

The
Henry Barnard School
Rhode Island College's Laboratory School

Family Handbook
2009 – 2010



THE HENRY BARNARD SCHOOL
the Laboratory School at
RHODE ISLAND COLLEGE

FAMILY HANDBOOK

This handbook has been developed by faculty and administration to assist parents and students with Henry Barnard School policy and practice. Please familiarize your family with the information that is outlined in this booklet. The information is intended to facilitate a smooth transition into the school year by sharing the procedures and philosophy that make this a successful school.

Mission Statements

The Henry Barnard School: The Henry Barnard School is an integral part of the Feinstein School of Education and Human Development. The primary purpose of the Henry Barnard School is to provide an excellent educational opportunity for preschool through fifth grade children and college students. As a laboratory school, the Henry Barnard School encourages innovative educational practices, educational research, and the sharing of this information with the educational community.

The Henry Barnard School experience is designed to empower the learner with the ability and desire to pursue lifelong learning, to enjoy the satisfaction that accompanies learning, and to develop readiness to participate in the world community. This experience establishes a foundation for the student to be an intelligent, responsible person in a democratic and diverse society. Our commitment to cultural diversity is reflected in student enrollment, curriculum, and faculty recruitment.

Rhode Island College: Building on its historic roots in teacher education and its current status as the largest preparer of educators in the State, Rhode Island College aspires to be broadly recognized for the excellence of its academic, public service, and cultural programs. Widely known for its curricula in education, fine and performing arts, nursing, and social work, the College is equally committed to offering a broad array of undergraduate arts and sciences and professional majors. The College is dedicated to ensuring that each student experience academic life in a caring community where education is informed by serious inquiry, civic engagement, and open discourse; and, its faculty continually strive to fulfill the promise of the liberal arts education: *an open and inquiring mind*. As the State's single comprehensive institution of higher education, the College fulfills Rhode Island's promise of affordable access to superior higher education for traditional and non-traditional students alike-because, to foster the growth and development of each individual enriches everyone. The College further fulfills its responsibility through the public service, continuing education offerings, and cultural opportunities it provides for the citizens of Rhode Island.

Feinstein School of Education and Human Development: The mission of the Feinstein School of Education and Human Development (FSEHD) is to prepare education and human service professionals with the knowledge, skills, and dispositions to

promote student learning and development. Building on extensive field experiences, the School develops reflective practitioners who model lifelong learning, technological competence, and collaboration. The FSEHD is committed to facilitating excellence through equity, diversity, and social advocacy.

Philosophy

The Henry Barnard School, the laboratory school of Rhode Island College, is a collegial environment where students of all ages come to share and learn. Henry Barnard School is a community where children, adults, setting, and curriculum interact to create an atmosphere of learning and mutual respect.

In our community, we strive to maximize all students' total development by engaging them in meaningful experiences. We create integrated learning environments which challenge and nurture intellectual, physical, and artistic growth. In our atmosphere of mutual respect, we facilitate students' efforts to become responsible learners. We help them develop the skills necessary for confident reasoning and the courage to think for themselves and be sensitive to others.

Laboratory Schools

Over two hundred laboratory schools are associated with colleges and universities worldwide. The faculties of these schools are scholars, master teachers, and researchers involved in early childhood, elementary, secondary, and higher education. Laboratory schools are innovative in their approach to educational reform. These schools are also different in that each school operates according to the needs of the institution at which it resides.

Laboratory schools have a dual commitment to educate children and to provide a service to their college. The children enrolled in laboratory schools receive an outstanding education from top scholar/practitioners who are master teachers while prospective teachers are exposed to models of educational excellence.

The Henry Barnard School is an active member of NALS: The International Association of Laboratory and University Affiliated Schools (NALS), and was pleased and honored to host the 2007-2008 International Association of Laboratory and University Affiliated Schools Conference at the Henry Barnard School in April 2008.

HBS Classroom: circa 1928



Functions of a Laboratory School

As suggested by NALS: The International Association of Laboratory and University Affiliated Schools (NALS), the Henry Barnard School participates in the five functions listed below. As a member of the Henry Barnard School student body, children will be involved in these functions.

This list presents the official NALS functions of a laboratory school in bold type, and expands the functions for clarity, discussion, and guidelines as used by the Henry Barnard School.

Research- Provide a setting for a variety of investigations that can be conducted by professors, graduate students, and others.

Indicator R.1: Research in the Henry Barnard laboratory school conforms to college research policy.

Indicator R.2: Research produces changes that enhances pedagogy and learning, improves the organizational environment, or adds to the literature on human growth and development. Examples:

- ? Laboratory school faculty conduct research and experimentation in the laboratory school.
- ? College faculty conduct research in the laboratory school.
- ? Graduate students are in the laboratory school to implement research with the school faculty.
- ? Research and practitioner knowledge are valued.

Indicator R.3: The objective of the inquiry is determined on the basis of jointly defined needs.

Examples:

- ? Together laboratory school and college faculty plan and implement research projects.
- ? Participants co-investigate practice through classroom-based research.
- ? Participants engage in joint work on problems of practice.
- ? Funds are available to support research.

Experimentation- Provide a laboratory of human resources to engage in the trial, development, and refinement of innovations that may not be necessarily research based.

Indicator E.1: Experimentation in the Henry Barnard Laboratory School conforms to college research policy.

Indicator E.2: Experimentation produces changes that enhances pedagogy and learning, improves the organizational environment, or adds to the literature on human growth and development. Examples:

- ? Laboratory school faculty conduct experimentation in the laboratory school.
- ? College faculty conduct experimentation in the laboratory school.

Indicator E.3: The objective of the inquiry is determined on the basis of jointly defined needs.

Examples:

- ? Together laboratory school and college faculty plan and implement experimentation.
- ? Participants co-investigate practice through classroom-based experimentation.
- ? Funds are available to support experimentation.

Clinical Teaching Experience- Provide for observation and participation in a setting of quality educational practice and may provide a higher level experience for

selected education majors who are in need of advanced, more rigorous experience prior to certification.

Indicator CTE.1: The Henry Barnard Laboratory School is a learning-centered community characterized by norms and practices that support children and adult learning. A learning-centered community includes "open" teaching practice; integration of clinical experiences with the laboratory school instructional program; collegiality; inquiry; and dissemination of new knowledge.

Examples:

- ? Clinical experiences are in multiple classrooms.
- ? Laboratory school participants share responsibilities and accountability for all learners.
- ? College and laboratory students utilize appropriate technology.

Indicator CTE.2: The laboratory school provides the opportunity for clinical students, schools, university faculty, and educators to develop their knowledge, skills, and understanding related to working with all students.

Examples:

- ? The Henry Barnard Laboratory School supports the development of diverse learners.
- ? All clinical students work with children with diverse learning needs.
- ? Special needs children are valued in classrooms.
- ? Learning-centered practices are reflected in classrooms throughout the laboratory school.
- ? Support is substantive and on going for clinical experiences.

Indicator CTE.3: The learning of college students is integrated into the school program and into teaching practice. Examples:

- ? Clinical students have descriptions, responsibilities, and function as part of the instructional team.
- ? Student teachers have wide decision-making opportunities and participate in school activities.
- ? Learning and performance are interwoven.
- ? There is a college-wide investment in preparation and growth of pre-service teachers, and in the achievement of the laboratory school students.
- ? Adults and children assess and reflect on their own learning.
- ? Performance-based assessments are used as part of the evaluation of college students.
- ? College students can identify connections between their laboratory school experiences and their university course work.

Indicator CTE.4: Teaching and learning are collegial. Examples:

- ? The orientation of the entire school is towards student learning; faculty share problems and solutions for laboratory school through college learning.
- ? College faculty and laboratory schoolteachers are provided time by the college to

collaborate.

Indicator CTE.5: Everyone in the Henry Barnard Laboratory School community shares responsibility for the preparation of new teachers. Examples:

- ? University and school faculty jointly plan and implement curriculum for clinical experiences.
- ? Laboratory school faculty care equally about pre-service teachers and children.
- ? Laboratory school faculty participate in interdepartmental hiring recommendations.
- ? College faculty participate in laboratory school hiring recommendations.
- ? Future teachers work with more than one school faculty member and have opportunities to observe and discuss professional issues with many faculty.
- ? Future teachers are members of instructional teams and participate in all professional decisions.
- ? Future teachers have school-wide roles and responsibilities as well as classroom instructional roles.
- ? Future teachers learn to work with parents and community members in support of student learning.
- ? First year teachers are supported by laboratory school and college faculty.

Indicator CTE.6: The Henry Barnard Laboratory School and college faculty share responsibility for the evaluation of pre-service teachers at the laboratory school.

Indicator CTE.7: The Laboratory School and college faculty have jointly defined qualifications for student teachers, clinical experiences, and cooperating classroom teachers. Examples:

- ? Student teachers must be able to demonstrate mastery of their content area.
- ? Student teachers must be able to demonstrate professional knowledge including child development, pedagogical knowledge, and foundational knowledge and/or be enrolled in appropriate professional education courses concurrent with and appropriate for clinical experiences.
- ? Laboratory schoolteachers are master teachers and can teach laboratory school students and college students.

Indicator CTE.8: Upon completion of student teaching, candidates must be able to demonstrate the skills and knowledge of beginning teachers as defined by appropriate professional and state standards for beginning teachers. Example:

- ? Pre-service teaching is of sufficient length to effectively provide for the developmental needs of future teachers, permit a broad range of experiences, and to allow for the integration of pre-service teacher learning and performance.

Curriculum Development- Provide a setting to create, test, pilot, and evaluate new

curriculum materials and teaching strategies.

Indicator CD.1: The Henry Barnard Laboratory School community allocates resources and time to the improvement of curriculum, learning to teach, teaching, and learning. Examples:

- ? Sufficient time is allocated for laboratory school and pre-service teacher curricular objectives.
- ? School and university faculties have reduced teaching loads to reflect about improving PK-12 learning and improving the skills of future teachers.

Indicator CD.2: There is an inquiry orientation toward teaching and learning for laboratory school through college students.

Examples:

- ? Children's learning is the focus of the laboratory school community.
- ? Laboratory School participants engage in community service.
- ? A significant amount of time is allocated to laboratory school instruction.
- ? The laboratory school displays a safe and orderly environment.

Indicator CD.3: Laboratory school and college faculty understand the mission of the institution, their individual roles, their shared roles, and their responsibilities for each other's curriculum.

Indicator CD.4: The Laboratory School is accountable to the public and to the profession for laboratory school student achievement, for upholding professional standards for teaching and learning, and for preparing new teachers in accordance with these standards. Examples:

- ? Regular communication between laboratory school participants and the broader community about what they're doing and why they are doing it.
- ? Meaningful presentations are made to the public about laboratory school activities.
- ? Curriculum decisions are based on data and appropriate criteria.
- ? Student progress is regularly monitored and reported to parents.
- ? Laboratory school participants use standards to measure their growth.
- ? Laboratory school students achieve at a higher rate on appropriate measures than do their peers in public schools.

Indicator CD.5: Children can demonstrate what they know in appropriately diverse ways to meet local, national, or state curricula standards. Examples:

- ? Multiple and diverse assessment approaches are used to measure children's learning.
- ? Early childhood programs in PK-12 schools may be accredited by NAEYC.
- ? The climate of the laboratory school is that all students can experience educational success and attain mastery of essential content.

Staff Development- Provide a site conducive to educational staff development for the diversity of personnel found in schools.

Indicator SD.1: Teacher learning and professional development are integrated into teaching that focuses on student learning. Examples:

- ? Teaching is an open practice. Teachers frequently observe in other classrooms and discuss questions of student learning, curriculum, and teaching practice.
- ? Time is allocated for teachers to confer with colleagues about pre-kindergarten to college learning and teaching.
- ? College faculty have teaching roles in the laboratory school.
- ? Laboratory school faculty have teaching roles in the university.
- ? Laboratory school and college faculty visit each other's classrooms.

Indicator SD.2: The Henry Barnard Laboratory School is characterized by joint work between laboratory school and university faculty directed at achieving PK-12 optimum student achievement and optimum teacher preparation.

- ? Responsibility for learning is shared; research is jointly defined and implemented; all participants share expertise in the interests of children and adults' learning.
- ? College students challenge teachers to reflect on their practice.
- ? Adults and children engage in risk-taking learning.
- ? New professional development opportunities are created for laboratory school participants.

Indicator SD.3: Knowledge generated in the laboratory school is disseminated within the school, university, and to other schools. Examples:

- ? There is a forum within the college for disseminating laboratory school generated knowledge.
- ? Laboratory school faculty participate in staff development within the college.
- ? Laboratory school participants disseminate new knowledge to others.
- ? Teaching-learning data are collected systematically and used to inform and change practice.
- ? School faculty are engaged in the study and improvement of their own practice.

Indicator SD.4: The Henry Barnard Laboratory school shares expertise in the interests of children's learning. Examples:

- ? University and laboratory school faculty meet to discuss learning, instruction, and school-wide issues within the school and college community.
- ? Student teachers' advice and suggestions are incorporated into structures and procedures.
- ? Participants move across departmental boundaries to engage in collaborative activities.
- ? Parents participate in education discussion groups in the laboratory schools.
- ? Laboratory school faculty and college faculties collaborate on the mission of College programs and of the mission of the laboratory school.

- ? Laboratory schools interact with other laboratory schools and non-laboratory schools.
- ? Laboratory school faculty engage in activities that support their own professional development.
- ? Laboratory school faculty offer professional development opportunities in a variety of ways for other teachers and researchers.

While Henry Barnard School students are involved in all five functions of a laboratory school, the Henry Barnard School's major role for the college is to provide a site for clinical experiences. Clinical experiences include providing a site for Rhode Island College student observations, a site for Rhode Island College practicum students (students who are in a Henry Barnard School classroom once or twice a week for an hour or two per class, and teach small groups of Henry Barnard School students), and a site for Rhode Island College student teachers. It is expected that Henry Barnard School students will interact with Rhode Island College students on a regular basis, and that Rhode Island College students will be regarded as teachers by Henry Barnard School students.



Henry Barnard

Henry Barnard was one of the great educational reformers of the 19th century. Born in 1811, Henry Barnard dedicated most of his time and resources to educational reform. He was one of the architects of the universal system of public education in the Northeast and a strong advocate of the education of women. In his early twenties he abandoned a promising career in law (he graduated from Yale) and concentrated on studying educational reforms. As a legislator in Connecticut he drafted legislation that established a state board of education, and he subsequently became the first secretary of that board. He later moved to Rhode Island, where he conducted a study of the state's schools and eventually became the first commissioner of education in RI. He later returned to Connecticut where he rewrote educational legislation, developed an efficient model of school supervision, published and edited a variety of journals, including the American Journal of Education. He later became the chancellor of the University of Wisconsin and the president of St. John's College in Annapolis. His final professional appointment was as the first U. S. Commissioner of Education, in 1867. He died in 1900 at the age of 89. In addition to our own school, an elementary school in Enfield, Connecticut, a preschool to second grade school in New Rochelle, New York, and a scholarship program at the University of Connecticut are named in his honor.

Curriculum

As a laboratory school, the Henry Barnard School faculty are innovative in their approach to education. The curriculum is continually evolving as content is integrated

across many subjects. The school is learner centered, and uses the constructivism theory as a foundation to teaching and learning. Constructivism theory advocates four key components:

1. Learners construct their own understanding rather than having it delivered or transmitted to them.
2. New learning depends upon previous understanding.
3. Learning is enhanced by social interaction.
4. Authentic learning tasks promote meaningful learning.

Information about the curriculum used at each grade will be shared with parents at the annual September Curriculum Night.

School Day

All students (preschool through grade five) are to be in their classrooms between 8:00am and 8:15am. Since the school does not provide supervision before 8:00am, students are not to be left at school before 8:00am. Students and parents must remember that school begins at 8:15, and if students arrive after 8:15 they will be marked tardy. Students who are late must report to the office before going to their classrooms. Since the front doors (by the carport and the gym) will be locked at 8:15, students arriving late will enter the school using the doors by the office. Students arriving after 8:15 must stop at the office and obtain a late slip before entering the classroom. Dismissal begins at 2:15 with Exploration students, and carport students are dismissed at approximately 2:15 - 2:20.

At 2:45pm, (or after the last car leaves the carport line) students who have not been picked up at carport will enter the school and wait with an Assistant Teacher in the entrance area by carport. If students are not picked up by 2:55 pm, they will be escorted to Explorations, where they will remain until their parents arrive. An office member will call the child's parents to inform them that their child is at Explorations. Parents who pick their children up from Explorations are expected to pay the normal hourly rate. If the Explorations Program is at capacity, the student will wait in the office.

Children in the preschool program are dismissed directly to the child's parent, guardian, sibling, or designated adult. Preschool dismissal is ongoing during the day, but all children will be dismissed by 2:15. Preschool Explorations begins at 2:15.

Office personnel may arrive as early as 7:30am, and usually personnel in the office leave at 4:00 pm. Faculty are generally at the school between 8:00am and 2:30pm, and messages may be left for them at the office. After 4:00pm messages may be left on the voice mail system.

Kindergarten and Preschool Information for 2009 - 2010

All of the kindergarten and preschool students will be starting the school year on a similar schedule. The preschool and kindergarten children will begin school for the 2009 - 2010 school year as follows.

Kindergarten

August 27 (Thursday) - parent and child visitation

August 28 - 1/2 day for all students; no lunch; 11:30 dismissal

August 31 (Monday) - full day for all students

Preschool

August 27 (Thursday) - parent and child visitation

August 28 - 1/2 day for all students; no lunch; 11:00 dismissal

August 31 (Monday) -- full day for all students

Preschool for three year old children.

The Henry Barnard School offers a part time preschool for three year old children. At a slightly reduced tuition three year old children will have an option to attend preschool for three half days and two full days. The three year old children who opt for part time will attend for two full days on Monday and Wednesday, with Tuesday, Thursday, and Friday as the half days. Half days are a 11:25 dismissal.

Preschool Parking

All parking for families of preschool children will be in either Lot E or in designated spaces in front of the school. Parking on any road in Rhode Island College is not permitted.

Student Arrival Procedures

Students are to arrive at school between 8:00 AM and 8:15 AM. This allows for classrooms to be settled before the students go to a specialist, and teachers generally begin the preparation for the day at 8:00. Our specialists (art, music, physical education, technology education, and Spanish) begin at 8:20. Children who arrive after 8:15 will be marked late for school. Children who arrive after 8:15 must be signed-in at the office by a parent or guardian. Since the carport doors are locked at 8:15, students who arrive late must use the side door by the office. Parents are to park in front of the school or in Lot E when bringing their child into school because they are arriving late.

When parents of children in *preschool through fifth grade* drive their children to school the students are to be driven to the carport at the front of the school. Upon arrival, children may exit their car and enter the building. Parents should not park around the inner circle and enter the school with their children. Cars parked around the inner circle are subject to parking tickets that may be as expensive as seventy dollars (\$70.00). If an adult accompanies children into the school, parking Lot E may be used for short periods of time (no longer than 15 minutes). **Parking** at any time of the day **along the east side of the school** (between the school and the art building) **is not permitted**. **Parking** at any time of the day **along the north side of the school** (behind the school) **is not permitted**. Cars parked in either area at anytime are subject to ticketing.

Since preschool children are too young to enter and leave school by themselves, it is expected that an adult or sibling will accompany them into their classroom. Parking for short periods of time for parents of preschool children is permitted in **Lot E**. **Parking** at any time of the day **along the east side of the school** (between the school and the art building) **is not permitted**. **Parking** at any time of the day **along the north side of the school** (behind the school) **is not permitted**. Cars parked in either area at anytime are subject to ticketing.

Student Dismissal Procedures

While parking at the school can at times be challenging for parents, those who double park in parking lot E, or leave a car unattended around the circle, or park on the east or north side of the school are subject to parking tickets that may be as expensive as seventy dollars (\$70.00). Leaving your car unattended in the circle also slows the dismissal process and causes barriers for other parents and emergency vehicles.

Students who use the Providence School Department buses for transportation must have a bus pass issued by Providence. Since the bus passes are valid for only one bus, students are not allowed to ride other buses. Students may not take guests home with them on the bus.

Students who want to change their method of going home on any afternoon *must* have a note from their parent. The note should include the child's name, the name of the classroom teacher, the way the child usually goes home, and the way the child will be leaving on that afternoon.

If a parent/guardian comes to the school to pick-up their child prior to the regular dismissal time, that parent must report to the office. The office will then request that the child be dismissed to the office so that they may leave with their parent/guardian. Parents and guardians are not to go directly to the child's classroom to pick-up students.

In order to ensure student safety, students are dismissed in the following manner:

1. Explorations students are dismissed
2. Bus students are dismissed
3. Carport students are dismissed Remain with your car and allow the children to come to you.
4. Parents and guardians who "pick-up" children at carport are to form a **single line** of traffic on the right side of the road by the Art Center. At times, this line may stretch back to Roberts Hall.
5. When directed by campus security, an assistant teacher, or a faculty member, cars may proceed to the carport in front of the school.
6. When all cars have stopped, Henry Barnard School personnel will signal students to proceed to cars that are around the circle. Do not signal for your child to run to the car (this becomes a safety problem). Remain with your car and allow the children to come to you.
7. When all the cars around the circle are ready, they will be directed to leave. Please remain in line, do not pass other cars, and do not leave before all the cars are ready.
8. In the event your passenger is not ready when you are parked in the circle, notify one of the Henry Barnard School personnel on duty.
9. Please share these procedures with anyone you designate to pick-up your children at carport.
10. Children are expected to leave the building between 2:15 and 2:35, unless they are part of Explorations. An assistant teacher monitors students who have missed their ride home until 2:55. After 2:55 pm, students will go to Explorations (there is an Explorations **fee**) until their parents arrive. Henry Barnard School staff will contact the child's parents and notify them that their child is at Explorations.

Acting in accordance with the arrival and dismissal procedures makes the process safer for the children, smoother, and quicker. We thank you in advance for your cooperation.

Please share the arrival and dismissal procedures with anyone authorized to pick-up your child or anyone who may bring your child to school.

Bus Transportation

Bus transportation is provided by the Providence School Department for all children (except preschool) who live in Providence. Only Providence residents with bus passes may use Providence buses for transportation to and from school. Transportation for children who reside in other communities is the responsibility of the parents.

Students are expected to behave on buses similarly to classroom behavior expectations. Failure to meet behavioral expectations will result in a note sent home from the assistant principal, and may result in loss of bus privileges.

The Bus Company has requested that we remind parents that students are not allowed to change busses. This means that students cannot take another bus to a friend's house.

Some other towns might be willing to provide bus transportation to HBS. Parents may explore this option with their local school department.

Early Student Dismissal

Henry Barnard School will not release a pupil during the school hours without written permission from the parent or guardian, or to a person not named on the student's emergency dismissal form. Since teachers (classroom and specialists) will not release students directly from their room to parents, parents are to report to the office. Students will be dismissed from the office.

Visitors

Classrooms are, of course, open to parents for visitation. Teachers offer a Curriculum Night for parents in September. This evening presentation is for parents and is designed to share information about the curriculum and materials that are used in the classroom. If parents desire an additional visit to the school or classroom, they are to schedule the visit through the assistant principal. Parents are to "sign-in" with the office before going to a classroom.

Parents interested in volunteering in the classroom should contact the classroom teacher to make arrangements. All visitors are to "sign-in" with the office before going to a classroom.

Parental parking (more than a few minutes) at Henry Barnard is restricted to a few spaces in front of the school, or in parking lot "B". This is the first parking lot when you enter the campus from Mount Pleasant Avenue. Campus Security and the Providence Fire Department have expressed concerns about the parking around the school, and campus Security will issue tickets to those parked illegally.

Student visitations will be arranged through the assistant principal.

Lunch

A hot lunch (includes milk) is available at a cost of \$2.50 per day. Lunches may be purchased daily, weekly, or monthly but lunches cost slightly less (\$360 per year) when purchased through the prepaid lunch program. It is recommended that student lunches be purchased at least on a weekly or monthly basis. Children who bring their own lunch to school may purchase milk. It is suggested that students bring their lunch money to school in an envelope with the child's name on the outside. Checks should be made payable to the Henry Barnard School. The daily cost of lunch is:

Child Lunch	\$2.50
Milk (Without purchasing lunch)	\$.40
Prepaid (Semester)	\$180.00
	[\$2.00 per day instead of \$2.50]
Adult Lunch	\$3.25

There has been a microwave oven available during students' lunch. Only an adult is allowed to warm a child's food in a microwave. Food should not be in styrofoam or plastic containers because it is harmful when heated in a microwave. Students should not bring food that requires to be microwaved more than 10 – 15 seconds.

The Henry Barnard School participates in the Federal free and reduced price lunch program. Information and guidelines are sent home with each student at the beginning of the school year. If you would like information about this program at any time during the year, please contact the assistant principal.

Please check with classroom teachers regarding their approach to ~~snacks~~ in the classroom. While all snacks should be nutritious, classroom procedures may range from no snacks to daily snacks. Parents are strongly encouraged to provide healthy snacks (example: fruits) instead of candy and other sweets. Please see the **Wellness, Nutrition, and Physical Activity Guidelines in this Handbook.**

Tuition

Tuition for the 2009 - 2010, school year is:

Preschool (Part time)	\$7,140
Preschool	\$8,917
Kindergarten	\$6,820
Elementary School	\$6,690

Each year a committee meets and recommends the tuition for the next year. The tuition rates are usually approved by late Spring. Tuition is normally paid at the beginning of each semester; families who would like a monthly payment plan should contact the Bursar's Office. Students who are not up to date with tuition payments are not able to receive progress reports. In some instances, delinquent tuition may result in the student no longer being enrolled at the school.

Deposits are required for the school year (\$250 for one child, and \$100 for additional children in the family). Deposits are usually due in January of the year preceding enrollment. For example, the deposit for a fourth grade student in the 2009 - 2010 school year would be due in January 2010 for his fifth grade enrollment. Student deposits are not refundable.

All financial matters are processed through the Bursar's Office, and a tuition payment plan is available through that office. Call the Bursar for more information. Very limited financial assistance is available; please contact the assistant principal for more information. Please do not send tuition payments directly to the Henry Barnard School.

Even though we attempt to match students to our school, occasionally we discover that the match does not benefit the student and/or the school. Please be advised that if in the opinion of the Henry Barnard School administration there is not a match between the school and the student or family, the student's enrollment at Henry Barnard will end. Since this may occur at any time during the school year, appropriate tuition reimbursement to the family will be arranged.

Student Acceptance

Students may apply for acceptance into the Henry Barnard School at anytime during the year. Siblings applying for kindergarten or preschool must complete an application prior to December 31st.

All children entering the Henry Barnard School must be "potty trained". Children must be able to independently undress and dress; independently use the toilet; and independently clean themselves. If a child has an "accident" while at school parents will be contacted and the child will go home and change into clean clothes.

Student Placement

Early in the Spring of each year the Henry Barnard faculty begin the process of recommending to the principal and assistant principal student placement for the next academic year. As part of the placement process faculty consider the match of the student with the classroom teacher, the blend of students within a class, and they attempt to balance both classes academically, socially, culturally, and by gender. This procedure is used so that classrooms in the same grade are heterogeneous and balanced academically and socially. Additionally, the students in a current room will be divided as evenly as possible between the two classrooms available in the next school year. Dividing the current students from one classroom into two classrooms helps the students establish new friends and develop socially.

Once faculty have made their student assignment recommendations to the Henry Barnard School administration, it is extremely difficult to make changes and maintain the goals of our placement procedure. Moving a student from one classroom assignment to another inevitably changes the environment of both classrooms. For that reason, administrative changes during the summer to classroom assignments will be *extremely* rare. The Henry Barnard School administration will be the deciding factor in all student placement decisions.

Student Services

At the Henry Barnard School, students participate in art, music, physical education, Spanish, and technology education. Additionally, the school has a guidance counselor, library/media center, and two interventionists. The interventionists provide academic support for students.

Another method used to provide assistance for students is through the Advocates for Children Team (ACT). ACT is comprised of Henry Barnard faculty (including the student's teacher, the interventionists, the guidance counselor, and the principal) who meet to offer recommendations to support students. Appropriate accommodations (within the school's ability) are offered to students with disabilities. Services beyond the scope of the school will need to be provided by agencies outside of the school and college.

Although new regulations are still being interpreted and implemented by the Rhode Island Department of Education, there are a few changes that have become clear. First, because of our location, the Providence School Department will be responsible for identifying and servicing all of our students who qualify for special education services, even if the student does not live in Providence. Another change is that any student in a non-public school will not be eligible for an individual education plan (IEP) or the procedural safeguards that accompany an IEP. Instead of an IEP, qualifying students will receive a service plan. Unlike an IEP, the service plan will not identify specific goals but be more general. The new regulations will dramatically change the funding of special education services to non-public schools, and our students will receive fewer special education services.

Field Trips

Field trips are scheduled to provide educational experiences which cannot be provided within the school building, and are necessary to meet the goals of the curriculum. Expectations for students are the same as for all Henry Barnard activities. Parents or guardians must provide written permission for their child to participate in a field trip. Parents who accompany their child's class on a field trip may park in lots K, A, J, or L. When using these parking lots, parents should leave their license plate numbers with a secretary. The secretary will call security so that the parents will not receive a parking ticket.

A field trip is when the students and their teacher leave the Rhode Island College campus. Activities on campus are considered part of the school's normal operating procedures.

Fire Drills

Fire drills are conducted in accordance with Rhode Island regulations. Henry Barnard School conducts fifteen unannounced fire drills each year, and students are expected to be silent and follow directions during the fire drill. The regulations were amended so that two of the fifteen drills will be "lockdown drills" and another two will be "evacuation drills".

Legal Notices

Anyone with a court order giving them custody of a child or children in Henry Barnard School must file a copy of said order with the principal. Permission to release children to others must be in writing.

Parental permission is no longer required when records are requested by authorized school personnel. (Family Education Rights and privacy Act, Final Rule on Education Records, Federal Register, June 17, 1976)

In order for the school to consider the recommendations from a student assessment or evaluation not administered at the Henry Barnard School, the principal must be given a copy of said assessment or evaluation.

Enrollment at the Henry Barnard School is a privilege, not a right. As such, the Henry Barnard School administration reserves the right, at its sole discretion, to terminate a student's enrollment at the school for any reason it deems appropriate.

As a laboratory school, our students interact with many programs. We will attempt to contact parents when photos (including digital and videotaping) are taken and used, but this may not always happen.

By enrolling a child in the Henry Barnard School, parents and/or guardians agree to the procedures and policies of the school as described in the Henry Barnard School Family Handbook.

Asbestos Management Plan

The U.S. Environmental Protection Agency, and the "Rules and Regulations for Asbestos Control" of the Rhode Island Health Department require that the Henry Barnard School teachers, staff, and parents of students be "educated" concerning the presence (and location) of asbestos-containing materials. Specifically, the EPA has stated that each local education agency must make public the availability of an Asbestos Management Plan. This plan is available to be read in the Henry Barnard School office.

Emergency School Closing

If school must be canceled because of inclement weather, it will be announced on the radio (WPRO, for example) and on television (Channel 10, for example). Most local radio and TV stations are now sharing this information for their morning announcements. The Henry Barnard School will automatically:

- 1) close if Rhode Island College is closed,
- 2) delay if Rhode Island College delays.

The Henry Barnard School will most likely:

- 3) close if the Providence public schools close, and
- 4) delay if the Providence public schools delay.

In these instances, the Henry Barnard School will be announced separately. Canceled school days will be made up at a later date.

For families with internet access, there are two **additional methods** to learn about school delays and closings. Both are available at www.turnto10.com. By logging on and then clicking on "Announcements: Closings and Delays", this non-HBS site will let you check school closings and delays. If you check the list of schools for our status, don't forget to check the status of the Providence Schools. The same site also offers a free email service. This service will send you an automatic email for delays and closings within minutes of the decision. If you opt for the email notification, it is recommended that the Providence Public Schools be used as your "school or institution". It is possible to sign on a second time and use Henry Barnard School as your school.

If we must close school during the day (after school has started), this will be announced on the radio and television. When possible, an effort will be made to contact parents. The closing of Henry Barnard School during the school day will be announced

separately from other schools (except Rhode Island College), and is not dependent upon Providence.

Student Health

When a child is ill and cannot attend school, a parent or guardian is expected to call the school between 7:45 and 8:30 in the morning. Sometime during the day, the school will attempt to call parents of absent students when parents have not called the school.

If a child is at school and develops a fever, has a contagious illness or contagious infestation, or vomits, the parents will be called and the child will go home. Parents will also be called whenever a child has a head injury, and if the school nurse decides other injuries warrant telephoning the parents. The decision to send a student home (or call their parents) during the school day because of illness or injury will be made by the nurse, assistant principal, or principal.

It is recommended that children's medication be administered at home whenever possible. If a child is using a prescription medication at home, please inform the school nurse. Notification is requested because if the student has an accident EMT personnel need to know the medication that the student has ingested.

Administration of Medication procedures:

- ? Parents must bring all medication (prescription and non-prescription) in the original labeled container to the school. Prescription and non-prescription medication must be accompanied by a written authorization, signed by the parent or guardian, for the medication to be administered at school.
- ? There must be a completed medication form for each student who needs to take medication during the school day.
- ? All medication will be stored in the health room.
- ? If a parent requests that a student be allowed to self-administer bronchial inhalers, the physician and the parent must provide written authorization that includes a specific statement to that effect.
- ? Administration of required medications during activities that are not on campus (such as a field trip) must be done by the students' parent or legal guardian. If the parent or guardian cannot administer the medication, the student must remain at school. The self-administration of bronchial inhalers or EpiPens are the only exception to this rule. Bronchial inhalers may be self-administered by students during off campus activities if written authorization is provided by the parent and the physician. The teacher will carry the inhaler and EpiPen unless the physician authorizes differently.

Absenteeism

After every absence a student must present to the teacher a written explanation signed by a parent or guardian. This note is given to the pupil's teacher at the beginning of the day the student returns to school.

Parents are also to call the school in the morning when a child is absent.

Progress Reports

The Henry Barnard School community promotes mutual respect and caring as it seeks to instill a life-long habit of inquiry. The school contributes by helping children develop respect for self and respect for others. The Henry Barnard School seeks to ensure a safe and courteous environment where everyone has an equal opportunity to learn and grow. Cooperation and communication between home and school help support this aim.

Progress reports are distributed three times a year in grades kindergarten through five. Preschool reports are on a conference basis, supplemented by a reporting form. For the 2009 - 2010 school year progress reports are scheduled for:

December 2, 2009

March 18, 2010

June 10, 2010.

Parent Teacher Conferences

Parent teacher conferences are scheduled in conjunction with our trimester reporting system. Other parent teacher conferences may be scheduled at the request of parents or teachers. Parent teacher conferences will be scheduled during the day for each grade in December and March. School will be in session for the students during the parent teacher conferences.

Homework

Meaningful homework reinforces knowledge and skills taught in the classroom. Generally, students in grade one through five at Henry Barnard can expect homework on a regular basis Monday through Friday.

Parents' Association

The Henry Barnard School Parents' Association supports and enriches the activities of the students by serving both the students and the parents. All parents whose children attend the school are members of the Association, and parents are encouraged to participate in Association activities. Planned Association meetings allow parents to become acquainted with the school, teachers, administration and other Henry Barnard School parents. The Association works to bring parents and teachers together to foster cooperation in the educational and emotional development of the students, and to support the concepts and existence of a laboratory school at Rhode Island College.

The Parents' Association goals are to provide varied enrichment for students, offer educational programs for parents, and provide a communication avenue among parents. The Parents' Association Newsletter, published periodically by the Henry Barnard Parents' Association and mailed to all parents, is another means of communication between the home and the school. Another purpose of this organization is to broaden the development of children through special programs such as Looking Glass Theater, Slater Mill Visits, Mystic Seaport, Zoo Mobile, etc.

The Association schedules school photographs for the students and coordinates fund raising activities. Individual students are not permitted to solicit for funds in school.

The Parents Association is not a governing body of the Henry Barnard School.

School Discipline

Every community requires a set of rules and regulations which must be observed and consistently and equitably applied for the community to be successful and safe. The Henry Barnard School community has a set of rules so that the members of the community may understand the boundaries of acceptable student behavior. The following discipline policy outlines appropriate student behavior and consequences for unacceptable behavior and decisions. Although these rules cover all grades and all school activities, individual classrooms are expected to discuss acceptable standards of behavior and may have more specific rules.

There are three major rules that apply to all areas of the school community: classrooms, hallways, cafeteria, playground, field trips, carport, buses, etc.

Treat all things with respect.

Treat others the way you would like to be treated.

Follow directions the first time they are given.

The school uses a form of progressive discipline: with repeated offenses the consequences are increased. Children are presented with an opportunity to correct their unacceptable behaviors, and they are given a warning to redirect inappropriate behaviors. Consequences for inappropriate behavior progress from warnings, to student conferences with the teacher, to teacher conferences with parents. If the behavior does not improve satisfactorily, student consequences will progress to student conferences with the assistant principal or principal, and then administrative conferences with the parents. If the inappropriate behavior continues, the student may be removed from the classroom for a period of time, yet remain in school. If the behavior persists, the student may be suspended: sent home and not allowed to return to school for a period of time determined by the administration. If the behavior continues, the Henry Barnard School administration may decide that the student will no longer be enrolled in the school. In most cases the use of progressive discipline will result in acceptable changes in the student's behavior, and the student will not even leave the classroom for disciplinary reasons.

If, in the opinion of the Henry Barnard School administration, a student's behavior warrants an accelerated status, a child may be removed from the class or the school, or informed they are no longer enrolled in the school, for a first or second offense.

The guidelines in this section are basic steps toward achieving a safe respectful environment, a goal of the Henry Barnard School. With the cooperation of children, parents, teachers, administrators, and the entire school community, this goal will be met.

Acceptable Use Policy

The internet provides an opportunity for students to expand their research base. The information on the internet covers a wide range of topics, and not all of it is acceptable at an elementary school. Students who visit websites that are unacceptable at Henry Barnard School, or students who misuse the internet, will be denied the privilege of computers that are connected to the internet.



Change of Address Form

Parents should notify the office of any change of student address, telephone number, or email address. A current phone number is very important in the event the school needs to contact parents, and most parents are also supplying the school with their cell phone number.

Explorations

Explorations is an after school program offered to students of the school. Explorations offers quality enrichment activities as well as a safe and nurturing environment. Among the activities that may be offered are “free play”, computer, music lessons, group sports, crafts, gymnastics, and a quiet area for reading or homework. Explorations offers two sections: one for students in grades kindergarten through fifth grade and another section for children in preschool.

Explorations operates every school day from 2:15 to 5:30 (the preschool section concludes at 4:30). A “drop-in” service is available on a daily basis for students **if** the program is not at capacity. Explorations also offers programs during the summer and some school vacations.

Children are expected to leave the building, unless they are part of Explorations, between 2:15 and 2:35. An assistant teacher will monitor students who have missed their ride home until 2:55. After 2:55 pm, students are brought to Explorations until their parents arrive. A secretary or assistant teacher will contact the child’s parents and inform them that the child is at Explorations. In the event that Explorations is at capacity, students who miss their ride home will have to wait in the office until a parent arrives.

Communication

The Henry Barnard School encourages open communication between the school and the home, and believes that communication will enhance the learning process. In addition to the telephone and notes, all faculty can be reached by email. All of the College’s personnel can be reached by email by using the person’s initial of their first name, their last name, and @ric.edu. For example, the principal’s (Dr. Tibbetts) email address is rtibbetts@ric.edu, and the email for the Assistant principal (Mr. Starr) is fstarr@ric.edu. Faculty names and initials are listed in the personnel section of the Handbook. Information about the school can also be found on the web (<http://www.ric.edu/hbs>). Changes in student’s routines, late notes, absence notes, or transportation modifications, should be conveyed to the school in writing. The following is a partial list of telephone numbers at the school.

HENRY BARNARD SCHOOL

456-8127, and 8801

HENRY BARNARD SCHOOL fax

456-8128

HENRY BARNARD SCHOOL Nurse	456-8191
HENRY BARNARD SCHOOL EXPLORATIONS	456-8811
GUIDANCE	456-8192
FIRST STUDENT BUS COMPANY	943-7536
BUS STOP REVISIONS	456-9268
RHODE ISLAND COLLEGE BURSAR	456-8788

Electronic Communication

With each passing year it appears that we rely more on electronic communication. A database of parent email addresses has been formulated. Email will be used for most routine communication, including Principal Newsletters, notifications, and letters from the office. Alternate methods will be used for families without email access.

Our website has been redone during the summer! While some of the content will be familiar, please visit www.ric.edu/hbs to see the new design.

Wellness, Physical Activity, and Nutrition Guidelines

The Henry Barnard School is committed to providing a school environment that fosters academic achievement, protects children's health, and promotes their well-being. Encouraging healthy eating habits and physical activity are integral components for achieving these goals. In the areas of wellness, nutrition, health, and physical activity it is the practice of the Henry Barnard School Community that:

- ? The Henry Barnard School will engage students, parents, teachers, food service professionals, and health professionals in developing, implementing, monitoring, and reviewing nutrition and physical activity guidelines.
- ? All students in preschool through fifth grade will have opportunities, support, and encouragement to be physically active on a regular basis.
- ? Foods and beverages sold or served at school will meet the nutrition recommendations of the *U.S. Dietary Guidelines for Americans* (www.health.gov/dietaryguidelines/dga2005/document/).
- ? The Henry Barnard School Principal Cook will provide students with access to a variety of nutritious and appealing foods that meet or exceed the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings for students to eat.
- ? The school will participate in the federal school lunch program.
- ? The Henry Barnard School will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity and will establish linkages between health education and school meal programs.
- ? The Henry Barnard School Parents' Association will provide nutrition information for families.

TO ACHIEVE THESE GOALS:

I. Henry Barnard School Health Committee

The Henry Barnard School will continue the School Health Committee (SHC) to develop, implement, monitor, review, and, as necessary, recommend school nutrition and physical activity revisions to the Henry Barnard School administration. At a minimum, the SHC consists of the principal, assistant principal, the school nurse, the school physical education teacher, the school principal cook, parents, and (if possible) a student.

II. Nutritional Quality of Foods and Beverages Sold and Served at the Henry Barnard School

School Lunch (National School Lunch Program) Lunches served through the National School Lunch program will:

- ? be appealing and attractive to children;
- ? be served in clean and pleasant settings;
- ? meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations;
- ? offer a variety of fruits and vegetables;
- ? be of appropriate serving portion;
- ? serve only low-fat (1%) and fat-free milk and nutritionally-equivalent non-dairy alternatives (to be defined by USDA); and
- ? ensure that at least half of the served grains are whole grain.

Student Lunch (Non-National School Lunch Program). Parents will provide healthy lunches (www.wellpoint.com) in appropriate serving portions for their children who do not participate in the National School Lunch program. Soda is not acceptable for student snacks or lunches at school. (Please check the information on “juice drink” labels. Some juice beverages have very high sugar content.)

Second Helpings. Students receiving a school lunch may have “seconds” only if food is available and if the child has parental permission. Students not receiving a school lunch are not allowed to receive school lunch portions.

Breakfast. Prior to their arrival at the Henry Barnard School, parents will provide a healthy breakfast for their children. Parents will also ensure that their children arrive at school between 8:00 and 8:15 AM.

Free and Reduced-priced Meals. The Henry Barnard School will ensure that any social stigma attached to free and reduced meals is eliminated, and prevent the overt identification of students who are eligible for free and reduced-price school meals.

Sharing of Foods and Beverages. The Henry Barnard School and the students’ parents will discourage students from sharing their foods or beverages with one another during

meal or snack times, given concerns about allergies and other restrictions on some children's diets.

Vending Machines, School Fundraisers, and the School Store. Given young children's limited nutrition skills, food in the school will be sold as balanced meals. Students will not be allowed to use food or beverage vending machines, even if there is a vending machine at the school.

Fundraising Activities. To support children's health and school nutrition-education efforts, school fundraising activities will not involve food or beverages. The Henry Barnard School Parents' Association will encourage fundraising activities that promote physical activity.

School and After-school Snacks. Snacks served during the school day or in after-school programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage (soda and some juice beverages are not an acceptable beverage for snacks). Teachers will decide when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. If eligible, snacks provided through after-school programs will pursue receiving reimbursements through the National School Lunch Program. Students will not be allowed to use vending machines in after school programs.

Rewards. The Henry Barnard School will not use foods or beverages as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as a punishment.

Celebrations. The Henry Barnard School will limit celebrations that involve food during the school day to no more than one party per class per month. Each party should include no more than one food or beverage that does not meet nutrition standards for foods and beverages. These events may be coordinated between the teacher and the room parent.

School-sponsored Events (such as, but not limited to, athletic events, dances, or book fairs). Foods and beverages offered or sold at school-sponsored and Henry Barnard School Parents' Association sponsored events outside the school day and on campus will meet the same nutrition standards for meals, foods, and beverages served through the National School Lunch Program.

III. Nutrition and Physical Activity Promotion and Food Marketing

Nutrition Education and Promotion. Henry Barnard School aims to teach, encourage, and support healthy eating by students. The school will provide nutrition education and engage in nutrition promotion that:

- ? is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide

- students with the knowledge and skills necessary to promote and protect their health;
- ? is integrated into other subjects when feasible;
- ? promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- ? emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
- ? teaches media literacy with an emphasis on food marketing.

Food Marketing in Schools. Any school-based marketing (including food and beverages) will not be permitted in the Henry Barnard School.

Staff Wellness. Henry Barnard School highly values the health and well-being of every staff member and will support activities for personal efforts by staff to maintain a healthy lifestyle.

Children's Wellness. Children at the Henry Barnard School will be measured for height and weighed yearly. This information will be shared with parents/guardians via a confidential letter that also explains the child's body mass index (BMI).

Allergies to peanuts, tree nuts, and food containing peanut butter . Recently Rhode Island enacted a law that requires schools with students who have peanut/tree nut allergies to take preventative measures. As such, classrooms with students with these allergies will be designated as a peanut free zone. Since a child with these allergies can suffer a life threatening reaction by merely touching a peanut containing food or by breathing the air the following safety measures will be in effect.

- ? The school will notify all parents if their child is in a classroom that has been designated as "peanut free".
- ? Do not send any peanuts/tree nuts, peanut butter, or food containing any of these ingredients into a classroom designated as "peanut free".
- ? If your child has eaten peanut butter for breakfast, please ensure that their hands are washed with soap and water (water alone is not sufficient). Another helpful suggestion is for parents to ensure that all foods brought to school from home (for birthdays or to be shared as a class) have been prepared on a surface that was not contaminated with nut products.
- ? There will be a peanut free table in the cafeteria for students.
- ? Peanut butter sandwiches will not be offered as a substitute lunch. The substitute lunches will be a turkey and lettuce wrap, a cheese wrap, a tossed salad, or a fat-free yogurt.
- ? Peanut oils will not be used in the preparation of foods in the HBS cafeteria.

IV. Physical Activity Opportunities and Physical Education

Daily Physical Education, Preschool Through Grade Six. All students in preschool through fifth grade, including students with disabilities and special health-care needs, will

receive weekly physical education classes for the entire school year. All physical education classes at the school will be supervised by a certified physical education teacher. All aspects of scheduling specialists' classes will be completed by the Henry Barnard School administration.

- ? Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.
- ? All students will receive 60 minutes of physical education instruction by a certified instructor weekly.
- ? Parents will provide the remaining time recommended (sixty minutes per day) for student physical activities.

Integrating Physical Activity into the Classroom Setting. For students to receive the nationally recommended amount of daily physical activity (*i.e.*, at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:

- ? classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- ? parents will provide time for their children to engage in physical activity after school;
- ? parents will be positive role models for physical exercise for their children.

Daily Recess. All students in grades one through six will not have more than a total of thirty minutes a day of supervised recess, preferably outdoors, during which moderate to vigorous physical activity will be encouraged. Children in preschool and kindergarten may have more than thirty minutes of recess daily. The Henry Barnard School will continue the practice of permitting students to move freely around their classroom (when appropriate). If available and students have the proper sneakers, the gym may be used for recess during inclement weather.

Physical Activity Opportunities After School. Verbally and through the provision of space, equipment, and activities after-school child-care programs will provide and encourage daily periods of moderate to vigorous physical activity for all participants.

Physical Activity and Punishment. Teachers and other school personnel will not use physical activity (*e.g.*, running laps, pushups) or withhold physical education classes as punishment.

The Henry Barnard School Parents' Association

The Henry Barnard School Parents' Association has elected the following officers for the 2009 – 2010 school year. For more information about the HBSPA, please visit their website at: <http://www.ric.edu/hbspa/>.

President: Harry Garabedian

VP: Rachel Colaiace

Treasurer: Steve Damiano

Recording Secretary: Susan Lillsebbas

Children Activities: Carol Damiano and Kara DiSandro

Volunteer Coordinator: Amy Bach DiLello

Family Activities: Kristen Garabedian

Communications: Sandra Chiang

Health and Wellness: Suzanne Brodney-Folse

Fundraising: Heather Ross

HENRY BARNARD SCHOOL PARENTS' ASSOCIATION BY-LAWS
ACCEPTED May 22, 2008

ARTICLE I NAME

The name of this organization shall be the Henry Barnard School Parents' Association (hereafter referred to as the "Association").

ARTICLE II PURPOSE AND MISSION

The purpose of the Association shall be:

1. to assist the Henry Barnard School administration and staff to provide varied enrichment programs for Henry Barnard School children;
2. to provide educational programs for Henry Barnard School parents;
3. to provide an avenue for communication between parents, teachers, the Henry Barnard School administration and staff and the Rhode Island College administration and staff;
4. to foster communication among parents and teachers concerning the educational and emotional development of the children;
5. to raise funds as deemed necessary by the Executive Board; and
6. to take such actions as are appropriate to support the concepts and philosophy of the Henry Barnard School at Rhode Island College.

ARTICLE III POLICIES

Section 1. The Association shall be noncommercial, nonsectarian, and nonpartisan. It shall not endorse a commercial enterprise or a political candidate. The name of the Association or the names of any members in their official capacities shall not be used in any connection with a commercial concern or with any partisan interest, or for any other purpose than the work of the Association.

Section 2. By action of the Executive Board, the Association may make suggestions and recommendations concerning the school's activities, policies, and goals to the administration of the Henry Barnard School; however, the Association shall seek neither to direct the administrative policies of the school nor to control its policies.

Section 3. This Association shall cooperate with other organizations and agencies active in education, provided its representatives make no commitments that bind the Association.

Section 4. No part of the Association's net income shall inure to the benefit of the Executive Board, Association members or other private persons. The books and records of the Association are to be maintained by the Rhode Island College Foundation, in conjunction with the Foundation's relationship with the Association. If this Association is disbanded, all the funds and treasurer's records shall be given to the Henry Barnard School via the Rhode Island College Foundation, and these remaining funds shall be utilized to benefit the Henry Barnard School.

ARTICLE IV. MEMBERSHIP AND ANNUAL SUPPORT

Section 1. Any parent and/or legal guardian of a current Henry Barnard School student(s) who is willing to uphold the Association's By-Laws shall be a member of the Association. Such members shall have the right to attend and participate in all meetings and activities of the Association, including the election of officers. In addition, any

administrator, teacher, or staff member of Henry Barnard School who is willing to uphold this Association's By-Laws shall be a member of the Association; and such member shall have the right to attend and participate in meetings and activities of the Association, with the exception of voting and participation in the election of officers.

Section 2. An annual support drive will be held in which each Association member will be requested to donate a small fee to the Association. Such fee shall be determined by a vote of the Executive Board. Teachers, administrators, and staff members of Henry Barnard School who are not parents or guardians are exempt from the donation requested in this Section.

ARTICLE V. GOVERNANCE, OFFICERS AND THE EXECUTIVE BOARD

Section 1. Governance and the Executive Board. The Association shall be governed by an Executive Board. The Executive Board shall consist of no more than twenty-one (21) members, which shall include, the elected officers of the Association, the elected chairpersons or co-chairpersons of the Standing Committees, and the Executive Board Advisor. The faculty representatives to the Executive Board (elected in accordance with Henry Barnard School Policy) and the Principal of Henry Barnard School shall serve as nonvoting ex-officio members of the Executive Board.

Section 2. The Duties of the Executive Board. The duties of the Executive Board shall be to transact the business of the Association, to approve the plan of work of all activities, to present informative reports at regular meetings, and to fill all vacancies arising between elections.

Section 3. Officers. The officers of this organization shall be a President, a Vice-President, a Recording Secretary, a Treasurer, and a Recruitment & Nomination Secretary.

A. Term of Office. Each officer shall be elected to a one year term from July 1 through June 30. Officers may not serve in more than one office simultaneously.

B. Vacancies. Vacancies of an Officer or Executive Board Member occurring during the term of such office or membership shall be filled by a majority vote of the Executive Board.

ARTICLE VI. COMMITTEES

Section 1. Standing Committees. There shall be the following standing committees and such other standing committees as are necessary for the conduct of the business and program of the Association. Each Standing Committee may have up to two (2) elected co-chairpersons.

1. Family Activities Committee;
2. Children's Programs Committee;
3. Media Committee;
4. Fund Raising Committee;
5. Global Awareness Committee; and
6. Health and Wellness Committee

The duties of each Standing Committee shall be determined by votes of the Executive Board when necessary. Each Standing Committee shall submit monthly reports to the Executive Board for approval.

Section 2. Ad Hoc Committees. There shall be such ad hoc committees as are necessary for the conduct of the business and programs of the Association. The Executive Board shall establish each ad hoc committee and appoint the members thereof. Each ad hoc committee shall submit monthly reports to the Executive Board for approval. Upon completion of its work, each ad hoc committee shall submit a written report in duplicate to the President to be filed with the Recording Secretary.

ARTICLE VII. DUTIES OF OFFICERS AND THE EXECUTIVE BOARD

Section 1. Officers.

A. **PRESIDENT.** The President shall preside at all Association Meetings and Executive Board Meetings; shall serve ex-officio on all Standing and ad hoc committees except the Nominating Committee; and may serve as the parents' representative to the Henry Barnard School Advisory Committee.

B. **VICE PRESIDENT.** The Vice-President shall be responsible for oversight of the Standing Committees. In addition, the Vice-President shall be responsible for the duties of the President in the event of the President's absence or disability, shall assume such other duties and responsibilities as the President shall determine, and shall maintain an updated copy of the By-Laws.

C. **RECORDING SECRETARY.** The Recording Secretary shall keep records of all Association Meetings and Executive Board Meetings. The Recording Secretary shall place copies of all meeting records, notices and newsletters in a binder in the school office. In addition, the Recording Secretary shall act as the website liaison, is responsible for the correspondence of the organization, shall file all papers, shall prepare all press notices, and shall notify the Association and the Executive Board of meetings.

D. **TREASURER.** The Rhode Island College Foundation (the "Foundation") is the fiscal agent of the Association and maintains all of the Association's financial records. The Treasurer shall be the principal contact person with the Foundation for all accounting related functions. The Treasurer shall collect, receive, and transfer all money to the Foundation. The Foundation receives, manages, and acknowledges gifts on behalf of the Association. The Foundation makes monthly reports available to the Treasurer of the Association. The Treasurer shall present a monthly report (including revenues, expenditures and account balances) at regular meetings. Upon approval of the Executive Board, the Treasurer has the authority to sign contracts as directed by the Executive Board. The Treasurer prepares the annual operating budget for the Association.

E. **RECRUITMENT & NOMINATION SECRETARY:** The Recruitment & Nomination Secretary coordinates and prepares volunteers of the Association, including grade coordinators and room parents, to support classroom teachers' needs and activities of the Association. The Recruitment & Nomination Secretary chairs the Nomination Committee and plays an active role in identifying potential nominees for the Executive Board.

Section 2. The Executive Board. Each member of the Executive Board shall prepare a monthly report for each activity he or she directs. The reports will be filed with the Recording Secretary. The duties of the Officers as set forth in this Section shall be incorporated, included, and set forth in the Henry Barnard School Family Handbook on an annual basis.

ARTICLE VIII. ELECTIONS

Section 1. Elections shall be held at the Annual Meeting in May. Elections for Officers shall be held each year.

Section 2. Procedure. Establishment of a Nominating Committee. The Nominating Committee shall be constituted by the end of February of each year. The Nominating Committee shall have three (3) members: the current Recruitment & Nomination Secretary; a non-Executive Board member, who is appointed by the President; and the Principal of the Henry Barnard School or his designee. The chair of the Nominating Committee shall be the current Recruitment & Nomination Secretary. This committee shall submit to the President a slate of Executive Board Members, including Officers, two weeks before the May meeting. This list is to be published with the notice of the May meeting.

Section 3. At the Annual Meeting, the chairperson of the Nominating Committee will present the Executive Board slate. The chairperson of the Nominating committee will then conduct the election. Nominations for any position may be made from the floor. Elections shall be by closed ballot for any office where there is more than one candidate. If there are no additional nominations, the Recording Secretary shall cast one ballot for the slate. For elections that have at least one contested position, unopposed candidates shall be elected first. Officers shall be elected in the following order: President, Vice President, Treasurer, Recording Secretary, Recruitment & Nomination Secretary, Family Activities Committee Co-chairs, Children's Programs Committee Co-chairs, Media Committee Co-chairs, Fund Raising Committee Co-chairs, Global Awareness Committee Co-chairs, and Health and Wellness Committee Co-chairs.

Section 4. Installation. The Executive Board shall be installed at the annual May meeting by the Principal of Henry Barnard School. Following the installation, the retiring officers shall transfer to their successors such books, papers, and records as belong to the office. The outgoing president shall serve as Executive Advisor to the Executive Board for the next term.

ARTICLE IX. MEETINGS

Section 1. Meetings and Agenda. Meetings and workshops shall be held to fulfill the purposes of the Association as stated in these By-Laws. The President shall set the Agenda for each meeting. Association members may add items to the agenda upon written notice to the President. Such agenda additions must be received by the President prior to the mailing of the agenda to the membership.

Section 2. Notices. The Executive Board shall cause a notice for each meeting (Association Meetings and Executive Board Meetings) to be published prior to such meeting in such manner as to reasonably notify the membership of such meeting, including but not limited to email, first class mail, and telephone. The Notice shall include the Agenda for the meeting.

Section 3. Annual Meeting. The May meeting shall be the Annual Meeting at which officers shall be elected and installed.

Section 4. Quorum. Five (5) voting members of the Executive Board will constitute a quorum for the transaction of business at Executive Board Meetings and Association Meetings, so long as the President or his designee are one of the five (5) voting members present.

Section 5. The majority vote of those present and voting at any properly noticed meeting of the Association shall be an act of the Association.

Section 6. Association Meetings. The Executive Board shall conduct monthly meetings of the Association. Such meetings shall be held each month from September to June. The Association will strive for at least three (3) of the monthly meetings to be dedicated to parent education, so as to encourage parent participation in the Association. Dates and times of such meetings shall be posted at the beginning of the school year in the office, but are subject to change with reasonable notice. Meetings shall be open to the membership, and dates and times shall be published on the Association's website and on the bulletin board outside of the Principal's office during the first week of school. By a majority vote of the Executive Board, one Executive Board meeting may be eliminated. Special Association Meetings may be called by the President or at the request of the Executive Board or the Henry Barnard School administration.

Section 7. Executive Board Meetings. The Executive Board shall conduct such meetings of the Executive Board as are necessary to conduct the business of the Executive Board. Such meetings shall be held at least one half hour prior to Association meetings or at a time determined by the President after consultation with the Executive Board. Executive Board Meetings or portions thereof shall be closed to the membership; however, the Executive Board shall publish dates and times of such meetings in such manner as to provide reasonable and sufficient notification to the Association members.

ARTICLE X. PARLIAMENTARY AUTHORITY

Robert's Rules of Order, Revised, shall be the Association's final authority on all questions of procedure and parliamentary law.

ARTICLE XI. AMENDMENTS

These By-Laws may be amended at an Association meeting by two-thirds vote of the members present, provided that the proposed amendment is sent to the membership at least ten (10) days before the date of the meeting at which the amendment is to be voted upon.

ARTICLE XII. MISCELLANEOUS

1. Voting at any meeting shall be in person. However, the Executive Board, standing committees, and ad hoc committees may conduct voting via electronic mail (using reply all) in their discretion and with proper notice to the committee membership.
2. The Executive Board shall appoint a Parliamentarian to serve concurrently with the term of the Executive Board. The Parliamentarian shall be a nonvoting participant at Executive Board and Association meetings. Any question regarding the proper interpretation of the By-Laws shall be resolved by the Parliamentarian.
3. Alcohol consumption and/or smoking by attendees shall be prohibited at all Association functions that include children, whether on or off Rhode Island College property.
4. All correspondence sent home via students or email shall be approved by the Henry Barnard Administration prior to distribution.
5. Executive Board members may be removed by majority vote of the Executive Board for cause.
6. The fiscal year end for the Association shall be June 30.
7. The Association shall offer only coeducational events for the children.

ARTICLE XIV. EFFECTIVE DATE

These By-Laws will be effective as of July 1, 2008.

Personnel

The faculty for the 2009 - 2010 school year are listed below (as of August 30).

PRESCHOOL

Mrs. E. Orton
Mrs. C. Paul

KINDERGARTEN

Mrs. B. Ripstein
Mrs. M. Sloyer
Mrs. E. Walsh

FIRST GRADE

Mrs. J. Borges
Mrs. K. Vito-Silva

SECOND GRADE

Mrs. K. Capraro
Mrs. M. Nonis

THIRD GRADE

Mrs. B. Ondis
Mr. S. Oldstein

FOURTH GRADE

Mrs. L. Thompson
Mrs. M. Roberts

FIFTH GRADE

Ms. S. Fennessey
Ms. V. Percoco

ART

Dr. C. Mulcahey

GUIDANCE

Mrs. J. Fraatz

INTERVENTIONIST

Mrs. L. Otto
Mrs. M. Cannon

LIBRARY

Ms. L. Parkerson

MUSIC

Mr. J. MacCubbin

NURSE

Mrs. S. Bagaglia

PHYSICAL EDUCATION

Mr. P. Janaway

SPANISH

Mrs. S. Hellmann

TECHNOLOGY ED.

Mr. J. Arango

ASSISTANT TEACHERS

Mrs. G DiSanto
Ms. K. Mullaly
Mrs. D. Adler
Mrs. G. Riccio
Mrs. L. Downes

SECRETARIES

Mrs. S. St. Amand
Ms. J. Lusignan
Ms. K. Guilmette

EXPLORATIONS

Mr. M. Young
Ms. B. Alianiello

ADMINISTRATORS

Dr. R. Tibbetts
Mr. F. Starr



HENRY BARNARD SCHOOL
Calendar 2009 - 2010

2009

August 27:	Students' first day
September 3:	Curriculum Night
September 7:	Labor Day; No School
September 10:	HBSPA Meeting at 8:30 AM
October 8:	HBSPA Meeting at 8:30 AM
October 12:	Columbus Day; No School
November 11:	Veteran's Day; No School
October 16:	School Photographs
November 12:	HBSPA Meeting at 8:30 AM
November 25:	Thanksgiving Recess; No School
December 2:	Progress Reports
December 10:	HBSPA Meeting at 7:00 PM
December 23:	Winter Recess Begins; No School

2010

January 4:	School Reconvenes
January 8:	Kindergarten Lottery
January 18:	Martin Luther King Day; No School
January 21:	HBSPA Meeting at 8:30 AM
February 15:	Presidents' Week Recess; No School (February 15 – 19)
February 25:	Pasta Night
March 11:	HBSPA Meeting at 8:30 AM
March 12:	Fifth Grade Play
March 18:	Progress Reports
April 8:	HBSPA Meeting at 7:00 PM
April 12:	Reading Week
April 19:	Spring Recess; No School (April 19 – 23)
May 5:	HBSPA Meeting at 8:30 AM
May 31:	Memorial Day; No School
June 3:	HBSPA Meeting 8:30 AM
June 4:	Field Day for Grades 3-5
June 8:	Fun Day for Grades Pre - 2
June 9:	Fifth Grade Celebration (tentative)
June 10:	Last Day of School (Make-up days will be scheduled if necessary.)

**HENRY BARNARD
LABORATORY SCHOOL**



2009-2010

