

Barton Open School Uppers Program

Student Handbook
2007-2008

Welcome from the Barton Staff

Welcome to the Uppers Program and the 2007-2008 school year. Our hope for each of you is that your final years at Barton School are challenging and exciting ones. As the oldest students in the school, you are the key to setting the tone for the entire school. Younger students look up to you. Teachers view you as leaders and responsible young people.

The Barton staff expects you to take your schoolwork seriously. We ask that you work as hard as you can in all your courses and set a positive example for the primary and middle students in the school. Prepare yourself on a daily basis to build the essential skills and knowledge you will need to do your very best on the Minnesota Comprehensive Assessments. Put an extra effort into all your courses so that you can do as well as possible on the Advanced Standings exams for High School. The quality of your course work and the recommendations you receive from teachers will be an important factor for you in getting into the high school of your choice.

The Uppers Student Handbook is designed to help you have a successful school year. Please read it thoroughly. Ask questions of your teachers if you are not sure what it all means. And then apply yourself to make the most of this year for your own learning. Your parents/guardians will have an opportunity to hear about the Uppers Program during this year's Parent Information Night scheduled for Thursday, September 13, from 6:30-8 PM.

Steven DeLapp, Principal
Trish Clarke, Dean of Students
Allison Rubin Forester, Team Leader and Mathematics & Dance Teacher, Room 6
John Klein, Science Teacher, Room 4
Sara Van Der Werf, Mathematics Teacher, Room 16
Amber Place Damm, English/Language Arts & Social Studies Teacher, Room 18
Flory Sommers, English/Language Arts & Spanish Teacher, Room 20
Chuck Nelson, Media & Social Studies Teacher, Room 8A
Holly Thorson, Special Education Teacher, Room 3
Glen Shackelford, Associate Educator in Principal's Office
Karen Karis, ELL Teacher, Room 8
Sue Buettgen, Health Teacher, Room 12
Meri Gauthier, Art Teacher, Room 14
Jay Luebbbers, Music Teacher
Pete Sampson, Physical Education Teacher
Heather Bivans, Media Specialist
Toyo Lang, Strings Teacher
Mike Robinson, Band Teacher

Student Rights and Responsibilities

Uppers students at Clara Barton Open School have both rights and responsibilities. The uppers staff at Barton is committed to protecting student rights and insisting that students fulfill their responsibilities. Please take the time to understand your rights and your responsibilities as a student at Barton.

STUDENT RIGHTS

1. You will be taught by competent, well-prepared teachers and receive support services from competent, well-prepared professionals.
2. You will be informed of your teachers' academic expectations.
3. You will be informed of district, school and individual teacher rules and behavior expectations as well as the positive and negative consequences for your choices about how you behave.
4. You will have the opportunity to attend school in a safe and orderly setting.
5. You will be informed of your teachers' perceptions of your performance on an on-going basis throughout the school year.
6. You will be treated firmly and fairly in the event that your behavior necessitates intervention. You will be afforded due process.
7. You will not be discriminated against in any way because of race, religion, sex, sexual orientation, national origin, or special needs.
8. You will be encouraged to appropriately express your thoughts and feelings.

STUDENT RESPONSIBILITIES

1. Protect the right of others to study and learn. No one has the right to interfere with the education of others or to intimidate others.
2. Attend school daily unless ill or legally excused. Students must take responsibility for their education by making an effort.
3. Be on time for all classes. Students who enter a classroom after a lesson has begun are interfering with the rights of others to learn and study.
4. Participate in peer or adult-assisted mediation to resolve conflicts without the use of violence. Speak to your teacher about making a mediation referral if you are in a conflict with another person and want to solve the problem without fighting.
5. Obey school rules and follow all staff directions. You are accountable to all adults in the school. Rules are designed to allow a school to meet its obligation to educate students in a safe and orderly environment so that everyone can learn.
6. Complete all in-class assignments, homework and progress reports on time. Learning is your responsibility. You can expect to receive homework from your teachers and need to put effort into your daily school assignments.
7. Respect school property and carefully use and return all materials and equipment. Schools are the community's gift to young people. It is wrong to abuse this gift.
8. Come to class prepared to learn with the necessary books and materials. When a teacher delays class because you have come unprepared to begin work, you interfere with the rights of others to learn and study.

PARENT/GUARDIAN RIGHTS

1. You will be treated as a welcomed and essential partner in the education of your child.
2. You will be informed of the teachers' academic expectations for your child's course work at Barton and the progress he or she is making.
3. You will have the opportunity to attend conferences and/or meet with teachers when you have concerns about your child's academic progress or behavior.
4. You will not be discriminated against in any way because of race, religion, sex, sexual orientation, national origin or special needs.

PARENT/GUARDIAN RESPONSIBILITIES

1. Stay involved in your child's schooling during their middle grade years.
2. Create positive home conditions for your child to complete homework assignments.
3. Attend goal-setting conferences in the fall and follow-up with additional teacher conferences when needed.
4. Attend Exhibition Nights at the completion of each semester to review your child's work portfolio.
5. Insist that your child arrive on time each day ready to learn.
6. Work as a partner with the school staff when your child's behavior interferes with his or her learning or the learning of others.

Student Academic and Activity Requirements

Course Schedules

Students in the uppers program are assigned to a language arts/humanities course and a mathematics course (CMP 7/Pre-Algebra, CMP 8/Pre-Algebra/Algebra, Algebra). The mathematics course placement is based upon test results and recommendations from previous teachers. Students are also assigned to a year-long science course and/or a year long social studies course.

In addition to the core subject areas (mathematics, language arts, science and social studies), students are assigned to a literature circle based upon test scores and recommendations from previous teachers or are assigned to a Spanish II or ELL class scheduled during the same period. During the last period of the day students are assigned to CMP 7, Spanish I or have the option of registering for semester-based courses that include classes in the fine arts (for example, Dance as Art & Culture), social studies (for example, World War II and the Holocaust), and science (Environmental Education).

The first period class assignment serves as each student's advisory section. The advisory/morning meeting component is scheduled for the first 20 to 25 minutes of the school day prior to moving into the first period course work. Each first period/advisory section is assigned to a three and a half week specialist class (music, art, physical education, media & information technology, or health) during the first semester and a similar rotation through the second semester of the year.

The daily schedule of classes for uppers students is as follows:

	<u>Class Begins</u>	<u>Class Ends</u>
First Period Classes and Homeroom	7:30 AM	8:45 AM
Second Period Specialist Classes	8:50 AM	9:40 AM
Third Period Classes	9:45 AM	10:35 AM
Fourth Period Classes	10:40 AM	11:30 AM
Lunch/Recess	11:30 AM	12:00 PM
Fifth Period Reading/Literature Circles	12:05 PM	12:45 PM
Sixth Period Classes	12:50 PM	1:45 PM

Course Information

Each semester you will receive a packet of information describing the courses being offered during the sixth period and a brief summary of the content standards for each course. When classes begin you will also receive a syllabus for the courses in which you are enrolled describing student expectations and requirements and course evaluation criteria. Parents will have an opportunity to hear about the uppers program and course requirements at this year's Parent Information Night, September 13 (6:30-8 PM).

The packet of information describing courses needs to be reviewed by parents and students, and then signed by parents/guardians and returned to school prior to each semester registration period. Parents are also asked to sign and return to school a form for each class your child is taking indicating that you have reviewed the course syllabus and course expectations with your son or daughter.

Course Requirements

The uppers program is structured in such a way as to assure maximum opportunities for students to take courses in the core subject areas of language arts, mathematics, science and social studies. As a small middle school program, there are fewer opportunities to take elective courses in the fine arts (dance) or a foreign language (Spanish). Students who are not enrolled in the period six Spanish I class will have an opportunity to indicate preferences for semester-based courses in the fine arts (dance) and social studies and science offerings. Academic choice, defined as choosing the actual course you will take during the year, is limited to these period six classes for some students. Academic choice, defined as an opportunity to select a project or topic of study within a class, will continue to be a valued and important part of the uppers program for all students in all of their classes.

Because there are fewer sections of science and social studies courses offered during the year, students are scheduled in such a way as to balance and maximize experiences with both core subject areas. We also take into account that the specialist classes in Health have both science and social studies core content and that the specialist classes in Media & Information Technology are grounded in social studies subject matter.

Students are assigned to a literature circle course. The purpose of this class is to provide a student-centered literary environment that offers opportunities for you to enhance your reading skills and to establish a life-long commitment to reading. This will be facilitated in the following ways:

- Students will be taught literary skills at their instructional reading level.
- All groups will experience great adolescent literature.
- Students will meet five times a week with their core literature group. These groups will meet from 12:05 until 12:45 PM.
- Students are required to do all the necessary reading and discussion in class.
- This course will be assessed on a pass/fail basis.

Spanish II will be offered during the Literature Circle time period. Students who enroll in Spanish II will read Spanish literature along with developing their conversational skills begun in the Spanish I course.

Your specialists classes in Physical Education, Music, Art, Media and Informational Technology, and Health are an important and required part of your overall school program. Each semester you will rotate through each of these classes on a 17 or 18 day cycle. Completing course requirements in each specialist class will be required for participation in 8th grade graduation ceremonies.

Semester Course Registration

Information about the courses offered each semester during the sixth period will be sent home for parents to review prior to the assignment of students to classes. Students will return a tally sheet indicating their preferences for a sixth period class. Students will be assigned to courses on the basis of core requirements for graduation, balanced classrooms and student interest. If you have questions about the course assignment process, you may contact your child's homeroom teacher.

Assessment Procedures

In the uppers program, students will be evaluated in the following ways:

1. Parent-Teacher Goal Setting Conferences will take place in the fall. The conferences will be conducted by the student's advisory teacher and will address all areas of a student's academic and social progress at school. Additional conferences can be arranged with teachers when necessary. Teachers will contact parents/guardians by telephone and parents can request telephone conferences or meetings at school.
2. Mid-Quarter Progress Reports will be written or stapled into the students' planners for each of their courses during the fourth or fifth week of the quarter (see dates below). This grade report is not final and is meant to update parents of student successes and needs. Parents should review the progress reports with their son or daughter and sign the planner along with any comments for the teachers. Students will have three to four weeks of classes before final quarter grades/evaluations are assigned.
3. Quarter Progress/Grade Reports will be determined by each individual teacher and sent home by mail. Evaluations for each class will be based on the criteria established for each course using a scale A, B, C, D with 0 representing Fail or Incomplete. The literature circle class will be evaluated Pass/Fail.
4. Exhibition/Portfolio Sharing is the final evaluation event for each semester. It is an opportunity for parents to view and discuss the work their son or daughter has completed during the preceding two quarters. Students are asked to share their work portfolios highlighting progress they have made in meeting course expectations and content standards. Teacher and student reflections on learning progress are included in the portfolios. Exhibition frequently begins with a short program where students share what they have learned through performance opportunities. Following the program, parents/guardians meet with their individual son or daughter in the classroom to review the semester work.

Academic Calendar

First Semester

First Quarter Begins	September 4
Specialist Rotation #1 (17 days)	September 4 – September 26
Specialist Rotation #2 (17 days)	September 27 – October 24
First Mid-Quarter Progress Report	October 8
EXPLORE Test (8 th Graders)	October 15-25
Specialist Rotation #3 (18 days)	October 25 – November 20
First Quarter Ends	November 2
No School: Teacher Record Keeping Day	November 5
Second Quarter Begins	November 6
Specialist Rotation #4 (17 days)	November 26 – December 18
Second Mid-Quarter Progress Report	December 17
Specialist Rotation #5 (17 days)	December 19 – January 28
No School: Teacher Record Keeping Day	January 25
Exhibition Night	January 28 (5:30-7:30 PM)

Second Semester

Second Semester Begins	January 29
Specialist Rotation #1 (17 days)	January 29 – February 21
Specialist Rotation #2 (17 days)	February 22 – March 19
Third Mid-Quarter Progress Reports	March 3
Specialist Rotation #3 (17 days)	March 20 – April 22
Third Quarter Ends	March 27
No School: Teacher Record Keeping Day	March 28
Fourth Quarter Begins	April 7
MN Comprehensive Assessments: Math	April 15-16
Specialist Rotation #4 (17 days)	April 23 – May 16
MN Comprehensive Assessments: Reading	April 22-23
Fourth Mid-Quarter Progress Reports	May 12
Specialist Rotation #5 (17 days)	May 19 – June 11
Lake Day Awards Program	June 6 (10:00 AM)
Exhibition of Portfolios	June 9 (3:30-5:30 PM)
8th Grade Graduation	June 10 (4:00 PM)
Last Day of School	June 11

Eighth Grade Graduation Requirements

1. To participate in graduation, students must complete the course requirements in each core subject area and each specialist class. Students who do not complete all required courses will not participate in the formal graduation ceremonies for Barton School.
2. Mathematics, language arts, science and social studies are the required core subject areas to be taken each semester over the two-year period in the uppers program. Accommodations are made in the two year requirement for social studies and science to account for fewer sections of courses offered and for students who are taking a foreign language.
3. Special education students (i.e., students with Individualized Educational Plans) will be evaluated by the Special Education Resource Teacher to determine whether or not their course participation has met the graduation requirements.
4. There will be ongoing communication with parents concerning students who are not meeting individual course requirements. Individual student contracts will be developed to help students make up incomplete work. Parents will be officially notified at the end of the third quarter of the eighth grade year if their child is in danger of not meeting the graduation requirements.

Special Education Programs

Uppers students in Special Education will continue to have direct or indirect services depending upon what is indicated on the student's Individualized Educational Plan (IEP). The Special Education Resource Teacher will work directly in some uppers classrooms assisting students with the regular course work. In some situations the Special Education Teacher will design a pull out program for small groups of students when more direct instruction is needed in basic skills areas. Questions about eligibility for Special Education services can be directed to your child's homeroom teacher, the Special Education teacher Holly Thorson, or to the Dean of Students, Trish Clarke.

English Language Learners (ELL) Program

Barton has an English Language Learner (ELL) Program for students who speak English as a second language in the home. Although there is no major concentration of one language group assigned to Barton, we have a growing number of Somali speaking students at all grade levels. ELL students will be assisted in their English language skills by our ESL (English as Second Language) teacher and by the Barton uppers teachers.

Instrumental Music Program

Uppers students who have participated in either the band or the strings program as elementary students are encouraged to continue their involvement as 7th and 8th graders. Strings teacher, Toyo Lang, will be teaching on Tuesdays. Band teacher, Mike Robinson will be teaching on Wednesday and Thursday mornings. Instrumental music classes are normally scheduled during the Specialist/Rotation time (i.e., period 2). The annual rental rate for school instruments is \$25.00.

Student Activity and Leadership Opportunities

Uppers students are encouraged to participate in extracurricular activities when available and take on leadership responsibilities within the Barton School community. Please watch for information about the following kinds of learning experiences for middle school students in addition to your regular course work:

- School Safety Patrol (Sue Buettgen)
- After School Boys and Girls Basketball (Glen Shackelford & Flory Sommers)
- After School Baseball and Softball (Glen Shackelford)
- Community Education After School Classes (Cindy Smedberg, Coordinator)
- Student Council/Uppers Forum (Sue Buettgen, Advisor)
- Yearbook (Chuck Nelson, Advisor)
- High School Athletics (contact individual coaches at the High Schools)

After School Policies

Unless you are a part of an official after school activity/program or are asked by an individual teacher to work in his or her classroom, you are not allowed to be in the building or on the school playground during the after school time.

Students who stay after school should be with the appropriate supervising staff for the following kinds of activities:

- Community Education classes
- After School Spanish classes
- 8th Grade Musical rehearsals
- Basketball games and practices
- Baseball and Softball practices
- Math Team competition practices
- Tutoring or extra help from a teacher
- Special activities under a teacher's direction (for example, yearbook or student council)

All other students need to leave the building at dismissal time (1:45 PM). You are not allowed to wait for friends who are participating in supervised activities or allowed to hang out

on the playground area. Students waiting for a parent to pick them up after school should wait in the doorway area where you can see the parent approaching or wait outside on the sidewalk.

Students who work with teachers during the after school time and/or who participate in an after school program or class are also asked to go immediately home following dismissal from the after school class. If you live in the immediate neighborhood you may return to school to play on the playground after 4:00 PM.

Uppers Dance Expectations

The Uppers who are members of the Student Council plan a couple dances during the school year. They are usually held on a Friday from 7:00 PM to 9:00 PM. If you plan to attend a dance you must adhere to the following expectations:

1. Once you come into the building for the dance, you must stay inside in the designated area for the entire evening (or until you are picked up by your parent). Students are not allowed to go in and out of the building during the dance period.
2. Only current Barton uppers students are invited to the dance.
3. Make plans to be picked up promptly at 9:00 PM.
4. Arrangements for activities after the dance need to be made with your parents before arriving at Barton. The telephone will not be available for use during the evening.
5. All Barton student expectations (including clothing policies and use of personal items in school) apply to dances as well.

High School Application Process

Since the district is transitioning to a new high school application process that involves changes in program requirements and eligibility priorities, we will provide complete information to 8th grade students and parents as soon as it is made available to us.

Final applications for a first, second and third choice for a High School and a Small Learning Community program will be due to your English/Language Arts teacher by December 14, 2007. In early March, 2008, students will be informed about what high school program they have been accepted into.

School Wide Discipline Policy and Procedures

Uppers students are held accountable for the school wide rules and expectations governing student behavior as outlined by the Minneapolis Citywide Discipline Policy. In addition to general school guidelines regarding behavior expectations, uppers students will also participate in a process of developing “classroom rules” in each first period/advisory class. The classroom rules will be generated from a discussion centering on the “hopes and dreams” students and teachers have for the school year.

“Hopes and dreams provide the intrinsic motivation for students to care for themselves, others, and their environment in ways that encourage each student to stretch and grow. The

process of creating, interpreting and practicing rules gives students the opportunity to face some of the ethical complexities they will deal with throughout their lives." (taken from *Guidelines for the Responsive Classroom in Middle Schools*, Northeast Foundation for Children, 1998, page 62).

Rules will be taught, modeled, and practiced. They are much more than a list posted on the classroom wall. Rules must be practiced whenever necessary, role played when appropriate, and discussed and reflected upon throughout the year. The language may vary from classroom to classroom but the rules will address three general categories of expectations:

1. Respect yourself
2. Respect others
3. Respect our learning environment

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

1. Reparation - "You break it, you fix it." When the feelings of others are hurt, an "apology of action" may 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

When rules are broken in the Uppers program, the following policy for helping students regain self-control will be used:

1. Students are given a single reminder about inappropriate behavior in the classroom.
2. Following a reminder, a brief time out or thinking time (two minutes or less) will be arranged for the student to gain self-control, after which the student will return to the lesson or activity. (Flagrant or repeated misbehavior may eliminate the reminder step.)
3. If, during a time out, the student continues to behave inappropriately, a "buddy teacher" will be sent for by the classroom teacher. The "buddy-teacher" will accompany the student back to her/his room for a time out for the rest of the period, after which the student will return to her/his own room to resume regular activity.
4. Should a student become disruptive in the "buddy-teacher's" classroom or continue to misbehave upon return, the "buddy-teacher" will send for the principal or designee to retrieve the student and escort him/her to the office for a time out until the end of the period or such time as the principal determines that the student is ready to re-enter the classroom. In this case, parents will be notified that step four has been reached. This will require that a parent come to school or call at the beginning of the next day to confer with the teacher to re-establish expectations at the outset of the new school day. The Office Referral Form will be used when this step has been reached.
5. The above procedure is used for inappropriate and out-of-control behavior in order that children regain their self-control in the shortest time possible. Other logical consequences such as loss of privilege or an "apology of action" may be suitable for other

misbehavior. In such cases teachers work with students to improve their behavior through these and other appropriate means that are reasonable and respectful of student needs.

6. For some children, these steps to self-control may not be enough or may not be successful. In such cases, specific behavior management plans may be developed with the knowledge and help of parents, teachers, specialists and administrators.

Other strategies that will be used to establish good habits in the classroom after rules and logical consequences are in place are:

1. Social conference - problem solving for one student
2. Conflict resolution/peer mediation - problem solving for two or three
3. Class meeting - problem solving for a group
4. Behavior contract
5. Student re-entry plan
6. Office referral

The following infractions may result in an out-of-school suspension as delineated in the Minneapolis Citywide Discipline Policy:

- a. Fighting
- b. Physical assault
- c. Repeated defiance
- d. Verbal abuse toward school personnel
- e. Persistent lack of cooperation
- f. Sexual harassment and sexual violence
- g. Possession of a weapon
- h. Possession or use of illegal chemicals

Other Barton Policies and Procedures

Attendance Policy

Regular school attendance is a high priority for us because time in class is essential to academic learning. Families are encouraged to plan trips/vacations during the scheduled winter and spring break periods so that students are not missing class time. Because students are enrolled in five different classes, arrangements for make-up work may not be possible for all courses during an extended absence. If there is no way to avoid an extended absence due to a necessary family trip, then communication with the teachers should be made at least ten days prior to the trip. Students who have extended absences from courses that count for high school credit will be at risk for not receiving credit or passing these courses.

Tardiness to School

You are tardy to school if you are not in your classroom and ready to learn at 7:30 AM. When you are tardy to school you must go directly to the Health Office and sign in. Excessive tardiness may result in a student being referred to the court system for a truancy hearing. Two unexcused tardies equals one unexcused absence.

A Principal's Letter will be sent home after three unexcused absences. An Attorney's Letter will be sent after seven unexcused absences. A referral to the Hennepin County Court System will be made after ten unexcused absences. Please review the new Minneapolis Public Schools District Attendance Policy included in this handbook. Attendance matters!

Clothing Policy

Your dress should be appropriate to the school setting and not be distracting, offensive, or discriminatory. Displaying of gang colors, gang paraphernalia and gang symbols is prohibited. No bandanas can be worn or displayed at any time. Except for religious purposes, no head coverings may be worn in the building during the school day.

Revealing clothing is not allowed. Examples include, but are not limited to, see-through garments, halters, backless dresses, low-cut tops which expose any part of the chest, tube tops, tops or dresses with spaghetti straps as outer garments (suitable if covered with a top or jacket), shirts that expose the midriff area, low-rise pants, skirts, or shorts which expose the midriff area, mini-skirts or mini-dresses which do not meet the following criteria: skirts, shorts, and dresses must be no shorter than three inches above the center of the knee cap. All trousers, including oversized or low hanging trousers, must be worn and secured at waist level. Outdoor wear should be stored in lockers. No coats and jackets may be worn in the classroom. The above standards are not negotiable.

Changes in clothing trends will not override the dress code policy. If the Barton staff views clothing as unacceptable (i.e., distracting to the educational environment of the school and in violation of the dress policy), parents will be contacted for a conference. Students who have not responded appropriately to staff intervention will be sent to the Principal's office for further disciplinary action.

Personal Items

Electronic devices (disc players, ipods, cell phones, game boys, etc.) are discouraged from being brought to school. If music is listened to during the morning bus ride, devices must be turned off, removed and stored in lockers right at your arrival in the building. Items may not be used during the school day. If used, they will be confiscated by staff and returned to owners at the end of the day. Students who repeatedly misuse personal items in school will have them confiscated. They will be returned to parents/guardians only. Back packs are to be stored in lockers during the school day. They are not to be brought into the classroom or used in the hallways.

If a parent/guardian gives you a cell phone for your personal use for after school communication, the cell phone must be turned off, stay in your locker and not be used during the school day. Calls during the school day should be made on school telephones only, after you have been given permission from your teacher.

Lunch and Recess Conduct

Appropriate behavior is expected during the lunch and recess period. Students are to listen and follow directions from all school staff. Students are expected to line up in an orderly way until permission is given to go into the kitchen to get a lunch. Each student is responsible for keeping the eating area (classroom or the commons) neat and free of litter. Uppers students are usually given the choice to sit in the commons area or to go outside following the eating period. Some students will be asked to stay in classrooms to finish work under the direction of teachers.

Locker Use Policy

Locker use at Barton School is for students in the Uppers program only. You will be assigned a locker from your homeroom/first period teacher. You are responsible for purchasing your own combination lock and reporting the combination to your teacher before your locker is assigned. You may personalize your locker on the inside only. Magnets or poster putty may be used to attach items. No tape or glue is allowed.

Lockers should be organized by using the top shelf for books, folders and school papers. The hooks are for backpacks and coats and the bottom section is for shoes and sports equipment. Lockers may be accessed before 7:30 AM, between classes, at lunch recess and after school.

Lockers will be periodically checked by staff members to ensure proper care and use and standards of cleanliness. The consequence for not following the guidelines for appropriate locker use will result in the loss of privilege to use the locker. Students who damage lockers will be responsible for paying for the repair or a replacement. All uppers students who use a locker will be asked to sign an "Upper Grade Locker Contract" indicating you agree to follow the guidelines for appropriate locker use.

Depending upon the enrollment in the uppers program, there may be some situations where students are asked to share a locker with a classmate. Students are not allowed to use another person's locker without staff permission. In addition, students are not allowed to "trade" lockers with another student without first getting permission from your homeroom teacher. If trading occurs without teacher permission, students will lose their locker privileges.

Student Academic Planners

Planners are an academic tool designed to help each student have a successful school year. Students in the uppers program have multiple classes with different teachers and many assignments to track. The planners are a tool to make it easier for students to keep track of short term and long term assignments. They will also serve as a communication tool to make sure that parents and students understand what assignments need to be completed each week. When parents review the planner with your child, please do the following:

1. Make sure there is something written about each assignment.
2. Note any messages from the teachers.
3. Feel free to communicate with teachers right on the planner.
4. Sign the planner every Thursday night. The staff will check them regularly.

Students are asked to bring in \$5 at the beginning of the school year to pay for their individual academic planner (cash or checks payable to Barton Open School). Students who lose a planner during the school year will be responsible for replacing the planner by bringing in an additional \$5 to school.

Use of the School Telephone

Students may not use the school telephones unless they are given permission by a teacher. Telephone use should be limited to emergency situations only. Please take care of after school social arrangements the night before, not during school time.

Parents/guardians: When you need to contact a teacher, please phone the school after dismissal time at 1:50 PM. Please do not call the school to leave messages about doctor/dental appointments, the location of keys, after school destinations or other information that can be handled at home in the morning. In order for the office staff to serve you and your children effectively, they must be free to handle essential business only. Each message for a student also creates an unnecessary interruption to the classroom teaching and learning environment.

Seeking Assistance for Problems

If you have personal, peer, and/or academic concerns you would like help with, you are encouraged to talk with your academic advisor (the teacher you have been assigned to for your Advisory class). The Barton teaching staff can assist with many problems and will give you good advice about other adults who can help you depending upon the kind of problem being addressed. Our Dean of Students Trish Clarke is a licensed Social Worker will help facilitate conversations around academics, friendship, adoption, race and/or gender issues when needed.