

MICHAEL DOWLING
URBAN ENVIRONMENT MAGNET SCHOOL

3900 WEST RIVER PARKWAY
MINNEAPOLIS, MN 55406

HANDBOOK

2018-2019



Contents

WELCOME

CONTACT INFORMATION

What to do if.....

Everything you need to know about policies and procedures

ACADEMICS

SPECIALISTS

ELL

SPECIAL EDUCATION

EXTRACURRICULAR ACADEMICS AND ACTIVITIES

STUDENT CONDUCT

HEALTH, WELLNESS & SAFETY

MPS POLICIES AND PROCEDURES

FREQUENTLY USED FORMS

Welcome

Dear Parents/Guardians,

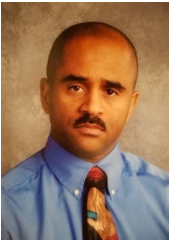
All families are being given the Dowling handbook to help them navigate the in's and out's of the school culture and community. Dowling is a community that keeps the best interest of each child along with the school community in mind. The handbook is to help answer questions that may come up throughout your years here at Dowling. Rules and policies are put in place to create a welcoming, safe environment for our students. We welcome comments and suggestions on content of this handbook, this is for your family, and we want its contents to help you! Our Dowling families form a caring, strong, supportive community where everyone feels connected and valued. You are encouraged to contact us at any time with questions you may have.

Have a fantastic school year,

Dr. Lloyd Winfield

Principal

Lloyd.winfield@mpls.k12.mn.us



If you would like this handbook in an alternative language, please contact the office for assistance.

About Us

OUR VISION - Observe, Investigate, Nurture and Grow with a focus of Environmental, Science, Technology, Engineering, Art and Math (E-STEAM)

OUR MISSION -

Michael Dowling Urban Environmental Magnet's mission is to inspire and educate students in a supportive, inclusive setting, which promotes academic excellence, confidence, creativity, and environmental stewardship.

How do we live out our mission and vision?

Dowling is a K-5 school that emphasizes environmental science themes, the arts, geography, and relates them to real-world settings. Helping students achieve growth in reading, writing, science, and mathematics are at the core of our mission as we remember we are preparing students for post-secondary educational experiences. We create a supportive, respectful atmosphere in which individual strengths are developed to encourage deep understanding, independence and enhance dignity while valuing others and the importance of everyone in the school community.

Dowling is unique in many ways. Our roots go back to 1924 when the school was founded to provide education to children with disabilities in Minneapolis. In 1987 Dowling was transitioned to an K-6 elementary school for all students. While maintaining its strong special education programs (Dowling still has the highest number of special education programs and students in the district) Dowling adopted the urban environmental program in 1991. Its location on 21 acres of land on the Mississippi River, along with its orchard, forest land and community gardens (the oldest Victory Gardens in the US) made it the perfect place to start this model for Minneapolis Public Schools. The program started small, and has grown over the years to what it is today, a strong magnet school with Environmental education weaved into the core values of Dowling School.

Located across the parkway from the Mississippi River, the campus sits on 21 acres of forested and cultivated land. On June 12, 2012, Minneapolis Public Schools' Board of Education approved unanimously that Michael Dowling Urban Environmental Magnet could be designated as a DNR School Forest Program. With this designation, Dowling receives support from the DNR in the maintenance and upkeep of the forested areas. The Dowling site also includes an indoor pool, the only fully handicap accessible playground in the state and access out classroom doors to spectacular grounds unlike any urban public school. Along with being directly across the street from the Mississippi River, Dowling is home to the oldest Victory gardens in the United States, an enclosed nature acre, an orchard, prairie grass and grass play areas surrounded by a wide variety of towering trees making this an idyllic setting for an elementary school.



Dowling Contact Information

Main Office Hours: 8:00am – 4:00pm
Academic School Day: 8:40am – 3:10pm
Drop Off times: 8:25am – 8:40am
Pick up times: 3:05pm – 3:10pm

Dowling Address	3900 West River Parkway, Minneapolis, MN 55406
Main Office and Attendance Line	612-668-4410
Fax	612-668-4420
Behavior	612-668-4424
Nurse	612-668-4415
Social Worker	612-668-4414
Family Liaison	612-668-4432
Lunchroom Manager	612-668-4429
Community Education Staff	612-668-4444
Minneapolis Kids	612-668-4430
School Website	http://dowling.mpls.k12.mn.us
School Facebook Page	www.facebook.com/MPS.Dowling

New Families Center Information

New Families Center Address: 3345 Chicago Ave S, Minneapolis MN 55407

New Families Center Office Line: 612-668-3700

Fax: 612-668-3710

- **Soomaali:** 612-668-3704
- **Hmoob:** 612-668-3703
- **Español:** 612-668-3702

District Contact Information

District Offices Address: 1250 West Broadway, Minneapolis MN 55411

District Office Line: 612-668-0000

Fax: 612-668-1841

Student Placement Services: 612-668-1840

Family Information Line:

English: 612-668-8811

- **Soomaali:** 612-668-8833
- **Hmoob:** 612-668-8822
- **Español:** 612-668-8800

WHAT TO DO IF.....

Attendance

Daily attendance is critical to academic achievement for our students. It is our goal to work with students and families to support regular school attendance and improve academic achievement. The district has adopted a policy that emphasizes 95% attendance by all students which means 8 or fewer absences per school year. You can find the District Policy in the Policies section of the handbook.

Parents will need to call school the morning of each day your child is absent. In cases where your child's physician has prescribed an extended absence, you will only need to call once and let us know the date your child will return to school. You will need to supply a written note from your child's physician for extended absences.

If a call is not made to the school, our clerk will call to ask why your child is not in school. In the case of multiple absences related to illness, the school may require a note from your child's physician in order to excuse the absences.

If, after 3 days of absence, we have not heard from you about the reason for your child's absence, a Principal Letter will be sent home. After the 4th day of unexcused absence a team of staff from school will meet and a plan will be considered to help with increasing attendance. This may include social work services or nursing services.

FOR ALL ABSENCES CALL 612-668-4410 AND LEAVE YOUR STUDENTS NAME, ROOM NUMBER OR TEACHER NAME AND REASON FOR ABSENCE. YOU MUST CALL EACH DAY YOUR STUDENT IS ABSENT.

Excused Absences include:

Health Care Appointments – please try to schedule outside of school hours. An absence will only be marked excused if the office receives a written note from the health care provider.

Illness – Students are allowed up to 8 excused absences a year (3 used in a row) due to illness. Additional absences may be excused if you have developed a plan with the school nurse or you provide a written note from a health care provider.

Funeral – Students may be excused up to 4 days a year for funerals. If your family needs more than 4 days you must get written approval for additional time from a teacher, social worker or principal.

Family Emergencies – Students may be excused up to 3 days a year for family emergencies. If your family needs more than 3 days you must get written approval from a teacher, social worker or principal.

Family Activities – Students may be excused up to 5 days a year for family activities. Please request pre-approval from the office at least 10 days before leaving for the activity. You will need to turn in the family activity form available on the Dowling website. Work with your teacher to get your child's homework, ensure you are not leaving over important tests and agree in writing with the school that your child will miss no more than 5 days.

Bus Problems – if your child is late or misses school due to bus no shows, you must report this to the school that morning.

Religious holidays/Cultural observances – Please notify the office in advance of your child being absent.

Release of students during the school day

Please go to the office, not the classroom, if you need to pick your child up during the school day. The office staff will send for the child and have you sign them out. We understand that emergencies do arise, but if possible, please send written permission to the teacher stating the requested day and time of release beforehand. Students will only be released to individuals who are listed on the emergency card. (If any person other than

the custodial parent or guardian or adult stated on emergency card is to pick up the child, the school must have a written statement from the custodial parent specifying the necessary information.)

Withdrawal of Students

If you are moving and are withdrawing your child from school, please call or come by the school at least two weeks prior to the withdrawal date. Let us know the LAST day your child will attend. For state records, the office needs to know what city and state your child will be moving to. This will give ample time to complete the necessary paperwork and for you to return all books your child may have.

School Closings and Winter Weather

At times it is necessary for school to be closed due to bad weather or emergencies. School closing announcements are provided to local radio and news stations. Information also can be located on the MPS main web page at: www.mpls.k12.mn.us Please **do not call** our school office to ask about closings. It may cause our phones to be overloaded at a time when they may be most needed.

When school is in session, all students go outside for environmental education class and recess, even in winter. If the temperature drops below zero degrees, or the wind chill factor below -10 degrees, recess will be held indoors. Remember, buses may run a bit slower during inclement weather so your student may be outside longer than usual for transportation to school. More information about the dress code is available in the Student Conduct section of this handbook.

Getting to and From School

Arrival and Dismissal

School begins at 8:40 in the morning, students are dismissed at 3:05, all students should be out of the building on busses or picked up by a parent by 3:10 in the afternoon. **Students should not arrive to school before 8:25.** Students who arrive earlier than 8:25 will be asked to remain outside unsupervised until 8:25. The school will not be liable or responsible for unsupervised students.

Bus Riders

The transportation department will assign your child to a bus with set pick up and drop off times. If you have questions or concerns about your bus please contact both the Dowling main office **and** the MPS transportation department. If your child does not use their bus stop for 10 school days in a row, you will need to call to set up your bus stop again. If you are moving and remaining at Dowling but need a different bus stop, you must give us at least 2 weeks notice of when the new stop needs to begin. If we do not have enough advance notice, you will need to transport your child to and from school until new stops are assigned.



General Education Transportation: 612-668-2300

Bus Pass – Request to Ride a Different Bus

We do not allow students to ride a bus home with another student for playdates. If you are planning a playdate with another student, you must make arrangements for both students to be picked up at parent pick up. In the case of playdates, the office requires a note from both parents, indicating the names of both students, parent name, address and phone number of home that student will be going to.

Bicycles

Students who ride a bicycle to school are expected to lock it to a bike rack when they arrive. Bicycles may not be brought into the school. Dowling is not responsible for lost or stolen bikes. Bicycle riders must observe safety practices including not riding in bus lanes or on sidewalks when other students are present. Bike racks are located by door #3, door #24 and door #26.

Walkers

Students not provided with transportation receive a card from the transportation department that assigns them as a walker. Students who are outside the walk zone must have written parental permission, on file in the main office, to walk home. Walkers should follow the directions of the School Safety Patrol crossing guards.

Parent Drop Off and Pick Up

AM Drop Off - We have a morning parent drop off zone in front of the school on Edmund Boulevard with posted signs just south of the school bus arrival zone. This is for drop off only, do not park and walk your student in to school. If you need to pick up your student during the day, please park in the parking lot, do not park in the bus area on Edmund Boulevard, busses may be using this area at any time during the day. If you would like to walk your student in, please park in the parking lot. The parking lot is not for drop off, no stopping or dropping off is allowed in the parking lot. It is unsafe for students. Students will not be allowed in the building before 8:25am

PM Pick Up - Students being picked up after school will be dismissed by their teachers and walked to the school auditorium. Please meet your student in the auditorium, the foyer area is for special needs students bus loading, please try to be courteous of their needs. Make sure you **sign your student out in the auditorium** prior to leaving the building. Students must be picked up by 3:10pm. Please be on time when picking up students, staff are unavailable to supervise students past 3:10 as this is the end of the school day.

The special needs buses use the north parking lot (under the awning with the blue posts) during the day. No parking or driving is allowed in this area at any time. This is for bus parking only, any vehicles found in the busing area will be towed.

Access to the building

ALL visitors/parents must report to the office when entering Dowling School. Parents/visitors must sign in and will be asked to wear a badge identifying that they have checked in at the office. This policy is necessary for the safety of all students and staff at Dowling, please help us by following this request. When leaving Dowling School, parents/visitors are asked to sign out and return their badge. *For more information about volunteering see the Parental Involvement section of the handbook.*

During school hours the doors to school are locked. All visitors must call the office from the door under the parking lot canopy entrance.. You may also enter through the main entrance on Edmund Boulevard.

Communication Between School and Families

- **To contact your student during the day:** Should it become necessary for a parent to contact a child during school hours, this must be done through the school office instead of interrupting the classroom. The office phone number is (612) 668-4410.

- **To contact a teacher or staff member:** If you need to contact a staff person during the school day, please do so by calling the main office. Teachers can be reached between 8:00 and 8:25 am, or 3:20 and 3:50 pm. We do not put phone calls through to classrooms during the school day. The office will take a message for the staff member. You may also contact them via email.

Emergency Contact Cards

Each fall students will be sent home an information packet to be filled out and returned to school. This includes an emergency contact card for each student. It is of the utmost importance that this information is complete and accurate! Please make sure all telephone numbers and addresses are correct and clearly written. Remember to put the first and last name as well as a telephone number of a person who can be contacted in case the main contact person cannot be reached. This information will be used to reach you if your child is sick or in case of an emergency. If any contact information changes, simply call the Dowling office to have that information updated.

Phone blasts

Periodically, both MPS district officials and Dowling staff will use recorded messages to communicate with our families regarding upcoming events or in case of emergencies. We call these phone blasts. Please listen to all calls that come through to you, they contain important information from the school and district.



Wednesday Take Home Folders

Wednesday is designated as take-home-information day for Dowling School. Any notices, flyers, newsletter, etc., which students are to take home to parents, will be sent on Wednesday. Please help us to impress upon your child the importance of you receiving every message we send home and also the prompt return of messages to school. Look for this folder with important information each week. In addition, teachers may send homework, letters or calendars with special events highlighted.

ACADEMICS

Dowling offers a curriculum that emphasizes the environment and uses outdoor learning opportunities when possible. Our ESTEAM focus (Environmental, Science, Technology, Engineering, Art and Math) provide students with the opportunity to explore, investigate and gain an appreciation of nature within the surrounding natural habitat our school resides on. We expect all students to learn specific skills at pre-determined grade levels – these are called Grade Level Expectations and Content Standards. We foster a supportive, respectful atmosphere in which individual strengths are developed to encourage competence, independence and enhance dignity while valuing others and the importance of everyone in the school community.

Academic Success Agreement

At the beginning of the year each student, parent/guardian, teacher and school are asked to sign and return an agreement or 'compact' to work together for the year. It outlines the efforts of all involved in a child's education and the importance of working together. This agreement is included in this handbook

Environmental Education (EE)

The Minnesota environmental education statutes list these goals for the pupils and other citizens of this state:

- Pupils and citizens should be able to apply informed decision-making processes to maintain a sustainable lifestyle. In order to do so citizens should:
 - Understand ecological systems.

- Understand the cause and effect relationship between human attitudes, behavior and the environment.
- Be able to evaluate alternative responses to environmental issues before deciding on alternative courses of actions.
- Understand the effects of multiple uses of the environment.
- Pupils and citizens shall have access to information and experiences needed to make informed decisions about actions to take on environmental issues.

EE in Grades K-2

- Social systems and natural systems are made of parts.
- Social systems and natural systems may not continue to function if some of their parts are missing.
- When the parts of social systems and natural systems are put together, they can do things they couldn't do by themselves.

EE in Grades 3-5

- In social and natural systems that consist of many parts, the parts usually influence one another.
- Social and natural systems may not function as well if parts are missing, damaged, mismatched or misconnected.

An environmental teacher will team teach with classroom teachers or provide supplemental instruction to students to provide experiences in research and outdoor learning. Because students will be outdoors regularly, please dress appropriately for the weather. One of the goals is to provide opportunities that are unique, open-ended, challenging, and better integrated with the daily academic curriculum. This focus and model will provide more ways for students to develop in a wide variety of directions with depth and an increased value that will serve them well all their lives.

Statutes to reference: 115A.073 and 4 -- <https://www.revisor.mn.gov/statutes/?id=115A.073>

Science

Each grade level uses different FOSS science Kits and incorporates, when possible, an environmental focus. Science is observing, comparing, sequencing, describing and communicating to investigate the world.

Science for Kindergarten:

- Find out about organisms' basic needs.
- Learn about our world by making observations and asking questions.
- Use the properties of common objects to construct useful and creative projects.

Science in Grade 1:

- Learn how plants grow and reproduce their own kind.
- Understand why living organisms need air, food, water, and space to live.
- Observe and describe rocks as solid material of the earth.
- Use electricity to make things move, produce sound, heat, solids, light, and send information

Science in Grade 2:

- Discover insect life cycles.
- Compare stable (balanced) and unstable (unbalanced) systems.
- Learn the unique properties of solids and liquids.
- Measure, record, and describe weather systems.

Science in Grade 3:

- Discover ways that sound originates from vibrations.
- Learn about the different structures and functions of various plants and animals needed to grow, survive and reproduce.
- Understand why humans have distinct body structures for form, function, movement and protection.

Science in Grade 4:

- Develop a deeper understanding of electromagnetic force and its uses.
- Understand the role of water as the most important substance on Earth.
- Recognize that solid rocks are earth materials with physical and chemical properties.
- Learn how germs and viruses affect people and are spread.

Science in Grade 5:

- Understand how forces continually reshape the face of the planet Earth due to slow or rapid processes.
- Discover and use simple machines such as pulleys and levers to make-work easier.
- Learn that all living things depend on conditions in their environment.
- Develop skills of inquiry and controlled experimentation.

Math

We use the Math Workshop framework to teach with a focus on inquiry. This design helps children in understanding fundamental ideas of numbers and operations, geometry, data, measurement and early algebra. The curriculum is the foundation for a strong mathematics program that emphasizes problem solving, communication, reasoning and proof, connections, and multiple representations.

What should you see in a Math Workshop Classroom?

- Students actively involved in all aspects of the lesson
- Students using concrete mathematical manipulatives as a natural part of instruction
- Students solving problems as their primary purpose in math class
- Students working fewer computations, but more problems that require higher-order thinking
- Students engaged in activities that help develop spatial and number sense
- Students participating in individual, small group and whole class learning experiences
- Students' estimation skills incorporated in routines and investigations
- Students learning math facts through repeated work in activities and games
- Students demonstrating and explaining their strategies for the teacher to notate and display
- Students working on extended problems
- Students studying an algorithm to analyze and comparing strategies they know and understand
- Students reinforcing mental mathematics daily
- Students participating in data collection and analysis
- Students asking questions of their peers and their teacher
- Students are assessed with formal and informal assessments
- Students are asked to justify and explain

Reading and Writing (also known as Balanced Literacy)

The Minneapolis Public Schools teaches reading and writing with an approach called Reader's and Writer's Workshop. These workshops integrate science and social studies concepts in to student's time working on literacy.

Reader's and Writer's Workshops provides structure and support using:

- Modeled reading and writing
- Shared reading and writing
- Guided reading and writing

- Independent reading and writing

Guided Language Acquisition Design – GLAD

GLAD is a philosophy of teaching with clear, practical strategies promoting English language acquisition, academic achievement, use of high-level language and literacy, and cross-cultural skills. The GLAD model helps build a positive student community while providing learning skills, how to interact with others and overall its goal is to enhance educational outcomes

SPECIALISTS

Media Technology Integration

Our Media Center is in the center of Dowling School and a wonderful area for learning! Students and staff visit the media center often for reading and research materials. The information and Technology Literacy Standards consist of four general areas:

- The research process
- How to use Technology
- Reading and media literacy
- Responsible use of technology and information

Art

Students' work with an art teacher to learn the techniques needed to develop a variety of art skills and projects. Paint, yarn, pencils, crayons, colored pencils, colored paper, and clay are used in the art class. Dowling has its own kiln, students benefit from this by having the opportunity to create many projects with clay. Look for examples of completed artwork on display around the hallways.

Physical Education The physical education program at Dowling provides a positive movement experience for every child and focuses on developing fundamental movement skills. The program introduces traditional sports in an age appropriate format. Students participate in a variety of outdoor experiences including skiing and biking. We focus on fitness and developing healthy habits for life. **Students should have tennis shoes on their Gym day to participate in class.**

Pool (Specialist class)

First through Fifth grade students will have pool class once a week. The classes will emphasize skills that promote lifelong health and water safety. **Students should have a towel, swimsuit, a bag for carrying wet items, and a swim cap if your child has shoulder length hair and swim goggles on their Pool day to participate in class.** Items will be brought home the day of their class for washing and drying.

Music (Specialist class)

Students learn to match pitch and tones, follow and create rhythms, add instrument accompaniment to a song that is sung by classmates, and to sing rounds, rondos, and partner song.

SECOND STEP - CLASSROOM BEHAVIOR

Second Step is a universal prevention curriculum that proactively teaches critical social-emotional skills to all children.

The curriculum goals are focused on reducing aggressive and disruptive behavior while promoting social-emotional competence. The ability to transfer learning to real-life situations is a major goal of the Second Step program that must be supported through repeated practice in multiple settings.

ELL (English Language Learners)

Dowling has licensed ELL/ESL teachers who work with students whose native language is not English. Students will work on developing reading, writing, listening and speaking skills as a supplement to their classroom literacy instruction. ELL students will also learn test preparation and study skills. Students may have good social language skills, but need assistance in developing academic or “school” language. Families are encouraged to be involved in school PTO activities and in helping their students to achieve academically. We have a bilingual Somali assistant available for contact with families who can be reached by calling the office phone (612-668-4410).

Special Education

Dowling teachers support children that have special learning, health, and mobility needs. Resource special education teachers are available to help students that are able to learn and make progress in a general education classroom for the majority of their day, pulling them out for more individualized instruction to help them keep up with their peers.

The Physical/Health Disabilities program is a program for students with physical impairments and/or other health disabilities. Students in the program receive support from both the P/HD teacher and program support staff. The support staff, under the guidance of the P/HD teacher, provide assistance in the area of academics, organizational skills, work completion, and maintenance of health and physical needs. Students in this program participate full time in the general education curriculum and classroom.

Special Education Classroom Teachers (DCD –Developmentally and Cognitively Delayed) have their own classrooms of students with developmental and cognitive disabilities who receive their primary academic instruction in the special education classroom. Dowling has four of these teachers; the students in these classes may also receive help from physical therapists, occupational therapists, speech and language teachers, vision and hearing specialists, music therapists, the school nurse, and an adapted physical education teacher, to support their learning.

The P/HD and DCD programs are connected to the district special education department and are considered citywide programs.

All students at Dowling with special needs spend some time within a regular education classroom. This can take place in a variety of ways dependent upon the needs and abilities of the child with special needs. The student with special needs may be in the general education (mainstream) class full-time, sometimes for part of a day, other times for lunch and specialist classes. Sometimes this contact comes about through “reverse mainstreaming” in which the general education students go to the special education classroom or a therapy room to participate in activities with students with special needs. This contact is meant to benefit both groups of children.

Special Education Records Notice

If your child receives special education services, or has been assessed for the purposes of determining whether or not s/he is eligible for special education services, the District will collect, maintain or use information regarding your child to provide or determine educational services for him/her.

The District has also determined that four years after your child turns 21 (i.e. when your child turns 25) this collected information is no longer necessary to provide or determine educational services for your child at MPS. At that time these records, collected, maintained or used by MPS, will be destroyed. You may request that the records be destroyed earlier than that time.

The District will continue to maintain a permanent record of your student’s name, address, phone number, grades earned, attendance, classes attended, grade level completed and year completed.

Legal Reference: 34 DFR § 300.624; 20U.S.C. § 1412(a)(8); 20 U.S.C. § 1417 (c)

MPS Reference: MPS Policy 1040 (Data Practices Compliance) MPS Bd. Resolution re Spec. Ed. Records Retention dated 6/24/08

Testing

The district requires the following test platforms for the following students each school year.

- Kindergartener: Standard district assessments happen in the fall, winter and spring
- 1st grader: FAST in the fall
- 2nd grade: FAST in the fall
- 3rd grade: FAST in the fall, MCA for Reading and Math in April
- 4th grade: FAST in the fall, MCA for Reading and Math in April
- 5th grade: FAST in the fall, MCA for Reading, Math and Science in April
- Please see Parent Guidelines and Testing Refusal forms in the back of the handbook

Report Cards

Parents have many opportunities during the school year to learn of their child's progress through conferences held in the fall and winter, Individual Learning Plans (ILP's), and report cards. Teachers are always open to discuss your students progress at any time. Please contact your classroom teacher to set up an appointment for any concerns you may have anytime during the school year.

Homework Guidelines

Homework provides the opportunity for students to practice and solidify skills learned in class, engage in activities with their parents, and provide opportunities for exploration or discovery. Blue Wednesday folders come home each week with homework assignments which should be completed, reviewed by a family member and returned on the due date. Recommended guidelines for teachers are as follows:

- K-2 will have a range of 10-20 minutes each week including daily reading
- 3-5 will have a range of 30-50 minutes each week including daily reading

Students may receive additional assignments in other content areas. **Daily reading at home will help improve your child's reading and language skills.** Keep in mind these are guidelines and staff are advised to use their professional judgment when deciding to give more or less than the recommended amount.

Please contact your child's classroom teacher with any concerns or questions

Extracurricular Academics and Activities

Community Education

Community Education offers a variety of fun and interesting before and after school classes during the school year. There are three sessions, each lasting approximately nine weeks – fall, winter and spring. Classes are available for First through Fifth graders on Monday, Tuesday and Wednesday. Sign up information will come home in the Wednesday Folder as soon as it is available. Information and sign up forms for the first session will be available mid September, the second session before winter break and the third session around Spring break. If you have any questions about the program, you can call our Community Education office at 668-4444.

Academic Support

The purpose of this after school program is to give students additional time and instruction to improve their reading and math skills. The goal is to have each student meet the state standards. Students are selected by teacher recommendation based on academic need. If you have any questions regarding why your child was recommended, please speak to your child's classroom teacher. The program is funded by the State of Minnesota and is available at no cost

GISE/GEMS

Gise/Gems is an after-school program focused on STEM learning in a project-based and problem-based curriculum. Projects may include but are not limited to: exploration, designing and building, robotics and remote control devices, computer language coding, and developing systems for interactions between humans and nature. Little GISE and Little GEMS are for 2nd and 3rd grade students and GISE and GEMS is for 4th and 5th grade students. Sign up will be in the Community Ed packet you receive in the fall.

Minneapolis Kids

Minneapolis Kids is before and after school child care. They are located on site in our Ag. Building. This is a pay child care program provided through Minneapolis Public Schools. If you are interested in signing up, please contact them directly at 612.668.4430.

Online Resources

Minneapolis Public Schools offers access to many online resources to reinforce and enhance your child's learning – both during the school year and over the summer.

<http://mpls.k12.mn.us/learningresources.html>

Username: mpls Password: inspires

The Dowling Website Media Technology page also has links to a number of online resources including ST Math (all grades) and WOOT (4th and 5th graders) math programs that students use at Dowling.

http://dowling.mpls.k12.mn.us/Internet_Learning.html

STUDENT CONDUCT

Conduct Agreement

Our school has rules everyone is expected to follow. At the beginning of the year, each student will sign and return to school a Citywide Discipline Policy form that states they agreed to follow these expectations. When we all follow the rules, everyone can feel safe and respected and we can all learn. Here are some of the behaviors that will help you be successful at school:

- Come to school every day, on time, ready
- Talk to your family about what is happening at school
- Help others understand your culture and learn about the culture of others
- Dress in an appropriate manner
- Follow directions
- Follow school, classroom and bus rules
- Take responsibility for your own behavior
- Treat yourself and others with respect
- Work to achieve at your highest level
- Do assigned homework
- Follow all school rules at school, on the bus and on field trips.

There are some behaviors no one is allowed to do while at school. These behaviors will result in consequences up to suspension:

- Attacking or assaulting another person
- Fighting
- Having alcohol, tobacco or other drugs
- Making a threat to bring a bomb or other terroristic threats.
- Make threats or be physically aggressive
- Have medicine in your possession
- Trespass
- Pull a false fire alarm
- Be defiant, verbally abuse to others or show disrespect
- Harass other people
- Steal, have stolen property in your possession, use school property without permission or do vandalism
- Bully another person or do hazing. Dowling is a Bully Free Zone
- Have personal electronic devices (cell phones, pagers, iPads, iPods, MP3 players) without an agreement between your principal and parent or guardian.
- Weapons – You may not bring any weapon to school or on the bus, even if it is a toy

Note: if you find a weapon – report it to a staff person or other adult as soon as possible. Telling the adult shows that you are being responsible and you are helping to keep everyone safe. You will not get in trouble for telling about a weapon you found.

Student Behavioral Supports

At Dowling, we believe in the foundation of welcoming students and families. We believe students learn best in their classroom environment. When a student chooses not to follow the behavior expectations, removal from the classroom environment may happen.

Each classroom has a plan that is part of the overall building plan. These plans support behavior to provide each student with a safe environment that encourages academic learning. When a classroom teacher uses their behavior plan with a student and there is no change in disruptive or unsafe behavior, the teacher will contact behavior support and fill out a referral form for the Program Specialist. The program specialist will do the following:

1. A discussion followed by a resolution to the problem behavior will take place in the classroom/hallway and the student will return to the classroom, or,
2. The student will be escorted to the behavior specialists office to provide a quiet, calm place to discuss behavior and possible solutions.

Students referred to the Program Specialist will find resolution in one or more of the following manners:

- Time out
- Parent contact
- Behavior modification plan will be developed with student, teacher and parent.
- Contract between behavior specialist, student, teacher and parent to work with student
- Suspension/removal from school for a specified length of time with approval from the building Administration.

All attempts will be made to return the student to the classroom as quickly as possible. Behaviors referred to the Principal will be those identified by the district citywide behavior plan. These guidelines follow the City Wide Discipline policy which can be found at the back of this handbook in the Policies section

Bus Behavior Rules

Dear Parents and Students:

The Minneapolis Public Schools District School Board developed this set of rules and behavior expectations to help ensure safe transportation. As you read our expectations and rules, please keep in mind that our intent is to make bus riding a pleasant and safe experience for all. We also must remind you that per MN Statute 123.7991 "riding a bus is a privilege, not a right."

Bus Discipline Policy

Students who have the opportunity to ride the district school buses may do so as long as they demonstrate behavior that is reasonable and safe. Students who display unacceptable behavior will receive disciplinary consequences they could ultimately result in temporary or permanent loss of bus privileges. The bus driver as well as an adult aide, are responsible for the safety of students on the bus. The building principal and school behavior support personnel are responsible for providing assistance to the drive as well as administering consequences for behavior incidents.

Consequences will be administered according to district and state policies. Consequences are determined based on the following: type of offense, the number of times the student has received documented reprimands, and the severity of the incident. The grid below outlines examples of behaviors and their associated consequences.

The consequences outlined below apply to the offenses in their class and number of times the student has been reported for misbehavior. For instance, if a student was reported for horseplay as an offense on day one, then reported for spitting on day two, the child would now have two offenses and the consequences that go with them.

** The bus is an extension of the school day. Bus consequences may be superseded by MPS district policy. The bus driver has the authority to assign seats. The sexual/racial/religious harassment policy and the weapons policy of our district will be strictly enforced on the bus as well as at school. **Please note that these rules, expectations and consequences apply to all busses within the jurisdiction of the Minneapolis Public Schools.**

NOTE: Since After school programming and summer school are considered privileges, the consequences for misbehavior are more stringent. After School Activities and Summer School Class I offenses result in loss of bus privileges for 5 days on the 1st offense, and total loss of bus privileges for the 2nd. Any class 2 offense will result loss of bus privileges.

TRANSPORTING OF SCHOOL RELATED/NON-RELATED ITEMS

Under the laws and rules for the Operation of School buses in the State of Minnesota, it is stated: “..no materials, including: guns, loaded or unloaded; gasoline cans, empty or full; animals of any other object of dangerous or objectionable nature are transported in the school buses when children are being transported.”

Class I	Consequences			
	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
Spitting	Warning, restricted seating assignment , with possible 1-5 Days Suspension	1-5 Days Suspension	5-10 Days Suspension	10 Days minimum suspension
Horseplay				
Excessive Noise				
Eating/Drinking/Littering				
Use of liquid containers				
Profanity-words or gestures				
Possession of unacceptable material				
Disobedience/Defiance				

Riding unassigned bus or using unassigned bus stop				
Opening windows past safety line				
Other unacceptable behavior as reported by driver or other responsible adult.				

Class II Consequences

	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
Hanging out of window	5 Days Suspension	6-10 Days Suspension	10 Days Suspension	Loss of bus privileges
Throwing or shooting objects				
Physical aggression or bullying behavior				
Profanity/threats toward driver	Meeting with parents and school officials	Possible loss of all bus privileges		
Possession /use of tobacco or any controlled substance				
Vandalism to bus				

Holding onto or attempting to hold onto any part of the exterior of the bus	Meeting with parents and school officials		
Use of incendiary material (matches, lighters, fireworks)		Meeting with parents, transportation, and school officials.	
Unauthorized entering or leaving bus through emergency exits			Meeting with parents, transportation, and school officials.
Tampering with bus equipment			
Possession or threat of weapons, explosives or flammables			
Possession of use of laser pens or pointers			
Other inappropriate behaviors as reported by driver, responsible adult, or driver.			

Dress Code

Students are expected to dress appropriately for school. All students go outside for recess and environmental education class, even in winter or rain. Please make sure your child is dressed warmly during the cold and wet months. The layers recommended include:

- a warm coat
- snow pants
- snow boots
- hat
- mittens or gloves
- Rain pants, rain jacket and boots for wet days



If the temperature drops below zero degrees, or the wind chill factor below -10 degrees or it is pouring rain, supervising staff will adjust recess and EE class to ensure student safety. The time outdoors may be shortened or the activity may be held indoors at the teacher's discretion and professional judgement. However, every reasonable attempt will be made to ensure students get thirty minutes of recess daily..

Hats, caps, jackets, coats, and gloves must be placed in the student's locker or cubby area upon entering the school and kept there for the school day. Only head covering for religious purposes are allowed in the classroom.

If a student's appearance presents an obvious health or safety hazard, or if their appearance or clothing detracts from the learning environment, the student will be asked to remove/change/add something to the item.

Examples of what are not acceptable during school include:

- Visible undergarments
- Exposed midriffs or torso or short shorts (shorts or skirts no shorter than end of fingertips when arms held at hips)
- Clothing with obscene, offensive and/or inappropriate pictures or messages, including messages with products meant for adults

Lost and Found

It is a part of childhood that some articles of clothing will be lost. To help reduce the number of new pair of mittens you need to buy, make sure to clearly label your child's outerwear, lunchbox and other items they routinely bring to school. When they do lose an item, if it is not easily returned to your child it will be placed on a table near the auditorium. Families can come anytime to search through the piles for their lost item. Please be respectful and leave the table better organized than you found it. After 3 months, all items will be boxed and donated to Goodwill.

Electronics at School

Students are not to bring cell phones, other electronics, toys or valuables to school. If these items are brought to school, staff will hold onto them until arrangements can be made for an adult to pick the items up from school

If it is absolutely necessary for your child to have a cell phone, families must contact the school to arrange an agreement for how the item will be used and stored during the school day. The agreement will be signed by the student, family and principal.

Families must understand that the school cannot be responsible for lost or stolen items

HEALTH, WELLNESS & SAFETY

Health Office

Due to the medical needs of many of our students, Dowling has both a full time registered nurse and a part-time licensed practical nurse in the building five days a week. Standard health office services are offered. This includes treatment of minor injuries, notification of parent in case of illness, vision and hearing screening in grades 1, 3, and 5, and verification and notification of infectious conditions (i.e. chicken pox, lice, strep throat).

At the beginning of each school year, families will be asked to fill out an updated Health Form and return it to school. Additional forms are available in the main office or the health office. You can review the MPS Health Policy and MPS Wellness Policies at the end of this handbook.

Medications

According to the Minneapolis Public Schools policy, medication will only be administered at school with written consent from the health care provider and parent/guardian. Updated medication consent needs to be provided every school year. Medication must be sent to school in the original prescription (or over the counter) bottle/container indicating the student's name and correct instructions for medication administration. In order to be least disruptive to the student's time in the classroom, families are encouraged to space medication doses outside of the school day whenever possible. Short-term medications such as antibiotics can usually be taken before and after school. Medication consent forms are available from the health office.

Asthma Medications

Students with asthma are encouraged to keep asthma reliever medication at school so that it is available if asthma concerns arise and/or if asthma medication is required prior to exercise (the above noted medication policy applies to asthma medication as well). There is a nebulizer machine available in the health office. Students requiring nebulized medication need to provide asthma medication and a set of nebulizer tubing. If your health provider has given you an "Asthma Action Plan", please send a copy of this to school. Asthma Action Plans that are less than a year old and signed by the health care provider and parent are considered written consent for administering asthma medication at school. If you would like your child to self-carry asthma medication, please contact the school nurse at 668-4415 or 668-4416 to discuss self-carry procedures.

Immunizations

Minnesota laws require proof of immunizations for all school children. Parents are asked to provide immunization records upon school registration. If you have questions regarding immunization requirements, contact your health care provider or school health office staff.

Food Allergies

Food allergies are quite prevalent these days. If your child has sensitivities to specific foods, please include this on their health form, notify the teacher and the health office, and make sure your child is aware of which foods they need to avoid.

Food Service

Breakfast and lunch are available at Dowling and are cooked on site in our recently renovated kitchen. Breakfast is provided free of charge to all students. Students arriving on a bus must go directly to breakfast in order to arrive in class on time.

In order to increase the speed of service in the cafeteria, cash transactions will no longer occur at the registers. SchoolCafe is an online service families can use to prepay for meals. You put as much money on your account at

a time as you wish. Students receive a pin number that they use to 'pay' for meals. Younger students are helped with reminders such as sticks with their code on it, to successfully get through the lunch line each day.

Menus for each month are online – <http://nutritionservices.mpls.k12.mn.us/>

Click on the option that says **K-8 Onsite Facility** and note there is a link saver option. MPS has a strong and active Nutrition and Wellness program you can learn more about on this same website.

Free and Reduced Price Meal Eligibility

Free and reduced price lunches are available to students that qualify based on household income or participation in the MFIP or Food Stamp programs. Applications will be mailed home in August to all families. **You must fill out this form every year, if you do not receive an application please get one from the main office.**

Lunches from Home

Although we provide lunches for all of our students, we understand that families may choose to feed their children food from their homes. In addition to keeping in mind our students with food allergies, please remember our policy regarding snack foods and beverages. When packing your child's lunch please keep servings of chips and other snack foods to a "just enough" for your child. These foods present sanitary issues when children share their lunch items with classmates. Your child must have a complete lunch, if they arrive with large bags of snacks and soda, these items will be sent home and your student will be asked to get a school lunch.

Homemade Food, Snacks and Treats

Because of the significant number of students with life threatening food allergies, and also in support of the District Wellness Policy, we encourage families who would like to celebrate their child's birthday to send in non-food items (such as stickers, pencils, etc.) to share with classmates instead of food. Please do not send food to be consumed on the bus, student's with allergies also ride the bus and could be affected.

We have many students here at Dowling with food allergies that are potentially life threatening (such as allergies to nuts, soy, wheat, dairy, honey, red food coloring etc.). While some food labels are clearly marked, many potential allergens are difficult to detect in the ingredient list. Therefore if food items are brought to school, the student who brought the food item will be instructed to bring it home. While we understand that this may be disappointing, the risk is simply too high.

Security

All visitors must be buzzed in to the building. Doors are locked during the school day. Doors located at the main parking lot and at the main entrance off of Edmund Boulevard provide an intercom system along with security cameras. When a visitor is buzzed in, they are asked to check in at the office and are under camera surveillance from the time of entry throughout the school. If a visitor does not report to the office, staff will locate them. All visitors must sign in at the office and receive a visitor badge to wear. They are asked to return to the office to sign out and return the badge when they are leaving. Security cameras are located throughout the building and are under constant surveillance in the main office. While we recognize many of our families, we must always have all visitors sign in at the office.

Fire, Lock-down, and Tornado Drills

We will have a minimum of five required fire drills throughout the course of the year.

Staff will lead students out of the building per the building evacuation plan. There will also be five lock-down drills.

Lock-down drills ensure the safety of your child in the event of an intruder or other potential threat. We will also have one Tornado drill in the Spring. A tornado drill will be held during Tornado Awareness Week in April and will follow the state drill schedule.

Family Involvement Plan 2018 - 2019

We inform families about state standards, curriculum, assessments and district business/plans through:

1. Parent Teacher Organization (PTO) Meetings - review of state standards, district and state testing
2. School Newsletters
3. Individual Parent Conferences
4. MPS Curriculum Guide K-5
5. Dowling Handbook

Our families and community learn about family involvement opportunities by:

1. Teacher Newsletters
2. Parent Teacher Organization (PTO) Newsletters
3. PTO-sponsored events
4. School website
5. Teacher website
6. Phone Blasts
7. Flyers in Wednesday folders

We communicate to families about the progress of their children by:

1. Individual Teacher/Parent Conferences
2. Individual Learning Plan (ILP) Meetings
3. Report Cards
4. Weekly Progress Sheets when needed
5. School-wide/Group data provided to PTO, Site Council

We provide materials and training to help families help their children with schoolwork by:

1. Individual Teacher/Parent Conferences
2. Individual Learning Plan (ILP) Meetings
3. PTO-sponsored events
4. Fall Open House
5. Parent links in mathematics available on Dowling webpage
6. Homework
7. Math Night

Families may request a meeting to provide input about the education of their own child or school improvement. If a family wants a meeting they may contact one or more of the following staff: classroom teacher, collaborative teacher, school social worker, special education resource teacher, family liaison, secretary or Principal.

Dowling Site Council (DSC)

The DSC consists of teachers, parents, support staff and community members and functions much like a board of an organization. This group is open to anyone that wishes to participate in the policies, budget and programming priorities of the school. There are subcommittees of the Council that focus on topics including but not limited to Environmental Education, Communication, Diversity and Wellness. The DSC meets monthly on the 1st Friday from 7:30am-8:30am in the Media Center. At this time, child care is not available but children are welcome to use the computers in the media center. Contact information for the Co-chairs and Minutes from each monthly meeting are available on the Dowling Website. For more information about participating as a Council member or just as a committee contributor, contact the Family Liaison.

Parent & Teacher Organization (PTO)

The mission of the Dowling Parent-Teacher Organization (PTO) is to support the students, parents & guardians and staff of Dowling School by:

- enhancing communication
- creating and facilitating fundraising events
- advancing educational opportunities for students
- providing a forum for speakers to present information about emerging issues,
- fostering community awareness of and involvement in Dowling School.

Please see information on PTO available on the Dowling Website

Student Council

Each year students in 4th and 5th grade hold student council elections to select a representative and an alternate to voice student ideas and concerns to school leadership. A staff member facilitates and guides the student council through the year as they establish and work on projects.

Volunteers

If you wish to volunteer in your child's classroom and/or chaperone on field trips, please complete the background check forms available on the Dowling website and the district website. Forms must be completed every two years and take at least two weeks to clear, you must have a clear background check before you can volunteer or go on a field trip. There is no charge for background checks. If you are not sure if you have a current background check on file, please check with the family liaison.

