



Family Handbook 2017-18

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Warm greetings from the Schoolcraft Learning Community Board of Directors !

We are a group of parents and teachers that are committed to the long term success of our school's mission. Each of us is heavily invested in seeing that Schoolcraft will flourish and succeed in bringing together a very special community of young people and their teachers.

It is an amazing journey to consider when we step back and think of the day our Kindergarteners took their first steps on the lovely campus on a perfect fall day to the field trips and rigorous academic projects, classroom presentations, musical productions, and community projects our kids take part in. Most of all, we are sure in the knowledge that our kids are part of a socially inclusive, tight-knit and supportive community of confident and caring individuals. There is something very precious going on at Schoolcraft - in the way a shy or troubled kid can come out of their shell, the way our middle school kids will take a genuine familial interest in the younger kids, and the way our amazing teachers challenge and support every single student with a seemingly bottomless supply of talent, enthusiasm, and care.

We then watch, awestruck, as our kids go out into the community and display their talents and confidence. It is something we tell our friends about - how special our kid's school is and how much it has meant to us. It is something we want to protect and carry forward in the years to come. We are pleased to be working with Adrienne and her graceful leadership style, and feel that there are no challenges we cannot navigate together. You are welcome to attend any meeting of the Board, and of course you are encouraged to contact any of us with questions or your concerns. Our Board minutes and documents can be viewed on the school website. Thank you for the gift of bringing your student through our doors.

Schoolcraft Learning Community Board of Directors



Greetings!

It is my great honor to welcome you into a wonderful community. Some of you have been Schoolcrafters for many years, and some are new to us-- either way, let me be the first to extend gratitude to your family for joining us this year. We are so glad to have you!

On April 25, 2000, the Commissioner of the Minnesota Department of Children, Families and Learning declared Schoolcraft Learning Community a charter school. The doors opened in the French Village of Concordia Language Villages on September 4, 2000, to 150 students and a staff of 13.

In June 2017, Schoolcraft Learning Community (SLC) completed its 17<sup>th</sup> year of service. In our 17 years, we have grown and changed in many ways. Classroom structures, schedules, and programming continue to be honed to best meet the needs of the students. We now serve 195 students, employ 50 staff members, and have waitlists at every grade level. This shows that the work that Schoolcraft is doing is needed in this community.

In order to fulfill our mission, we have chosen to focus on the whole child, and giving them the skills and tools necessary to thrive in a shifting landscape. Schoolcraft Learning Community is an EL Education school for children in grades K-8. It is based on appreciating and understanding ourselves as learners, the workings of the natural world, the creative arts, world languages, and cultures. It also focuses on service learning and fieldwork to further engage students in the world around them.

As an EL Education school, we believe in 3 Dimensions of Student Achievement: Character and Culture, Mastery of Skills and Knowledge, and High Quality Work. These dimensions are a trifecta-- none of them stand alone. So, be prepared to see things a little differently at SLC than you would at another school-- we are interested in the content of their character just as much as their mastery of the content, and we believe that the quality of their work is just as important as their understanding of the material. These are true 21st Century skills.

Due to this innovative programming, attendance at school is absolutely essential. Many of our classes are based on projects and group work, discussion, debate, and presentations-- not worksheets or reading that can be made up at home. I cannot stress enough how important it is to have your scholar here every day so that they can learn with and from their crewmates-- and their crew can learn from them as well!

I encourage you, as a family, to find ways to get involved at Schoolcraft. You are part of our community now, as well, and we are stronger and richer with each of your skills and talents. Whether it be ice fishing on Winterfest, helping edit a student published magazine, setting up a book fair, filming student presentations, or participating in our Forest School outdoor education program, there is something for everyone. We are crew, not passengers!

Lastly, please know that my door is always open. I look forward to meeting each family and learning about you, and discussing our shared vision and concerns for our students.

Thank you-- and welcome to 2017-18!

Adrienne Eickman  
Director  
Schoolcraft Learning Community

## **Mission Statement**

Schoolcraft Learning Community exists to help develop individuals to be self-directed, lifelong learners who have the skills and knowledge to confidently and compassionately navigate in the world.

## **EL Education**

The ten design principles are our best short statement of the philosophy of education and core values of EL Education. 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.

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. 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.

### **1. THE PRIMACY OF SELF-DISCOVERY**

Learning happens best with emotion, challenge, and the requisite support. People discover their abilities, values, "grand passions," and responsibilities in situations that offer adventure and the unexpected. They must have tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A primary job of the educator is to help students overcome their fear and discover they have more in them than they think.

### **2. THE HAVING OF WONDERFUL IDEAS**

Teach so as to build on children's curiosity about the world by creating learning situations that provide matter to think about, time to experiment, and time to make sense of what is observed. Foster a community where students' and adults' ideas are respected.

### **3. THE RESPONSIBILITY FOR LEARNING**

Learning is both a personal, individually specific process of discovery and a social activity. Each of us learns within and for ourselves and as a part of a group. Every aspect of a school must encourage children, young people, and adults to become increasingly responsible for directing their own personal and collective learning.

### **4. EMPATHY AND CARING**

Learning is fostered best in small groups where there is trust, sustained caring, and mutual respect among all members of the learning community. Keep schools and learning groups small. Be sure there is a caring adult looking after the progress of each child. Arrange for the older students to mentor the younger ones.

### **5. SUCCESS AND FAILURE**

All students must be assured a fair measure of success in learning in order to nurture the confidence and capacity to take risks and rise to increasingly difficult challenges. But it is also important to experience failure, to overcome negative inclinations, to prevail against adversity, and to learn to turn disabilities into opportunities.

### **6. COLLABORATION AND COMPETITION**

Teach so as to join individual and group development so that the value of friendship, trust, and group endeavor is made manifest. Encourage students to compete, not against each other, but with their own personal best and with rigorous standards of excellence.

## **7. DIVERSITY AND INCLUSION**

Diversity and inclusivity in all groups dramatically increases richness of ideas, creative power, problem-solving ability, and acceptance of others. Encourage students to investigate, value, and draw upon their own different histories, talents, and resources together with those of other communities and cultures. Keep the schools and learning groups heterogeneous.

## **8. THE NATURAL WORLD**

A direct and respectful relationship with the natural world refreshes the human spirit and reveals the important lessons of recurring cycles and cause and effect. Students learn to become stewards of the earth and of the generations to come.

## **9. SOLITUDE AND REFLECTION**

Solitude, reflection, and silence replenish our energies and open our minds. Be sure students have time alone to explore their own thoughts, make their own connections and create their own ideas. Then give them opportunity to exchange their reflections with each other and with adults.

## **10. SERVICE AND COMPASSION**

We are crew, not passengers, and are strengthened by acts of consequential service to others. One of a school's primary functions is to prepare its students with the attitudes and skills to learn from and be of service to others.

The above principles have been informed by Kurt Hann's "Seven Laws of Salem" by Paul Ylvisaker's "The Missing Dimension," and by Eleanor Duckworth's "The Having of Wonderful Ideas" and other essays on Teaching and Learning (New York: Teachers College Press. Columbia University. 1987

## **Equal Opportunity Statement**

Schoolcraft Learning Community is an Equal Opportunity Employer and educational provider. It is our policy to comply with all applicable Equal Employment Opportunity laws and regulations. Therefore, recruiting, hiring, training, promotion, discipline, compensation, benefits and all other employment or enrollment decisions will be made without regard to race, creed, color, religion, sex, age, national origin, disability, actual or perceived sexual orientation, status with respect to public assistance, or other protected class status.

## **Family Expectations**

Schoolcraft Learning Community is a cooperative enterprise: our families, teachers, students, director, and staff share the responsibilities and rewards of operating our school. Parents play essential roles in and out of the classrooms. Our families experience firsthand the school environment, become advocates for their children, and enrich the school community with their ideas, interests, talents, and resources.

Family involvement is a key foundation of Schoolcraft Learning Community as families are essential partners in the education of our students. The school requires that all families support their children in learning at home and school, while also being involved in the development of the school.

## **Family Service Opportunities & Volunteer Background Checks**

All families are asked to read, sign, and participate in our Family Participation Commitment of 15 hours per school year. This should include at least 2 hours of volunteering, while the rest can be participation and attendance at school functions. All persons visiting the school must sign in at the front office in Paris. All overnight chaperones and regular classroom volunteers are required to undergo background checks. This policy and our volunteer guidelines are sent home each year as part of the family packet or can be requested at the reception desk. There is no charge for these background checks.

## **Family Involvement**

**Schoolcraft's Parent-Teacher Compact is attached as *Appendix C*.**

Family engagement is described as meaningful communication between a school and the families of the children attending school. Successful family engagement includes a commitment from both families and the school. The family commits to support their child's learning. The school commits to involve the family in their child's learning experiences.

According to research, school children whose families are engaged in their learning experiences in a positive way show improved performance through all grades. This is regardless of the age of the child or the family's ethnicity, income or education level.

Children with families who are actively engaged in their learning—

- Adjust to school easier
- Attend school regularly
- Have better social skills
- Show improved attitudes and behavior at school and at home
- Have advanced language and math skills
- Earn higher grades and test scores

- Graduate from high school and go on to higher education

Adapted from A New Wave of Evidence The Impact of School, Family and Community Connections of Student Achievement (2012) <http://www.sedl.org/connections/resources/evidence.pdf> Common Core State Standards

### **We are a teacher/student/parent team**

We invite and strongly encourage parents and students to be active crew members and we want your feedback. Administrators, teachers and others are expected to contact parents for both positive reasons as well as concerns. We expect that parents check in with teachers and show interest and concern for their child's learning. We expect students to be responsible for their learning. Teachers interact, question, prompt, and set up physical and intellectual environments for students. We expect students to explore, wonder, hypothesize, create, and discuss their ideas about the world. We expect every member of the team to actively participate in the learning experience.

### **We need parents to support their children with their homework**

We expect parents to be aware and supportive of their child's efforts with homework. We expect parents to let teachers know if their child is struggling with homework. We expect all students to complete and turn in their homework on time.

It is our belief that homework should be meaningful and connected to the school day experience. Homework may reinforce skills or content previously taught or may help students prepare for an upcoming lesson.

To that end, teachers may send home assignments such as math or handwriting practice, playing a math game, pre-reading or re-reading a text, revising and completing a writing assignment, or completing a science project. Additionally, families are expected to read daily with their children.

### **Conferences**

Parent/Guardian/Student/Teacher Conferences are an essential part of maintaining open communication between SLC and families. Conferences often involve student presentation of their work. Conferences typically take place in October and March each year.

### **School Celebrations and Exhibitions**

Throughout the year, families are invited to participate in celebrations of learning and accomplishment. Students demonstrate and exhibit their work for an audience of peers and families at the conclusion of each learning expedition.

## **Visitor/Volunteer Policy**

**All persons visiting the school must sign in at the front office.** Parents are cordially invited and encouraged to attend school programs and visit with teachers and administrators. Student visitors from other schools are welcome to follow the class schedule of their student-sponsor with prior written permission (at least one day in advance) from the Director. Volunteers at the school will be asked to comply to a background check to help ensure the safety of our students and staff. Forms will be included in beginning of the year packets, or can be requested at the reception desk. There is no charge for these background checks.

## **Schoolcraft Learning Community Expectations**

The behavior policies of the Schoolcraft Learning Community are intended to promote safety and learning for all students. Any behavior that detracts from this objective is deemed inappropriate.

### **General Expectations**

- Schoolcraft Learning Community bans weapons of any kind on our campus. See our Violence/Weapons Policy.
- Schoolcraft Learning Community will not tolerate any sexual harassment/assault, and such conduct will be disciplined as outlined in our Sexual Harassment Policy.
- Schoolcraft Learning Community will not tolerate any bullying behavior. See our Bullying and



Prevention Response Policy.

- Schoolcraft leases property from Concordia Languages. The buildings, structures, and woods all belong to our host. Students must stay off of the fountain and the miniature Eiffel Tower, and treat the woods and landscaping with respect. Any intentional damage done to CLV property will be the family's responsibility.
- Personal electronic devices are not to be used during school hours. It is highly recommended that students do not bring these items to school at all, and Schoolcraft will not be responsible for lost or stolen items. If any personal electronic device is seen being used, they will be confiscated until the end of the school day. Chronic offenders will need a parent to pick up the device.
- Inappropriate music and literature will be confiscated.
- Please do not bring toys to school, unless special arrangements have been made with the classroom teacher. This includes fidget spinners (and other 'fidgets,' unless specified in a student's learning plan), stuffed animals, rubix cubes, trading cards, etc
- Use of skateboards is not allowed on the Schoolcraft campuses. Skateboards must be checked in at the office, if brought to school.
- Riding of bicycles is only allowed on approved/supervised class outings.

### Schoolcraft Learning Community Habits of Scholarship

In the spring of 2015, our 7th grade students worked together to create a set of Habits of Scholarship, which explain the character values of our school. Expeditionary Learning defines character as having two facets: relational character and performance character.

Relational character skills are essential for positive collaboration, appropriate participation, and personal responsibility for actions. Performance character skills are needed to obtain a standard of excellence in academic or real-world endeavors. Both types of character are essential for success in school and in life. Fostering character is not an add-on at SLC, it is embedded in all aspects of the school culture and permeates academic studies. Students are on a mission to do good work; work that is good in quality, good for the soul, and for the world.

Habits of Scholarship:

*Responsibility*

*Caring*

*Curiosity*

*Creativity*

*Perseverance*

### Community Caring Plan and Discipline Policy

SLC focuses on developing a caring, supportive school community in which students participate fully in solving problems, including problems of behavior. We believe that students' growth toward kindness, respect and critical problem solving depends on becoming active members of a caring community. We further believe that it is the experience with decision-making and problem solving that enables children to handle conflicts that arise.

SLC staff actively incorporate the EL Design Principles and Habits of Scholarship into the social curriculum. Students are expected to fulfill the following responsibilities and to respect the rights of others.

<b>Students have the RIGHT...</b>	<b>Students have the RESPONSIBILITY....</b>
To be shown respect	To show respect to others in word and deed
To be heard	To speak at appropriate times, in an appropriate manner and to listen patiently to others

To be taught by a caring and competent teacher	To be prompt and prepared each day
To disagree with others	To resolve all conflicts peacefully and quickly
To experience the joy of learning	To strive for excellence and to persevere in the face of challenges

### **Supporting Positive Behavior**

SLC staff teaches and models expected school-wide and classroom behavior in the first weeks of school, using their crew circle time to discuss learning targets, discuss readings and participate in initiatives related to expectations. These expectations are revisited with individuals and whole crews as needed throughout the year.

Crews develop Crew Contracts, co-written by students and teachers. These contracts explain how all members of the classroom will behave to ensure comfort, safety and success by all.

SLC staff use common language with all SLC students when discussing school-wide and classroom expectations.

When students do not adhere to school-wide and/or classroom expectations, SLC staff attempt to determine what has happened and why by asking restorative questions (listed below) and listening to answers.

Examples of Restorative Questions:

- *Are you ready to talk right now?*
- *What happened, and what were you thinking at the time?*
- *Who has been affected by what happened and how?*
- *What do you think needs to be done to make things as right as possible?*
- *What strategies can you use next time?*
- *What have you thought about this since we talked last?*
- *What is your job right now?*
- *Do you need help doing your job?*

In all disciplinary matters, students will be given notice and will have the opportunity to present their version of the facts and circumstances leading to the disciplinary actions to the staff member involved and/or the administrator.

All responses to inappropriate student behavior include elements of teaching or re-teaching appropriate school behavior and restoration of relationships affected by the student behavior.

Alternatives to removal from instruction will be used unless the behavior of the student places the student or others in danger, or the disruption to the educational environment can only be remedied by an automatic office referral, or law requires the office referral. These alternatives to removal may include, but are not limited to:

1. Reminders of school or classroom rules and behavior expectations
2. Redirection of behaviors
3. Modification of instruction
4. Re-teaching expectations and skills
5. Student-teacher restorative conferences
6. Self-charting of behaviors
7. Role play
8. Small group instruction, or lessons on anger management with conflict resolution instructor.
9. Parent contacts

Opportunities for students to repair relationships affected, or harmed by their behavior, will be offered as part of the

response to behaviors that do not result in a removal from the classroom.

Opportunities for students to repair relationships affected or harmed by their behavior will be included in the return to classroom for any student removed. These opportunities may include, but are not limited to:

1. Restorative conference with the teacher or director.
2. Apology of action/ Community Service
3. Student/Parent restorative conference with school staff.
4. Community restorative/ accountability circle
5. Reflective Essay

The following disciplinary actions may still be used in extreme cases or when required by law:

1. Loss of school privileges.
2. Suspension from extracurricular activities.
3. Modified school program
4. Removal from class
5. Referral to police or juvenile authorities
6. Out-Of-School-Suspension/Expulsion
7. Compensation for Property Damage

### **When Will Automatic Office Referrals Be Used?**

The following behaviors will result in an automatic office referral, so other steps will be skipped. The student will be sent directly to the administrative offices. Parents and/or guardians will be contacted directly by the administrator regarding such a referral. The administrator will copy the classroom teacher in these correspondences.

- Physical Aggression with Intent to Harm
- Bullying, Harassment, and Hazing
- Possession of a Weapon (or look-alike)
- Threats to Injure or Harm
- Gross Disrespect or Defiance
- Possession of Alcohol, Drugs, or Tobacco
- Theft of Personal or School Property
- Vandalism to Personal or School Property
- Leaving School Property Without Permission
- Continuous or Persistent Behavior Adversely Affecting the Learning Environment

The community caring plan and discipline policy applies during normal school hours, as well as at extra-curricular activities, fieldwork, and all other school sponsored or sanctioned programs.

### **Bus Behavior**

Schoolcraft contracts with ISD #31 for our transportation services. It is our expectation that students will conduct themselves on the bus the same way that they conduct themselves in the classroom. Additionally, when students are on the bus, they will fall under the rules and behavior expectations of ISD #31. ISD #31 follows a practice of writing up problem behavior, and after 7 write-ups, a student can lose bus privileges for the year. ISD #31 and Schoolcraft often communicate about problem behavior. Either party is at liberty to suspend a student from the bus for exhibiting behavior that violates the ISD #31 or SLC code of conduct, or to expel a student from busing privileges altogether.

### **Communication Model & Problem Solving Procedure**

**Communication Model:** The ultimate purpose of a communication model is to encourage the growth and development of Schoolcraft as a healthy community. Dealing with conflict is a part of any development or growth process and may

arise in any community. An effective problem solving and conflict resolution process is therefore an essential component of the communication model.

The Problem Solving and Conflict Resolution Procedure is a model for all members of the Schoolcraft community and is designed to address issues among the following: between parents and staff, parents and administration, staff and administration, and staff and staff.

**Four Major Areas of Communication:** Conflicts may fall into one of four major areas (or may be a combination of these areas) as listed below.

1. Policies and Legal Issues

Current policies are available in the school office. Reviewing policies lends information that may at times solve a conflict. The Board at Schoolcraft has final approval of all governance policies. Issues of policy should be addressed directly to the Schoolcraft Learning Community Board.

2. Procedures/Daily Operations

The Director shall establish procedures designed to carry out the policies adopted by the Board. Procedures pertain to anything regarding the daily operations of Schoolcraft. An office staff member or the Director can clarify procedures. The Director serves as the primary administrator of the school. Any daily operations/procedural issues should be addressed directly to the Director.

3. Pedagogy

Pedagogical issues pertain to anything that occurs in the classroom, i.e. teaching, curriculum, classroom management, or teacher-student relationships. Pedagogical issues should be addressed directly to the class teacher.

4. Interpersonal Communication and Relationships

Concerns between people or communication breakdown should be directly communicated with the person(s) involved. In addition, communication and relationship issues can surface in conjunction with policy and procedural issues or pedagogical issues.

*The overall purpose of this procedure is to perpetuate a climate of collegiality, mutual trust and respect by resolving differences in a timely, objective, and equitable manner.*

If concerns or conflicts regarding policies and procedures, pedagogy, and or community members are not resolved after following the procedures described under “Four Major Areas of Communication,” direct communication lines should be employed.

These communication lines are the vehicles that Schoolcraft uses to resolve conflicts within the community as they arise. These pathways form a structure and process that encourage parties involved in a conflict to reach resolution. *It is emphasized that the first step in the resolution of conflicts in the community is direct communication with the involved parties.*

# Problem-Solving Form

Name \_\_\_\_\_

Date \_\_\_\_\_

Ground Rules for stating conflict in writing and in discussions:

- Address the problem, don't attack the person
- State your needs and feelings with "I" statements
- Discuss the conflict when you are calm
- Focus on the stated problem
- Hear the other's needs and feelings
- Seek mutually beneficial solution

State the problem/conflict:

What steps have you taken to try to resolve this issue?

What are your needs and feelings regarding this problem?

What do you want to have happen (include all options that would be acceptable to you)?

What effect will this action have on others in the school and/or the school culture (costs/benefits)?

Following the discussion:

If this issue has not been resolved, what plan is there to help resolve it?

## School Hours

Classes begin at 8:50 AM and end at 2:45 PM. Students are supervised by school personnel from the time they depart the bus in the morning until they board the bus in the afternoon. School personnel will be available to supervise students during all school-sponsored events. If a child needs to be taken out of school during school hours the **parent must first check in at the office to sign out the child.**

**We do not have staffing to supervise kids before 8:30 am or after 2:45 pm. Please make pick up/drop off arrangements accordingly.**

## School Closing/Late Starts

School closings/late starts are announced over the following area radio stations: FM 92.1, 95.5, 98.3, 99.1, 101.1, and 103.7; AM 1360 and 1450. School closings/late starts are also posted on our website, [www.schoolcraft.org](http://www.schoolcraft.org) under “Important Announcements” in the upper right corner, and on the television channel WCCO 4. If you have provided the school with an updated email address or cell phone number, notifications will also be sent via email and/or text. Please make it a point to check with these options for school closing and early dismissal announcements in the event of severe weather conditions. **If a late start is instituted, breakfast will not be offered at school.**

## Appropriate School Clothing

Students should dress according to the weather and school environment. Clothing that distracts from the learning process, reflects illicit language, drug or alcohol use, or gang affiliation (refer to Violence Prevention and Weapons Policy) is not allowed. This includes hats and coats. We all benefit when students and staff dress in a manner that promotes a safe and comfortable learning environment.

## Student Use of Telephones

Use of the telephone by students is limited to emergency calls only. If students need to use the phone, **they should come to the office. Students will not be called out of class to answer phone calls.** A message will be taken for the student. Intra-school phones (phones located in the classrooms) are to be used for official school communication. **Student cell phone use is not permitted during the school day.**

## Attendance: Notice of Absence to School

We cannot stress too greatly the importance of your child being in school everyday and on time, if he/she is to achieve the greatest success in his/her work. Regular attendance is expected of all students. It is impossible to completely make up everything that is missed. A typical school day is filled with learning that is not limited to books: i.e. group projects, discussion, lab work and project work. Paperwork can be made up, but the valuable learning opportunities cannot. That being said, when children are sick, they should stay home from school.

If your child will be absent or tardy, please call (586-3284) or email the attendance secretary ([attendance@schoolcraft.org](mailto:attendance@schoolcraft.org)) before 9:00 am. Absences will only be excused within two days of the absence. If a student has missed three consecutive days due to illness, parents must provide a Doctor’s note in order for the absences to be excused. It is the parent’s responsibility to contact the school in order to excuse any absence. If no contact is made, the absence is automatically recorded as an unexcused absence.

If a student has 5 absences during a semester, contact is made with parents either through a letter or phone call. If a student reaches 10 absences during a semester, a meeting will be scheduled with the parent, teacher and director to discuss an action plan to improve attendance. If a student reaches 15 absences in a school year, a meeting will be scheduled with the parent, teacher, and director to consider whether retention is necessary due to poor attendance. If attendance continues to be an issue, we are obligated to contact agencies including, but not limited to: Department of Human Services, County Attorney, Public Health, and Juvenile Court

Services. Please keep in mind that the state requires us to report on students who have more than 7 unexcused absences, and they would call this level of absenteeism ‘chronically absent’ or ‘truant.’

**Other consequences may result from absences, including loss of privileges or opportunities to attend class trips or other activities, depending on how much class work may be missing.**

## Tardy

Please make every attempt to have your child at school on time. **Classes begin at 8:50 A.M. This means your child should be in their classroom before that time, not just getting dropped off at Paris. Every student that arrives late to school must be checked in at the office by a parent/guardian.** Students arriving at school from 8:51 a.m. – 11:00 a.m. will be recorded as tardy. Students arriving after 11:00 a.m. will be counted absent for ½ a day. **Three unexcused tardies will equal 1 unexcused absence. Please notify the school by 9:00 am if your child will be late for lunch planning. It is not acceptable to just drop your child off late and not notify an adult. This is for your child’s safety and our awareness that your child is on campus.**

## Withdrawing Students

We are required to drop student enrollment after 15 consecutive days of absence. Depending on circumstances, the student’s spot in Schoolcraft may be forfeited. Communication and prior arrangements made with the school will help in this process. We ask that at least two (2) working days notice be given before a student withdraws.

## Illness or Injury at School

If a student is injured or becomes ill at school, he/she is to report to his/her teacher and ask to report to the office. If necessary, the office will try to contact the parents. **All students who are injured or become ill must check out through the office before leaving school.** When a student is transported by school personnel to the hospital or clinic, the parent is responsible to meet the driver and student at the health facility.

## Medication Policy

If your child needs to take medication during school hours, the school requires it to be turned over to the school nurse/office staff by the parent/guardian. Parents/guardians must also adhere to the following:

1. All prescription medications, including rescue inhalers for the treatment of asthma, must be accompanied by a signed order from the child’s health care provider which includes the following:
  - a. Student name
  - b. Name of medication, dosage, route to be given
  - c. Time to be given
  - d. Diagnosis (optional)
  - e. Possible side effects
  - f. How long the medication is to be given.
2. Written consent from the parent/guardian requesting school personnel to give the medication.
3. All medication must be brought to school in a pharmacy labeled container. School personnel may refuse to give medication that is sent to school in odd bottles, plastic bags, foil, envelopes, or if the medication is unidentified.
4. By state law, all rescue inhalers (Albuterol, Proventil) for the treatment of asthma must be checked and the child’s ability to correctly use their inhaler evaluated by a school nurse before a child may carry them during school hours. If the inhaler is started during the year, please notify the school immediately so this can be done.
5. Over the counter (non-prescription) medications will only be given with the written consent of parent/guardian and must be provided in the original manufacturer’s container and labeled with the child’s name.
6. Parents must pick up all medications at the end of the school year – they **will not** be sent home with students on the bus. If medications are not picked up they will be disposed of.

## Immunization Policy

The school complies with Minnesota State Regulations regarding childhood immunizations. The immunization law now specifies that students in all grades have documentation for all required vaccines.

Children without an immunization record or with an incomplete record may not be allowed to attend school.

Parents/guardians of **both returning and new students** should send updated copies of immunization records, if appropriate, either to the school or with their child on the first day of school. **We must have these within the first week of school.** Waivers for parents/guardians that object to certain or all immunizations may be obtained from the school office or on the Schoolcraft website. Further information about immunizations may be obtained from the school, your physician, or a local public health office. Here is a link to the Minnesota Immunization Law:

<http://www.health.state.mn.us/divs/idepc/immunize/readykidswhento.pdf>

## Other Required information

### Student Information

Each SLC enrolled student's family will be required to complete online forms through their JMC account and password. These forms are a required component so that we can best serve your students. **It is of utmost importance to complete these. For two-household families, please provide information for both households.** All Kindergarten students are required to have a copy of their birth certificate, immunizations and Kindergarten screening information on file during the first week of the school year.

## Confidentiality of School Records

The directory information that can be made available for inter-school use includes:

- Student's name
- Date and place of birth
- Dates of enrollment and attendance
- Previous school attended
- Grade classification

Student records and files are not available to anyone other than persons working directly with the student.

**All information gathered will be used solely by Schoolcraft Learning Community in providing a quality education and by the Minnesota Department of Education upon data submissions. Basic information such as student/parent names, address, birthdate, emergency contacts, work numbers, etc. may be shared with ISD #31 for transportation purposes. Schoolcraft Learning Community will not release any information to any outside entity unless requested by signed authorization.**

Student name, address, and phone number may be released intra-school (i.e. to families for birthday invitations, etc.) with a signed authorization.

## Data Privacy and Tennesen Notice

The Schoolcraft Learning Community is asking you to provide information, which includes private information, under the Minnesota Government Data Practices Act (MGDPA). The Schoolcraft Learning Community is asking for this private information so that we can fulfill your request to enroll your student at the Schoolcraft Learning Community.

This information will be used to enroll your student at the Schoolcraft Learning Community, create a student file, and fulfill state and federal reporting requirements. This information will also be used to appropriately assist your student in the event of an emergency.



You are not legally required to provide the information the Schoolcraft Learning Community is requesting and you may refuse to provide some or all of the information requested. However, the Schoolcraft Learning Community may not be able to process your student application for enrollment if you do not provide sufficient information. Failure to provide certain information could result in delays, incorrect enrollment, or cause your student to not be enrolled.

With some exceptions, unless you consent to further release of private information, access to this information will be limited to individuals whose jobs reasonably require access to this information and school officials with an educational need to know. However, state and federal law authorizes release of private information without your consent: to the juvenile justice system, the Minnesota State High School League and if required by a court order, or authorized by other state or federal law.

## **Application/Enrollment Process**

All openings at all grade levels will be filled from a waiting list established by state-mandated lottery to be held each February for the following school year. Applications can be completed on the website at [www.schoolcraft.org](http://www.schoolcraft.org), or a hard-copy application can be acquired through the office. Priority will be given to those applicants with siblings currently attending Schoolcraft Learning Community. In order to assure sibling priority for placement in all grade levels, Schoolcraft must receive an application prior to the annual February lottery. Sibling applications received post-lottery will be placed at the top of the waiting list following any other siblings already in place on the list, and only offered a spot if there is an opening. Placement of students and class sizes/make-up will be at the discretion of the Director. Kindergarten students must be 5 years of age on or before September 1<sup>st</sup> of the school year for which they are applying. Once offered a spot, the enrollment process begins, requiring additional information about the student and family, followed by request for records and actual enrollment in the school. Once enrolled, the student remains enrolled until completion of 8<sup>th</sup> grade or withdrawal.

## **Trespassing**

Minnesota Statute 609.609 makes it a gross misdemeanor for a group of three or more persons to be found on school property unless the persons.

1. Are enrolled students or are parents of enrolled students.
2. Have reported to the office and have permission to be on school grounds.
3. Are attending an event to which the public, or individuals, have been invited.

## **Pets**

Students should not bring pets to school unless arrangements have been made with the teacher for a special occasion. Please notify the office if you are bringing your pet to school for such occasions.

## **Internet Usage**

### **Internet Usage Guidelines**

A copy of the Acceptable Use Policy has been provided to all families with 2<sup>nd</sup> – 5<sup>th</sup> grade students, which needs to be reviewed and signed through the JMC family account. 6<sup>th</sup> – 8<sup>th</sup> grade students will sign their acceptable use policy at the Chromebook Orientation night. Parents and students are required to attend one of the Chromebook orientation sessions.

## Food Services Policy

Schoolcraft Learning Community serves well-balanced breakfasts and lunches. Lunches are \$3.55 per student meal. Adult meals are available for \$3.90. Breakfast is offered to all children free of charge. Free and reduced lunches are available to qualifying families. Families may apply by completing the Application for Educational Benefits form distributed to all families at the beginning of each school year. If there is a change in income/family situation during the course of the school year, families may request an Application for Education Benefits form to amend their qualifying status. We recommend that these forms be filled out immediately upon such change as we are not able to retroactively offer free and reduced lunches. Any balances acquired prior to receiving notice of qualification are the family's responsibility. **Applications for Educational Benefits are NOT shared between districts.**

### **SCHOOLCRAFT MUST HAVE A SEPARATE APPLICATION ON FILE.**

**Every student regardless of free and reduced status is required to pay \$.50 per extra hot lunch milk or milk for cold lunch.** Schoolcraft Learning Community offers a balanced breakfast for all students. We feel that offering breakfast has made quite a difference in the performance of our students. On days that have a late start there will be no breakfast offered.

Schoolcraft Learning Community currently offers meal alternatives for different dietary needs. *Changes in dietary needs, other than vegetarian, must be requested in writing with a Doctor's order and approved by our nurse and food service personnel.* Vegetarian requests will be provided for as long as requested in writing by the parent/guardian. If a student requests the vegetarian option, the change will be effective for the remainder of the school year. We reserve the right to increase the lunch charge for a student if the dietary needs warrant such a change.

**Pre-payment of lunch balances is preferred and recommended.** Schoolcraft Learning Community is offering ONLINE payment options to facilitate easier payment receipts. Statements of account will be sent out monthly to those accounts with balances owed, with the expectation of payment upon receipt. Lunch balances are expected to be paid in full by the last day of **each semester**. Large outstanding balances at the end of the semester will be considered for legal action. For accounting purposes, lunch balances/credits less than \$2.00 will be written off at the end of the school year.

This document provides basic information to help parents/guardians make informed decisions that benefit their children, schools and communities.

## Why statewide testing?

Minnesota values its educational system and the professionalism of its educators. Minnesota educators created the academic standards which are rigorous and prepare our students for career and college.

The statewide assessments are how we as a state measure that curriculum and daily instruction in our schools are being aligned to the academics standards, ensuring all students are being provided an equitable education. Statewide assessment results are just one tool to monitor that we are providing our children with the education that will ensure a strong workforce and knowledgeable citizens.

## Why does participation matter?

A statewide assessment is just one measure of your student’s achievement, but your student’s participation is important to understand how effectively the education at your student’s school is aligned to the academic standards.

- Students who do not participate will receive a score of “not proficient.”
- Students who receive a college-ready score on the high school MCA are not required to take a remedial, noncredit course at a Minnesota State college or university in the corresponding subject area, potentially saving time and money.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents and the general public use assessment information to compare schools and make decisions about where to purchase a home or to enroll their children.
- School performance results that are publicly released and used by families and communities, are negatively impacted if students do not participate in assessments.

## Academic Standards and Assessments

### What are academic standards?

The [Minnesota K–12 Academic Standards](#) are the statewide expectations for student academic achievement. They identify the knowledge and skills that all students must achieve in a content area and are organized by grade level. School districts determine how students will meet the standards by developing courses and curriculum aligned to the academic standards.

### What is the relationship between academic statewide assessments and the academic standards?

The statewide assessments in mathematics, reading, and science are used to measure whether students, and their school and district, are meeting the academic standards. Statewide assessments are one measure of how well students are doing on the content that is part of their daily instruction. It is also a measure of how well schools and districts are doing in aligning their curriculum and teaching the standards.

#### Minnesota Comprehensive Assessment (MCA) and Minnesota Test of Academic Skills (MTAS)

- Based on the Minnesota Academic Standards; given annually in grades 3-8 and in high school in reading and mathematics; given annually in grades 5, 8 and in high school for science.
- Majority of students take the MCA.
- MTAS is an option for students with the most significant cognitive disabilities.

#### ACCESS and Alternate ACCESS for English Learners

- Based on the WIDA English Language Development Standards.
- Given annually to English learners in grades K–12 in reading, writing, listening and speaking.
- Majority of English learners take ACCESS for ELLs.
- Alternate ACCESS for ELLs is an option for English learners with the most significant cognitive disabilities.

## Why are these assessments effective?

Minnesota believes that in order to effectively measure what students are learning, testing needs to be more than answering multiple choice questions.

- To answer questions, students may need to type in answers, drag and drop images and words, or manipulate a graph or information.
- The reading and mathematics MCAs are adaptive, which means the answers a student provides determine the next questions the student will answer.
- The science MCA incorporates simulations, which require students to perform experiments in order to answer questions.

All of these provide students the opportunity to apply critical thinking needed for success in college and careers and show what they know and can do.

Because test content represents the academic standards as completely as possible, preparing for and taking the assessments uses the very same knowledge, processes and strategies included in the standards.

## Are there limits on local testing?

As stated in 120B.301, for students in grades 1-6, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 10 hours per school year. For students in grades 7-12, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school year.

In an effort to encourage transparency, the statute also requires a district or charter school, before the first day of each school year, to publish on its website a comprehensive calendar of standardized tests to be administered in the district or charter school during that school year. The calendar must provide the rationale for administering each assessment and indicate whether the assessment is a local option or required by state or federal law.

## What if I choose not to have my student participate?

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. This form follows on the next page and includes an area to note the reason for the refusal to participate. Your student's district may require additional information.

A school or district may have additional consequences beyond those mentioned in this document for a student not participating in the state-required standardized assessments. There may also be consequences for not participating in assessments selected and administered at the local level. Please contact your school for more information regarding local decisions.

### When do students take the assessments?

Each school sets their testing schedule within the state testing window. Contact your student's school for information on specific testing days.

- The MCA and MTAS testing window begins in March and ends in May.
- The ACCESS and Alternate ACCESS for ELLs testing window begins at the end of January and ends in March.

### When do I receive my student's results?

Each summer, individual student reports are sent to school districts and are provided to families no later than fall conferences. The reports can be used to see your child's progress and help guide future instruction.

### How much time is spent on testing?

Statewide assessments are taken one time each year; the majority of students test online. On average, the amount of time spent taking statewide assessments is **less than 1 percent of instructional time** in a school year. The assessments are not timed and students can continue working as long as they need.

### Why does it seem like my student is taking more tests?

The statewide required tests are limited to those outlined in this document. Many districts make local decisions to administer additional tests that the state does not require. Contact your district for more information.

## Where do I get more information?

Students and families can find out more on our [Statewide Testing page](#) (education.state.mn.us > Students and Families > Statewide Testing).

Minnesota Statutes, section 120B.31, subdivision 4a, requires the commissioner to create and publish a form for parents and guardians to complete if they refuse to have their student participate in state-required standardized assessments. Your student's district may require additional information. School districts must post this form on the district website and include it in district student handbooks.

## Parent/Guardian Refusal for Student Participation in Statewide Assessments

To opt out of statewide assessments, the parent/guardian must complete this form and return it to the student's school.

To best support school district planning, please submit this form to the student's school no later than January 15 of the academic school year. For students who enroll after a statewide testing window begins, please submit the form within two weeks of enrollment. A new refusal form is required **each year** parents/guardians wish to opt the student out of statewide assessments.

Date \_\_\_\_\_ (This form is **only** applicable for the 20\_\_ to 20\_\_ school year.)

Student's Legal First Name \_\_\_\_\_ Student's Legal Middle Initial \_\_\_\_\_

Student's Legal Last Name \_\_\_\_\_ Student's Date of Birth \_\_\_\_\_

Student's District/School \_\_\_\_\_ Grade \_\_\_\_\_

**Please initial to indicate you have received and reviewed information about statewide testing.**

\_\_\_\_\_ I received information on statewide assessments and choose to opt my student out. MDE provides a *Parent/Guardian Guide to Statewide Testing* on the [MDE website](#) (Students and Families > Statewide Testing).

Reason for refusal:

Please indicate the statewide assessment(s) you are opting the student out of this school year:

\_\_\_\_\_ MCA/MTAS Reading                      \_\_\_\_\_ MCA/MTAS Science

\_\_\_\_\_ MCA/MTAS Mathematics              \_\_\_\_\_ ACCESS or Alternate ACCESS for ELLs

Contact your school or district for the form to opt out of local assessments.

**I understand that by signing this form, my student will receive a score of "not proficient" and waives the opportunity to receive a college-ready score that could save him/her time and money by not having to take remedial, non-credit courses at a Minnesota State college or university. My school and I may lose valuable information about how well my student is progressing academically. In addition, opting out may impact the school, district, and state's efforts to equitably distribute resources and support student learning.**

Parent/Guardian Name (print) \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

To be completed by school or district staff only.                      Student ID or MARSS Number



# Schoolcraft Learning Community's Parent-Teacher Compact 2017-2018

Title I schools develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement and the way in which the school and parents will build and develop a partnership to help children achieve high standards. Signing this document also acknowledges receipt of our Family Handbook.

### **SLC students agree to:**

- ~Attend school regularly
- ~Come to school each day with appropriate tools needed for learning
- ~Complete and return homework assignments on time
- ~Follow and foster the Habits of Scholarship at SLC

Student signature: \_\_\_\_\_

### **SLC families agree to:**

- ~Make attendance a priority
- ~Monitor child's homework completion
- ~Volunteer, to extent possible, in school-related activities/attend school events
- ~Stay informed with school/respond to school communications in a timely manner
- ~Know and support the Habits of Scholarship at SLC

Parent/guardian signature: \_\_\_\_\_

### **SLC teachers agree to:**

- ~Maintain open lines of communication via the school website, email, and phone
- ~Help each child reach his/her maximum learning potential, by using varied instruction, materials, and a knowledge of each child's interests and goals
- ~Teach and foster the Habits of Scholarship at SLC
- ~Follow and foster the Design Principles at SLC

Teacher signature: \_\_\_\_\_

### **SLC administration agrees to:**

- ~Provide high-quality curriculum and instruction in a supportive and effective learning environment
- ~Hold parent/teacher conferences twice a year
- ~Provide progress reports
- ~Follow and foster the Habits of Scholarship at SLC
- ~Promote and foster the Design Principles of SLC

Administrator signature: \_\_\_\_\_