



St. Paul School
of Ann Arbor

K-8th Grade School Handbook

St. Paul School of Ann Arbor
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St. Paul School of Ann Arbor

Together, St. Paul Ann Arbor's (SPAA) mission and vision provide a guiding framework for its educational philosophy, goals, and priorities, inspiring and uniting its community in the pursuit of excellence, service, and faithfulness to God's call.

Our Mission:

At St. Paul Ann Arbor, we equip families and individuals to know Christ, to discover truth, and to create meaningful relationships.

We equip families and individuals:

Our church and our school is unified by who we aim to reach. And our mission is bigger than us. That's why we value like-minded team members and partners. Together, we make an impact in the Ann Arbor area and beyond.

To know Christ:

Our beliefs are rooted in Scripture and are resolute throughout our history. Although times and landscapes change, our call remains the same: to make Christ known.

To discover truth:

From the origin of St. Paul, we believe in the importance of knowledge and education. Our school exists to amplify truth and to cultivate truth-seeking students.

To create meaningful connections

St. Paul Ann Arbor is a place to belong. Within our church and school walls, we welcome people and foster meaningful relationships.

Our Vision:
Sowing truth, Building Faith, Shining Love

Sowing truth:

Our church and school are united in standing firm on our Biblical beliefs. We are bold and unashamed to share truth.

Building faith:

We are action-takers and aim to provide ways for people to spiritually grow. We want SPAA to be a place where people deepen their faith.

Shining Love:

We are focused on outreach and impact. Both in our immediate community and throughout Ann Arbor, we strive to reach people with love.

Core Values
Transparency
Edification
Unity
Integrity

Transparency:

Open doors, open books & open hearts. Transparency shows up at St. Paul School of Ann Arbor when we ask parents to join us as partners. We work to ensure parents are confident in how we cultivate their children's hearts and minds.

Edification:

Lifting each other to great things. Edification shows up at St. Paul School of Ann Arbor when we challenge students to grow their knowledge and their character. We care about providing a high caliber of education, from infancy to 8th grade.

Unity:

Shared blessings & shared burdens. Unity shows up at St. Paul School of Ann Arbor when we move together with a shared purpose. We're bound by our common belief and our common call to do the good work set before us.

Integrity:

Building on our solid ground. Integrity shows up at St. Paul School of Ann Arbor when we remain consistent in our foundation while being flexible towards growth. We do not change aimlessly but approach all things with discernment and consideration.

Governance

St. Paul Ann Arbor has a policy-based governance system. The Board of Directors is the governing body of the congregation. It is to govern the affairs of the congregation and is responsible for monitoring adherence to the Constitution, By-Laws, and Policies (Section 3.2 of the By-Laws). It represents the ownership of the congregation and is responsible for the Governing Policies and the Strategic Plan of the church and school (Section 2.0.1 of the Policy Manual).

The Board of Directors represents the congregation, supports and monitors the Executive Team, establishes policy, and ensures that the policy and financial decisions are executed in accordance with the Constitution and Bylaws of the congregation. The Board's sole official connection to the operational organization of the church and school will be by policy through this Executive Team. The Board shall delegate authority to them only.

The office of the Executive Team consists of three positions: Senior Pastor, Principal, and Business Manager.

1. The Senior Pastor is a called and ordained servant who is responsible for conceiving and managing the day-to-day operations of the church's ministry, including preaching, teaching, stewardship, missions, outreach, spiritual leadership, and pastoral care.
2. The School Principal is a called servant who is responsible for conceiving and managing the day-to-day operations in all areas of the school's ministry, including preschool through eighth grade at the school campus and the early childhood program at the downtown campus.
3. The Business Manager is responsible for managing the infrastructure necessary to enable the ministry staff to function successfully in human resources, financials, and facilities.

The Principal's Advisory Committee

The Principal's Advisory Committee may advise the School Principal on all activities related to education. Members of the Principal's Advisory Committee are appointed by the Principal, with the advice and consent of the Board of Directors.

Accreditation

St. Paul Lutheran School is accredited by the National Lutheran School Accreditation (NLSA) of the Lutheran Church Missouri Synod and also by the Michigan Association of Nonpublic Schools (MANS). Annual reviews of accreditation documentation are submitted to the MI District NLSA Commission. The accreditation is based on a five-year cycle.

St. Paul also follows the State of Michigan's standards of elementary education. This applies to all subject areas being taught, the required time allotments to the various subjects, the number of school days for classes to be in session, and the school's physical facilities. The student accounting regulations and attendance reports are administered in accordance with the directives of the State of Michigan. Therefore, the transfer of graduates and under-graduates of our school is approved, and an entrance test to another school is not required.

History

The congregation of St. Paul Lutheran Church in Ann Arbor was established on January 20, 1908, with a mission to illuminate the teachings of Jesus Christ through community and service. This enduring commitment has led to significant growth in both membership and facilities, reflecting the abundant grace and blessings experienced over the years.

In 1963, the church took a significant step forward by founding a Christian elementary school. St. Paul Lutheran School officially opened on September 20, 1964, welcoming 69 eager students in Kindergarten through fourth grade.

As interest and enrollment flourished, the school adapted by adding fifth and sixth grades, resulting in the construction of additional classrooms and facilities in 1966. The introduction of seventh and eighth grades in the early 1970s called for further expansion, and by 1986, a dedicated science classroom, library, and multipurpose room were inaugurated to better serve the students' educational needs. In honor of the school's twenty-fifth anniversary, an inviting canopy was constructed over the main entryway, enhancing both safety and accessibility.

Recognizing the continued growth in enrollment, the church approved an ambitious expansion plan in 1998 to double the school's footprint. This project, completed in 2000, featured a second gymnasium, four new classrooms, remodeled locker rooms, and a modern kitchen, all aimed at enriching the educational environment. The commitment to improvement continued with a 2017 renovation that added a third preschool classroom and revitalized the Fine Arts Rooms, incorporating a new kitchenette, upgraded art cleanup stations, advanced presentation systems, and ample storage solutions to support creative learning.

Statement of Belief

St. Paul School of Ann Arbor is a missional ministry of St. Paul Lutheran Church a member of the Lutheran Church Missouri Synod

- Officially, our beliefs are expressed in the documents of the Book of Concord. To summarize, the Lutheran church teaches and confesses that there is salvation in Christ alone – by grace alone, through faith alone, on the basis of God's word alone. [Ephesians 2:8-10](#)
- St. Paul Lutheran Church believes that the Bible is actually and literally God's word. [1 Timothy 3:14-17](#)
- We believe that God caused people to write it, and that the Bible tells us the absolute truth ([John 17:17](#)), especially about who God is and what he has done for us.

Gender and Sexuality

St. Paul Lutheran Church and School, affirming the teaching of the Lutheran Church Missouri Synod, believes that God wonderfully and immutably creates each person as male or female. Our biological sex determines this identity, and these two distinct, complementary sexes together reflect the image and nature of God (Gen. 1:26-27), so that God's design for marriage is between one man and one woman.

We recognize that sometimes people wrestle with their understanding of their sexual identity. As followers of Jesus, we seek to love all people regardless of their gender/sexual identity, to respect their efforts to understand themselves and to help them to find wholeness and fulfillment in their identity in Jesus Christ. Out of love for others, we are unable to affirm an understanding of sexual identity that is inconsistent with a person's biological reality, but we commit ourselves to love and support one another as we each discover the person God has called us to be.

We will love and care for all children entrusted to our care, addressing them by their legal names and appropriate pronouns. Our teaching will follow God's Word and the teaching of Jesus that the gift of sexual intimacy is reserved for a husband and wife.

Philosophy

At St. Paul School of Ann Arbor, each stakeholder - administration, teachers, students, and parents - plays a vital role in fostering a holistic educational environment rooted in Christian values and principles:

Administration:

- **Spiritual Leadership:** Administrators set the spiritual tone for the school, ensuring that the school's mission and values are upheld in all aspects of school life.
- **Educational Leadership:** Administrators oversee curriculum development and ensure that teaching methods integrate Christian perspectives into academic subjects.
- **Cultural and Community Leadership:** Administrators along with the church's pastoral staff foster a positive school culture by promoting values such as love, compassion, and respect and encourage a sense of community among students, teachers, and parents.
- **Administrative Oversight:** Administrators manage the operational aspects of the school, including budgeting, staffing, and facilities management, while ensuring that decisions are aligned with Christian principles.
- **Partnership with Parents:** They maintain open communication with parents, involving them in school activities, providing opportunity for input, and supporting them in their role as primary educators of their children.
- **Mission Advancement:** Administrators seek opportunities for growth and improvement while remaining faithful to the school's Christian identity and mission.

Teachers:

- **Spiritual Formation:** Teachers model Christian values and integrate faith into their teaching, helping students understand how their faith relates to all areas of life.
- **Academic Instruction:** They provide quality academic instruction that is grounded in a Christian worldview, encouraging critical thinking and moral development.
- **Mentorship and Guidance:** Teachers serve as mentors and role models for students, providing guidance and support in their spiritual, academic, and personal growth.
- **Collaboration with Administration:** Teachers work collaboratively with administrators to effectively implement the school's mission and policies.
- **Parent Engagement:** They communicate regularly with parents, providing updates on students' progress and collaborating with them to support their child's education.

Students:

- **Spiritual Growth:** Students actively participate in spiritual activities such as chapel services, chapel families, and service projects, nurturing their faith and character development.
- **Academic Engagement:** They strive for academic excellence, recognizing their education as a means to honor God and serve others.
- **Community Involvement:** Students contribute to a positive school culture by treating others with kindness, respect, and empathy and participating in community service initiatives.
- **Responsibility and Accountability:** They uphold the values and rules of the school community, taking responsibility for their actions and supporting the principles of fairness and justice.
- **Peer Support:** Students support and encourage one another in their faith and academic journey, fostering a sense of camaraderie and belonging.

Parents:

- **Spiritual Support:** Parents reinforce the Christian values taught at school, modeling faith and discipleship at home.
- **Partnership with Teachers:** They support teachers in their role as educators by actively participating in their child's education, attending school events, and communicating regularly with teachers.
- **Encouragement and Guidance:** Parents provide emotional support and encouragement to their children, helping them navigate challenges and opportunities for growth.
- **Involvement in School Activities:** They volunteer their time and talents to support school activities and initiatives, fostering a sense of community and belonging.
- **Prayer and Reflection:** Parents pray for the school community, seeking God's guidance and blessings for their children's spiritual and academic growth and the entire school community.

In essence, the collaboration and commitment of administrators, teachers, students, and parents are essential for creating a thriving St. Paul Ann Arbor school community where students can flourish academically, spiritually, and socially. Each stakeholder

contributes to fulfilling the school's mission and developing students as faithful disciples of Christ.

The following notice of racial non-discrimination for St. Paul School of Ann Arbor communicates the commitment to fostering an unbiased learning environment where all students, regardless of race or ethnicity, are valued, respected, and provided with equal opportunities for academic and personal growth.

Non-Discrimination Policy

St. Paul School of Ann Arbor admits students of any race, color, national, or ethnic origin to all rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national, or ethnic origin and administration of its educational policies, admissions policies and other school-administered programs.

Admissions

Enrollment is open to all children whose parents seek a Christ-centered education and admits students of any race, color, gender, ethnicity, or national origin who meet our academic performance criteria. Students in grades K-8 are accepted based on available classroom space, with the following priority:

1. Re-enrolling students who meet the re-enrollment deadline.
2. Siblings of current students who have completed at least one semester at St. Paul.
3. Children of active St. Paul Lutheran Church members (one or both parents or guardians), full-time faculty, or Concordia University staff.
4. Children enrolled in St. Paul's Early Childhood Program for at least one year.
5. Children of LCMS members or full-time called staff from area LCMS congregations.
6. All other applicants.

Admission priority within the categories is based on the date an application is received.

NOTE: St. Paul Ann Arbor requires that a child must be 5 years old on or before September 1 of the school year to be eligible for kindergarten.

Admission Procedure

1. Submit an online application with FACTS through our website. Go to school.stpaulannarbor.org. Click the drop-down "Admissions" and then "Apply," then select the button that states: "Start the enrollment process."
2. Complete the application forms and attach the necessary documents for acceptance, including a letter of recommendation, standardized test scores, and report cards if applicable.
3. Prospective students and their parents/guardians must meet classroom teachers and complete a mandatory entrance assessment.
4. Before admission, the admissions committee, which includes the principal, shall review all applications for admission.

5. New students will be subject to a probation period of six weeks from the first day of attendance. If deemed necessary, a conference will be held with the student, parents or guardians, the classroom teacher(s), and the principal to finalize the admission or suggest alternative educational resources.
6. Upon acceptance, an enrollment packet must be completed online with FACTS. All required documentation must be submitted before the start of school, or your child's position in the school may be forfeited. This includes:
 - a. Medical records
 - b. Copy of birth certificate
 - c. Immunization records
 - d. Special Education records (if applicable)
 - e. Enrollment Fee
7. It is essential that families share any specific student needs with the admissions director so St. Paul faculty can assess our ability to support the student. St. Paul offers part-time intervention services through a partnership with Lutheran Special Education Ministries, which assists students demonstrating a need for academic support. However, St. Paul reserves the right to determine if a student's needs exceed the available programming, which may impact the admission decision. We are committed to expanding our support services as space and staffing allow, to better meet the needs of all students.

International Admissions

St. Paul School of Ann Arbor welcomes international students and is authorized by SEVIS to issue I-20 forms for F-1 student visas. Students may apply at any time, but acceptance is contingent upon the completion of all required documentation and a passing score on an English language assessment, as well as a video conference interview.

1. Families must complete the online application with FACTS through our website. Go to school.stpaulannarbor.org. Click the drop-down "Admissions" and then "Apply," then select the button that states: "Start the enrollment process."
2. The following documents must be submitted with the application:
 - a. Translated transcripts
 - b. A copy of the student's passport
 - c. translated immunization records
 - d. documentation attesting to the families financial viability
3. A video phone call with the prospective student is required before acceptance.
4. Students must pass one of the following English Language Assessments. Scores must be submitted to the admissions director. We accept the following tests; passing scores are listed.
 - a. TOEFL Jr. - 765
 - b. Duolingo- certified test results- 90
 - c. TOEFL Primary- 4 ribbons
 - d. iTEP Slate-3.0
 - e. CEFR- A2 for elementary students, B1 for middle school students
 - f. PET-60
 - g. Cambridge English: Young learners

5. After acceptance, St. Paul will issue an I-20. To process the I-20, the following information is required:
 - a. Students' home country address
 - b. Address where the student will be living in the US
 - c. Guardian's full name
 - d. Dates the student expects to stay in the US
6. An enrollment fee will be assessed upon acceptance. Full tuition payment is required before enrollment. Tuition rates can be found on our website at school.stpaulannarbor.org.

Curriculum

The curriculum of St. Paul School of Ann Arbor is thoughtfully crafted to seamlessly blend faith and learning, offering students a holistic education grounded in biblical principles that promote spiritual growth. Our mission is to inspire each child to strive for their fullest potential, equipping them for academic achievement, meaningful lives, leadership opportunities, and a commitment to serving others. This curriculum aligns with national, state, and Christian learner outcomes, and is committed to meeting the standards set by the National Lutheran School Accreditation (NLSA) and the Michigan Department of Education.

Biblical Studies: At the heart of our curriculum is a dedication to teaching foundational truths, nurturing faith, and expressing love through the comprehensive study of Scripture, theology, Christian doctrine, and apologetics. Students engage deeply with Christianity's core beliefs, explore Jesus's teachings and the Bible, and participate in experiences that allow them to actively live out their faith through service to others.

Integration of Faith and Learning: Our curriculum thoughtfully integrates Christian perspectives across all academic subjects, in addition to specialized biblical studies. Educators skillfully weave elements of faith into disciplines such as mathematics, science, history, language arts, and the arts, empowering students to understand how their faith interacts with various aspects of life.

Christian Character Education: We place a strong emphasis on character education, focusing on the cultivation of virtues such as honesty, integrity, compassion, humility, and servant leadership. Students are encouraged to explore moral and ethical principles from a biblical viewpoint and to apply these values in their daily interactions and decision-making processes.

Academic Rigor and Excellence: Our commitment to academic rigor ensures that students are challenged and engaged with a demanding curriculum designed to prepare them for future success in higher education and their careers. Subjects like mathematics, science, language arts, and social studies are taught at high standards, emphasizing critical thinking, problem-solving, and creativity.

Cultural Engagement: We provide students with opportunities for cultural engagement, enabling them to encounter and appreciate diverse cultures, perspectives, and worldviews from a Christian perspective. This includes studying

global issues, history, literature, and art, fostering a deeper understanding of God's intentions for humanity and the world.

Service-Learning and Mission: Our curriculum incorporates hands-on missional service-learning experiences, allowing students to serve others and share the love of Christ in both local and global contexts. These enriching experiences help cultivate empathy, compassion, and a strong commitment to treat each other with respect.

Specials/ Fine Arts, Enrichment: We celebrate creativity through fine arts and enrichment programs such as music, art, drama, and physical education. Students have ample opportunities to explore their artistic talents and express themselves, promoting collaboration and a deep appreciation for creativity and excellence.

Parental Involvement and Partnership: We recognize the invaluable role of parents in their children's education and strive to build strong partnerships with families. We provide resources and support, encouraging active parental involvement in their children's educational journey and spiritual growth.

In summary, the curriculum at St. Paul School of Ann Arbor is designed to offer a comprehensive educational experience that integrates faith, academic excellence, character development, and service. We aim to empower students to think critically, live faithfully, and make a positive impact in their communities and the world.

Academics: Core and Non-Core Subjects

- Kindergarten through Grade 4: The homeroom teacher teaches Bible classes and the core subjects of Reading, English Language Arts, Science, and Social Studies in a self-contained classroom.
- Grades 5 through 8: The homeroom teachers teach Bible classes in the subjects of their teaching strength: English Language Arts, Science, and Social Studies in a departmentalized situation.
- Shared-time teachers teach the non-core subjects in a classroom suited to the subject area.
- Kindergarten through grade 4: Art, Music, Technology, Spanish, and Physical Education
- Grades 5 through grade 8: Art, Choir, Band, Technology, Spanish, and Physical Education

Student Assessment

The purpose of report cards is to communicate information about academic achievement and learner characteristics to parents and students.

Lower Grades: Kindergarten, 1st, 2nd, 3rd, 4th Grade

Kindergarten through fourth grade use standards-based outcome reporting. Report cards report on what students know and can do in relation to established state and national standards.

The purpose of standards-based grading is to identify what a student knows or can

do in relation to pre-established learning targets instead of simply averaging grades/scores over a grading period, which doesn't always communicate clearly what a student has mastered.

The following performance descriptors are used to indicate a student's progress in meeting academic grade-level learning standards. They are evaluated on a four-point scale. When using the key, it is important to note that students earning a 3 have mastered the skill or concept and are performing at expectation for the grade level. This is our target for each and every student.

Standard-Based Grading Key	
4	Student demonstrate an enriched understanding of skills or concepts.
3	Student correctly and independently applies skills and concepts.
2	Student partially understands skills and concepts.
1	Student has not yet developed an understanding of skills and concepts. Additional attention and support is needed in this area.

(Note: leaving the area blank is another option to signify that the item was not assessed at this time)

Some children may demonstrate enriched understanding in a particular area, which indicates a deeper-than-expected understanding. A score of 4 does not indicate grade level acceleration; however, it may mean the student will need to be challenged in that area. A score of 1 indicates the need for support and will likely result in additional support to ensure adequate growth toward mastery.

Upper Grades: 5th, 6th, 7th and 8th Grade

For core and non-core subjects, assessments utilize a traditional letter grade percentage system. Students are held accountable for their progress based on their performance on homework assignments, quizzes, tests, and projects. The weighting of grades is utilized in some instances. At these levels, the following assessments are employed:

A+ 100%	B+ 89%-87%	C+ 79%-77%	D+ 69%-67%
A 99%-93%	B 86%-83%	C 76%-73%	D 66%-63%
A- 92%-90%	B- 82%-80%	C- 72%-70%	D- 62%-60%
			F Below 59%

Student Progress Reporting

Report cards are issued four times during the school year, at the end of each quarter, to report student progress, especially in academic life. If you have any questions concerning the report, please contact your child's teacher to schedule an appointment to discuss your concerns. Student grades are also posted in the online FACTS module and are available to parents at any time during the year.

Homework

Homework is a positive and necessary aspect of the educational process. The amount and complexity vary with class and age levels. Homework is assigned when work required for concept mastery cannot be completed in the available time, to provide additional practice of skills, or in preparation for the next day.

NWEA

The NorthWest Evaluation Association (NWEA) Measures of Academic Progress (MAP) tests are used to assess student progress and improve teaching methods. The testing occurs each fall and spring.

How NWEA MAP tests are used:

1. Track progress: Tests help schools track student progress over time.
2. Identify strengths and weaknesses: Tests help schools identify areas where students excel and areas that may need extra attention.
3. Create personalized learning plans: Tests help schools create personalized learning plans for each student.
4. Improve educational programs: Tests help schools make informed decisions about curriculum, instruction, and support services

Class Size

The school is committed to fostering a positive educational environment and recognizes the importance of guidelines regarding student enrollment in classrooms. In light of various factors that can impact learning, we have established the following enrollment recommendations to promote effective teaching and learning outcomes:

- Kindergarten: Two sections with a recommended maximum of 16 students each
- First through Eighth Grades: A recommended maximum of 26 students*

These guidelines are designed to support a conducive learning atmosphere; however, they do not apply in specific settings such as band, physical education, team teaching situations, special education, or music education classes.

*In instances where enrollment exceeds 26 students, we will collaborate with the homeroom teacher. This will involve assessing the current student composition and determining any additional support that may be beneficial based on the unique needs of individual students. Together, we can ensure that every student receives the attention and resources they deserve.

Teaching Aides

St. Paul Lutheran School enhances its lower-grade classroom experience by employing a teacher aide to provide valuable support. Whenever feasible, the school prioritizes hiring qualified individuals for these roles. The teacher aides play a crucial role in assisting the classroom teacher with routine tasks and paperwork and supervising groups of students. This arrangement enables the teacher to dedicate more time to addressing the unique needs of individual students, fostering a more effective learning environment.

Resource Room - Lutheran Special Education Ministries

St. Paul partners with Lutheran Special Education Ministries (LSEM) to create a supportive educational environment tailored for students who may be facing challenges in specific subjects. The LSEM teacher plays a vital role as a resource for classroom teachers, offering testing and specialized services for students as authorized by parents and the principal. This intervention teacher may engage with students through one-on-one sessions or small group activities, reinforcing the learning objectives established in the classroom.

When needed, the teacher can provide direct instruction in particular subject areas, offering an alternative curriculum that better suits the student's learning style. Additionally, if agreed upon by parents, teachers, and the principal, the teacher can facilitate further assessments to better understand and address the special educational needs of each student. This collaborative approach ensures that every child receives the individualized support required to thrive academically.

Student Teachers/Field Work Students

St. Paul is dedicated to fostering the professional growth of college students aspiring to enter the Lutheran teaching ministry or pursue careers in public education. Students from Concordia University, Ann Arbor, along with those from other universities, engage in valuable classroom field experiences that are integral to their educational programs. They collaborate closely with our experienced faculty, who provide mentorship and guidance throughout their training. Additionally, we take pride in supporting and supervising older students during their student-teaching experiences. We view these interactions as remarkable opportunities for growth and development, and we cherish our collaboration with university students.

School Office

The school office is open from 8:00 a.m. to 3:30 p.m. Monday through Friday on all full school days. Please feel free to call with any questions or concerns during office hours. If you would like to schedule an appointment with the principal, please call the office at (734) 665-0604 ext. 100.

Hours of Operation

Preschool

- Half Day 8:45 am - 11:45 am
- Full Day 7:30 am - 6:00 pm

K-8

- Student Care Services
 - Morning Session 7:00 am - 8:00 am
 - Afternoon Session 3:15 pm - 6:00 pm
- School Day 8:15 am - 3:15 pm
- Half Day-Early Dismissal 8:15 am - 11:30 am

School doors will open at 8:00 a.m. Students who arrive before 7:50 a.m. must report to the Student Care Program unless they are participating in a sponsored school function at that time. School begins promptly at 8:15 a.m. and closes at 3:15 p.m.

School Closings

If St. Paul needs to close due to an emergency, such as inclement weather, there will be an announcement on the local television stations 2, 4 & 7. An announcement stating "**St. Paul Ann Arbor all sites**" are closed means that all school programs at the Earhart and Liberty campuses are closed. Families who have enrolled in FACTS Parent Notification will be notified directly via text, and email. We respect and support the parent's decision regarding attendance on any inclement weather day, but we will remain open whenever possible to accommodate those families that can safely commute to school and work.

Morning Arrival

St. Paul Ann Arbor is committed to maintaining a productive learning environment daily for our students and teachers. To facilitate this, we encourage all students to arrive at school by 8:00 a.m. when doors open, ensuring they are seated and ready in their classrooms no later than 8:15 am. This routine sets the stage for a successful school day.

Our dedicated teachers thoughtfully plan each day to maximize learning opportunities. When students arrive late, they may miss out on important introductory moments, which can lead to feelings of being hurried and disrupt the flow of the classroom. To help your child thrive, it's essential to establish a routine that allows for a smooth start to the day.

Arrival Timeline:

1. 8:00 am - 8:10 am Students arrive on campus, organize their belongings (lunch boxes, coats, backpacks, etc.), gather any materials their teacher requests, attend to morning routines, and socialize with classmates.
2. Student Entrances
 1. Main School Office Entrance: Preschool - Kindergarten
 2. Fine Arts Room Entrance: Grades 1-4
 3. Gym Entrance - Grades 5-8
3. 8:10 am - 8:15 am Students complete their morning preparations and settle at their desks or assigned tables.
4. 8:15 am School begins with an opening, attendance, and engaging whole-class activities led by the teacher. By ensuring that students are ready at their desks by 8:15 am, we create an optimal learning environment where everyone can focus from the start. Arriving on time helps minimize distractions for students and teachers, allowing for a more enriching classroom experience.

After-School Pick-Up Procedure

We appreciate your cooperation in ensuring a smooth after-school pick-up, which takes place from 3:15 pm to 3:30 pm. For everyone's safety, we kindly ask that you refrain from using cell phones during the pick-up process.

For pick-up purposes, all families are given at least two signs with the family name on them to hold up at the window of their car for our staff to easily identify the students families.

Option 1

Parents may park and meet their child at the crosswalk closest to the gym. Your child may cross when a teacher gives them permission (the "Go" sign). Older children may be crossed if they see you in your car.

Option 2

Parents may pick up their children from the car line. Children will be called to a number 1-6. Pull up to that number to pick up your children. Stay in the car line until the cars in front of you have pulled forward. For the safety of everyone, do not go around the cars in front of you. If your child is not outside when their name is called, you will be asked to park or pull forward in front of the gym.

On rainy days, we follow the same procedure; however, the students will be staged under the awning in front of the gym entrance.

If anyone other than a parent or authorized person will be picking up your child, please notify the school office in advance. Students will be released only to those specifically authorized by you, as noted in our records. Thank you for your cooperation and support in making after-school pick-up as efficient and safe as possible for everyone involved!

Attendance

Attendance is taken in each room at 8:15 a.m. Parents should notify their students' homeroom teacher by 9:00 a.m. on the day of their student's absence. Students who miss the school day due to illness will not be allowed to participate in school activities on the day of the absence. Students must be present for an academic half-day following the lunch hour to be eligible for extracurricular activities on that day. An excuse issued by a medical professional may waive this requirement.

Absences

After 10:00 a.m. and before noon, the student is absent for the morning session or 1/2 day

- a. If the student leaves for the day after 12:00 p.m., they are absent 1/2 day.
- a. When a student is absent from school, a parent must contact the student's homeroom teacher and explain the cause of absence.
- b. If a student is absent three (3) consecutive days without a valid excuse, the student is truant.
- c. School-sponsored events such as field trips are considered regular school days and students are expected to attend.
- d. Work missed when one is absent due to illness is to be made up within a reasonable time following a student's return to school. "Reasonable" is normally understood to mean within the same number of days as the sickness lasted. Special circumstances will be considered, however, especially if the absence exceeds three days.
- e. Please contact your child's teacher to arrange for assignments.
- f. If your child is absent from school due to a communicable disease i.e. strep that needs to be communicated to the class, please contact the school office so that information can be shared with the class for their awareness.

Planned Absences

If you choose to take your child out of school for a vacation during the school year, please make

prior arrangements with your child's teacher for missed schoolwork.

Medical Appointments

Whenever possible, parents are urged to arrange dental and doctor appointments so as not to interfere with the student's school day. However, when such scheduling is not possible, we ask that you notify the student's teacher in advance of the appointment.

Leaving School

If your child needs to leave the campus during the school day for an appointment, please contact the school office or send a note to your child's teacher stating the date and time you will pick him/her up from the school office. The student will be waiting in the office for the adult to arrive. The parent (or responsible adult) needs to come into the office and sign out the child. When returning, please accompany the child to the office, sign them in and the child will be sent to his/her class.

Excessive Absences

St. Paul reserves the right to review student enrollment and grade placement based on absences at any time. If a student reaches 20 absences during any school calendar year, their academic and attendance record will be reviewed by the school administration to determine the best course of action regarding grade placement for the following year and enrollment status.

Tardiness

Regular attendance is essential if a student is to make use of the educational opportunities the school offers. We believe it is of vital importance that students are in their classrooms ready to learn at the start of the school day and at the beginning of each class period. Being punctual is an important life skill. Students arriving at their homeroom after 8:15 am are late to the beginning of the day and must check in at the office. If your child has a planned tardy to school, please contact the office before 9:00 a.m. to let us know they will be in later that day. The only excusable tardy is for medical, dental, or other approved educational appointments.

We also believe in letting an action's natural consequences motivate a change in behavior. If a child is late to school, the natural consequence is missing any work handed out or graded during the time the student is absent. Teachers may not give academic credit to work that a student missed because of their tardiness to class/school. Exceptions may be made for family emergencies, medical appointments, or other approved educational service appointments with a note signed by the responsible person. Continued tardiness will be addressed on an individual basis.

Attending Church as a Family

God invites us to worship in spirit and truth, and parents are encouraged to embrace the opportunity to attend church as a family. In this nurturing environment, families are strengthened, and children gain invaluable lessons in morals and the Word of God. Regular attendance fosters happier, healthier children who cultivate meaningful friendships and navigate life with greater ease.

In a world filled with misrepresentations of Christian beliefs, the importance of regular church attendance cannot be overstated. It is a vital way for parents to instill in their children the value of active participation in a faith community that will guide them throughout their lives. While some parents

may have faced challenges in their church experiences, it is vital to rise above those obstacles and rediscover the profound benefits of being part of a community of believers.

Additionally, parents are encouraged to actively engage in a small group connected to their local church. When spouses journey through small groups together, they strengthen their marriages and deepen family bonds as they explore their faith, uplift one another, tackle challenging questions, and cultivate meaningful relationships.

If your family is seeking a church home, consider visiting St. Paul Lutheran Church of Ann Arbor. It's a wonderful opportunity to explore these enriching experiences together!

Communication

The main methods of communication are through our weekly e-news school newsletter, website, and Facebook. Items of interest are regularly posted on the website and social media accounts. The e-news is typically emailed out on Saturday mornings. It is a vital source of information from the school to the family. Please take the time to read the newsletter; this will help synchronize the school community and your family, enabling us to better partner with you in educating your child.

FACTS is our school information system for students in grades K-8 that helps parents view up-to-date student grades. Parents will receive instructions on the proper sign-in procedure to access their child's information. Academic progress and report cards can be viewed through FACTS, and the annual final report card will be mailed to your home at the end of the school year, provided all accounts have been paid in full.

It is imperative that the school office has current information about each student. Please keep this information in FACTS up to date, or inform the school office of any changes to your personal information.

Parent-teacher conferences are held at the end of the first quarter of the school year and are essential touchpoints for reviewing student progress. All parents are expected to attend. Additionally, parents may contact teachers via email or phone. Teachers are available after 3:30 p.m., or you may call the office and leave a message. Each teacher has voicemail in their individual classroom, and they will return calls as soon as possible after the school day ends. Generally, classroom sessions will not be interrupted except in emergencies.

We strive to maintain open and honest communication with parents. If questions or issues arise, we ask that the following procedures, based on Matthew 18, be followed:

1. Contact the person directly involved with your question or concern. This usually provides clarity.
2. If the issue remains unresolved after discussing it with the immediate party, contact the principal.
3. If, after discussing the matter with the principal and the immediate party, a resolution has not occurred, the issue is taken to the Business Manager or Senior Pastor, members of the Executive Team.

Parent-Teacher Conferences

Open communication between parents and teachers is key to fostering a supportive and effective educational environment for students. These conferences provide a valuable opportunity for parents and teachers to collaborate in nurturing the child's learning and development. During these discussions,

parents gain insights into their child's progress across various areas, helping them understand how to reinforce learning at home.

Required conferences are scheduled at the end of the first quarter to ensure everyone is aligned on the child's development. However, both parents and teachers are encouraged to request additional meetings whenever necessary to address specific concerns or celebrate successes. Parents are always welcome to reach out to teachers, fostering a proactive partnership that contributes to the child's growth and success.

Student Health

The county health department provides our students with regularly scheduled hearing and vision tests. Each student must have current emergency contact information in FACTS.

Under provisions of Michigan Law, all students enrolling for the first time in or transferring to a Michigan school must have an up to date record of immunizations as stipulated by the State of Michigan. Parents must submit a record to the school regarding their child's immunization status. If parents do not wish their child to be vaccinated for religious or philosophical reasons, a signed waiver must be on file in the school office. **Dental assessment are required for all incoming Kindergarteners.**

Administration of Medications

Students are not permitted to have prescription or nonprescription medication in the school. However, Michigan law does allow students to keep inhalers with them at all times. If prescription or non prescription medication must be administered during the school day, the following guidelines are observed.

Prescription Medication

- A request to administer medication must be submitted to the office in writing and signed by the student's parent or guardian via this [medication form](#).
- The request must include the medication's prescription, **any special administration instructions**, and the prescribing physician's name.
- **All** medication must be in its original container.
- **A school staff member** must administer the medication.
- Unless special arrangements are made, it is the student's responsibility to report to the teacher **when** medication is to be taken.
- Michigan law allows students to keep inhalers with them at all times.
- The office staff will keep a written record of all medications administered.

Nonprescription Medication

- Nonprescription medication may be administered in the school according to the following guidelines.
- The request to administer non-prescription medication, along with instructions for the administration, must be in submitted via this [medication form](#).
- Medication must be in its original container.
- Nonprescription medication must be kept in the school office for administration.
- Unless special arrangements are made, it is the student's responsibility to request permission to report to the school office when medication is to be taken.
- The office staff will keep a written log of all nonprescription medication administered.

- Cough drops should be in their original container and may be given to the classroom teacher to be administered.

Building Security

We are concerned for the safety of our children, and in their interest, the outer doors of the buildings are locked during the school day. If you arrive after 8:15 a.m., the building will be locked. In that circumstance, you must push the button at the door and request permission to enter the building. You will be asked to check in at the school office and wear an identification tag during your visit.

All visitors to the building must check in the Raptor System in the school office.

Part of keeping students and faculty safe is knowing who is in our building at all times, and the Raptor system allows us to do that. The Raptor system will better allow us to screen visitors, contractors, and volunteers in our schools and provide us with a safer environment for our students and staff.

Upon entering the school office visitors will be asked to present an ID such as a Driver's License, which can either be scanned or manually entered into the system. If a parent or guardian for any reason does not have a US government-issued ID, the school staff member can use any form of identification and manually enter the person's name into the Raptor system. The Raptor system will check to ensure that registered sexual offenders are not entering our school campuses without our knowledge. The Raptor system checks the visitor's name and date of birth for comparison with a national database of registered sex offenders. The registered sex offender database is the only official database checked by the Raptor system. No other data from the ID is gathered or recorded and the information is not shared with any outside agency. Once entry is approved, Raptor will issue a badge that identifies the visitor, the date, and the purpose of his/her visit. A visitor's badge will not be necessary for those who visit our school simply to drop off an item in the office, to pick up paperwork, or to drop off or pick up a student.

The safety of our students is our highest priority and the Raptor visitor management system allows us to quickly identify those that may present a danger to our students.

BULLYING

A Statement of Faith

At St. Paul, we acknowledge that children have been entrusted to our care. With that care, there is the responsibility to provide a safe environment so that physical, social, emotional, intellectual, and spiritual growth can occur. The mandate to care for one another comes from our Lord Jesus. Jesus commands us to love God and to love one another.

Jesus replied: "Love the Lord your God with all your heart and with all your soul and with all your mind.' This is the first and greatest commandment. And the second is like it: 'Love your neighbor as yourself.'" Matthew 22:37-39

At the heart of following Jesus' command is a commitment by the staff of St. Paul to model the love that Jesus has shown us, validate the pain caused by bullying behavior(s), and take immediate action to stop the bullying behavior(s).

We acknowledge that sin is a part of our human condition. One manifestation of sin is that of bullying behavior(s). Because of the grace shown to us in Christ Jesus, we embrace a conflict resolution model that emphasizes accepting responsibility for our actions and forgiving one another.

- *If we confess our sins, he is faithful and just and will forgive us our sins and purify us from all unrighteousness. 1 John 1:9*
- *Bear with each other and forgive whatever grievances you may have against one another. Forgive as the Lord forgave you. Colossians 3:13*

Bullying - A Definition

Bullying is aggressive behavior that is intentional and involves an imbalance of power or strength. Typically, it is repeated over time. A child who is being bullied has a hard time defending oneself.

Bullying can take many forms: [Reference: <https://www.stopbullying.gov/>]

- Physical bullying (such as hitting or punching)
- Verbal bullying (such as teasing or name-calling)
- Nonverbal bullying or emotional bullying (such as intimidation using gestures or social exclusion)
- Cyberbullying or bullying through note writing, social network postings, blogs, IMs, etc. (Such as sending insulting messages by e-mail or sending insulting notes to others in the classroom)

A Statement of Action

- St. Paul will not tolerate bullying as the standard of behavior. Teachers will actively and consistently teach and model positive behavior(s) and have zero tolerance for aggressive or harassing behavior(s).
- Students demonstrating bullying behaviors will be subject to the discipline process as explained in the student handbook.

Bullying Misconceptions

Misconceptions regarding bullying behavior create problems in providing a safe environment and in restoring peace to the classroom. We are committed to naming bullying for what it is and avoiding the excuses often given for bullying behavior(s). Excuses may include:

- Bullying is a normal part of growing up, a life stage that everyone needs to live through
- Bullying has no severe consequences
- Those who are bullied "ask for it" or are simply getting what they deserve
- Bullying only involves physical attacks

- Adult intervention causes the bullying to escalate
- Students can resolve bullying problems on their own
- Bullies have this type of personality (reality: they are often victims of bullying)
- Bullies have an overly strong self-concept (reality: they bully because of fear and insecurity)

Impact of Bullying

The presence of bullying has a broad range of effects on the learning environment and relationships. We acknowledge the impact of bullying and are committed to being aware of the results of bullying behavior(s).

- Stress of bullying interferes with a student's ability to engage in classroom activities and interferes with learning
- Stress from bullying can cause depression, loneliness, low self-esteem, health issues and concerns, and, in extreme cases, thoughts of suicide
- The stress of bullying can cause fear of going to school, fear of being in locations such as the bathroom or at recess, fear of riding the school bus, or in a carpool situation
- Those who bully can develop serious antisocial and violent behavior patterns, including frequent fights, involvement in vandalism, smoking and drinking, truancy, and use of weapons.
- Bullying affects witnesses by creating a climate of fear and intimidation and ultimately affects the learning environment.

Identifying Factors

A. Bully

1. Has a desire to hurt and/or control
2. Operates with an unjust use of control and power
3. Will repeat the hurtful action
4. Enjoys seeing the target suffer
5. Possesses a sense of the target's susceptibility
6. Likes to be in charge
7. Believes he/she should get what he/she wants
8. Misperceives how others treat him/her
9. Has a network of friends that he/she controls
10. Denies feelings of the victim

B. Target

1. Passive Target
 - Quiet, sensitive, cautious in interaction with peers
 - Lacks skills of assertiveness
 - Has diminished self-confidence
 - May withdraw, run away, breakdown, or cry when confronted by a bully
2. Active Target
 - Anxious and insecure
 - Pesky behavior
 - Repeatedly annoys others
 - Lacks appropriate social skills

C. Witnesses

1. Empower the bully with silence
2. Feels empathy for the target but is afraid to act
3. Fears becoming a target is associated with the target
4. Is afraid of causing the situation to escalate
5. Seldom steps forward to defend or speak against the bully
6. May feel guilt

7. Lacks skills and knowledge in how to deal with the situation
8. Doesn't seek help to resolve the situation
9. Sees silence as the only way to avoid being a target

Potential Target

1. New students
2. Those of different ethnic groups
3. Those with learning disabilities
4. Those who are athletically challenged
5. Those with social class issues
6. Those with health and hygiene issues
7. Shy students
8. Those who are easily manipulated
9. Those with physical appearance issues (real or perceived)
10. Those who lack assertiveness skills
11. Teacher's perceived favorite student

STRATEGIES:

A. Strategies for Teachers and Staff

- a. Each teacher or staff member needs to examine his/her behavior – relationships between staff and staff, staff and students, and staff and parents need to be addressed.
- b. Consistently confront inappropriate comments, jokes, and gestures
- c. Teachers and staff receive ongoing training in anti-bullying and assertiveness skills
- d. Model good behavior by using good communication, anger management, and conflict resolution skills
- e. Help students learn how to express themselves in positive ways.
- f. Make expectations clear
- g. Recognize the importance of supervision in reducing bullying behavior(s)
- h. Listen, validate, and intervene when bullying occurs
- i. Document when bullying occurs
- j. Consistently enforce consequences for bullying behavior(s)
- k. Give as much attention to the target and witness as to the bully when addressing bullying behavior(s)
- l. Help the student take ownership of his/her behavior(s) by helping him/her accept responsibility, fostering growth in self-discipline, and encouraging a Christian model of repentance and forgiveness
- m. Teach assertiveness skills to all children – if targets are taught to be assertive, they are trained not to be victims

B. Strategies for Students

- a. Bully will learn strategies to:
 - i. Accept responsibility for his/her behavior
 - ii. Change his/her thinking
 - iii. Develop personal insight or self-awareness
 - iv. Understand why he/she bullies others
 - v. Know what to expect as consequences of bullying behavior
 - vi. Manage anger
 - vii. Identify the feelings of the target

- viii. Explore positive ways to feel powerful
- ix. Gain strength and confidence (self-worth)
- b. Targets will learn strategies to:
 - i. Stick up for himself/herself (assertiveness skills)
 - ii. Respond immediately to bullying
 - iii. Report bullying incidents immediately
 - iv. Differentiate between "reporting" and "tattling" (first is to help another/second is to get another in trouble)
 - v. Identify friend(s) for support
 - vi. Gain strength and confidence (self-worth)
 - vii. Learn and strengthen bullying resistance skills
 - viii. Build social skills
 - ix. Plan ahead to avoid potential problems
- c. Witness will learn strategies to:
 - i. Recognize bullying behavior
 - ii. Differentiate between "reporting" and "tattling."
 - iii. Read the emotional cues of a target
 - iv. Know when and be empowered to intervene
 - v. Help to remove the target from the situation physically
 - vi. If bullying is physical, get the attention of others immediately

C. Strategies for Parents

- a. Each parent needs to examine his/her own behavior. Relationships between parents and staff and between parents and parents need to be addressed.
- b. Consistently confront inappropriate comments, jokes, and gestures
- c. Receive ongoing training and information regarding anti-bullying and assertiveness skills.
- d. Model good behavior by using good communication, anger management, and conflict resolution skills
- e. Help own children learn how to express themselves in positive ways.
- f. Make expectations clear
- g. When children are present, recognize the importance of supervision in reducing bullying behavior(s)
- h. Respond immediately to incidents of bullying by first visiting the appropriate staff person and, if necessary, following up with the supervisor(s).
- i. Help children take ownership of their behavior
- j. Empower children to report bullying
- k. Differentiate between "reporting" and "gossiping" – reporting is necessary to conflict resolution. Gossiping prevents conflict resolution.

General School Rules and Procedures

- Walk at all times while in the building.
- Speak quietly and respectfully to fellow students and staff.
- Leave all gum at home.
- Treat other students respectfully and positively.
- Ask for the teacher's permission before leaving any classroom.
- Keep school facilities and grounds neat and clean.
- Students must demonstrate respect for the opposite sex and observe all students' personal space in the school building or grounds. (This includes not holding hands, placing an arm around the opposite sex, sitting close, etc.)

Discipline

Proverbs 22:6, "*Train up a child in the way they should go.*" highlights the importance of nurturing children in their development. At St. Paul School of Ann Arbor, we embrace this wisdom in our approach to discipline, seeing it as a valuable opportunity to teach self-control, responsibility, cooperation, and respect. Our faculty and staff strive to reflect the teachings of Jesus Christ in their interactions with students. We focus on fostering positive growth, gently redirecting negative behaviors, and guiding students toward acceptable conduct that enhances the learning environment.

Our primary aim is to nurture a love for the Lord as the foundation of life, followed by a commitment to love and respect one another as members of the Christian community and to cultivate a healthy sense of self-respect as children of God. We are dedicated to working alongside parents and students to create a supportive atmosphere that honors God. Key characteristics of this environment include:

- Students who express their faith in Christ through their actions and words.
- Students who take pride in their school, their personal learning journeys, and the achievements of their peers. Students who practice respect for their teachers, staff, parents, fellow students, the school itself, and themselves. Students who are familiar with and adhere to the expectations set by those in authority.
- Students who accept responsibility for their actions recognize that privileges come with important responsibilities.

Our approach to fostering positive behavior follows a four-stage process:

- **Redirection:** Teachers, guided by Scripture, constructively create a positive classroom atmosphere by addressing behavioral challenges. A thoughtful conversation can effectively guide students back on track.
- **Parent Contact:** If a teacher finds it challenging to promote positive behavior, they will reach out to parents for collaboration. Maintaining open lines of communication is vital for the child's success and helps ensure a productive school experience.
- **Referral:** If challenges persist, the student will be referred to the principal. The principal will work collaboratively with the student, teachers, and parents to find a resolution that encourages the student's success. This may involve discussions that lead to constructive outcomes, such as apologies, behavior contracts, or other supportive measures.
- **Consultation:** For ongoing challenges or serious situations that require immediate attention, a consultation with the student, parents, and school administrators will be organized. Together, we will outline the conditions for the student's return to school, ensuring that we support their journey.

If the issues continue, the principal may consider more serious interventions. In instances of serious misconduct, the principal has the authority to address the situation directly at any level, including the possibility of expulsion. Parents can appeal disciplinary decisions and request a hearing with the Executive Team to discuss the matter further.

Abuse/Harassment Policy

At St. Paul School of Ann Arbor, we are committed to fostering a safe and supportive learning and working environment, free from any form of violence or intimidation. Our school is a designated smoke-free, vape-free, drug-free, and weapon-free zone. We stand firmly against illegal discrimination, harassment, or physical abuse by any member of our community, including students, faculty, staff, and volunteers. Such behaviors are not aligned with the values of St. Paul and will result in appropriate disciplinary actions, which may include suspension, expulsion, or termination of employment. We take allegations of harassment, threats of violence, and physical abuse very seriously. Each report will be thoroughly reviewed and investigated promptly and confidentially, ensuring fairness and due process for all parties involved.

While a charge of harassment does not assume wrongdoing, we are dedicated to addressing any substantiated acts of harassment with appropriate disciplinary measures, which may include expulsion from the school. Additionally, individuals found to have made false or frivolous allegations may also face disciplinary actions. Harassment or abuse is defined as treatment or an environment that can be recognized as hostile or intimidating to a reasonable person. Such behaviors can occur at any time during school or work-related activities and encompass a range of actions, including:

- Verbal Harassment: Includes derogatory comments, jokes aimed at intimidating or embarrassing others, and obscene remarks directed towards individuals.
- Social Harassment: This may manifest as exclusion from activities, undue pressure to conform, or the spreading of rumors.
- Physical Harassment: This involves unwanted physical contact, blocking or interfering with another's movement, or any intimidating behavior that disrupts an individual's normal activities, including property damage or theft.
- Visual Harassment: This category includes the act of displaying obscene gestures or creating derogatory or inflammatory materials meant to embarrass others.
- Sexual Harassment: This includes unwelcome sexual advances, requests for sexual favors, inappropriate verbal or physical conduct of a sexual nature, or the misuse of authority to gain inappropriate sexual advantage over others.
- Physical Abuse: This refers to any use or threat of physical force intended to harm another person.

At St. Paul, we prioritize the confidentiality and protection of all individuals involved in instances of abuse or harassment. This process is initiated at the complainant's request, or for students, it may be initiated by their parents. We believe in a constructive approach to resolving conflicts and ensuring a safe environment for everyone.

Complaint Procedure / Conflict Resolution

Grievances will be addressed in a fair and Christian manner in an attempt to reconcile. Those who believe they have been a victim of any type of abuse should discuss the offensive behavior with the offending party, following Matthew 18:15-21. The complainant should meet with the appropriate administrator if this procedure is unsuccessful. The complaint should be directed as follows: If the complainant is on the staff of St. Paul, a student at St. Paul, or the parent of a student at St. Paul, the complainant will meet with the school principal. If the complaint is against the Principal of St. Paul, the complainant shall be referred to the Executive Team, who will act without the principal.

Any employee, student, or agent of St. Paul Lutheran School who participates in any kind of abuse or harassment of a student or another employee is subject to disciplinary action, including but not limited to verbal warnings, letters of reprimand, transfer, reassignment, suspension without pay, and/or dismissal.

Any student at St. Paul who abuses or harasses another student or staff member is subject to disciplinary action, including verbal warnings, reprimands, counseling, suspension, and/or expulsion.

The administrator involved will offer support, provide referral information, answer questions about school/church policies, and explain the options open to the complainant. At any time during this process, resolution may be achieved by the administrator meeting with the accused individually, the complainant and the accused, or the two parties and another mediator.

If the above actions do not resolve the complaint, complainants may appeal in writing to the Executive Team. The Executive Team will hear the complaint, reach a resolution, and issue a final decision.

If the violation warrants the involvement of law enforcement authorities, the complainant or appropriate administrator may contact them.

Complaint Procedure / Conflict Resolution

At St. Paul, we are committed to addressing grievances constructively in a Christian manner and promoting reconciliation. If an individual believes they have experienced any form of abuse, we encourage them to address the issue directly with the person involved, following the guidance of Matthew 18:15-21. Should this approach not lead to a resolution, the complainant is invited to meet with the appropriate administrator, teacher, or staff member for further assistance. Complaints should be directed as follows: If the complainant is a staff member, a student, or a parent of a student at St. Paul, they should schedule a meeting with the Principal. In cases where the complaint concerns the Principal, the matter will be referred to the Executive Team members, Senior Pastor, and Business Manager, who will handle it independently.

St. Paul takes any form of abuse or harassment very seriously. Employees, students, or agents involved in such behavior are subject to constructive disciplinary actions, including verbal warnings, letters of reprimand, transfer, reassignment, suspension without pay, or dismissal, depending on the situation.

Students who engage in abusive or harassing behavior toward other students or staff members will also face appropriate disciplinary measures, which may involve verbal warnings, counseling, suspension, or expulsion, as necessary.

The administrator involved is dedicated to providing support, guiding individuals through available options, and answering questions regarding the policies of St. Paul. They may facilitate resolutions through meetings involving the administrator, the accused, and the complainant or through mediation with all parties present.

If a satisfactory resolution is not achieved through these initial steps, complaints are encouraged to submit a written appeal to the Executive Team. The team will carefully consider the complaint, work toward a resolution, and provide a final decision.

In instances where the situation may require the involvement of law enforcement, the complainant or the appropriate administrator will take the necessary steps to ensure safety and compliance with the law.

Child Abuse/Neglect - Reporting Obligations

At St. Paul, we prioritize the safety and well-being of all students. In alignment with the laws of the state of Michigan, all school staff are required to report any reasonable suspicion of physical abuse, emotional deprivation, physical neglect, inadequate supervision, or sexual abuse and exploitation. Given the sensitive nature of these issues, the school believes it is essential to act promptly and responsibly, which means we will not contact parents before making a report to the appropriate legal authorities. This approach is distinct from typical procedures for other legal matters and reflects our commitment to safeguarding our students. The law's intent is clear: to ensure that any suspected abuse is addressed with the seriousness it deserves. Our staff will always act in the best interest of the affected child, as there is a legal obligation to report suspicions once they arise. We appreciate your understanding and support in maintaining a safe environment for all children in our care.

Legal Guardianship Matters

In matters concerning legal guardianship, parents must complete the pertinent parent information in FACTS. These items include but are not limited to:

- Name of enrolling parent; type of legal action affecting family.
- Name of each enrolling parent's children subject to a Court Order as a result of the action affecting the family. The identity and location of the Court have jurisdiction over the action affecting the family.
- Name, current address, home telephone and work telephone number of the other party to the action affecting the family.

In addition, a copy of the current court order dealing with child custody or visitation rights as a result of the action affecting the family, including all restrictions on the privileges of parents/guardians must be provided to school administrators.

Lunch Program and Procedure

St. Paul offers a complete hot lunch program that participates in the federal school lunch program. Menus are published weekly and included in the school newsletter. Students are served a nutritious meal consisting of protein, fruit, vegetables, bread, & 1% chocolate or white milk. Specific portions of various food groups are served each day, meeting the Federal School Lunch Program requirements. Students can participate in this program on any full day of school during the week, or bring a packed lunch from home.

- **Lunch Charges:** Lunch and milk charges are included on your monthly school bill. Should a cold lunch student forget their lunch, they will be allowed to eat a hot lunch, and their monthly school bill will be charged for the meal.
- **Lunch Milk:** Students may purchase a second milk with their hot lunch, or if the student takes a cold lunch, they may purchase milk only.
- **Free and Reduced Meals:** Lunch can be provided free or at the reduced rate of ~\$.40 per day for students of families that qualify.
- **Second Helpings:** An extra helping of the main entree offered may be purchased any day of the week. Students should inform their teacher when they wish to purchase second helpings. The students' accounts will be billed accordingly.
- Parents will be billed monthly for lunch charges. All fees must be paid in full each month in order to continue participation in the Lunch Program.

USDA Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, religious creed, disability, age, political beliefs, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other

than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) found online at: [How to File a Complaint](#), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights 1400
Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

Tuition and Fees

St. Paul School of Ann Arbor's outstanding teachers provide a truly enriching education. Here, they learn about knowing Christ and gain the tools to discover truth and create meaningful connections. Tuition is assessed to maintain this excellent level of education, which remains highly competitive among private Christian schools in Washtenaw County. An investment in this education is an investment in each child's future.

SPAA takes proactive steps to assist our community through the tuition funding model. Each student's tuition is reduced from the actual education cost per student, ensuring that education remains a reachable goal for every family. Additional assistance is available based on the availability of funds and the need for those funds. Tuition schedules are updated and posted on the school's website annually in January for the following school year.

Annual Enrollment Fee

The annual enrollment fee covers incidental costs that are typically passed onto the parents to pay separately. It covers the annual cost of FACTS School Information System and PTL dues for each family, along with a theme-year t-shirt, yearbook, and student activities for each student.

Payment of Tuition & Fees

Payment of the established school tuition is to be made on a schedule of ten equal monthly payments. The first payment is to be made by the 25th of August, and subsequent monthly payments are due on the 25th of the month (September through May inclusive). Whenever possible, the parents are encouraged to make advance payments (i.e., annually, semiannually). Statements will be sent to you via FACTS on the 15th of each month. If an account is in arrears, the principal's office will call the parent/guardian at home with a reminder. If no response is given, a phone call to the parent workplace will be made. The parents/guardian's responsible for informing the school office of how the balance will be paid. Failure to respond may result in the account being sent to a collection agency.

Note: Students whose accounts are not paid in full by the end of the school year will not be re-enrolled until such time as their account balance is paid. To ensure a spot for the student for the following year, the person responsible for the student's account is required to notify the principal of any extenuating circumstances and work out a payment schedule.

Tuition Assistance Program

Occasionally, families experience financial hardship. When families cannot meet their obligations to the school, they are encouraged to contact the school office. Applicants must complete the Grant & Aid Application in FACTS for consideration. Each application will be approved or rejected by the Tuition Assistance Committee. Tuition assistance will be awarded to the extent of the availability of funds donated to the school for this purpose.

Delinquent Tuition Policy

At St. Paul School of Ann Arbor, we are committed to providing a quality Christian education to all students and families. It is essential that tuition payments are made in a timely manner to maintain the school's financial stability and ensure the continued delivery of excellent educational programs and services.

- Tuition Payment Schedule: Tuition payments are due according to the schedule outlined in the tuition agreement provided to each family upon enrollment. Payment options and deadlines are clearly communicated, and families must adhere to the agreed-upon payment plan.
- Communication: If a family anticipates difficulty making a tuition payment or encounters unexpected financial hardship, they are encouraged to contact the school's office as soon as possible to discuss their situation. The school is committed to working with families to find solutions and accommodations that enable them to fulfill their financial obligations.
- Consequences of Delinquency: Failure to make tuition payments in accordance with the agreed-upon schedule may result in the following consequences:
 - Withhold academic records or transcripts until all outstanding balances are paid in full.
 - Placement on a financial hold status, which may restrict enrollment or re-enrollment for the upcoming school year until all past-due amounts are settled.
 - Referral of delinquent accounts to a collections agency or legal action, if necessary, to recover unpaid tuition and fees.
- Financial Assistance: SPAA offers financial assistance to qualifying families who demonstrate need. Families experiencing financial hardship are encouraged to apply for financial aid through the school's PACTS financial aid process. All completed financial aid applications are confidential and reviewed on a case-by-case basis.
- Current St. Paul Families must apply for financial aid for the upcoming school year by May 1st of the current school year.
- Stewardship and Partnership: We recognize that the ability to pay tuition is a significant financial commitment for families, and we appreciate the sacrifices and investments made to provide a Christian education for their children. By partnering together, we can ensure that SPAA continues to fulfill its mission of academic excellence and spiritual growth for all students.

Please contact the school office for assistance if you have any questions or concerns regarding tuition payments or financial matters.

Music Programs

- Kindergarten through fourth grade: The students are taught a general music curriculum and beginning choir techniques. Performances include church services, chapels, mini-musicals, and the annual Christmas service. Recorder instruction is provided in conjunction with 3rd and 4th-grade classroom music to prepare students for instrumental instruction and band experience.
- Grades 5 through 8: The students advance their vocal and instrumental skills through the upper-grade music program. Performances include church services, chapels, the annual Christmas service, fall and spring concerts, recitals, and music competitions.
 - Grade 5 - All students participate in choir and instructional band.
 - Grade 6 - All students participate in choir and have the opportunity to participate in band.
 - Grades 7 and 8 - All students participate in choir and/or advanced band.

Athletic Program

St. Paul is part of the Ann Arbor Independent Athletic Association (AAIAA). This allows us to be part of a league with other area Christian and private schools, participate in league tournaments, and establish sports schedules for the year. It also gives us the opportunity to interact with and witness Christ's love in other schools. When possible, we will continue to participate with other Lutheran Schools as we have in the past.

Library

Students and parents will have opportunities to withdraw books from the library. Please help us see that these books are returned promptly. Notices are sent home for all overdue books. Fees are charged for overdue and lost books. These fees appear on your monthly statement. Parent resources are also available and may be checked out from the library.

Field Trips

As part of the educational experience at St. Paul, students have the opportunity to participate in various field trips throughout the year. Information will be sent home prior to each field trip. When possible, parents are encouraged to participate in and provide transportation for field trips with their child's class.

Michigan law requires that children under eight years of age or under 4'9" must use a booster seat. Parents must provide a booster seat for their child to be transported on a field trip if they do not meet the age or height requirements. The following rules apply to drivers when transporting children from St. Paul Lutheran School.

- Possess a valid U.S. driver's license.
- Have current auto insurance on the vehicle used to transport students.
- Understand that in case of any type of accident, injury, or vehicle damage, St. Paul School does not provide any liability or physical damage insurance on the vehicle.
- Ensure all students riding in the vehicle will be secured with individual working seatbelts. Students may not be double-belted.
- Believe their vehicle is in safe operating condition.
- Carefully transport students under their care, including obeying all traffic laws.
- Check in with the Raptor System in the school office the day of the field trip. (See Building Security in the handbook for an explanation of the Raptor System)

Standards of Dress

The Standards of Dress aims to foster an atmosphere of respect and responsibility and maintain a classroom environment conducive to learning without visual distractions. Clothing should prove not to be a safety hazard for students. We value parental cooperation in the purchase of appropriate clothing and the application of the Standards of Dress.

We believe that our Standards of Dress contribute to the following:

- Promoting a more productive school atmosphere that emphasizes academics and supports positive behavior.
- Increased student achievement by encouraging students to concentrate on their studies and less on the pressure to keep up with expensive trends and fashions.
- Reduces social conflict and peer pressure that may be associated with appearance.

- It allows students adequate flexibility to wear what they want, giving them a sense of choice and expression. Therefore, the following Standards of Dress are applied at St. Paul:

General Guidelines

- Clothing will be modest and sized appropriately.
- Belts are optional
- Clothing will not be torn, tight, loose, or revealing. When the arms are fully extended, polo dresses, jumpers, skirts, skorts, shorts, and dresses shall be longer than the index finger.
- Not allowed:
 - hooded sweaters
 - hooded sweatshirts
 - cargo pocket shorts or pants
 - compression/spandex-type shirts
 - Visible brand logos and contrasting trim are not allowed on all clothing.

Pants, Capris, Skirts, Skorts, and Shorts

Solid Colors: Navy Blue, Black, Gray, and Khaki

Fit & Style: These items must be worn at the waist.

Jumpers and Polo Dresses

Solid Colors: Any solid color is acceptable.

Fit & Style: Polo dresses should be polo in style (collar and sleeves).

Shirts

Solid Colors: Any solid color is acceptable.

Fit & Style: Polo Shirts and turtlenecks/mock-turtlenecks only. Shirts may be tucked untucked. Shirts may be long or short-sleeved.

Layering: solid shirts may be worn under polo shirts for warmth or modesty needs.

Sweaters and Sweatshirts

Colors: Any solid color is acceptable.

Socks

- Socks must always be worn unless tights are worn.
- Tights and Leggings: Girls may wear any color tights or leggings under a skirt, jumper, or polo dress.

Footwear

- Footwear must have closed toes and a heel strap must be worn properly is applicable.
- Heels may not be higher than 2 inches.
- Rain, mud, or winter boots are not to be worn during the school day except during recess.
- No light-up or roller footwear.

Jewelry and make-up

- Jewelry should be conservative and not distracting.
- Body piercing is limited to ears.
- Temporary or permanent tattoos may not be visible.
- Make-up should be used conservatively.

Hair

- Hairstyle shall be non-distracting
- Hair dye is limited to naturally occurring hair colors.

St. Paul reserves the right to address any fashion trends that present themselves during the school year and decide if they are acceptable. You may purchase your clothing wherever you choose, but it should be clothing intended for school uniforms and of the same uniform style and material. If you have any questions concerning fit, style, or a specific article of clothing, we suggest you contact your child's teacher or the school office for clarification.

Noncompliance to the Standard of Dress is described as any missing or inappropriate items, styles, or type of apparel that does not appear in the section describing appropriate clothing. Consequences for infractions (depending on severity) include but are not limited to, a reminder from the classroom teacher or a phone call home for appropriate clothing to be brought to the school.

Physical Education Uniform

St. Paul School requires that a gym uniform be worn for all physical education classes for students in grades 6, 7 & 8. The P.E. uniform (shorts and shirt) is available from the school and will be billed to the student's account. P.E. shirts and shorts shall be labeled with the student's name for identification purposes. Clothing should be washed each week.

Boys and girls in grades K-8 are encouraged to wear athletic footwear for physical activity.

Student Cell phone & smart device policy

Student personal cell phones, smart watches, smart glasses, or any other device that connects to the internet and can take photos and/or recordings must be kept in the student's locker or backpack during the school day. They are prohibited during instructional time and are not allowed in the bathrooms or locker rooms.

Students may use the office phone if they are ill or an emergency arises.

Other electronic devices may be used with permission and at the teacher's direction. Such electronic devices include, but are not limited to iPods, iPads, tablets, portable music players, PDA's, and hand-held electronic games. Items confiscated due to misuse may be picked up from the teacher or school office after school and additional consequences may apply.

Audio/video recording during school hours is not to be done by students or parents. A teacher or administrator may grant permission for such audio/video recording in special circumstances. We realize that audio/video recordings will occur during events such as athletic events, musicals and the like.

Parents can help us enforce this policy by not texting their children or calling during the day. If a parent needs to contact their child they should phone the school office and the message will be relayed promptly.

Valuables

Valuables should not be brought to school. This includes such items as large sums of money, jewelry and significant keepsakes. Distracting items are subject to confiscation by the teacher. Purses and other valuable items should not be left unattended at any time. St. Paul is not responsible for lost or stolen valuables.

Pets

No pets are allowed in the school building due to possible allergies and the safety of the children.

Lost and Found

We encourage parents to proactively label all of their child's clothing to help keep track of belongings throughout the school year. This is especially important for items like coats, boots, hats, gloves, and school spirit wear. Lost and found items are gathered in a designated container located in the lower-grade hallway. We invite families to regularly check for misplaced belongings and reclaim them before or after school. To support our community and ensure that unclaimed items find a purpose, we will donate them to charity at specific times during the year, with prior public announcements. Thank you for your support and understanding in helping us maintain a positive environment!

Use of Student Photos/Videos - Request for Exclusion

Photographs or videos taken by school-approved photographers or videographers of students enrolled at St. Paul Lutheran School during the current school year may be used by St. Paul Lutheran School in marketing the school on the school website, in local newspaper and other print advertising, and in promotional materials published by St. Paul Lutheran School. Photographs and or videos shall be the property of St. Paul Lutheran School, which has the right to duplicate, reproduce and utilize, as St. Paul Lutheran School deems necessary. Parents may elect to exclude their children's pictures or recordings from being utilized in marketing efforts by the school by indicating their preference when enrolling their child in FACTS..

Parent Teacher League (PTL)

The Parent-Teacher League (PTL) is organized to provide opportunities for parents to become better acquainted with the teachers and the school. The PTL's primary function is to support the teachers, provide and support school activities, and raise funds for the school. Family fellowship and fundraising events such as the St. Paul School Auction and the Fun Run are examples of events sponsored by the PTL. It strives to provide funds for new programs and facilities that improve the education and educational setting for the students. All parents of students enrolled in St. Paul School are automatically members of the PTL. The annual dues for each family is collected as part of the annual enrollment fee.

Volunteer Screening Policy and Procedure - Raptor

Policy Statement:

All volunteers who work with children at St. Paul Lutheran School must comply with the screening. This policy includes, but is not limited to, a background check on the applicant.

Purpose:

It is the goal of St. Paul Lutheran School to provide:

- A safe environment for all children involved in any school-sponsored program or activity.
- Comfortable working conditions for all employees and volunteers working with children.

Objectives:

- That all children be treated with courtesy, respect, and Christian love while attending the programs and activities of St. Paul Lutheran School.
- That the activities and programs of St. Paul Lutheran School are conducted in a safe and secure environment and that the children are properly supervised while participating in these activities and programs.
- That volunteers and employees who work with children receive appropriate training to properly supervise and conduct the activities and programs, and respond to and report dangerous or inappropriate situations.

Volunteer Screening Requirements

St. Paul Lutheran School welcomes and encourages involvement from parents, grandparents, community members, businesses, community organizations, and representatives of other educational institutions. Certain processes must be completed prior to volunteering in your child's classroom.

- Submit to a background check via the State of Michigan via the Raptor System.
- During school hours, sign in on the Raptor System.
- Volunteer drivers for field trips must have a current driver's license and proof of ins.

Volunteers are the responsibility of the immediate supervisor within the functional area (i.e. athletic director and coach, office help and secretary, classroom aide and teacher). It is expected that the duties and responsibilities of the volunteer activity be clearly communicated to the volunteer by the supervisor.

Guidelines for Volunteers:

- All volunteers must submit to the rules, recommendations, and requests of the immediate supervisor. The supervisor is ultimately responsible and must be allowed to use his/her experience to preclude any detrimental situations.
- Lights are to remain on and door windows are not to be covered. Should lights need to be turned off for a particular activity, the immediate supervisor will be notified in advance.
- All volunteers should use good judgment when needing to speak to a student. It is always preferable to have a second adult in the room when a one-on-one conversation is needed with a student.
- Topics, vocabulary, and attire should not be used or worn which may portray a negative message to students or parents.
- Adult volunteers should not use alcohol during a scheduled activity or prior to the activity.
- Generally, physical contact is unnecessary, but if necessary (such as in a sport), volunteers should use good judgment. Physical punishment is not allowed.
- Volunteers will always act in a professional manner in dealing with students.
- If a volunteer believes that a student is in an unsafe or abusive home, he/she shall report it to the immediate supervisor.

Parent Commitment

St. Paul Lutheran School

The commitment of St. Paul Lutheran School

The faculty and staff of St. Paul Lutheran School pledges to provide a Christian education for all of our students. Our goal is to help each student grow academically, emotionally, physically, socially, and spiritually. We encourage our students to develop a personal relationship with their Savior, integrating their faith in Jesus Christ into every aspect of their life. The faculty commits to partnering with parents to assist the student in developing their talents and abilities to their fullest extent.

The commitment of each family

Understanding that education works best when it is understood to be an extension of the home, St. Paul School asks that all families make the following commitments.

1. We understand and accept that St. Paul School incorporates Biblical principles throughout its curriculum.
2. We understand and accept that St. Paul School strives to assist each student in developing a proper understanding and use of the Bible.
3. We will use our time and talents in providing assistance to the school whenever possible.
4. We will make wise use of the financial resources that God has given us and will take care of any financial responsibilities to the school.
5. We will support the discipline program as outlined by the teacher and school.
6. We will expect our child(ren) to complete school assignments and we will provide help and support when needed.
7. We will avoid unnecessary absences or tardiness by encouraging and promoting the importance of regular school attendance.
8. We will actively participate in the Parent Teacher League.
9. We will review and understand the St. Paul Lutheran School Handbook.

By signing this commitment, I/we agree to abide by the policies and regulations of the School as described in the St. Paul Lutheran School Handbook and in communications from the School. I/we additionally agree to encourage my child(ren) to do the same.

Parents acknowledge this when enrolling in FACTS.

Student Care Services

Our goal is to provide each student with a Christ-Centered Program offering a structured before and after-school care environment. Our program is fully licensed through the Michigan Department of Human Services. The MOHS fully reviews our policy and procedures, staffing, and physical plant to ensure the safety of each student. We welcome open communication from our school families. If you have any questions regarding our program, please feel free to call or email the program director or schedule an appointment.

Hours of Operation

7:00 - 8:00 a.m. every scheduled school day in the Fine Arts Room.
3:15-6:00 p.m. every scheduled *full* day of school in the Fine Arts Room. Note: Student Care is not available in the afternoon on half days of school.

Billing

There is a half-hour minimum billing rate for the first hour, or any part of it and then billing occurs in half hour increments. Parents will be billed monthly on their school statements. All charges for this service must be paid in full each month for continued participation in the Student Care Program. Parents are responsible for signing their child(ren) out each day. Failure to sign out will result in charges for the full three hours of afternoon student care.

Student Check In Procedure

Any student not picked up from school by 3:30 p.m., and any student arriving on campus before 7:50 a.m. will automatically be assigned to the student care program. Students who attend Student Care after school will check in at the Fine Arts Room. They are given a snack and participate in devotions. Students are then offered "structured free time", where several different activities may be selected. Students may recess to the playground, weather permitting. Please send appropriate clothing for your child to wear outside. Students may also decide to work on an art project, play a board game, or complete homework assignments. At times, appropriate movies are available to watch.

Sign Out Procedure

A Parent/guardian must sign out their child(ren) each day. If your child is not signed out, you will be charged for the full three hours of after school care. It is the policy of St. Paul School that no student may be released from student care, unless it is to an authorized adult. Authorized adults include parent/guardian, persons listed on the student emergency card, staff representatives and coaches/leaders of St. Paul School Programs that students are a member of, or an adult that has written permission from the parent/guardian. Please note that we do not allow students to make phone calls during or after school to make arrangements with other students or families.

Student Placement

Our Student Care Program is established to supervise students enrolled at St. Paul Lutheran School, ages five through fourteen, before and after school.

Student Care Rules

General Rules

1. Respect the rights of others
2. Keep hands, feet and body from touching others
3. Speak respectfully to peers and adults
4. Follow directions given by staff

members Inside Procedures

1. Upon arrival, check in and select a station until snack time
2. All tables must be completely cleared before snack is given
3. After snack, throw away all garbage
4. Choose between playground, homework, project time or

enrichment class Outside Rules

1. Stay on the woodchip area of the playground, the black top play area or the grass by the building
2. Woodchips are to be left on the ground
3. Please go down the slides, not up them
4. No tackle games or wrestling
5. Follow all Playground Rules that apply during the

school day Discipline Procedures & Steps to Resolve

Conflicts

1st offense: Verbal Warning

2nd offense: An age appropriate "time out"

3rd offense: Student will sit out until parent picks up student. Staff member will discuss the problems with parent. The student will not be allowed to come to Student Care the following day.

4th offense: Student Care Administrator will discuss with the Principal further disciplinary action, up to and including possible expulsion from the Student Care Program.

All discipline offenses will be logged in the Student Care Discipline Log Book for parents and staff members to discuss/explain. Parents are welcome each day to inquire about the behavior of their child.

Due Process: The following steps, to solve problems and resolve conflicts, will be used by staff in Student Care Services.

1. Approach calmly.
2. Acknowledge feelings. (You look angry/sad/upset)
3. Gather information. (What is happening here?)
4. Restate the problem. (You want the toy that Joe has?)
5. Ask for solutions and choose one together. (How would you like to solve this problem?)
6. Be prepared to give follow-up support. (You solved the problem!)

Student Placement Contract

The State of Michigan requires that all families attending St. Paul Lutheran School fill out and sign a student placement contract, whether or not they use our services.

This form is required by the state and must be filled out by all families even if you do not intend to use our student care program. This is acknowledged by parents when completing enrollment in FACTS.

Student Placement Contract - Parents give their permission for this during the enrollment process in FACTS

St. Paul Lutheran School, 495 Earhart Rd., Ann Arbor, MI 48105

As of the first day of the new school year, the St. Paul Lutheran Student Care Services Program agrees to provide childcare for the following named children:

Name

Birthdate

Provisions agreed to by childcare provider:

Upon signing this agreement, the St. Paul Lutheran Student Care Services Program agrees to abide by the following provisions of the Michigan Administrative Code:

R 400.51006 Program

1. A center shall provide a program of daily activities and relationships that offers opportunities for the developmental growth of each child in the following areas:
 - a. Physical development, including large and small muscle.
 - b. Social development, including communication skills.
 - c. Emotional development, including positive self-concept.
 - d. Intellectual development.
2. A center shall permit parents to visit the program for the purpose of observing their children at all times.

R400.5102 Licensee

1. A licensee shall have the following administrative responsibilities regarding staff:
 - a. Develop and implement a written screening policy for all staff and volunteers, including parents who have contact with them.

BCAL-3900 Licensee

1. The center must maintain a licensing notebook of all licensing inspection reports (dated 5/27/11 and following), investigation reports and all related corrective action plans.
2. The notebook will be available to parents for review during regular business hours.
3. Licensing inspection and special investigation reports from the past two years are posted on the Bureau of Children and Adult licensing website at www.michigan.gov/michildcare.

Upon signing this agreement, the parent, legal guardian or responsible adult agrees to abide by the assertive discipline program outlined at the beginning of the current school year. In addition, you are declaring that you have been notified of the existence of a Licensing notebook at St Paul School and Early Childhood Center that contains the above information.

Parent, Legal Guardian or Responsible Adult

St. Paul Lutheran Student Care Services Program

Signature: _____

Signature: _____

Printed Name: _____

Printed Name:

Student Care Services Administrator

Physical Health Parental Acknowledgement For School Age Programs

This acknowledges that my child(ren) named above who attend St. Paul Lutheran School, Ann Arbor, a school age program licensed and approved by the Division of Child Care Licensing, is in good health.

Further, any health restrictions, allergies, medications taken by the child, or any other needs are noted below:

Signature of Parent/Guardian: _____

Date: _____

Computer Technology Use Policy for Students

Effective Date: 07/01/07

Revised Date: 06/02/09

Scope

This policy applies to all students and their use of technology at St. Paul Lutheran School.

Technology includes campus computer or electronic data communication devices and their associated network or peripherals.

Policy Statement

St. Paul Lutheran School encourages the use of technology to promote teaching, learning, ministry, and administration. Students are responsible for their actions and activities while using technology. Inappropriate use of technology may result in disciplinary action as outlined below.

Policy Sections

A. Technology Access

1. Prior to student technology use The Computer Technology Policy Acknowledgement must be on file.
2. Direct supervision by a teacher, staff member, or authorized adult is required for all student technology use.
3. Internet access by students requires faculty or staff permission.
4. No access or participation in chat rooms or instant messaging without faculty or staff permission.

B. Appropriate Use

1. Technology shall be used constructively.
 - No harassing or degrading messages may be posted.
 - No posting of anonymous messages or personal communications without the original author's consent.
 - No bearing false witness or spreading rumors.
2. Students will respect the work of others.
 - No degrading, disrupting, removing, changing or tampering with equipment, software, or system performance. This includes knowingly infecting a computer system or file with a virus or malware.
 - No vandalizing the files of others.
 - No interfering with the work of another student.
3. Students will respect the privacy of others.
 - No attempting to "hack" into the computer system or files of others.
4. Technology may not be used to steal.
 - No violation of copyrights or other contracts.
 - No plagiarism.
 - No downloading, saving, or printing any "non-educational " files (music, video,etc.).
5. Students will request permission to use the resources or files of others.
6. Students may not use technology at St. Paul for their own financial or commercial gain.
7. Students' internet access must follow these guidelines:
 - Students may use the Internet to conduct research on "educationally appropriate" topics.
 - Students may not access any site which breaks the Eighth Commandment, promotes violence or hatred against a person or a group of persons with regard to race, color, sex, religion, national origin, age, disability or handicap.
 - No text, image, movie, or sound that contains obscene material or language that offends or degrades others will be allowed.

- Students may not access any site that promotes violence or destruction of property or provides knowledge of tools for such destruction.
- No personal information about a student may be released on the Internet. This includes full name, home telephone numbers, and addresses as well as information regarding the location of any student at any given time.
- If inappropriate material or content should appear on a computer screen the monitor should be immediately turned-off and the supervising adult notified.

C. Disciplinary Action is determined by St. Paul Lutheran School staff or administration in accordance with this policy and the related severity and frequency of the infraction. Consequences of policy violation may include:

1. Loss of technology and/or internet privilege
2. Individual conference with student and parent(s)
3. Suspension from school

Policy Acknowledgement

I have read, understand, and reviewed the preceding policy with my child. The signatures below acknowledge my child's and my commitment to upholding the policy.

Parents acknowledge this form when completing enrollment in FACTS