

Clara Barton Open School

Parent and Student Handbook

2007-2008

Table of Contents

Minneapolis Public Schools Mission	page 2
Clara Barton Open School Mission and Values	
Open Education Philosophy	
Barton Leadership Council	page 3
Whom to Call When You Need an Answer	
Barton School General Information	page 4
Barton School Hours	
Attendance	
Excusing Students from School.....	page 5
Breakfast and Lunch Program	
Emergency Information	
Health Information and Medication Policies.....	page 6
Medications	
Health Screenings	
Immunizations	
Weather Information	
Telephone Use.....	page 7
Special Education	
English Language Learner Program (ELL)	
Gifted and Talented Program	
Goal Setting Conferences.....	page 8
Community Education Program	
Educational Field Trips	
Instrumental Music Program.....	page 9
Options Program and Volunteer Coordination	
Barton School Taxi Cab Transportation Fund	
Visiting Classrooms.....	page 10
Barton Classroom Placement Procedures	
School Discipline and Behavioral Expectations	page 11
Barton School Wide Rules	
Rules and Logical Consequences	
Bicycle Safety.....	page 12
General School Safety Rules	
Playground Rules	
Transportation and Bus Safety	
Minneapolis Public Schools Policies	page 14

Minneapolis Public Schools Mission

We exist to ensure that all students learn and to support their growth into knowledgeable, skilled, and confident citizens capable of succeeding in their work, personal and family life into the 21st century.

Clara Barton Open School Mission and Values

Barton Open School fosters a community of active learners centered on the following values:

Each Child is Unique

We strive to create a safe, caring and reflective environment that fosters personal responsibility, self-direction and a love of learning.

Personalized Teaching

Teachers and parents are trusted to know children, and to tailor curriculum that is emotionally, socially and intellectually meaningful.

Love of Learning

We strive for a school that fosters a love of learning through passionate engagement, fun, risk-taking and creative experiences in a community of learners.

Multi-Faceted Curriculum

We believe in an enriched curriculum that encourages choice, critical thinking, arts expression, social skills and intellectual engagement.

A Community of Mutual Respect

We strive for a diverse learning community based on mutual respect among children, teachers and parents.

Open Education Philosophy

Clara Barton Open School is rooted in the philosophical foundations of open education. In its most general terms, open education refers to a style of teaching that values student choices in the educational process, hands-on learning opportunities, integration of curriculum areas, and regular opportunities for cooperative, small group learning experiences. The term "open" in open education refers to the teacher's willingness to be open, flexible, and accommodating to the unique learning style and needs of individual students. Although students share many commonalities in their learning, each individual student brings unique strengths and needs to the classroom. The open classroom is designed to accommodate these diverse learning needs and to seek educational experiences that can best support the learning of individual students.

As an educational program that emphasizes the learner, open education also emphasizes and values the learning process -- how to ask searching questions, how to problem-solve rather than simply memorize, how to be actively engaged rather than passively receiving information. The classroom program will use many and varied instructional materials and activities that keep the child actively involved. Children learn that not all learning comes from books. Real-life situations, experimentation, exploring the arts, and working with others outside the school setting all contribute to a child's learning in significant ways.

The open school program places a strong value on student mastery of the basic academic skills. These skills are an important foundation for developing strong independent learning strategies in the content areas of science, social studies, other languages, and the arts. Instruction is provided in the basic skills of reading, writing, and mathematics based on the Minneapolis curriculum standards. It is our expectation that all children will make strong progress in each of these areas.

The learning environment at Barton Open promotes cooperation and non-competitiveness. Classrooms are organized with mixed age groupings and are designed to be responsive to the different learning styles that

children bring to us. We believe in non-competitive assessment and use a variety of measures to evaluate student learning, from an instructional management system that measures specific skills to portfolios of student writing, projects and art work. Students are encouraged to provide feedback about group work and to evaluate their own learning on a regular basis. They are also invited to share their learning through special events planned for parents and family members. These sharing activities include reviewing student work collected in portfolios and student presentations of projects and plays. Barton is built on a foundation of choices, responsibility and student decision-making.

Barton Leadership Council

The Barton School Leadership Council, consisting of parent and staff representatives, is responsible for setting school policies, identifying yearly goals, monitoring school improvement plans, guiding overall staffing and program decisions, planning and implementing fundraising activities, and encouraging broad participation from all members of the school community.

Leadership Council meetings are usually held on one or two Thursdays (6:00-8:00 PM or 4:30-6:30 PM) of each month during the school year. Council members also participate in specially planned Leadership Retreats (held every other year) to set direction for the school improvement plans. Regular attendance at Council meetings is encouraged in order to stay current with school issues. Council meetings are open to all members of the Barton community. Parents and staff are encouraged to attend whenever possible. Meeting times are regularly published in the *Barton Bugle*.

It is our desire that the parent members on the Council reflect the diversity of our school community and represent the different perspectives of families and students. If you are interested in serving on the Council as a parent representative, a community-wide endorsement process takes place in May of each year to determine Council membership for the following school year. A ballot, with candidate statements about one's goals and ideals for Barton, is sent home to all families in early May. Candidates receiving 50 or more votes are endorsed as parent representatives to the Council.

Staff representatives to the Leadership Council are selected from each team in the school (primary, older primary, middles, uppers, specialists, support staff and at-large). The Leadership Council is co-chaired each year by one parent and one staff member. The Council co-chairs for the 2007-2008 school year are Steve Richter (parent) and Kristin Sonquist (staff).

Whom To Call When You Need An Answer

- For questions about the activities in your child's classroom, or with your child's individual learning program, or a potential problem with a teacher, start with the classroom teacher. If you still have questions, talk to the Principal. If there are still unresolved issues, you may contact Associate Superintendent Craig Vana at 668-0140 in the Office of Academic Support.
- For questions about the school, not the classroom, you should start with the building Principal, Steven DeLapp.
- If you have questions about the Uppers program, you may contact our Uppers Program Team Leader, Allison Rubin-Forester.
- If you have questions about parent volunteer opportunities or the Options Program, please call Rus Thomas.
- If you think your child has special needs, start with the classroom teacher. You may request additional help from the Special Education teachers, the Gifted and Talented Resource teacher, the Dean of Students Trish Clarke, and/or the Principal.
- For questions about the ELL Program (English Language Learners), please contact ESL teachers Karen Karis and Cynthia Wilson.

- For problems with buses, contact the office. If the questions are routing and/or pick-up stop issues, they will be handled in the office. If there are student behavior or bus driver concerns, they will be handled by Glen Shackelford and the Principal.
- For questions about transfers, please talk to the Principal. For questions about attendance area boundaries, please contact the Student Placement Center at 612-668-1840.
- For questions about food services or billing for school lunches, call our food services coordinator, Lisa Erwin at 668-3584.
- If you have any other problems, concerns, questions, or need information, call the building Principal. If the Principal cannot help you, he should be able to refer you to someone who can.

Barton School General Information

Barton School Hours

Our school starting times are as follows:

Grades 1-8 & Full Day K	7:30 AM – 1:45 PM
Kindergarten AM	7:30 AM - 10:15 AM
Kindergarten PM	11:00 AM – 1:45 PM

We ask for parent cooperation to make sure that students do not arrive at school each morning before they can be adequately supervised. Children who are being driven to school or who are walking or biking should arrive no earlier than 7:20 AM. If there are special circumstances that require you to bring your child to school before this time, please ask your child to go directly to the front office hallway to wait for the official school start. This will assist the school staff in knowing who is in the building before classroom supervision can be arranged. Because of our concern for student safety, we need everyone's help to make sure that patterns of early arrival are avoided.

Students who are not under the supervision of an adult are asked to leave the building promptly after school. Students are dismissed at 1:45 PM and buses depart at 1:50 PM.

Attendance

To Report an Absence or Illness, Call 668-3588

Learning will be enhanced for each student at Barton by maintaining consistent school attendance. We request that every attempt be made to schedule medical and dental appointments during out of school hours. If such an absence is necessary, please call the Health Office or send a note informing the school of your child's absence or late arrival.

Please call the attendance telephone line to report all absences from school (668-3588). For all school absences we ask that you provide the following information:

1. Child's name
2. Homeroom number or teacher's name
3. Reason for absence (illness, religious observance, family emergency, medical, dental or mental health professional appointment that could not be scheduled after school).

If a child arrives late to school for any reason, please remember that she or he needs to first check in (sign-in) through the Health Office. Attendance information from the classroom is sent to the office early in the day. It is important, therefore, that the information we have about who is in school on any particular day is as accurate as possible. Parent assistance in following these late sign-in procedures for students will be appreciated.

When students have a problem with regular attendance, we will follow the steps outlined in the district attendance policy.

Excusing Students from School

Requests to excuse a student from school during the school day should be made in advance in writing and requires approval of the principal or designee. In case of emergency, please call the school office (668-3580). Students are not to be excused for recitals, music lessons, dance lesson or babysitting. The Board of Education permits us to excuse students for the following reasons:

1. Illness
2. Serious illness or death in the family
3. Appointment with doctor, dentist, or mental health professional when an appointment cannot be made outside the school day
4. Religious observance
5. Special occasions authorized by the school principal or superintendent.

Breakfast and Lunch Program

Breakfast and lunch programs will be available to all students. Because Barton has a small kitchen and no cafeteria, students eat in their homerooms under the supervision of their classroom teacher.

Free and reduced priced meals are available for those students whose families meet the guidelines. Qualification information is confidential so students receiving free or reduced priced meals will not be identified in any way during the distribution of meals. Applications for free or reduced meals are available from the school office. If you are not sure whether or not you qualify, please complete the form even if you do not plan to participate in the breakfast/lunch program. The district keeps track of eligible children for school funding purposes. Every eligible "free/reduced meal form" returned to us means more resources for Barton School.

School Breakfast will be available at no cost to all students. We encourage your child to participate in the free breakfast program.

Money for School Lunch should be paid in advance. Credit should not be extended. Meals/milk may be paid for by the week, month or year. An envelope will be sent home on a regular basis for meal/milk money. Extra envelopes are available from our food service coordinator in the kitchen. The envelopes should be returned with payment to your child's teacher or sent directly to the kitchen. Checks should be made payable to the "Minneapolis Nutrition Center." Lunch costs:

- | | | |
|----------------|-------------------|-------------------|
| 1. Full pay | \$ 1.75 | (\$8.75 per week) |
| 2. Reduced pay | \$.40 | (\$2.00 per week) |
| 3. Milk costs | \$.35 per carton | (\$1.75 per week) |

You may also use the online prepaying system for paying for school meals (PAMS), the Parent Account Management System. Parents can set up automatic payment plans, view balances and account history and receive automated notification on balance status. Learn more about PAMS at: www.payPAMS.com.

If you have questions about our breakfast or lunch program, please call our food service coordinator, Lisa Erwin, at 668-3584.

Emergency Information

In case of emergency or illness the school will call your home. It is very important that we have an up-to-date emergency information card for your child showing your current home phone number, work number and the names of two other adults we can call. We also need your doctor's name and phone number. Cards are sent home at the beginning of the year. Be sure to fill it out and return it and update it if there are changes during the year. We also ask that you discuss with your child where to go if you are not home.

Health Information and Medication Policies

If your child shows any symptoms of illness, such as nausea, diarrhea, sore throat, rash, etc. please keep them home until you can determine how serious the condition may be. Wait for the results of a throat culture before sending your child to school. Also, if your child has been ill, do not send her/him to school until 24 hours after the temperature has returned to normal. This will help reduce the spread of infections throughout the school. Be sure to notify the school Health Office of any contagious conditions such as strep throat, head lice, scabies, chicken pox or other childhood diseases.

If your child has a serious health condition, notify the school Health Office and the teacher. Make sure that the information is noted on your child's health record, so that proper procedures can be taken to help your child at school.

Medications

According to Minneapolis Public School policy, medication will be administered only in exceptional cases when failure to take the prescribed medicine will be detrimental to the child's health. Any medication administered by school personnel requires a completed medication consent form signed by the physician and parent and must be in a prescription bottle. The consent forms are available in the Health Office. Short-term medications such as antibiotics usually can be taken before and after the school day. Even over the counter medications such as Tylenol or cough medicine must be supplied from the home and be accompanied by the medication consent form signed by physician and parent.

Health Screenings

Hearing, vision, scoliosis and growth screenings are done for students periodically at different ages. Parents are informed if there are any problems and a referral to a physician is indicated. You may refer your child to the Health Office for screening at any time if you feel there may be a problem.

Immunizations

Minnesota Law (Statutes 123.70) requires that all children who are enrolled in a Minnesota school be immunized against diphtheria, tetanus, pertussis (DTP), polio (OPV), and measles, mumps, and rubella (MMR). 7th graders must show proof of a second immunization for MMR. State Law also requires a tetanus/diphtheria booster after the age of 11. Compliance with State Law requires that children not fully immunized be excluded from school until minimum recommended dosage is received.

Please contact the Health Office if you have questions about immunization requirements. Karen Ward is our school nurse and Jennie Smith is our Health Office Assistant.

Weather Information

School will be open every school day unless there are severe weather conditions (cold, snow or ice). In the event of a school closing, announcements will be made before 7:00 AM on local radio and TV stations. Please listen to one of the following:

WCCO AM (830) WCCO-TV (4)
KBEM-FM (88.5) KSTP-TV (5) KARE-TV (11)

Do not call the school. Check the radio or TV and if there is no announcement, school is open. If weather is severe but not impassable, we ask that you use your own judgment about sending your child to school. Age of the child and special health problems should be considered. Because buses might be running late in bad weather, be sure your child is dressed warmly and instruct your child to come inside if the delay is too long.

Telephone Use

If you would like to contact a teacher or child, call the office and leave a message for them to call you. A voice mail system is set up at Barton School so that messages for teachers can be left without interrupting the classroom. Please try to minimize calls to your own child concerning family arrangements that should be made prior to the school day.

Because of the heavy demand on our phones, students are requested to use the phone only in an emergency. They must have permission from their teacher and should not be using school time to make social arrangements with friends for after school.

Special Education Services

If you have questions about the services available through our Special Education program and eligibility issues concerning your child, you are asked to contact our Dean of Students, Trish Clarke. Trish will refer you to the appropriate staff member for additional information or will help arrange a conference for you with the classroom teacher to discuss your concerns. Prior to any formal assessment and/or Special Education evaluation, we will encourage a thorough collaborative problem solving process to assure that we are doing everything we can to support the learning needs of the child.

There are a number of special services that are available to students and will be handled through the assistant principal and special education team:

1. Special Education testing and services for students with learning difficulties, disabilities, or behavior problems.
2. Speech and language assessment and service for students with articulation and language problems.

English Language Learner Program (ELL)

An English Language Learner program is available at Barton for students whose second language is English and need additional support learning to speak English. The ELL program is available to all grade levels. The Barton ELL program is designated for Somali, Spanish and miscellaneous language speaking students. ESL (English as Second Language) teachers Karen Karis and Cynthia Wilson work with small groups of students to provide instruction in oral language skills. They also assist classroom teachers in making accommodations to the regular program to help meet the needs of ELL students.

Barton School also has a 35 hour a week Somali Associate Educator who can be reached at 668-3580 to assist with communication with Somali families. The hours and days for the bilingual Associate Educator will be communicated in the school newsletter.

Gifted and Talented Program

There are three main sources of programming for gifted and talented students at Barton School: the Gifted and Talented Resource Teacher, the Classroom Teacher and Specialists, and Parent and Community Volunteers.

The Gifted and Talented Resource Teacher provides direct services for identified students in grades 2 - 6 through Challenge Classes. Challenge Classes meet roughly one hour each week throughout the year and focus on creative problem solving, critical thinking, and interdisciplinary curriculum experiences.

The Classroom Teachers and Specialists address the needs of gifted students by providing an appropriate level of curriculum challenge in each classroom, embracing divergent responses, fostering inquiry and academic choice, and providing support for a variety of co-curricular challenges (for example, Math Challenge, Choir, Geography Fair, Minneapolis Math Competition, Yearbook, Uppers' Musical and Student Council). Classroom teachers and specialists also teach Options Classes during the school year that provide advanced and accelerated learning experiences for gifted students.

Parent and Community Volunteers also provide a range of services for gifted students at Barton. Through parent participation in goal setting conferences, a rigorous set of challenges are provided for students. Parents support a variety of co-curricular challenges that include activities or programs like Inventors' Fair, Chess Club, After School Spanish, Something Good/Community Service Projects and Lego Club. Finally, parents and community volunteers are involved in teaching Options and Community Education classes. Both programs provide challenges and accelerated learning opportunities for gifted students.

Questions about programming for gifted students can be directed to your child's classroom teacher or to Lisa Lange, the Gifted and Talented Resource Teacher, at 668-3580.

Goal Setting Conferences

Students, parents and teachers participate in Goal Setting Conferences at least two times during the school year for students in grades K-6, once in the fall and again in the winter. Students in the uppers program have a Goal Setting Conference with their homeroom teacher in the fall and then additional conferences as needed during the year with other teachers. Additional conferences for all levels are scheduled as needed. The process of goal setting, and monitoring goal attainment, is an important part of the open school program at Barton. Students are asked to take an active part in identifying learning goals that are important to them, academically and personally. Parent suggestions are critical in the conference. The emphasis is on personally relevant goals for the individual child. It is one example of the non-competitive, student-centered evaluation process in the open school program.

The Goal Setting conference form is slightly different for each grade level (primary, older primary, middles and uppers) and is adapted from Howard Gardner's theory of multiple intelligences, i.e., a belief system that values the many ways children can be smart. In goal setting conferences teachers will stress the ways that children can grow intellectually, socially, and personally. The specific goal areas identified through Howard Gardner's work are Intrapersonal and Interpersonal skills, World Understandings, Linguistic and Logical-Mathematical knowledge, and Bodily-Kinesthetic, Spatial and Musical skill development.

Parents may request a conference without your child if there is a special concern that is better discussed with adults only.

Community Education Program

A Community Education program takes place at Barton School under the direction of Cindy Smedberg. The program involves after school classes for students and some evening classes for adults. Cindy also helps coordinate the transportation for after school programs for Barton students. If you have questions about the after school programs or about registration for classes, please call Cindy at 668-3585 in the Community Education office.

Educational Field Trips

Barton students regularly participate in educational field trips. The field trips are viewed as an important part of the school program. Students must have a signed permission slip or note from a parent/guardian giving permission to go on a trip.

Some field trips will involve fees. Students will not be denied the opportunity to participate because they cannot afford a field trip experience. Field trip scholarships are available to support full participation in field trip experiences. Barton families are regularly invited to contribute money to the school's Scholarship Fund to assist other families. In addition, the Leadership Council allocates money to the Scholarship Fund on an annual basis if needed.

Instrumental Music Program

Barton School offers an instrumental music program in strings and band for students in grades 4 and above. A limited number of students in grade 3 are also allowed to participate depending upon instrument availability and permission of the instructor. Instructors visit classrooms in the fall of each year and provide interested students with program information and sign-up forms. The annual rental rate for school instruments is \$25.00.

Instructors offer small group classes one day a week throughout the school year. Instrumental music students are expected to practice at home on a regular basis and participate in a spring music concert for families and friends.

Questions about the instrumental music program can be directed through the school office to Toyo Lang, Strings Instructor and to Mike Robinson, Band Instructor. Each teacher can also be reached via email: (toyo.lang@mpls.k12.mn.us) or (michael.robinson@mpls.k12.mn.us)

Options Program and Volunteer Coordination

Rus Thomas is the Barton School Options Coordinator and our community liaison/volunteer coordinator. He shares an office with the Community Education coordinator.

The Options Program grows from and reflects Barton's open school philosophy. The program depends upon parental and community involvement, incorporating families of Barton students into school programming in a meaningful and tangible way. The program's purpose is to provide students with short-term alternative learning experiences, designed to match the specific needs, abilities, and interests of a diverse school population, and provide conditions of success different from those of the regular classroom. Of the 45 to 50 classes offered in each of three 4 to 6 week sessions a year, 20-25 are offered by staff members with the remaining classes taught by students, community and family volunteers. Each class attempts to meet a specific need of a targeted group of students.

The Options Program offers the students:

- A flexible and relevant curriculum that reflects current needs, interests, and talents of students, staff, and volunteers.
- The opportunity for some students to learn by teaching.
- Time for concentrated study of one topic with a small group of students with similar interests and abilities.
- A chance to interact with adults other than their own classroom teacher or parents.
- An opportunity for students to learn with a broader age group.
- An opportunity to invite family members to participate in their school day by teaching a class or coaching a student taught class.
- The opportunity to make educational choices.

Barton School Taxi Cab Transportation Fund

Parent and family member attendance at school events is a high priority for us at Barton. The Barton Leadership Council allocates funds each year to support a Barton School transportation account with the Minneapolis Yellow Cab Company. The taxi cab transportation fund is set up to assist any Barton parent/family member attend school events and conferences.

If you need assistance getting to school (for example, to attend a conference or a classroom performance), please call Yellow cab at 824-4444 and provide the Barton account number BOS-001. The Yellow cab drivers will bring you to school and then fill out a voucher in the school office. You may also request that the office make taxi arrangements for you.

Visiting Classrooms

Parents and families are welcome to visit classrooms at any time. If you want to visit rooms other than your own child's, we ask that you check-in through the main office before doing so. We will give you a visitor button to wear during your visit.

School tours are also arranged for parents of prospective kindergartners. You are welcome to join these tours. Please call the office for more information about the school tour schedules.

Whenever you are visiting a classroom in the school, please remember that teachers should not be interrupted in their work with students to answer your questions. Please make separate arrangements through the school principal if you have questions that need answering because of the visitation.

Barton Classroom Placement Procedures

Decisions about class assignments are made without input from parents regarding teacher preferences. Our overarching commitment is to create classrooms that are well-balanced according to age, gender, race, ability level and student needs. Whenever possible, we try to keep students with the same teacher for two years in a row. Parents who prefer a teacher change after one year are invited to share that information with the teacher or the principal in the spring of the year. Following the communication of the room assignment in the summer, parents are invited to share information about your child's learning needs with the teacher prior to the start of the new school year.

School Discipline and Behavioral Expectations

Barton School is committed to providing a school environment where students feel safe, are treated respectfully by others, and are continually growing in their ability to make good decisions for themselves and others. Our goal is to develop behaviors that will be conducive to positive learning in the classroom. Children are asked to share in the responsibility of developing classroom rules through a discussion of their hopes and dreams for the school year. Rules are the logical outgrowth of the goals students have for the year and will generally cover three broad categories:

- Respect yourself
- Respect others
- Respect our learning environment

Barton School Wide Rules

Student Council representatives worked with classroom rules from each grade level two years ago to generate school wide rules. The following list of all school rules was developed:

- Be Respectful
- Have Fun
- Don't Hurt Others on the Inside or the Outside
- NLEO (No Loud Emotional Outbursts)

Rules and Logical Consequences

When there are problems with student behavior, situations are usually handled at the classroom level as an ongoing component of the instructional program. Expectations are clearly and regularly communicated to students. When problems first occur, expectations are stated again by teachers and discussed with students. Alternatives for how a situation could have been handled are shared. Role playing or written commitments to appropriate actions are encouraged.

When rules are broken, three kinds of logical consequences are regularly used:

1. Reparation You break it, you fix it. For example, when the feelings of others are hurt, an apology of action will be used.
2. Loss of Privilege For example, to use materials, to move about the classroom during a work period, to choose one's partner, etc.
3. Time Out/Taking a Break

Time outs are used in the classroom to give students a short time period away from the activity in order to regain self-control. Time outs will also be arranged out of the classroom, in a buddy teacher's room, or in the office if necessary. If students reach the point where the office is required to regain self-control, parents will be notified so that they can discuss the situation with the classroom teacher.

All Barton School community members are expected to be courteous, cooperative, and respectful. Behavioral expectations include dressing appropriately for school activities and for safety. Clothing which advertises chemicals and/or tobacco is not acceptable. Messages displayed on clothing should not be offensive, sexual, gang related, or degrading to any individual or group. As in all public buildings, students must wear shoes and shirts at all times. Hats cannot be worn inside the building during the school day.

Bicycle Safety

Students who ride bicycles to school need to adhere to the following school expectations. Barton School cannot assume responsibility for the safety of student riders or their bicycles.

1. Students should be 4th grade or older in order to ride a bike to school. Any exceptions need to be approved by the principal.
2. Bicycle helmets should be worn.
3. Bicycles should be locked at one of the bike racks during the school day.
4. Bicycles should be walked on the school grounds during arrival time and dismissal.

General School Safety Rules

1. Students should be 4th grade or older in order to roller blade or skateboard to school. Any exceptions should be approved by the principal. If you roller blade/skate board to school, take them off before entering the building. Find a safe place to store them in your classroom or locker.
2. Do not carry large amounts of money.
3. Always communicate with your homeroom teacher if you need to leave school early. You must be picked up by a parent or someone your parent/guardian has given prior written approval. Before a student leaves the building, a parent/guardian should complete the sign out form in the main office.
4. Do not bring toys, walkmans or other personal items to school unless you have the permission of your homeroom teacher. Barton School will not assume responsibility for these items.

Playground Rules

1. Follow the directions of the adults on duty at all times.
2. Dress appropriately.
3. Walk quietly and calmly in and out of the building at the beginning and end of recess.
4. Monitor your speech (i.e. loudness, put downs, foul language, name calling, teasing, answering back); use appropriate language.
5. Play safely (no play fighting, pushing or shoving of others).
6. You may not re-enter the building during recess without the permission of an adult on duty.
7. No going into the street or on the roof to retrieve equipment. Ask the adults on duty for assistance.
8. No eating or drinking on the playground during recess time.
9. Bikes, roller skates and skateboards may not be used on the playground during school hours.
10. Throwing snowballs is not allowed and can result in a one-day suspension.

Transportation and Bus Safety

The district provides transportation for all students who do not live within a reasonable walking distance to the schools. Students are reminded that the school day begins and ends at the bus stop and that the usual school rules and policies are in effect. Students are picked up and dropped off at assigned stops only.

If a student needs to ride a bus other than his/her assigned bus, a note from a parent/guardian should be brought to the office. The drivers cannot allow a rider who is not assigned to that bus without office approval. A permission form (bus pass) needs to be obtained from the office before bus time.

If you require a change in bus stops or bus routes, please contact our bus transportation coordinator in the Barton office.

The driver is responsible for student safety and students are expected to follow the driver's instructions at all times. Bus rules are required to protect the safe operation of the bus and to assure the safety of all students riding the bus. If a student has difficulty following bus rules, he or she may be removed from the bus. Students who ride the bus must conform to the safety rules listed below:

1. Stay out of the "Danger Zones" outside the bus.
2. Follow the driver's instructions.
3. Be on time. Arrive at your designated bus stop 5 minutes before scheduled departure.
4. Always SIT DOWN.
5. Be respectful. No fighting, swearing or yelling.
6. No EATING or DRINKING.
7. Keep your bus clean. Do not damage the bus.
8. Keep your head and arms inside the bus windows.
9. No dangerous objects or pets.
10. Windows may not be open over halfway.

When leaving the bus, students should look to the driver for directions as to when to cross the street. The driver will have the eight warning lights on and the stop sign extended. Cross the street in front of the bus and watch carefully.

Bus drivers are required to report students who interfere with the safe operation of the bus. The bus driver reports such incidents on a written form which is given to the administration at Barton School. The following steps are taken:

1. First report: Student receives a verbal warning, bus rules are reviewed, and a phone call is made to the parent.
2. Second report: Student is reminded of the expectations; parents are contacted, possible parent conference required.
3. Third report: Student may be removed from the bus for five days beginning on the Monday following the written report. A letter will be sent home notifying the student's parent of the bus problem and its consequences.
4. Fourth report: A conference will be scheduled to discuss the inappropriate bus behavior with the student and the student's parents and identify consequences for such behavior. Students may lose bus privileges for an indefinite period of time.

Minneapolis Public Schools Policy 5100 Attendance Policy

- I. Purpose
To establish and define a policy on attendance
- II. General Statement of Policy

The Minnesota Compulsory Attendance Law (Minn. Stat. 120A.22) establishes that every child enrolled in kindergarten through age 18 shall receive instruction, unless they are legally withdrawn at age 16 or 17. It is the policy of this district that once a child under the age of seven has been enrolled in a Minneapolis Public School, attendance for that child is compulsory just as it is for children between the ages of 7 and 18. This means that once a child under the age of seven has been enrolled in a Minneapolis Public School, that child is expected to attend school on time each day and may not be withdrawn from enrollment except for good cause as determined by the Minneapolis School Board or its designee.

A student between 16 and 18 years old who seeks to withdraw from school, and the student's parent or guardian must:

- 1) attend a meeting with school personnel to discuss the educational opportunities available to the student, including alternative educational opportunities and
- 2) sign a written election to withdraw from school.

Minneapolis Public Schools recognizes that daily attendance is critical to academic achievement and therefore expects every student to attend school and class on time every day. The Minneapolis Public Schools attendance policy and procedures are guided by the following set of values. In some instances, these values may compete with each other. The MPS attendance policy and procedures attempt to balance these values in the best interest of MPS students and the school community.

- Student academic achievement is the primary goal of MPS. Although learning occurs in a variety of settings, time in class is essential to learning so that students can receive instruction and contribute as members of the community of learners.

- School staff, students, families and the community share responsibility for student attendance. To assure student safety and accountability, families need to know daily if their students are absent from school. School staff has responsibility for communicating with families. Families have the responsibility for making decisions about their children's schooling.

- All students receive equitable opportunity and treatment. Students have individual needs that must be considered.

The goal of the MPS attendance policy and procedures is to promote student attendance and assure that absences are effectively addressed. MPS will:

- 1) establish clear and consistent practices across the district;
- 2) engage students in the learning process with strong curriculum, instruction and relationships with staff;
- 3) meet the needs of individual students by using a range of strategies and interventions;
- 4) communicate attendance expectations to families, inform them of their students' attendance, and involve them in problem solving related to their students;
- 5) involve the community through shared expectations and actions;
- 6) use accurate and timely attendance data for planning, evaluation, and communication; and
- 7) clarify staff roles and responsibilities.

Assuring student attendance requires a joint effort between school staff, students, families and the community. District staff, at the direction of the Superintendent, shall set rules and procedures to promote full attendance of all students, which shall be implemented in a uniform manner across the district. Rules and procedures shall be communicated to students and families at registration and periodically throughout the school year.

Legal References:

- Minn. Stat. § 120A.22 (Compulsory Instruction)
- Minn. Stat. § 210A.22 (2001) Compulsory instruction
- Minn. Stat. § 120A.24 (2001) Reporting
- Minn. Stat. § 120A.26 (2001) Enforcement and prosecution
- Minn. Stat. § 120A.28 (2001) School boards; duties
- Minn. Stat. § 120A.30 (2001) Attendance officers
- Minn. Stat. § 121A.40-121A.56 Pupil Fair Dismissal Act
- Minn. Stat. § 260A.02 Definitions
- Minn. Stat. § 260A.03 Notice to parent or guardian when child is a continuing truant
- Minn. Stat. § 260C.007, subd. 19 Habitual truant

Goss v. Lopez, 419 U.S. 565 (1975).

Slocum v. Holton Bd. of Educ., 429 N.W.2d 607 (Mich. Ct. App. 1988).

Campbell v. Board of Educ. of Town of New Milford, 475 A.2d 289 (Conn. 1984).

Hamer v. Board of Educ. of Tp. High School Dist. No. 113, 488 N.E.2d 1096 (Ill. App. Ct. 1986).

Gutierrez v. School Dist. R-1, 585 P.2d 935 (Colo. Ct. App. 1978).

Knight v. Board of Ed. of Tri-Point Community Unit School Dist. No. 6J, 348 N.E.2d 299 (Ill. App. Ct. 1976).

Dorsey v. Bale, 521 S.W.2d 76 (Ky. 1975).

20 U.S.C. § 1681, et seq. Title IX of the Education Amendments of 1972

Cross References:

Citywide Discipline Policy 5280

Co-Curricular Eligibility 5660

Minneapolis Public Schools Policy 5100

Policy

Adopted: 4/25/67

Revised: 6/28/06

Minneapolis Public Schools' Citywide Discipline Policy

The goal of school discipline is to teach students to behave in ways that contribute to academic achievement and school success and to support a school environment where students and staff are responsible and respectful. The MPS discipline framework has five key elements:

Quality Instruction

Quality instruction, delivered in a standards based learning environment is the foundation of effective discipline. When students are engaged in learning they are less likely to misbehave. Minneapolis Public Schools have adopted the Standards of Effective Instruction as a guide for teachers as they continually reflect on and improve their practice.

Caring Relationships and Teaching Expectations

Creating safe learning environments, engaging students in learning and teaching students the behaviors that are expected promote positive behavior and can prevent many of the misbehaviors that lead to dismissal and suspension. Schools must build on student strengths, including the strength that students bring from their culture.

Use of Data for Problem Solving, Accountability and Continuous Improvement

All decisions in the district, including those regarding discipline, should be driven by data. Schools and staff are expected to use data to identify problems and successes and to inform practice. Schools are expected to record and review data on out of class behavior referrals, suspension data and results of student and staff climate surveys to understand discipline related issues and to provide early intervention.

Continuum of Interventions

Students learn and are motivated in different ways. In addition misbehavior in school causes different kinds of harm. It may disrupt teaching and learning, cause injury, damage property, or violate school rules or civil law. Schools must use a wide repertoire of teaching and reinforcement strategies to help students learn appropriate behavior, avoid repetition of similar incidents by the student or others, and maintain a safe learning environment.

Build Cultural Competence and Address Racism

In order to serve *all* students and to prepare them to be members of an increasingly diverse community, schools and staff must build cultural competence. MPS must acknowledge and strive to eliminate the institutional racism that presents barriers to success. With regard to discipline, staff are specifically expected to question the impact of their actions on African American male and Native American students and other groups that are over-represented among those students who are suspended. MPS expects that staff will use strategies to increase positive behavior for *all* students and to employ strategies that are known to be effective with students from African American, Native American, Latino, Hmong, Somali and other cultural communities.

Rights, Responsibilities and Roles

The behavior of all members of the school community must honor the school as a place of teaching and learning.

District staff, school administrators, teachers, other school staff, students and families share rights and responsibilities to assure that all members of the school community are safe, able to learn, and treated with respect, dignity and kindness. Responsibilities for school staff are listed in the discipline procedures, available at www.ose.mpls.k12.mn.us

Student Responsibilities:

- Take responsibility for their own learning and behavior and hold themselves to high standards of achievement and conduct
- Come to school every day, on time, ready to learn
- Follow school and classroom expectations and rules
- Participate as members of the learning community
- Treat teachers, administrators, staff, other students and themselves with respect
- Help teachers and other students understand their culture and the cultures of others
- Comply with reasonable requests from school staff
- Model positive behavior
- Reinforce learning through homework or tutoring as needed
- Talk to their families about school expectations and what they are learning in school
- Share feedback on progress (grades, etc.) with family.
- Participate in problem solving for individual and school concerns

Family Responsibilities:

- Take responsibility for the behavior of their student as determined by law, community practice and school expectations
- Hold their students to high standards of achievement and conduct
- Participate in and support school activities
- Help their student, teachers and other students understand their culture and learn about other cultures
- Teach students to be respectful of others and reinforce school expectations
- Model positive, respectful and appropriate school behavior.
- Teach students that behavior has consequences
- Encourage and praise their student's achievements
- Communicate with school staff to ensure that staff know and understand their student
- Share information and insights with school staff to help them teach their child
- Review and discuss the Citywide Discipline Policy with your child.
- Participate in problem solving for individual and school concerns
- Discuss feedback on progress with their student
- Participate in problem solving about their student

District-wide Rules and Guidelines for Interventions

In order to develop and maintain safe, orderly learning environments, MPS has established some specific rules consistent with basic expectations for safety, learning, respect and kindness.

- Students and staff are expected to dress in a manner appropriate to a professional learning community.
- Students may not possess or use tobacco, alcohol or other drugs on school grounds or at school events.
- Students may not carry electronic communication devices at school. These include, but are not limited, to pagers and cell phones.
- No firearms or weapons on school grounds.
- No fighting, threats or other forms of violence or other behavior that will disrupt the safety and learning of others.
- Students are expected to comply with additional specific rules established by their school.

Each school community has the right to establish additional rules necessary to support their school community and eliminate disruptive behavior.

Guidelines for suspension are provided on the next page. All school rules and expectations apply anywhere on school grounds on the school bus or at any organized activity sponsored by the school.

If you need additional information about the Citywide Discipline Policy and Procedures, please contact your student's teacher or school office or look on the Minneapolis Public Schools at www.ose.mpls.k12.mn.

Special School District No. 1, Minneapolis Public Schools Policy Against Harassment and Violence

1. Everyone in the Minneapolis School District has a right to feel respected and safe. Consequently, we want you to know about our policy to prevent harassment and violence.
2. A harasser may be a student or an adult. Harassment may include the following when related to religion, race, color, national origin, sex, sexual orientation, disability or age:
 - a. name calling, jokes or rumors;
 - b. pulling on clothing;
 - c. graffiti;
 - d. notes or cartoons;
 - e. unwelcome touching of a person or clothing;
 - f. offensive or graphic posters, book covers, or
 - g. any words or actions that make you feel uncomfortable, embarrass you, hurt your feelings or make you feel bad.
3. If any words or action make you feel uncomfortable or fearful, you can tell a teacher, counselor, the principal, an assistant principal, school social worker, or the District's Equal Opportunity Officer.
4. You also may make a written report. It should be given to a teacher, counselor, the principal, an assistant principal, school social worker or the District's Equal Opportunity Officer.
5. We take seriously all reports of harassment or violence and will take appropriate actions based on your report.
6. Your privacy will be respected as much as possible.
7. The School District also will take action if anyone tries to intimidate you or take action to harm you because you have reported.
8. This is a summary of the Minneapolis School District's Board Policy 4002 against harassment and violence. A complete policy follows and also is available in the principal's office, from the Equal Opportunity Officer, or at <http://policy.mpls.k12.mn.us>.

Discrimination is Against the Law, Harassment and Violence Will Not Be Tolerated

CONTACT:

- Your Principal, or
- Janet Thomas-Bouyer
Director of Diversity & Equal Opportunity
807 Northeast Broadway
Minneapolis, MN 55413-2398
Telephone: (612) 668-0518

For students with disabilities contact:
Margaret J. Westin
504 Coordinator
807 Northeast Broadway
Minneapolis, MN 55413-2398
Telephone: (612) 668-0484

For employees with disabilities:

M. Emma Hixon
Administrator Employee Effectiveness
807 Northeast Broadway
Minneapolis, MN 55413-2398
Telephone: (612) 668-0507

Board Policy 4002
Minn. Stat. § 121A.03 (2001, Model Policy)
Minn. Stat. chapter 363 (2001) Minnesota Human Rights Act

Adopted: 12/16/97
Revised: 10/26/04

**Minneapolis Public Schools
Policy 5201**

BULLYING AND HAZING POLICY

I. Purpose:

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from bullying and hazing. Bullying and hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. General Statement of Policy:

- A. No student, teacher, administrator, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid or engage in bullying and hazing
- B. No teacher, administrator, volunteer, contractor or other employee of the school district shall permit, condone or tolerate bullying and hazing
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. This policy applies to behavior that occurs on or off school property and during and after school hours (hazing only)
- E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- F. The school district will act to investigate all complaints of bullying and hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who is found to have violated this policy.

III. Definitions:

- A. “Bullying” means exposing, repeatedly and over time a student to negative actions by one or more students.
- B. “Negative Actions” means intentionally inflicting or attempts to inflict injury or discomfort upon another. Negative actions include but are not limited to threatening, taunting, teasing and calling names and hitting, pushing, kicking, pinching, restraining, making faces, dirty gestures, intentionally excluding someone from a group.
- C. “Hazing” means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization.

IV. Reporting Procedures:

- A. Any person who believes he or she has been the victim of bullying and hazing or any person with knowledge or belief of conduct which may constitute bullying and hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy.
- B. The building principal is the person responsible for receiving reports of bullying and hazing at the building level. Any person may report bullying and hazing directly to a school district human rights officer or to the superintendent.

- C. Teachers, administrators, volunteers, contractors and other employees of the school district shall be particularly alert to possible situations, circumstances or events which might include bullying and hazing. Any such person who receives a report of, observes, or has other knowledge or belief of conduct which may constitute bullying and hazing shall inform the building principal immediately.
- D. Submission of a good faith complaint or report of bullying and hazing will not affect the complainant or reporter's future employment, grades, or work assignments.

V. School District Action /Intervention:

- A. Upon receipt of a complaint or report of bullying and hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- B. The school district may take immediate steps, at its discretion, to protect the complainant, reporter, students, or other pending completion of an investigation of bullying and hazing.
- C. Upon completion of the investigation, the school district will take appropriate action / intervention. Such actions / interventions may include, but is not limited to, restorative process; conferencing, mediation, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act, school district policies and regulations.

VI. Reprisal:

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who retaliates against any person who makes a good faith report of alleged bullying and hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists or participates in a proceeding or hearing relating to such bullying and hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

**Special School District No. 1, Minneapolis Public Schools
Notice of Non-Discrimination**

The Minneapolis Public School District does not discriminate on the basis of race, color, creed, religion, national origin, sex, sexual orientation, marital status, status with regard to public assistance, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding policies of non-discrimination:

Janet Thomas-Bouyer
Director of Diversity & Equal Opportunity
807 Northeast Broadway
Minneapolis, MN 55413-2398
Telephone: (612) 668-0518

The Minneapolis Public School District shall comply with all relevant federal and state laws regarding non-discrimination. Specific District policies and procedures regarding non-discrimination can be obtained from the Equal Opportunity Officer.

The Section 504 Coordinator for Minneapolis Public Schools is:

Margaret J. Westin
Assistant District General Counsel
807 Northeast Broadway
Minneapolis, MN 55413-2398
Telephone: (612) 668-0484

Board Policies 4002, 5050 and 5750
Minn. Stat. Chapter 363A (2006) Minnesota Human Rights Act

Special School District No. 1, Minneapolis Public Schools Notification of Rights: Education Records of Students

1. School records that identify students and their families are private unless the Board of Education has designated the information as Directory Data (see paragraph 4 below). Unless a law or court order authorizes release of private student information, only parents, students, and representatives of the school who have a need to see the records have access to the records. District employees, volunteers and private contractors working for the District can see a student's school records if they need to review them in order to do their jobs.
2. Students and their parents or guardians have a right to see a student's records.
3. Students over 18 and their parents or guardians have a right to request the District to correct information in school records if they believe the information is inaccurate. Contact the school principal for the process to use.
4. Students over 18 and the parents or guardians of other students can give their consent to release private education information.
5. Minneapolis Public Schools has designated the following information as public Directory Data. Directory Data may be released to any member of the public. In Minneapolis, Directory Data is:
 - a. Name, height and weight of individual members of athletic teams;
 - b. Name of recipient and name of awarded scholarship; and
 - c. Names of participants in officially recognized school activities.
6. The District will release public Directory information about students unless students over 18 or parents or guardians of other students direct the school principal not to release the information. **Notify the school principal as soon as possible if you wish to prevent the release of this information.**
7. The District will release private information about students and families to appropriate individuals in the case of an emergency if necessary to protect the health or safety of the student or another individual.
8. The District will release private education records to another school where the student seeks or intends to enroll.
9. The District will release the names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers unless the 18-year-old

- student or the minor student's parents or guardians notify the school principal that the District should not release that information.
10. The District will bill your health care provider for health care services required in an Individual Education Plan (IEP) if you have an IEP.
 11. If the District fails to follow these requirements, students over 18 and parents or guardians of other students may file a complaint with:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605

Board Policy 1040
Minnesota Statutes chapter 13
12 U.S.C. section 1232g and 34 C.F.R. Part 99

Special School District No. 1, Minneapolis Public Schools Policy on Search of Students/Lockers/Desk and Motor Vehicles

School officials may search students for items that may be harmful to themselves or to others and to detect items that are prohibited from being on school grounds or other places under supervision of school personnel, i.e. busses, field trips. Consent of the student is not required prior to the search. Except for lockers and desks, all searches will be based upon reasonable suspicion.

Student lockers are school property and remain at all times under the control of the school; however, students are expected to assume full responsibility for the security of their lockers. Periodic general inspections of lockers may be conducted by school authorities for any reason at any time without notice, without student consent, and without a search warrant.

School desks are school property and remain at all times under the control of the school. Periodic general inspections of desks may be conducted by school authorities for any reason, at any time without notice, without student consent, and without a search warrant.

Board Policy 5680
Minn. Stat. § 121A.72 (2001) School Locker Policy
Minn. Stat. § 122A.42 (2001) General Control of Schools