

Barton Open School Uppers Program

Student Handbook
2014-15

Welcome from the Barton Staff

Welcome to the Uppers Program and the 2014-2015 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 adults.

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 your classmates as well as 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 extra effort into all your courses so that you are prepared and ready for the challenges awaiting you in high school. The quality of your course work and the recommendations you receive from teachers during your uppers experience become an important part of your continuing journey as a learner. Practice the habit of effort-based learning every day!

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 5, from 5:30-7:15 PM

Paul Scanlon, Principal
Holly Kleppe, Assistant Principal
Trish Clarke, Social Worker
Allison Rubin Forester, Uppers Coordinator and Mathematics & Dance Teacher, Room 6
John Klein, Science Teacher, Room 4
Angela Osuji, Science Teacher, Rooms 4 and 6
Sara Owen, Mathematics Teacher, Room 16
Amber Damm, English/Language Arts & Social Studies Teacher, Room 18
Flory Sommers, English/Language Arts & Spanish Teacher, Room 20
Gretchen Hovan, Social Studies Teacher, Rooms 2 and 16
Chuck Nelson, Media & Social Studies Teacher, Room 2
Kate Barnett, Special Education Teacher, Room 3
John Dawson EL Teacher, Room 3
Sue Buettgen, Health Teacher, Room 12
Meri Gauthier, Art Teacher, Room 14
Pete Sampson, Physical Education Teacher, Gym
Lisa Skaff, Choir Director and Music Teacher
Michael Robinson, Band and Strings Teacher
Jeff Damm, Associate Educator, Math Tutor
Mary Donovan, Associate Educator, Reading Tutor

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 year-long language arts/humanities course, science course, social studies course and mathematics course (Math 7 (Pre-Algebra), Linear Algebra, or Geometry). The mathematics course placement is based upon recommendations from previous teachers and last spring testing.

In addition to the four core subject area classes, uppers students will be assigned to either Great Books/Literature Circles, Choir, Spanish I, Advanced Spanish, Dance as Art & Culture, Holocaust Studies, or Film..

The first period class assignment serves as each student's advisory (homeroom) section. The advisory/morning meeting component is scheduled for the first 25 minutes of the school day prior to moving into the first period course work. Second period, advisories rotate through six specialist classes (art, physical education, dance, media & information technology, science exploration, and health) approximately three weeks during each semester.

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

	<u>Class Begins</u>	<u>Class Ends</u>
Morning Meeting/Advisory	7:30 AM	7:55 AM
First Period Classes and Homeroom	7:55 AM	8:50 AM
Second Period Specialist Classes	8:55 AM	9:50 AM
Third Period Classes	9:55 AM	10:45 AM
Fourth Period Classes	10:50 AM	11:40 AM
Lunch/Recess	11:40 AM	12:10 PM
Fifth Period Classes	12:15 PM	1:05 PM
Sixth Period Classes	1:10 PM	2:00 PM

Course Information & Parent Information Night

Before 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 of 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, Thursday, September 4th (6-7:30 PM). Somali parents are invited to come to the Media Center at 5:00 that evening to receive essential information with a translator present.

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 student.

Course Explanations and 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. Academic choice, defined as choosing the actual course you will take during the year, is limited to one elective (either period 5 or 6) 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 we value interdisciplinary learning, we try to establish our courses and schedule our students in such a way as to balance and maximize experiences with 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, as well as the Dance as Art & Culture, Spanish, and Choir electives, are grounded in social studies subject matter. All students also get opportunities to study additional science topics in their Science Challenge specialist rotation, designed specifically to prepare students for a rigorous high school science curriculum.

Your **specialists classes** in Physical Education, Dance, Art, Science, 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 14-15 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 elective courses offered each semester will be sent home for students and parents to review prior to the assignment of students to classes. Students will return a tally sheet indicating their elective preferences. 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. Student-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 will be arranged whenever necessary. Teachers will contact parents/guardians through the Parent Portal, e-mail, or telephone and parents can request telephone conferences or meetings at school.
2. Quarter Progress Reports will be determined by each individual teacher and quarter grades will be sent home via standard 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.
3. Mid-Quarter grades will be recorded by teachers and either sent home in student planners for a parent signature or sent via standard mail.

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 homeroom to review the semester work.
5. Semester Grade Reports will be sent home by mail after Portfolio Sharing.

Academic Calendar

First Semester

First Quarter Begins	August 25
Specialist Rotation #1 (15 days)	August 25 – September 15
Specialist Rotation #2 (15 days)	September 16 – October 6
Specialist Rotation #3 (15 days)	October 7 – October 30
First Quarter Ends	October 30
No School: Record Keeping Day	October 31
Second Quarter Begins	November 3
EXPLORE Test (8 th Graders)	To be scheduled November 10-21
Specialist Rotation #4 (14 days)	November 3 – November 20
Specialist Rotation #5 (14 days)	November 21 – December 15
Specialist Rotation #6 (14 days)	December 16 – January 20
No School: Teacher Record Keeping Day	January 16
Exhibition Night	Tues., January 20 (5:30-7:30 PM)

Second Semester

Second Semester Begins	January 21
Specialist Rotation #7 (15 days)	January 21 – February 10
Specialist Rotation #8 (15 days)	February 11 – March 6
Field Trip: Camille A Brown Dance Theatre	Feb. 19 (9:15-11:30)
Specialist Rotation #9 (14 days)	March 9 – March 26
Third Quarter Ends	March 26
No School: Teacher Record Keeping Day	March 27
Fourth Quarter Begins	April 7
MN Comprehensive Assessments: Math	To Be Scheduled: April 8 - May 9
MN Comprehensive Assessments: Reading	To Be Scheduled: April 8 - May 9
MN Comp. Assessments: Science (8 th grade only)	To Be Scheduled: March 17 - May 16
Specialist Rotation #10 (14 days)	April 6 – April 24
Specialist Rotation #11 (13 days)	April 27 – May 13
Specialist Rotation #12 (14 days)	May 14 – June 4
Lake Day Program	Friday, May 29 (10:30 AM)
Exhibition of Portfolios (*note time change)	Wednesday, June 3, 2:30-5:00 PM

8th Grade Graduation
Last Day of School (Valley Fair Trip)

Thursday, June 4 at 2:30 PM
Friday, June 5

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 as a co-teacher, assisting all students in meeting standards. 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 Kate Barnett, or the social worker Trish Clarke.

English Language Learners (EL) Program

Barton has an English Language Learner Program for students who speak English as a second language in the home. Although we have students who speak many different languages at Barton (for example, Spanish, French, Bangladesh, Arabic, Amharic, Gambian, Vietnamese), the largest number of ELL students in the uppers program are Somali students. All EL students will be assisted in their English language skills by our ESL (English as Second Language) teacher John Dawson who will co-teach science classes with 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. Band teacher, Mike Robinson will be teaching on Wednesdays; starting this year, we are lucky that he will also be teaching our strings program on Tuesdays. Instrumental music classes are normally scheduled during the Specialist/Rotation time (i.e., period 2), but some groups meet during homeroom or sixth hour. 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 Girls Volleyball
- After School Boys and Girls Flag Football
- After School Boys and Girls Basketball
- After School Baseball and Softball
- After School Ultimate Frisbee
- Community Education After School Classes
- Student Leadership Groups
- 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
- Barton Learning Center
- After School Spanish classes
- Basketball games and practices
- Baseball and Softball practices
- Wednesday after-school math help in room 6
- Debate Team practices or meets
- Tutoring or extra help from a teacher
- Special activities under a teacher's direction (for example, yearbook, debate or play practice)

All other students need to leave the building at dismissal time (2:00 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

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. Take-a-Break/ Time Out

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 Take-a-Break or thinking time (two minutes or less) will be arranged for the student to re-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 Take-a-Break, 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 including a written self-reflection, 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. 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 or Bullying
- 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 six 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.

If your child will be absent or tardy, please call the attendance office at: 612.668.3588 and leave a message including student name and reason. Examples of unexcused absences are: missing the bus, oversleeping, excessive illness without a doctor's excuse, absences without a note or phone call from a parent.

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. Students may be required to make up the missed time at lunch/recess. **Two unexcused tardies equal 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 at http://sss.mpls.k12.mn.us/attendance_office . ***Attendance matters!***

Clothing Policy

Your dress should be appropriate to the school setting and not be distracting, offensive, or discriminatory. Revealing clothing is not allowed—it is a distraction to others and prevents learning. Remember the Four B's: No visible briefs/boxers, bellies, breasts or butts! 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, shirts that expose the midriff area, low-rise pants, skirts, or shorts which expose the midriff area, overly-short mini-skirts or mini-dresses. All trousers, including oversized or low hanging trousers, must be worn and secured at waist level. Outdoor wear should be stored in lockers; no outer coats or 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), students will be asked to fix the problem immediately; if this is not possible or the dress code is not followed repeatedly, 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 (cell phones, i-Pods, 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 immediately 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. I-Pods needed for *Dance as Art & Culture* must be kept in lockers until 6th hour and brought directly to the commons.

If a parent/guardian gives you a cell phone for your personal use for after school communication, the cell phone must be **turned off**, stored 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. Uppers students all eat lunch together in the commons and they are to listen and follow directions from all school staff present. 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 neat and free of litter. All students must go outside when they are done eating. Some students may be asked to stay in classrooms to finish work under the direction of teachers. Students are not allowed in the hallways after the first five minutes of lunch. During the first five minutes, students can go to their locker, arrange meetings with teachers, and get clothes for going outside. There is no playing or running in the commons during lunch. Students will re-enter the building through doors four or six when returning from recess after the bell rings.

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 bringing in \$5 for the rental of locker and lock and for returning your locker contract 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. 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 the teachers right in the planner.
4. **Sign the planner every Thursday night.** The staff will check them regularly.

Students are asked to bring in \$5 to help pay for his/her individual academic planner. 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 new classroom 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 2:00 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 homeroom 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. Trish Clarke, our licensed social worker, will help facilitate conversations around academics, friendship, adoption, race and/or gender issues when needed.

Barton Uppers Honor Code - 2014

We, the students at Barton Open School, value our learning above all; we promise to put our own learning first and strive to see tests & grades as a helpful indicator of our understanding and effort, not an external judgment or performance score. We promise to uphold the following:

- I will do my own work.
- I will value honesty above homework completion and will be honest about not getting my HW done.
- I will not look at any person's test or talk to others during testing situations.
- I will not let another student copy my work or test answers.
- I will work with others by BOTH of us having our work out in front of ourselves at all times.
- I will not use others' words as my own, including passages from internet research.
- I will not give my HW assignment to anyone else for any purpose.
- I will come and ask my teachers for help so I am more confident on tests, trust myself and don't feel the urge to copy.
- I will not do the work or HW for a class in a different classroom without teacher's permission. (ex: don't do Spanish in social studies!)
- My work will reflect **my** work and not that of others in my household or classes.

student signature

student name (printed)

parent/guardian signature

Honor Code Violations:

1. **First offense:** Assignment or test is a zero for both copier and the provider of the work and parents will be notified and will need to sign apology-of-action.
2. **Second offense:** Zero on assignment or test, parent conference required and 5 hours of lunch detention/community service.
3. **Third offense:** Zero on assignment or test, 10 hours of lunch detention/community service and suspension with parent conference required for re-admittance.

HONOR CODE - Stanford University Example

The Honor Code is the University's statement on academic integrity written by students in 1921. It articulates University expectations of students and faculty in establishing and maintaining the highest standards in academic work:

The Honor Code is an undertaking of the students, individually and collectively:

1. that they will not give or receive aid in examinations; that they will not give or receive unpermitted aid in class work, in the preparation of reports, or in any other work that is to be used by the instructor as the basis of grading;

2. that they will do their share and take an active part in seeing to it that others as well as themselves uphold the spirit and letter of the Honor Code.

3. The faculty on its part manifests its confidence in the honor of its students by refraining from proctoring examinations and from taking unusual and unreasonable precautions to prevent the forms of dishonesty mentioned above. 4. The faculty will also avoid, as far as practicable, academic procedures that create temptations to violate the Honor Code.

Examples of conduct that are in violation of the Honor Code include:

1. Copying from another's examination paper or allowing another to copy from one's own paper
2. Unpermitted collaboration
3. [Plagiarism](#)
4. Revising and resubmitting a quiz or exam for re-grading, without the instructor's knowledge and consent
5. Giving or receiving unpermitted aid on a take-home examination
6. Representing as one's own work the work of another
7. Giving or receiving aid on an academic assignment under circumstances in which a reasonable person should have known that such aid was not permitted

In recent years, most student disciplinary cases have involved Honor Code violations; of these, the most frequent arise when a student submits another's work as his or her own, or gives or receives unpermitted aid. The standard penalty for a first offense includes a one-quarter suspension from the University and 40 hours of community service. In addition, most faculty members issue a "No Pass" or "No Credit" for the course in which the violation occurred. The standard penalty for multiple violations (e.g. cheating more than once in the same course) is a three-quarter suspension and 40 or more hours of community service.

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****Write 3 responses you could say to someone who asks to 'see' or copy your work?**

- 1.
- 2.
- 3.