

**Clara Barton Open School
Leadership Council By-laws
Proposed for Adoption : January 21, 2015**

Article I NAME

The name of the organization shall be the Clara Barton Open School Leadership Council. The terms Site council and Leadership Council are used interchangeably in this document.

Article II PURPOSE

Sec. 1 Purpose

The Site Council works with the school Principal or Administrator to perform those duties delegated to it by the State of Minnesota and the Minneapolis Public Schools Board of Education.

Sec. 2 Duties

The duties and responsibilities of the Site Council are:

1. Advise the school site administrator or principal on school-based decisions.
2. Review the level of student achievement at the site based on disaggregated data for established subgroups in the school for the purposes of advising school staff on the contents of the School Improvement Plan (SIP).
3. Recommend use of compensatory education revenue, as that term is defined in applicable Minnesota Law, allocated to the school in the preparation of the annual budget.
4. Advise the school site administrator or principal on the use of the school budget allocation to support the goals established in the SIP.
5. Monitor the use of the school budget so that resources are targeted to those uses and activities which will result in improved student achievement as provided for in the SIP.
6. Advise the school site administrator or principal on issues surrounding school operations and local school rules.
7. Communicate regularly with the school community about school based decisions, and decisions affecting the school.
8. Make those decisions delegated to the Site Council by the Board of Education, or by Minnesota Law.
9. Operate in accordance with these by-laws.

ARTICLE III DECISION MAKING

The Principal or Site Administrator will ensure that decisions reached are in compliance with State and/ or Federal law and School District policy and will have the final decision making authority.

Recommendations to the Principal on all matters properly before the Site Council but not delegated specifically to the Site Council for determination will be made on the basis of a fist of five process as described in (appendix A) in which the Principal or Site Administrator shall not vote. In the case of a lack of consensus or a majority vote, a majority opinion and a minority opinion may be forwarded to the Principal for final decision making.

49 On all matters delegated specifically to the Site Council for determination the decision shall be made
50 at a properly noticed meeting that includes the subject matters of the meeting.
51 on the basis of a fist of five process as described in (appendix A)

52
53 It is the responsibility of the Council and all committees and task forces to involve all affected
54 members of the community in and around the school in the process of defining issues under
55 discussion prior to a final decision being made.

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57 **ARTICLE IV MEMBERSHIP & SELECTION PROCESS**

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59 **Sec. 1 Members**

60 The Site Council shall function as a team of parents, staff, administrators and community members
61 working cooperatively to reach the goals of Clara Barton Open School.

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65 Members may serve from time to time on task forces and/or committees.
66 Examples of subcommittees: Budget, Family/ Community Involvement, Student Performance.
67 Examples of task forces: Nominations, Dress Code, Other School Rules.

68
69 **Sec. 2 Selection**

70 Membership shall include:
71 Administrators are automatically members of the Leadership Council.
72 Teacher members volunteer after discussion with teammates. Teacher representatives come
73 from the primary, older primary, middles and uppers grade level teams as well as the support
74 staff and specialist teams.

75
76 Student members represent each student leadership group and are selected by their advisors and
77 peers.

78
79 Parent members volunteer to undergo a community endorsement process in the spring, for the
80 next year's Council. The endorsement process consists of a ballot with the name, a photo and a
81 short statement by the Council candidate. Ballots are distributed by backpack to all Barton Open
82 School families, and returned to the school office to be counted. Each adult in a family has 10
83 votes. To be endorsed as a member of the Leadership Council, a candidate must have at least 30
84 votes.

85 .
86
87 The Site Council will strive to reflect the racial gender, language, and ability balance of the school's
88 student body and will actively recruit representation from underrepresented groups. If at the end of
89 the selection process the Leadership Council does not meet this goal the principal and council chairs
90 shall work together to recruit and appoint additional council members to ensure underrepresented
91 groups are equitably represented. These appointments will be endorsed by the council through the
92 fist of five process before joining the council

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96 Sec. 3. Vacancies, Replacement and Removals

97
98 Staff members may remain members during their term of election so long as the member is assigned
99 to the school. Parent and Student members may remain members so long as the member or the
100 parent member's student is enrolled in the school.

101
102 Vacancies that exist due to the lack of candidates, death or resignation of a member, or change in
103 assignment or enrollment shall be filled by the Principal, subject to ratification by the Site Council for
104 the remainder of the school year in which the vacancy occurs.

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107 **ARTICLE V TERM OF OFFICE**

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109 A term shall constitute 1 year, the year beginning July 1 and ending June 30. Terms shall be staggered
110
111 Student members shall serve 1 year terms.

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114 **ARTICLE VI MEETINGS**

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116 **Sec. 1 Regular Meetings**

117 The Site Council shall hold regularly scheduled monthly meetings. The principal in collaboration with
118 the co-chairs shall set the agenda for the monthly meetings. All meetings are open to the public;
119 however, voting privileges shall be limited to members. If deemed necessary, the Site Council/ Site
120 Council Chairpersons can add a special meeting in any given month to conduct business or to hear
121 from interested or concerned parties. If parties other than members wish to secure time on the
122 meeting agenda, they must submit in writing a statement of their concern or issue and what
123 outcome they desire to either of the co-chairs. Requests shall be placed on the agenda by the co-
124 chairs, or referred for discussion by the full Council. The Site Council may consider a referred request
125 and can allot a time slot on a future agenda to hear from said individual/parties and discuss said
126 issue.

127
128 **Sec. 2 Special Meetings**

129 Special meetings can be called when deemed necessary if approved by at least 3 Site Council
130 members. A five day notice shall be given to members. Summer meetings may be called if deemed
131 necessary by the Principal and co-chair; however a 2 week notice is required.

132
133 **Sec. 3 Quorum**

134 A majority of Site Council members, shall constitute a quorum in order to conduct business. Once
135 quorum has been established the meeting shall continue until such time as a proper motion to
136 adjourn has been made and passed.

137
138 **Sec. 4 Agenda**

139 The agenda will be determined by the Principal in collaboration with the Site Council co-chair at least
140 3 days prior to regularly scheduled meeting. Additions to the agenda may be added when the chair
141 calls for new business.

142
143 **Sec. 5 Open Discussion**

144 person in attendance may contribute the discussion of agenda topics.

145

146 **Sec. 6 Notice & Minutes**

147 Public notice shall be made to the Members of the Site Council not less than 5 days or more than 31
148 days prior to meeting. Notice shall also be included in the school official communication including the
149 school website. Minutes shall be kept and distributed to all council members. Summaries of the
150 minutes shall be included in the official school communication. Electronic notices and postings are
151 acceptable.

152

153 **ARTICLE VII OFFICERS**

154

155 **Sec. 1 Election of Officers**

156 Elections of officers shall take place no later than the first regularly scheduled Site Council meeting
157 of the school year.

158

159 **Subpart a. Co-Chairs** –The Principal, a parent member and a teacher member selected from the
160 council shall serve as co-chairs. Each term of an elected co-chair shall be for two years. Co-chairs
161 may serve for 2 terms. The Principal co-chair shall keep the membership list updated and identify the
162 term of each member.

163

164 **Subpart b. Secretary** – The Site Council shall select a secretary.

165

166 **Sec. 2 Duties**

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168 **Subpart a. Co-Chairs** – The co-chairs shall set an agenda for each meeting. The co-chairs will
169 alternate running the meetings, with the schedule agreed upon by the co-chairs. Items to appear on
170 the agenda must be brought to the attention of the co-chairs.

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172 **Subpart b. Secretary** – The secretary shall keep the minutes of each meeting. Minutes shall be
173 approved at the following meeting and shall be made available to the School Community via the
174 school official communications and posting. Meetings may be recorded to assist the secretary in
175 these duties. If the meeting is to be recorded, those in attendance shall be informed.

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178 **ARTICLE VIII COMMITTEES AND TASK FORCE**

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180 **Sec. 1 Standing Committees**

181 Committees may be identified and members assigned as deemed necessary by the Site Council in
182 keeping with the needs of the school community and as required by the district. Committees shall be
183 made up of interested parties from the school community. Committee membership will strive to
184 accurately reflect the student body. Council members may be appointed to standing committees.

185

186 The Committees will be responsible for keeping minutes of their meetings and communicating
187 recommendations of the committee to the Site Council Secretary. The minutes shall also be posted in
188 the school office and summary of the meetings will be placed in the school official communication.
189 Committees are responsible to make recommendations to the Site Council; final approval on any
190 action rests with the Site Council or Principal, depending on the issue.

191

192 **Sec. 2 Task Forces**

193 When deemed necessary by the Site Council, task forces may be identified to deal with a specific
194 issue, task or concern to be researched and addressed. Task force members shall be appointed by
195 the Site Council and appointment will strive to reflect the school community. Task forces members
196 shall serve for the life of the task force. Task forces shall exist only for the time it takes them to
197 complete and report on an assignment. Length and scope of project will be clearly stated in the task
198 force’s purpose or charter statement which shall be written by the Site Council before the task force
199 is appointed.

200
201 Task Force members are responsible to keep minutes and submit minutes of meetings to the Site
202 Council **Secretary**. Recommendations of the task force shall be brought to the Site Council. Final
203 approval on any action rests with the Site Council or Principal, depending on the issue.

204
205 **ARTICLE IX APPEALS PROCESS/GRIEVANCE PROCEDURE**

206
207 Individuals or groups may appeal actions or decisions of the Site Council, its officers, committees or
208 task forces. They must begin by presenting their concerns in writing to the committee, task force or
209 person with whom the decision or action has transpired. If the group or individual is not satisfied
210 with the resolution, they may then take the issue to the full Site Council.

211
212 The Site Council review and action will be as follows:

- 213
214 A. A formal complaint shall be presented in writing to any member of the Site Council. All
215 complaints will be forwarded to the co-chairs. The Site Council co-chairs will place the item
216 under new business on the next regularly scheduled meeting. The formal complaint will
217 include a statement of the complaint and the desired outcome of the complaint. The
218 aggrieved parties shall be given the opportunity to present the complaint at the designated
219 time on the agenda. A complaint may be considered without the individual or group being
220 present, however the Site Council will only be able to act upon the information presented in
221 the written complaint.
- 222
223 B. The Site Council will discuss the issue, determine an appropriate resolution, and respond to
224 the individual or group in writing. If the individual or group spokesperson has requested time
225 to speak to the issue at hand and fails to be present, then the Site Council will consider the
226 matter closed. If desired, the individual/group may re-engage in the grievance procedure.
- 227
228 C. If the individual or group is not satisfied with the resolution from the Site Council, they may
229 appeal in the order presented herein:
- 230 1. To the School Principal
 - 231 2. The appropriate associate superintendent
 - 232 3. The District Superintendent
 - 233 4. The Board of Education

234
235 All appeals can be reviewed by a higher authority. All appeals at all levels will be in writing, will
236 include the name and address of the individual or group of individuals appealing a decision. The
237 Board of Education has the final say.

238
239 **ARTICLE X ADOPTION AND AMENDMENT.**

- 240
241 A. These Bylaws shall be adopted by the Site Council at a regularly noticed meeting of the Site
242 Council with adoption of the By-laws on the published agenda.
243
244 B. Amendments to these By-laws may be proposed at any regularly noticed meeting of the Site
245 Council. The proposed amendment shall be submitted in writing to the co-chairs. Notice that
246 by-law changes are to be considered shall be part of the published agenda of the next
247 regularly scheduled meeting at which time public comment shall be received prior to the
248 vote, and the vote taken on the proposed amendment. Amendments approved become
249 effective immediately after their adoption unless the motion to approve the amendment
250 specifically designates a different effective date.
251
252 C. A change in By-laws must be approved by a 2/3 (two thirds) vote of the membership of the
253 council.
254
255 D. A true and correct copy of the by-laws shall be kept in the school offices and available to the
256 public at all times. Amendments to the by-laws shall be added in a timely fashion to the
257 publicly available copy.
258
259 E. No change to these by-laws is permitted except within the terms of the District policy and
260 regulations regarding site councils. In all cases, the policy and regulations shall control.
261
262
263

264 The Barton Leadership Council will serve as a guide for council members and the council shall
265 operate within the parameters of the traditions identified in Appendix A provided that they are in
266 compliance with the by-laws above. However, in the event any aspect of Appendix A is in
267 conflict with the approved by laws the by-laws above shall take precedence.
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271 APPENDIX A

272 273 Barton Open School 274 Leadership Council Traditions 275 276

277 The Leadership Council works to support and uphold Clara Barton Open School as a public, K-8
278 Open Education magnet school fostering a community of active learners centered on the
279 following values:

- 280
- Instilling a love of learning. Valuing each child for his or her perspectives.
- 281
- Interdisciplinary curriculum and culturally responsive instruction.
- 282
- Developing a community of engagement, mutual respect and equity.

- 283 • Creative, courageous, and collaborative inquiry for all.
- 284 • Child-centered decision-making and self-directed learning.
- 285 • Educating for a democratic society.

286 **Purpose**

287 The Barton Leadership Council meets regularly to:

- 288 • Identify school improvement priorities
- 289 • Guide overall staffing, program and budget decisions
- 290 • Ensure that school policies and activities support our magnet values
- 291 • Elect board members to the Barton Foundation*, oversee Foundation budget and guide
- 292 fundraising decisions
- 293 • Encourage broad participation from all members of the school community

299 **Leadership Council as a Community of Learners**

300 At the heart of a progressive school is the commitment to create a community of learners that

301 values individual perspectives, collaboration, deep engagement and mutual respect for others.

302 **The overarching framework for the work of the Leadership Council is to strive to model, in**

303 **all its undertakings, the commitment to be a community of learners.**

304 This framework is best reflected in the guiding principles of The Responsive Classroom/
305 Developmental Designs programs and includes the following principles (adapted to recognize
306 insights into adult learning):

307 *“The social curriculum is as important as the academic curriculum.”*

308 Council meetings are run with opportunities for greetings, for building social routines
309 that create stronger community, and for intentional fostering of experiences that create a positive
310 climate for learning (for example, holding retreats, playing games, valuing Hopes & Dreams
311 conversations, using authentic inquiry to explore important topics, and planning multi-cultural
312 experiences).

313 *“How children (and adults) learn is as important as what they learn: process and content go
314 hand in hand.”*

315 Agenda-setting integrates content (program issues, improvement areas, participation
316 concerns, equity and cultural understandings) with thoughtful attention to processes that will
317 engage adult learners to develop new insights and deep understandings about whatever topic or
318 issue is explored.

319 *“The greatest cognitive growth occurs through social interaction.”*

326 Agenda-setting intentionally creates varied and mixed opportunities for large, small-
327 group and partner interactions where adult learners explore topics and issues together.

328
329 *“There is a specific set of social skills that children (**and adults**) need to learn and practice in*
330 *order to be successful academically and socially: cooperation, assertion, responsibility, empathy*
331 *and self-control.”*

332 The spirit of reaching shared understanding and agreement about what these social skills
333 look like, sound like and feel like in the routine workings of the Leadership Council becomes the
334 authentic “rules and by-laws” of the learning organization. They reflect, at their core,
335 progressive principles in action.

336
337 *“Knowing the children we teach (**and knowing the adults with whom we are working**) and*
338 *knowing the families of the children we teach—individually, culturally and developmentally—is*
339 *as important as knowing the content we teach.*

340 With new families (children and adults) joining the Barton community every year, the
341 Leadership Council proactively seeks knowledge of new community members and actively
342 contributes to opportunities for new members to learn about the mission of the school (for
343 example, through Barton 101 events).

344
345 *“How we, the adults in the school, work together is as important as our individual competence:*
346 *lasting change begins with the adult community.”*

347 This principle restates the critical importance of Leadership Council members
348 committing themselves to be a community of adult learners in all the work they undertake
349 together.

350 351 **Council Members**

352 The Council includes administrators (principal and assistant principal), teachers, parents and
353 students. Members are part of a Community of Learners -- committed to supporting the mission
354 and values of Barton Open School through collaboration and active engagement at regular
355 meetings and other Council-sponsored events. A list of current members is posted on the Barton
356 web site.

357 358 **Selection Process**

359 Administrators are automatically members of the Leadership Council. Teacher members
360 volunteer after discussion with teammates. Teacher representatives come from the primary,
361 older primary, middles and uppers grade level teams as well as the support staff and specialist
362 teams. Student members represent each student leadership group and are selected by their
363 advisors and peers.

364
365 Parent members volunteer to undergo a community endorsement process in the spring, for the
366 next year’s Council. The endorsement process consists of a ballot with the name, a photo and a
367 short statement by the Council candidate. Ballots are distributed by backpack to all Barton Open
368 School families, and returned to the school office to be counted. Each adult in a family has 10
369 votes. To be endorsed as a member of the Leadership Council, a candidate must have at least 30
370 votes.

371 **Structure**

372 The Council is lead by the principal, with support from parent and teacher co-chairs. Ideally the
373 parent and staff serve for two years in the role of co-chair with overlapping terms.
374

375 This year the Council will consist of focused “working groups,” which will meet during a portion
376 of each Council meting. These groups may also hold additional meetings as needed, and may
377 include people who are not endorsed members of the Leadership Council. Working groups will
378 report their plans, findings, progress, etc. to the Council as a whole for discussion and consensus,
379 when appropriate.
380

381 **Agenda-setting**

382 The principal and co-chairs collaborate before Council meetings to set agendas based on
383 expressed needs of the community and goals set by the Council as a whole.
384

385 It is the responsibility of the parent co-chairs and the building principal to bring a lens to each
386 meeting that asks the following about the agenda:
387

- 388 • How will the agenda contribute to purposeful social interactions and adult community-
389 building?
- 390 • In what ways will the agenda be engaging for members as authentic adult learners?
- 391 • How will opportunities for social interaction be used to deepen cognitive understandings of
392 the content being explored?
- 393 • How will the agenda contribute to increasing our collective knowledge of students, families
394 and teachers in the Barton community?
- 395 • Does the agenda reflect our continuing investment in our Hopes & Dreams conversations?
- 396 • Will we be modeling in our Council interactions that we desire to see in exemplary
397 classroom learning for our students?
398

399 Some ideas and concerns that come from community members are more appropriately addressed
400 outside of Council meetings. The principal may choose to handle certain matters without
401 bringing them to the Council. Individual staff and student issues are not discussed at Council
402 meetings.
403

404 **Meetings**

405 During the first Council meeting each fall, Council members participate in a “Hopes & Dreams”
406 conversation about the upcoming school year. Each individual’s “Hopes & Dreams” for the
407 upcoming year are collected into one document that informs the Council's activities for the year.
408

409 At meetings, we begin with greetings and introductions, and a review of the agenda. An outside
410 speaker (Associate Superintendent, head of Research and Evaluation, etc.) may be invited to
411 address an issue of concern and answer questions. The Barton Foundation treasurer presents a
412 report of the Foundation budget. Agenda items are addressed and discussed, using various
413 formats: whole group, partner work or small groups. When appropriate, agenda items will be
414 approved, disapproved, or tabled by consensus. The meeting concludes with updates from
415 students and teachers, and a principal’s report.
416

417 **Decision-making**

418 After an agenda item has been presented and discussed, any endorsed member of the Council can
419 call for a decision by consensus. All endorsed members indicate their level of approval for the
420 item with a “fist to five.” Five fingers indicate full, enthusiastic support, four, three or two
421 represents support with a level of reservation. One finger means there is no support, but the
422 member won’t actively work against the resolution. A “fist” from any member means that the
423 item won’t move forward without significant reworking. Historically, items undergo sufficient
424 discussion and clarification before the “fist to five” process is called for.
425

426 **Role of an endorsed member of the Barton Open School Leadership Council**

427 Members act as the eyes and ears of the Council, and as ambassadors for our school. As
428 members of a Community of Learning, they:

- 429 • Actively participate in Council meetings and other events
- 430 • Support the special mission of Barton Open as a magnet school, while working in respectful
431 partnership with Minneapolis Public Schools
- 432 • Seek out and respect multiple perspectives and keep in mind the needs of all children at
433 Barton Open School and in Minneapolis
- 434 • Strive to model the progressive ideal of engaging together as a community of learners on
435 behalf of the larger school organization and open school mission

438 439 *** Barton Foundation**

440 The Barton Foundation is a 501(c)3 corporation whose purpose is to provide financial support
441 for the mission of Clara Barton Open School. With funds raised through donations and events,
442 the corporation will provide funding support to the school's academic programs, social and
443 community-building events, staff positions, staff development, and supplies and equipment. The
444 Foundation consists of five board members, who are elected by the Leadership Council. In
445 concert with the Leadership Council, Foundation board members are responsible for:

- 446 • overseeing plans for fundraising activities
- 447 • creating and approving an annual Foundation budget
- 448 • managing the day-to-day finances of the Foundation

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