only release the file with an official records request.

Transcript Requests

Families may request official academic transcripts be sent to colleges or other institutions by contacting the SPPS Online registrar. Please allow at least 1 week when requesting transcripts. Transcripts can be requested to be sent directly to the college, but SPPS Online is not responsible for missed application deadlines or fines. When asking SPPS Online to provide transcripts to colleges, it is the responsibility of the student to provide the registrar with complete college information including the full mailing address of the school. Incomplete information will delay/prevent requests from being completed. Providing the registrar with a stamped, addressed envelope will aid in this process.

Official transcripts may also be requested by the family directly. Official transcripts will be provided in sealed envelopes, signed by the registrar. Official transcripts cannot be provided for students who owe fines or dues to either SPPS Online or the student's previously attended school(s). SPPS Online can only release official transcripts if we have received an official transcript from the most recently attended previous school. Students who fail to provide official transcripts to SPPS Online upon enrollment may experience delays in receiving transcripts, as we may not have a complete historical record on the student. Families may request an unofficial transcript at any time.

Discipline

Philosophy

Discipline should be thought of as a learning experience with behavior modification as its objective. Unwanted behaviors are modified easiest when the school and parents work together as a team. In addition, any consequences that are used to modify unwanted behaviors should be: supported at home, imposed immediately, firm, fair, consistent and progressive.

Process

The most effective discipline is taught and managed before problems arise. It is a learning process that should be Instructor directed. This being said, when applicable, internal interventions will be utilized prior to the referral process.

If a warning is ignored and the behavior continues, the student will be referred to the Principal and Counselor. The instructor will email the Principal and Counselor a referral which states the nature of the problem.

Within one school day of receipt of the referral, the student will write out an explanation of what caused him/her to be excluded from the classroom and will develop a three-step plan to resolve the problem.

If a solution cannot be reached, the student will be suspended from class access for the remainder of the day.

The principal will contact the student's parent. If the parent receives contact by email, he or she must reply to the email acknowledging receipt of the email.

The student will miss the virtual classroom session from which he/she was sent, and is responsible for viewing the archive. If necessary, he/she will be blocked from participating in the discussion board and/or the course itself.

Instructors will not re-admit a student to the online classroom until they have read and agreed to the student's plan. If the student has been blocked from course access, access will not be restored until the instructor has read and agreed to the student's plan.

If the student doesn't follow through with the agreed-upon plan, he/she will be referred to the Principal and Counselor again.

With each additional referral, the student will be assigned a consequence or disciplinary step to be determined based on the student's behavior.

The third referral in one day, or within the same week, will result in a one-day out-of-school suspension. If the student chooses to earn another referral within that same week, he/she will be suspended for the remainder of that day plus one additional day.

It should be noted that there are instances where this process may be altered. Behaviors such as: violence toward others, bullying harassment, intimidation, disrespect toward instructors, non-compliance, and other behaviors that a staff member deems as disruptive to an orderly learning environment may result in an automatic referral to the principal.

Progressive Discipline

General Guidelines

Any student with three behavior referrals in one week will be blocked from accessing all courses for one or more days.

Any student who refuses to resolve an issue will be choosing to be suspended.

Referrals require parent notification and may result in notification to law enforcement agencies and/or a Counselor.

CUMULATIVE DISCIPLINE REFERRALS	
Number of Referrals	Consequence
1-3	Resolve
4-5	Blocked from course access (rest of day)
6-7	Blocked from course access (rest of day plus one day)
8 or more may result in expulsion	Blocked from course access (rest of day plus three days)

Appeal Process

A parent or student has a right to appeal disciplinary action. If an appeal is desired, a letter must be received by the school district office within ten (10) school business days (Monday through Friday, 8 a.m. to 5 p.m.) with an official request for an appeal hearing.

Technology

Acceptable Use Policy

In enrolling with SPPS Online students, and if under the age of 18, their parent(s) or guardian(s) must accept the responsibility of using the computer, course materials, and the systems supplied by SPPS Online in a responsible and appropriate manner by signing an Agreement for Use of Instructional Property, a legally binding contract.

The Agreement for Use of Instructional Property contains certain promises of students concerning the use of the course materials, and a computer and printer (“Hardware”) and other systems that SPPS Online may provide to its students (e.g., learning management system (LMS), student information system (SIS) and internal email, (“Systems”). The Hardware, Systems and course materials (collectively, “SPPS Property”) are intended to provide a means for educational activities only.

Upon enrollment students and families will be directed to Campus to complete an acceptable use agreement online.

SPPS Online School Technology and Program Access

SPPS Online allows students and families to take advantage of its Personalized Learning Through Technology infrastructure to support Virtual Learning in 9-12 grade. All SPPS online students in grades 9-12 will be issued iPads as part of our instructional model. SPPS Online will provide support to students and families through the efforts of our technology department. Much of the information needed by students and families can be found at:

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

Please visit this website if you are having technical issues or just need assistance.

Technology Procurement

SPPS Online will provide dates and directions for students and families to exchange their current iPads for new iPads for the 2021-2022 school year.

iPad Policy

- See iPad manual for full St. Paul School District expectations.
 - <https://www.spps.org/Page/23994>
- iPad is the property of the school district and like a textbook is considered an item that is checked out/"leased" to a student. Damage to the device or lost charger/iPad, and/or case is the responsibility of the student.
- If a student is found to have Apps on their iPad that have not been approved by SPPS or OWL and are not a part of Self-Service, the school has a right to delete those Apps and remove them from the student's iPad. If students are found to continue to download unapproved Apps, the school administration has a right to restrict iPad use by allowing use in teacher-initiated activities.
- Damage to the device or lost charger/iPad, and/or case is the responsibility of the student.

Families will be held responsible for materials not returned upon completion of the SPPS Online Program or withdrawal from SPPS Online, as well as any damaged hardware issued to the student during their enrollment in SPPS Online.

Online School

Our Online School consists of several components:

- Online School (OLS): Consists of all of the components of SPPS Online-includes access to Infinite Campus, student Gmail account, Google Meets information, and the students Learning Management System-(LMS)-Schoology
- Infinite Campus (Student Information System)-home for all information pertaining to students, including demographic information, schedules, grades, and attendance functions.
- Google Meets: Live Lessons held by teachers. Students and learning coaches can attend live classroom lessons through teacher invites posted in the student's courses in Schoology. Teachers may record attendance to meet classroom participation guidelines.

- Google mail (Gmail): every student enrolled in SPPS online will have access to a Gmail account linking them directly to their teacher and teacher support system.
- Schoology- Learning Management System (LMS): Content for all courses a student is registered in and contained in the LMS. Students are expected to access each and every course daily and maintain a passing grade to ensure they stay on track to meet graduation requirements. Every student and parent/guardian will have their own unique login to access student course work and monitor progress.

School Support – Who to Call & Expectations

Students are encouraged to ask questions. The following guidelines define the process and appropriate contacts for common student questions.

SPPS Online has a policy of responding to student inquiries within 24 hours.

Questions About...(or Reporting Issues)	Students & Families Contact
Technical Support	https://www.spps.org/distancelearning
Student Enrollment	www.spps.org/onlineschool
Student Schedule/Course Placement	School Counselor-Rebecca Schmitz rebecca.schmitz@spps.org
Student Records including transcripts	School Clerk-Caitlin Payton caitlin.payton@spps.org
Special Education Supervisor	Special Education-Shauna Bock shauna.bock@spps.org
College Assessments & Preparation	School Counselor-Rebecca Schmitz rebecca.schmitz@spps.org

Technology Hardware & Installed Software	https://www.spps.org/distancelearning

School Staff

School Staff Member	Position	Contact Information
Jeffrey A. Bush	Online School Principal	jeffrey.bush@spps.org
Rebecca Schmitz	School Counselor	rebecca.schmitz@spps.org Google Voice/Text (651) 419-1828
Angela Raven	ELA	angela.raven@spps.org
Alysha Lundquist	ELA	alyscha.lundquist@spps.org
Bethany McGraw	Social Studies	bethany.mcgraw@spps.org
Allix Bell	Social Studies	allix.bell@spps.org
Roshan Anglin	Math	roshan.anglin@spps.org
Mary Deitchler	Math	mary.deitchler@spps.org
Beth Robelia	Science	beth.robelia@spps.org
Sam Northey	Science	sam.northey@spps.org

Alyssa Malmer	Health-Physical Education	alyssa.malmer@spps.org
Susan Bohannon	Spanish	susan.bohannon@spps.org
Ann Wothe	CTE	ann.wothe@spps.org
Caitlin Payton	Clerical School Support/Attendance	caitlin.payton@spps.org
Jeffrey Bush	Principal	jeffrey.bush@spps.org
John Osorio	Assistant Principal	john.osorio@spps.org
Andrew Andestic	Special Education	andrew.andestic@spps.org

College and Career Readiness

National Standardized Achievement Testing

Because the following standardized achievement and proficiency tests are often important to college admissions, will provide students with information about the following tests:

- ACT (American College Testing);
- PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test);
- SAT (Scholastic Aptitude Test) ; and
- AP (Advanced Placement).

SPPS has an established school code with the College Board of **XXXXXX**.

PSAT Registration and Testing Dates

To find a school administering the test: <https://psatordering.collegeboard.com/pno/public/search.do>

In 2021-2022, high schools may administer the PSAT/NMSQT on You must sign up for the PSAT/NMSQT at your high school or at another high school in your community. The test is administered by high schools, not through test centers. SPPS has an established school code with the College Board of **XXXXXX**.

To register or get additional information check the PSAT website:
<http://www.collegeboard.com/student/testing/psat/about.html>

SAT Registration and Testing Dates

To register: <http://sat.collegeboard.org/home>

SPPS has an established school code with the College Board of **XXXXXX**.

U.S. Registration Deadlines		
2021-2022 Proposed Test Dates	Test	Regular Registration Deadline (postmark/submit by)
TBD	SAT & Subject Tests	Please check website
TBD	SAT & Subject Tests	Please check website
TBD	SAT & Subject Tests	Please check website
TBD	SAT & Subject Tests	Please check website
TBD	SAT only	Please check website
TBD	SAT & Subject Tests	Please check website
TBD	SAT & Subject Tests	Please check website

ACT Registration and Testing Dates

To register: <http://www.XXXXX.com> has an established school code with the College Board of **XXXXXX**.

Test Date	Registration Deadline	(Late Fee Required)
TBD	TBD	TBD
TBD	TBB	TBD
TBD	TBD	TBD
TBD	TBD	TBD

TBD	TBD	TBD
TBD	TBD	TBD

Advanced Placement Registration and Testing Dates (During the 2021-2022 School year SPPS Online will not be offering AP Coursework)

Two-Year Community College Course Planning

There are no specific course requirements for admissions to any community college within the State of Minnesota. Two Year Community Colleges require a high school diploma. However, some programs within the colleges may have specific prerequisites (i.e., Chemistry is a prerequisite for entry in a nursing program).

College Testing

Four-year colleges not only require certain course requirements for entrance, but also require that students have completed certain tests. Students applying to four-year colleges will be required to take the Scholastic Assessment Test (SAT) www.collegeboard.org or American College Test (ACT) www.act.org. Students should check early in their junior year for test dates and determine which test should be taken. Students should consider taking classes that would help him/her prepare for such tests. You must register for these tests six weeks prior to the testing date.

Financial Aid Application Process

Financial aid for college comes in the forms of loans, grants, scholarships, and jobs.

- **Loans** are monies that must be repaid by the student or parents. They are at a low interest rate and the repayment schedule varies.
- **Grants** are monies which do not have to be repaid by the student, nor do you have to work at a job to receive them. Grants are almost always based upon need and no other qualifications are necessary.
- **Scholarships** are monies that do not have to be repaid by the student. They may be based upon need or upon some special skill or talent.
- **Jobs or Work Study** are payments or cash made to the student who has a job that has been arranged by the college work-study program.

*Complete the confidential Free Application for Federal Student Aid form (FAFSA) available at www.fafsa.ed.gov FAFSA forms cannot be submitted until after Oct. 1, each year.