

Charlotte Lab School's Family Guide to Life at Lab

~WORKING DRAFT~
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SECTION 1. ABOUT US

Mission and Core Values

The mission of the Charlotte Lab School is to use the community as our classroom to provide personalized, engaging and authentic learning experiences designed to prepare students for success and wellness in college and a global workplace.

Designed to meet the needs of 21st century students, the Lab School is built upon the following core values:

- Authentic Learning- Students learn most effectively by doing and practicing in a context that best mimics the application of that learning;
- Individualization and Personalization- Schools must focus on meeting the needs of each and every student and provide opportunities for choice and self-directed learning;
- Global Awareness and Bilingualism- Twenty-first century schools must reflect the modern world and workplace, with a diverse student and faculty population, opportunities to engage with the outside world, and skills that will enable them to communicate and collaborate with diverse groups of people;
- Metacognitive Skill Development- School can no longer focus on learning a defined set of concepts - "school" for the 21st century must emphasize the learning process and thinking skills that sustain ongoing learning and adapting;
- Innovation- Schools need to develop a habit of innovation – to constantly ask "why?" and "what if?" to keep school structures and learning relevant to students in a constantly changing world.

Commitment to Diversity & Inclusion

Charlotte Lab School is "diverse by design" and is committed to building a community whose diversity is reflective of that of Charlotte. CLS strives to create a community that is inclusive of all, through intentional and thoughtful design of curriculum, instructional methods, school events and activities, and parent involvement opportunities.

Non-Discrimination Policy

Charlotte Lab School admits students of any race, color, gender, national or ethnic origin, sexual orientation, religion and ability to all the rights, privileges, programs and activities generally accorded or made available to students at the school. Charlotte Lab School does not discriminate on the basis of race, color, gender, national or ethnic origin, sexual orientation, religion or disability in administration of its educational policies, admission policies, and other school programs.

2016-2017 Strategy & Goals

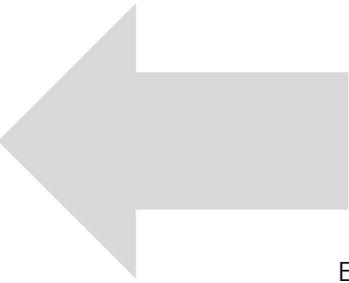
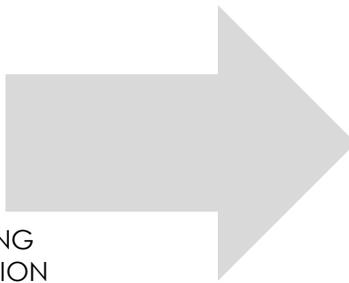
In order to fulfill our mission, during the 2016-2017 academic year, we will focus on the following strategies, developing specific team- and individual-based goals:

1. Community as Classroom
 - a. Integrated partnerships and frequent, regular field trips
 - b. Use of field experts in daily learning experiences

2. Personalization of Learning
 - a. Individual student mastery tracking
 - b. Professional development to support redefined roles of teachers
 - c. Aligned use of space and resources
3. Academic Foundation
 - a. Backward mapping from HS and college-prep curriculum and standards
 - b. Closely monitored curriculum implementation
 - c. Data-driven instruction
4. Community Wellness
 - a. Comprehensive advisory program
 - b. Exposure to and regular practice of health and wellness activities for the school community
 - c. Tracking of student development of social, emotional and interpersonal skills
5. Global Awareness
 - a. Partial immersion program in Spanish or Mandarin, k-8
 - b. Integrated cultural studies curriculum
 - c. Focus on building a diverse and inclusive student, parent and faculty community
6. Workplace Success
 - a. Defined skills & competencies – Tony Wagner’s Survival Skills
 - b. Authentic learning experiences to provide opportunities to develop and practice skills
 - c. Tracking of student development of career & technology skills

Charlotte Lab School Standards

In addition to academic standards informed by Common Core Standards and the NC Standard Course of Study for academic subjects: reading, writing, mathematics, science, and social studies, Charlotte Lab School strives to instill in all students the following skills, qualities and competencies, adapted from Tony Wagner’s SEVEN SURVIVAL SKILLS (identified by use of all caps), the Character Lab (UPenn), and our own experiences (in bold). Students at CLS focus specifically on the development of these skills in their Quest classes and in advisory.

Early Elementary	Middle Grades	Upper Grades
	Zest Optimism Gratitude Grit Curiosity & IMAGINATION Growth Mindset Mindfulness (& Metacognition) CRITICAL THINKING AND PROBLEM SOLVING EFFECTIVE ORAL & WRITTEN COMMUNICATION	
	AGILITY AND ADAPTABILITY Self Control COLLABORATION	

SECTION 2. CALENDARS AND SCHEDULES

2016-2017 Academic Calendar

August 15 – 26	Professional Development/Teacher Workdays
August 29	First day of School
August 29-September 1	Kindergarten Staggered Entry Days
September 2	First day of School for all Kindergarteners
September 5	Labor Day; No School
September 23	Professional Development/Teacher Workday; No School
October 10	Columbus Day Holiday; No School
October 28	End of 1st Quarter
October 31	Professional Development/Teacher Workday; No School
November 10	Q1 Parent-Teacher Conferences; Half Day
November 11	Veterans Day; No School
November 23	Professional Development/Teacher Workday; No School
November 24 – 25	Thanksgiving Recess; No School
December 21	Half Day
December 22	Professional Development/Teacher Workday; No School
December 23 – January 2	Winter Recess; No School
January 3	Professional Development/Teacher Workday; No School
January 13	End of 2nd Quarter
January 16	Dr. Martin Luther King, Jr. Day Holiday; No School
January 27	Half Day
February 17, 20	Presidents' Day Holidays; No School
February 21	Professional Development/Teacher Workday; No School
March 17	End of 3rd Quarter
March 20	Professional Development/Teacher Workday; No School
March 31	Q3 Parent-Teacher Conferences; Half Day
April 7	Professional Development/Teacher Workday; No School

April 10-14	Spring Recess; No School
April 17	Professional Development/Teacher Workday; No School
May 5	Half Day
May 26	Professional Development/Teacher Workday; No School
May 29	Memorial Day Holiday; No School
June 7	Last day of School
June 8-9	Teacher Workdays

Summary:

First Day: August 29; Last Day: June 7

PD/Teacher Workdays = 22

School Holidays = 21

Half Days/PT conferences = 5 / 2 (Q1, Q3)

Make-up Days (after 5 snow days): Feb 21, Mar 20, Apr 7, Apr 17, May 26

Q1 = 42 days, Q2 = 41 days, Q3 = 41 days, Q4 = 48 days

Total School Days = 172; Total Hours = 1275

2016-2017 Weekly Schedule

Kindergarten	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15-8:30am	Homeroom				
8:32-9:42am	Rotation 1: A - Spanish, B - Math/Quest, C - ELA				
9:44-10:54am	Rotation 2: A - Math/Quest, B - ELA, C - Spanish/Chinese				
10:55-11:30am	Social Centers	PE	Social Centers	PE	Social Centers
11:30am-12:00pm	Advisory Team-building	Advisory	Advisory	Advisory	Learning Lab
12:00-12:25pm	Lunch				
12:25-1:35pm	Rotation 3: A - ELA, B - Spanish, C - Math/Quest				
1:35-2:20pm	Enrichment	Social Centers	Enrichment	Social Centers	Advisory Assembly
2:20-3:00pm	Recess / Snack				
3:00-3:40pm	Learning Lab / Homeroom				
3:40-3:45pm	Dismissal				

1st Grade	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15-8:30am	Homeroom				
8:32-9:42am	Rotation 1: A - Spanish, B - Math/Quest, C – ELA				
9:44-10:54am	Rotation 2: A - Math/Quest, B - ELA, C – Spanish				
10:55-11:30am	PE	Social Centers	PE	Social Centers	Learning Lab
11:30am-12:00pm	Advisory Team-building	Advisory	Advisory	Advisory	Social Centers
12:00-12:25pm	Lunch				
12:25-1:35pm	Rotation 3: A - ELA, B - Spanish/Chinese, C - Math/Quest				
1:35-2:20pm	Social Centers	Enrichment	Social Centers	Enrichment	Advisory Assembly
2:20-3:00pm	Recess / Snack				
3:00-3:40pm	Learning Lab / Homeroom				
3:40-3:45pm	Dismissal				

2nd Grade	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15-8:30am	Homeroom				
8:32-9:42am	ELA	ELA	ELA	ELA	ELA
9:44-10:54am	Math	Math	Math	Math	Math
10:55-11:30am	Enrichment	Advisory	Enrichment	Advisory	Advisory Assembly
11:30am-12:00pm		PE		PE	Advisory Team-building
12:05-12:35pm	Recess	Recess	Recess	Recess	Recess
12:35-1:05pm	Lunch	Lunch	Lunch	Lunch	Lunch
1:08-2:18pm	Quest	Quest	Quest	Quest	Quest
2:20-3:30pm	WL/CS	WL/CS	WL/CS	WL/CS	WL/CS
3:32-3:45pm	Homeroom / Dismissal				

3rd Grade	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15-8:30am	Homeroom				
8:32-9:42am	Math	Math	Math	Math	Math
9:44-10:54am	ELA	ELA	ELA	ELA	ELA
10:55-11:30am	Advisory	Enrichment	Advisory	Enrichment	Advisory Team-building
11:30am-12:00pm	PE		PE		Advisory Assembly
12:05-12:35pm	Lunch	Lunch	Lunch	Lunch	Lunch
12:35-1:05pm	Recess	Recess	Recess	Recess	Recess
1:08-2:18pm	WL/CS	WL/CS	WL/CS	WL/CS	WL/CS
2:20-3:30pm	Quest	Quest	Quest	Quest	Quest
3:32-3:45pm	Homeroom / Dismissal				

4th Grade	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15-8:30am	Homeroom				
8:32-9:42am	Quest	Quest	Quest	Quest	Quest
9:44-10:54am	WL/CS	WL/CS	WL/CS	WL/CS	WL/CS
10:55-11:25am	Recess	Recess	Recess	Recess	Recess
11:25-11:55am	Lunch	Lunch	Lunch	Lunch	Lunch
12:00-12:30pm	Enrichment	PE	Enrichment	PE	Advisory Assembly
12:30-1:05pm		Advisory		Advisory	Advisory Team-building
1:08-2:18pm	Math	Math	Math	Math	Math
2:20-3:30pm	ELA	ELA	ELA	ELA	ELA
3:32-3:45pm	Homeroom / Dismissal				

5th Grade	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15-8:30am	Homeroom				
8:32-9:42am	WL/CS	WL/CS	WL/CS	WL/CS	WL/CS
9:44-10:54am	Quest	Quest	Quest	Quest	Quest
10:55-11:25am	Lunch	Lunch	Lunch	Lunch	Lunch
11:25-11:55am	Recess	Recess	Recess	Recess	Recess
12:00-12:30pm	PE	Enrichment	PE	Enrichment	Advisory Team-building
12:30-1:05pm	Advisory		Advisory		Advisory Assembly
1:08-2:18pm	ELA	ELA	ELA	ELA	ELA
2:20-3:30pm	Math	Math	Math	Math	Math
3:32-3:45pm	Homeroom / Dismissal				

Student Programs

All students participate in an academic program with the following:

- Daily mathematics, literacy (reading/writing), and Quest (science);
- A World Language program in Spanish or Mandarin Chinese, which incorporates cultural studies;
- Physical education 2x/week: Yoga/Pilates, Sports Skills & Taekwondo; classes switch every 12 weeks;
- Advisory 3-5x/week in addition to a weekly advisory team building session and a weekly grade-level assembly;
- Daily lunch and recess for all students; daily free play for kindergarten and first graders;
- Enrichment Class 2x/week: Music, Art, or Theater (switch every 12 weeks).

SECTION 3. SCHOOL & STAFF INFORMATION

Charlotte Lab School Information

Main Office Phone: 704-464-3830
 Fax Number: 980-223-5005
 Asistencia en ESPAÑOL: 980-231-0958
 Mailing Address: 301 E. 9th Street
 Charlotte, NC 28202
 Tax Identification Number: 47-1006252
Charlotte Lab School is a 501c3 org and donations are tax deductible to the fullest extent provided by law
 After-hours Emergencies: 980-277-4522
 Advisor's Contact Info: _____

 Homeroom Teacher's Info: _____

2016-2017 Staffing and Organization Chart

	K	1	2	3	4	5
Location	K-1 wing	K-1 wing	WL/CS wing	Math wing	Quest wing	ELA wing
Homeroom Teachers	Astrid Salas	Barbara NaJenson	Kaylee Whitelaw	Mary Ashley Davino	Maggie Brown	Emily Fields
	Mary Royall Byrum	Samantha Dreyer	Stephanie Hollands	Laqueita Carter	Erique Berry	Meg Scott
	Stephanie Doig	Mollie Smith	Dave Hartzell	Victoria Castro	Carey French	Jim Luft
Assistants	Larsee Howard-McGowan	Shannon Fersner	Andrea Miller			
Literacy Team	Stephanie Doig	Mollie Smith	Kaylee Whitelaw	Stephanie Hollands	Meg Scott	Emily Fields
	Larsee Howard-McGowan Ricky Singh		Stephanie Hollands	Kaylee Whitelaw	Emily Fields	Meg Scott
			Denise Serrano	Denise Serrano	Denise Serrano	Denise Serrano
			Maria Pollara	Maria Pollara	Maria Pollara	Maria Pollara
				Emily Fields		
Math Team	Mary Royall Byrum	Samantha Dreyer	LaQueita Carter	Laqueita Carter	Erique Berry	Maggie Brown
	Elizabeth King Ricky Singh		Maggie Brown	Erique Berry	Laqueita Carter	Erique Berry
			Mary Ashley Davino	Mary Ashley Davino	Maggie Brown	Jim Luft
			Brittany Newswanger	Brittany Newswanger	Brittany Newswanger	Brittany Newswanger

2016-2017 Staffing and Organization Chart (continued)

	K	1	2	3	4	5
Quest Team	Mary Royall Byrum	Samantha Dreyer	Kaylee Whitelaw	Mary Ashley Davino	Jim Luft	Dave Hartzell Dee Lanier
	Elizabeth King (PT) Colby Snyder (PT)		Dave Hartzell	Dave Hartzell	Dee Lanier	Jim Luft
			Stephanie Hollands	Dee Lanier	Dave Hartzell	Colby Snyder
			Dee Lanier Colby Snyder	Colby Snyder	Colby Snyder	Meg Scott
World Language Team	Astrid Salas	Barbara Najenson	Victoria Castro	Victoria Castro	Carey French	Carey French
	Elizabeth Benitez		Luis Morales	Luis Morales	Victoria Castro	Luis Morales
			Carey French (PT)	Carey French (PT)	Luis Morales	Victoria Castro
	Lee-Jung Liao, Chinese			Qian Wang, Chinese		
	K	1	2	3	4	5
Advisors	Astrid Salas	Barbara Najenson	Kaylee Whitelaw	Mary Ashley Davino	Maggie Brown	Emily Fields
	Mary Royall Byrum	Samantha Dreyer	Stephanie Hollands	LaQuieta Carter	Erique Berry	Jim Luft
	Stephanie Doig	Mollie Smith	Luis Morales	Victoria Castro	Carey French	Meg Scott
	Larsee Howard-McGowan	Shannon Fersner	Maria Pollara	Brittany Newswanger	Vikki Tunick	Mary Moss Brown
	Elizabeth King	Mitch Carraway	Andrea Miller	Kendra Johnson	Dee Lanier	Denise Serrano
	Meegan Whelan	Elizabeth Benitez	Dave Hartzell	Melissa Markle		Ricky Singh

Who to go to for what...

Please refer to this list when you have/receive questions about these topics. By referring your questions to the contacts listed here, we can ensure more consistency with policies and procedures.

	School Contact Person
Advisory	Meegan Whelan
After School Programs	Cat Malone
Allergies	Stefanny Wilches
Assessment & Testing	Vikki-Rose Tunick
Attendance	Stefanny Wilches
Behavior/Discipline	Melissa Markle
Books and Book Donations	Kaylee Whitelaw
Budget Questions	Shelli Merritt
Calendar/Events	Susannah Lund
Conferences	Meegan Whelan
Donations	Susannah Lund
Exceptional Children (Special Education)	Ricky Singh
ESL (English As a Second Language)	Ricky Singh
Field Trips	Cat Malone
Fire & Emergency Drills	Shelli Merritt
Fundraising	Susannah Lund
Gifted & Talented	Ricky Singh/Denise Serrano
Grants	Susannah Lund
Health Concerns	Stefanny Wilches
Hiring	Vikki-Rose Tunick
IEPs (Individualized Education Plans)	Ricky Singh, General
Intervention & Academic Support	Ricky Singh
Literacy Program	Vikki-Rose Tunick
Lunch	Shelli Merritt
Maintenance/Facilities	Stefanny Wilches
Math Program	Vikki-Rose Tunick
Medication/Medical Action Plans	Stefanny Wilches
Parent Involvement/PTSO	Susannah Lund
Parking Passes/tickets	Stefanny Wilches
Partnerships	Susannah Lund
PE Programming	Melissa Markle
Phone Numbers/Voicemail	Stefanny Wilches
Quest Program	Mary Moss Brown
Schedules	Vikki-Rose Tunick
Special Education (EC)	Ricky Singh
Student Records	Stefanny Wilches
Talent Development	Denise Serrano
Technology	Mitch Carraway
Transportation	Shelli Merritt
Uniforms	Melissa Markle
Volunteer Opportunities	Susannah Lund
World Languages Program	Carey French

Faculty Directory

Name (*Advisor)	Position	Home Base	Email @charlottelabschool.org	Phone/ Vmail
Benitez, Elizabeth*	Spanish Assistant	K/1 Wing	ebenitez	704-626-1370
Berry, Erique*	Math Teacher	Math Wing	eberry	980-263-9187
Brown, Maggie*	Math Teacher	Math Wing	mbrown	774-277-9883
Byrum, Mary Royall*	K Lead Math/Quest	K Classroom	mbyrum	980-349-8819
Carraway, Mitch*	Dir of Technology	Tech Office	mcarraway	704-954-8047
Carter, LaQueita*	Math Teacher	Math Wing	lcarter	980-349-6684
Castro, Victoria*	Spanish Teacher	WL Room 3	vcastro	704-269-8417
Charde, Lisa	Art Teacher	Art Room	lcharde	980-288-8522
Davino, Mary Ashley*	Math / Quest T	Math Wing	mdavino	412-690-0342
Doig, Stephanie*	K Literacy Teacher	K Classroom	sdoig	704-625-6169
Dreyer, Samantha*	1st Gr Math/Quest	1st Classroom	sdreyer	704-286-6301
Fersner, Shannon*	K/1 Assistant	1st Classroom	sfersner	704-659-6913
Fields, Emily*	Literacy Teacher	Humanities Wing	efields	980-819-0431
French, Carey*	Spanish Teacher	WL Commons	cfrench	704-266-0371
Hartzell, Dave*	Quest Teacher	Maker Lab	dhartzell	717-978-0466
Hollands, Stephanie*	Literacy Teacher	Humanities Wing	shollands	980-272-7849
Howard McGowan, Larsee*	K/1 Assistant	K Classroom	lhoward or Lhoward-mcgowan	704-659-6865
Johnson, Kendra*	Director of Diversity & Inclusion	Admin Office	kjohnson	704-625-6598
King, Elizabeth*	Assistant Teacher	Math Wing	eking	704-350-5497
Lanier, Dee*	Quest Teacher	Quest Wing	dlanier	704-336-9327
Liao, Lee-Jung	Chinese Teacher	WL Room 1	lliao	704-659-6736
Luft, Jim*	Quest Teacher	Quest Wing	jluff	980-224-0857
Lund, Susannah	Dir of Strategy & Philanthropy	Admin Office	slund	Ext. 311
Malone, Catherine	Asst Head of Ops	Admin Office	cmalone	Ext. 306
Markle, Melissa*	Asst Dir of Stud Act.	Dean's Office	mmarkle	980-999-0032
Merritt, Shelli	Head of Ops	Front Office	smerritt	Ext. 303
Miller, Andrea*	Beh/ Couns. Asst	2nd Grade	qmillier	704-665-7483
Morales, Luis*	Spanish Teacher	WL Room 3	lmorales	980-272-8810
Moss Brown, Mary*	Head of School	HoS Office	mmoss	Ext. 302
Najenson, Barbara*	1st Gr Spanish	1st Classroom	bnajenson	980-533-0798
Newswanger, Brittany*	EC Asst – Math	Math Wing	bnewswanger	704-312-0338
Pollara, Maria*	EC – Literacy	Humanities Wing	mpollara	704-916-9489
Quinn, Woody	Music Teacher	Music Room	wquinn	518-712-9466
Salas, Marie Astrid*	K Spanish	K Classroom	msalas	980-221-9404
Scott, Meg*	Literacy / Quest	Humanities Wing	msscott	980-263-9481
Serrano, Denise*	TD – Literacy	Humanities Wing	dserrano	980-231-0958
Singh, Ricky*	Dir of Acad Svcs	Acad Svc Office	rsingh	704-626-1370
Smith, Mollie*	1st Gr Literacy	1st Classroom	msmith	980-288-5785
Snyder, Colby	Scientist-in-Residence	Maker Lab	csnyder	704-779-7465
Tunick, Vikki-Rose*	Asst Head of School	AHoS Office	vrtunick	Ext. 305
Wang, Qian	Chinese Teacher	WL Room 2	qwang	704-750-9264
Whelan, Meegan*	Director of Wellness	Wellness Office	mwhelan	Ext. 304
Whitelaw, Kaylee*	Literacy/Quest	Humanities Wing	kwhitelaw	980-272-8807
Wilches, Stefanny	Office Manager	Front Office	swilches	Ext. 301

SECTION 4. DAILY POLICIES & PROCEDURES

School Hours

The regular school day runs Monday through Friday, beginning promptly at 8:15 am and ending at 3:45 pm.

The school provides supervision for students from 7:45-8:15am. During that time, students go directly to their assigned homeroom to complete morning activities. In the afternoon, teachers will begin dismissal at 3:45pm; the school provides supervision for students not attending after school until 4:15pm. If a student has not been picked up at that time, a parent, guardian, and/or emergency contact will be notified to come pick up the child. Please Note: Students are not supervised before 7:45 am or after 4:15 pm (for non-after school students).

On Half Days, students are dismissed at 12:00pm and must be picked up by a parent, guardian or emergency contact person by 12:15pm unless otherwise noted. Students will eat lunch prior to dismissal.

Transportation

Charlotte Lab School families have several transportation options: Walking, Light Rail, Car – Park and Walk, Car Line, and Bus. Bus transportation is provided by Eagle Bus Company; parents who wish to sign up for bus transportation must contact the bus company directly. Families who are in need of financial aid to support bus fees must complete the CLS financial assistance application process (for more information about the financial assistance application process, please see page 15).

Each year, families will be asked to let the school know, in writing, of each child's typical or standard mode of transportation. For any changes to this transportation method, a "Transportation Change Form" must be completed **each day** prior to 2:00pm since the school needs sufficient time to communicate the changes to homeroom teachers and ensure student safety. The form is located at: <http://www.charlottelabschool.org/#/lab-parents/transportationparking>.

For questions and concerns related to Eagle Bus Company, parents may contact Michelle Holland, Tel. [704.606.5661](tel:704.606.5661)/Fax [980.422.0087](tel:980.422.0087). Website: www.theeaglebus.com.

Arrival Procedures

Students may be dropped off at school each day beginning at 7:45am. Students will report directly to their homeroom classrooms and begin a morning activity.

Families who choose to walk should use the Student Entrance facing Brevard. Families who choose to park and walk should park in the gravel lot located on the southwest corner of 9th Street and Brevard; parking is free of charge between 7:45 and 8:15am and from 3:30 to 4:00pm.

Families who want to drop off/pick up students using the car line:

- Join the line on Brevard Street, and follow the line through the circle in the lot behind the school;
- Do not use cell phone once you have pulled into the circle;
- In the mornings, pull up to the first staff person available; in the afternoons, pull forward to the first cone available (there will usually be 3-4 cones);
- Come to a complete stop and put your car in "park" prior to allowing your student to load/unload;
- Have your child exit the car on the side closest to the staff member on duty.
- Students who are dropped off via the car line will enter the school building through the playground.

Families who arrive later than our 8:15am start time must use the school's Front Entrance on 9th Street, sign their child in to receive a late pass; this process ensures that your child will not be marked absent.

Pledge of Allegiance

In accordance with NC State law, Charlotte Lab School students recite the Pledge of Allegiance daily. Any request for a student to NOT stand/recite the pledge must be submitted, by the parent, in writing to the Head of School.

School Lunch

Charlotte Lab School has contracted Heaven Sent Catering to prepare and serve home-made lunches to our students each day. Families who wish to purchase lunch must sign up and purchase lunches in advance directly through the caterer's website: <http://www.heavensentcatering.net/>. Families who need financial assistance to purchase lunch must complete the financial assistance application process. Charlotte Lab School does not currently serve breakfast; students in need of a morning snack should bring a healthy snack from home. Families in need of financial support to supply snacks should contact the school to make arrangements.

Dismissal Procedures

Dismissal each day begins at 3:45pm. Students who walk, or whose families park-and-walk, should be picked up at the Student Entrance.

A car-rider line is also available:

- Families should line up in a single file line **behind** the buses at the Brevard Street entrance to the back parking lot;
- Families should NOT line up any earlier than 3:40pm;
- Do NOT use cell phones after entering the circle in the parking lot.

Due to the number of daily transportation changes the school receives, students may NOT be picked up at the main office between 3:30 and 4:00pm each day. No exceptions will be made. If your child has a regular afternoon activity that requires

dismissal at 3:30pm, please contact Ms. Wilches to make this a permanent change and let your child's homeroom teacher know so that your child can report on his/her own to the office at that time.

Early Dismissal

Only if it is absolutely necessary and a parent, guardian or approved emergency contact comes to pick up the child in person, will Charlotte Lab School release a student early. In this case, the parent/emergency contact must show a valid photo ID upon entering the front office to sign out the student. The school will not honor telephone requests or emails for early dismissal.

Early dismissal requests must be made via the online form, found at:

<http://www.charlottelabschool.org/#/lab-parents/transportationparking>. **These requests MUST be received by the school prior to 2:00pm.** Students must be picked up for early dismissal PRIOR to 3:30pm in order to prevent disruption of the dismissal process for the school.

After School Program & Hours

Families who choose to participate in the Charlotte Lab School After School Program (ASP) will be enrolled on a first-come, first-served basis. Options offered are dependent on current community partnerships and contracted vendors. Students who are enrolled in the Charlotte Lab School after school program will receive supervision from the after school staff from **3:45-5:45pm**. If a student has not been picked up **by 5:45pm**, a parent, guardian, and/or emergency contact will be notified to come to pick up the child. If a child has not been picked up by 5:45pm on more than three occasions, the school reserves the right to charge a late pick-up fee at a rate of \$60/hour (or \$1 for each minute).

Financial Aid: Policy on Tuition & Fees

Charlotte Lab School is a North Carolina state public school. As a public school, there is no tuition associated with enrollment and attendance. Charlotte Lab School will only charge tuition and/or fees that are charged by Charlotte Mecklenburg Schools, its local administrative unit.

Charlotte Lab School (CLS) is committed to making school and school-related activities accessible to all of our families. Access includes, but is not limited to, lunch, bus transportation to/from school, field trips, and After School programming. To this end, CLS has developed a consistent process for families to apply and be considered for financial assistance. Once a family has gone through the financial assistance application process, a decision on assistance is made and communicated to the Administrative Team and applies to all in-school activities.

Financial Assistance Process

To apply for financial assistance, a family must complete the current "Income Eligibility Form" and provide proof of income in the form of a tax return or evidence of public

assistance (food stamps, Medicaid), and submit the documents to FinancialAid@charlottelabschool.org. A decision on assistance will be communicated within 48 hours.

If a family is not eligible for assistance based on the Income Eligibility form (which is taken from the NC Child Nutrition standards) and/or proof of income process, the family may make a written plea for hardship consideration to FinancialAid@charlottelabschool.org. A decision on assistance will be communicated within 48 hours.

If a family has not applied for, or been awarded, financial assistance, the family is expected to bear all associated costs with lunch, transportation, field trips, after school programming, etc.

When financial assistance is awarded, it will be awarded on a percentage basis and families will be informed of the scope it covers:

- Full cost of daily lunch;
- Partial cost of daily lunch;
- Full coverage of transportation to/from school;
- Partial coverage of transportation to/from school;
- After School programs;
- Field Trips.

After School Program Assistance

Charlotte Lab School will ensure that all children who need after school care have a spot in our staff-run After School Care programming, which includes academic tutoring, recess time, sports, technology, and fun programming (first semester includes baking and crafts). Charlotte Lab School is not able to pay outside vendors for After School programming on behalf of a Lab family, however we will ensure that vendors provide assistance based on total class enrollment. If a family signs up for a vendor-run class and does not pay the vendor, the family may be disqualified from receiving future financial assistance from CLS.

For 2016-17 second semester After School programming, families who wish to be considered for financial assistance must go through the steps outlined above by 12/14/16. If you have already gone through the financial assistance process, and do not qualify for financial assistance, you submit a written hardship plea to FinancialAid@charlottelabschool.org by 12/14/16. Assistance is awarded on a first come first served basis, based on the child's registration number. The award amount will not be known until the first week of January.

Any family may request a payment plan for after school. That plan can be for monthly, biweekly, or weekly payments.

Field Trip Assistance

If a family has not applied for and received financial assistance, they are expected to pay for child(ren)'s field trips. If a family has applied for financial assistance but did not qualify, they may submit a hardship please for a particular trip by emailing FinancialAid@charlottelabschool.org. If a family received a percentage award, they may calculate the amount owed on a field trip using that formula and submit that amount with no additional note or information.

Attendance & Reporting Absences

Charlotte Lab School expects every student to attend school every day that classes are in session. Parents/guardians are required to call or email the Office Manager in the morning if they know that their child(ren) will be absent. A student must be in school for a minimum of four and a half (4 ½) hours in order to be considered present for the school day (8:15am-12:45pm or 11:15am-3:45pm).

The reason for an excused absence or tardy must be stated in writing and signed by the parent/guardian of the student. The written excuse must be received by the Front Office Manager within three days after the absence or tardy. Administrative staff may accommodate special circumstances for late notes or absence verification. When families take trips or other family related events during the school year, a request for absence form must be submitted to the Head of School 5 days in advance for Head of School or Head of School's designee's approval. Educational Enhancement or Religious Observation Forms can be found on our website and must be submitted to the Head of School for approval. If not approved, the absences will be unexcused.

The acceptable excuses for absences and tardies are:

- Illness or injury
- Quarantine
- Death of a grandparent, parent, brother or sister
- Medical or dental appointment
- Weather conditions making travel dangerous
- Court or administrative proceedings
- Absence related to deployment activities
- Emergencies or unusual circumstances recognized by Head of School
- Religious observance *
- Educational opportunity *

** with prior written approval; forms can be found on our website.*

School attendance is extremely important to a child's academic success, and the NC Compulsory Attendance Law requires that all children aged 6-18 attend school regularly and punctually. Charlotte Lab School will contact the parents/guardians when a student accumulates 3, 6, and 10 days of unexcused absences, in accordance with CLS's Unexcused Absences and Tardy Policy.

Unexcused Absences

The Head of School or the Head of School's designee shall notify the parent, guardian, or custodian of his or her child's excessive absences after the child has accumulated 3 unexcused absences in a school year. After not more than 6 unexcused absences, the Head of School or the Head of School's designee shall notify the parent, guardian, or custodian by mail that he or she may be in violation of the Compulsory Attendance Law if the absences cannot be justified under the established attendance policies of the State and Charlotte Lab School. Once the parents are notified, the school guidance counselor shall work with the child and the child's family to analyze the causes of the absences and determine steps, including adjustment of the school program or obtaining supplemental services, to eliminate the problem. The guidance counselor may request that a law enforcement officer accompany him or her if the counselor believes that a home visit is necessary.

After 10 accumulated unexcused absences in a school year, the Head of School or the Head of School's designee shall review any report or investigation prepared under G.S. 115C-381 and shall confer with the student and the student's parent, guardian, or custodian, if possible, to determine whether the parent, guardian, or custodian has made a good faith effort to comply with the law. If the Head of School or the Head of School's designee determines that the parent, guardian, or custodian has not made a good faith effort to comply with the law, the Head of School shall notify the district attorney and/or the director of social services of the county where the child resides. If the Head of School or the Head of School's designee determines that the parent, guardian, or custodian has made a good faith effort to comply with the law, the Head of School may file a complaint with the juvenile court counselor pursuant to Chapter 7B of the General Statutes that the child is habitually absent from school without a valid excuse. Upon receiving notification by the Head of School or the Head of School's designee, the director of social services shall determine whether to undertake an investigation under G.S. 7B-302.

Punctuality & Lateness

Any student arriving after 8:15 am will be marked tardy. The student must be accompanied by parent/guardian to the front office, where the student should sign in, and obtain a Late Pass from the school Office Manager before he or she will be admitted to class. Minutes of lateness are recorded and, if excessive, will count towards unexcused absences.

Unexcused Tardies

Excessive tardies have a negative impact on a student, his/her classroom, and the school overall and missed instruction is disruptive to the learning process. Students who are repeatedly tardy may be required to make up learning hours missed through instruction after school or on Saturdays and/or may be considered at risk for promotion to the next grade level if mastery of learning objectives can not be achieved due to significant loss of instructional time. Additionally, the minutes/hours that a student is

late are tracked by law and students accumulating 3, 6 or 10 days of missed school hours due to unexcused tardies are subject to the policy for Unexcused Absences.

Student Illness or Injury

Although Charlotte Lab School does not employ a full-time school nurse, our front office staff is prepared to manage student illness and/or injury. A student who becomes ill or injured while at school is sent directly to the Health Room, located adjacent to the Main Office. In case of minor scrapes or bumps, CLS staff may provide bandages, ice packs and water; we do not administer over-the-counter medication such as Tylenol or Advil for pain or fever. All injuries and illnesses are logged at the front desk and are monitored for frequency and/or patterns.

Parents of students who require early pick-up due to illness or injury will be notified and are asked to arrive at the school within one hour of the time notified. If your child has gotten sick and soiled the Health Room floor or linens, it is always appreciated if the parent is able to help clean the items since our facility is limited. If a child requires medical attention, parents are asked to contact the school to provide updates on the child's condition.

In event of a medical emergency, CLS staff will call 911 and will request that your child be transported to the closest appropriate medical facility. CLS staff will notify parents immediately and, whenever possible, will request that the ambulance wait for parent arrival. If a parent/guardian is unable to arrive to the school prior to the ambulance's departure, a staff member will accompany the child in the ambulance to the hospital and will remain in contact with the parent and other CLS personnel.

Emergency Contact Information

Every student must provide the name(s) and telephone number(s) of the individual(s) to be notified in the case of an emergency. The homeroom teacher will distribute this Yellow Emergency card during the first week of school and the student must return it to the homeroom teacher without delay. The designated phone number(s) and email address(es) will be used to make mass phone calls/texts/emails to notify families of important school events and information. *Families should notify the school at any time if there is a change in address, phone number or email address.*

Emergency Procedures

Charlotte Lab School has in place procedures for several types of emergency situations, including: fire, tornado, active shooter, and medical emergencies. Charlotte Lab School conducts monthly drills and utilizes the green space behind UNCC as a temporary evacuation space. In the event of a more serious incident/event requiring longer term evacuation, students will be escorted to First United Methodist Church, located at 501 N Tryon Street. In the event of an emergency, CLS faculty will make use of all social media and communication tools to inform parents of the situation and provide instructions for student pick-up. Please ensure that you child(ren)'s Yellow Emergency card is kept up to date.

Student Safety

Any allegation made by a student or family member of a student related to any of the following should be reported immediately to the Head of School:

- Bullying;
- Sexual harassment, behavior, or assault between students, a student and a family member, or between a student and a faculty member;
- Head injury;
- Corporal punishment.

Charlotte Lab School Nut Policy

Charlotte Lab School is NOT a nut-free school, however we take the following steps to ensure the safety of our students who have nut allergies:

- Snacks and food items are never to be shared among students;
- A nut-free table is established for each lunch period (or classroom in K, 1);
- All school-provided snacks and class or group treats must be nut-free;
- Advisors and teachers are made aware of all student allergies and relevant Medical Action Plans.

Inclement Weather Policy

In the case of inclement weather, Charlotte Lab School will generally follow the same closing, delayed school opening or early school closing decision as Charlotte-Mecklenburg Schools. This decision is made as early as possible and prior to 6:00am on the day in question. Staff, parents and students are advised to listen to information broadcasted by any of the local news and radio stations. In addition, we will send a mass phone call/text/email to all families and post any information regarding school closings on our website at www.charlottelabschool.org. In certain circumstances, Charlotte Lab School may NOT follow a CMS school closing decision if we independently determine that the weather and roads have cleared enough to resume school following a storm. In these cases, we will notify parents via phone call and/or email.

Since our regular session is from 8:15 am to 3:45 pm, school will begin at 10:15 am on delayed opening days and close at a time to be determined based upon the local weather forecast. On these days, lunch will occur at the regularly scheduled hour. In addition, all field trips, special events and after school care and programs will be cancelled.

Health and Immunization

North Carolina Law requires that every student entering a K-12 school must provide proof of receipt of specific immunizations, unless the family is exempt for religious reasons. Therefore, Charlotte Lab School students must provide documentation for the following immunizations: *diphtheria, tetanus, whooping cough, poliomyelitis, varicella (chicken pox), hepatitis B, haemophilus influenzae type B (Hib), red measles (rubeola), mumps, and rubella*. If the child's immunization records are not provided

within 30 days of entrance, the child will be unable to attend school. He or she will be readmitted to school once the front office has received the records.

Any family who elects not to immunize their children must submit a letter to the main office, indicating their religious objections.

In addition, the school requires parents to disclose any and all chronic health problems their student has. This information can be communicated through the Yellow Emergency card or by contacting the school Office Manager and completing a Medical Action Form.

Lice Policy

Parents are asked to notify their child's Advisor, homeroom teacher, and CLS front office if lice is found on their child(ren) so that other parents can be alerted to a possible outbreak. We also encourage parents to notify their child's playmates' parents. Parental cooperation will help protect all children. Students with head lice will be excluded from school until they are properly treated and checked by school personnel to be lice AND nit free. The NC Health Department and Charlotte Lab School's policy is that students must be LICE and NIT FREE in order to return to school.

Allergy and Other Medical Action Plans

Any child who suffers from a severe allergy or other medical condition MUST have a medical action plan on file with the school. This Medical Alert Action Plan should clearly and specifically outline the steps CLS staff members should take in the event of a medical emergency. These forms may be obtained from the school website and should be submitted, along with any relevant medication, to the Office Manager. It is the parent's responsibility to ensure that medication is current and refilled when necessary. Any student who is required to take medication during the school day must have a completed Medical Action Plan and required physician documentation and signature. Any student who needs to keep medication with them (i.e. an Epi-pen in their backpack) must have written documentation from a physician and a formal 504 plan on file with the office.

Annual AHERA Notice

As required by the Federal Asbestos Hazard Emergency Response Act (AHERA), the documentation for the Charlotte Lab School Asbestos Management Plan is complete and available for your review in the school's front office. A complete AHERA inspection was performed pursuant to the original construction of the school in 2015-16 and no asbestos-containing building materials were found. As a result, there is currently no further action required.

Visiting

- Parents/caregivers are welcome to visit Charlotte Lab School to eat lunch with their child during the child's assigned lunch hour; parents should not bring lunch to, or share food with, other children;

- Parents/visitors are asked not to disrupt the schedule and classroom instruction; teachers are not expected to suspend instruction to explain what they are doing, to take questions, to meet with parents, etc.;
- If you need to speak or meet with a faculty member, please make an appointment in advance;
- Charlotte Lab School policy prohibits parents from sitting in classes to observe.

ALERT: Because of the open nature of our physical space, we must be incredibly diligent with monitoring our exits. No person who you do not recognize by name AND face should be allowed in the building. Do not hold the door open; this may appear rude, but please ensure the visitor that our policies are intended to protect our students and faculty. Do not EVERY prop doors open unless you are monitoring the door. All visitors must sign in at our Main Entrance (on 9th Street) through Lobby Guard, which requires a photo ID.

Student Privacy & Confidentiality

CLS policy prohibits faculty members from sharing any information, including names, of students with another student's family. Do not make comments to or ask faculty questions about someone else's child. Be respectful while working at CLS as a volunteer that any student information you may see or overhear is expected to be kept confidential. Do not engage in discussions with other parents about students. If you overhear a conversation among parents or between faculty/parents with which you are uncomfortable, report your concerns to the Head of School.

All family contact information is considered private and confidential and is made available only to school staff for school-related purposes; parents who wish to make their personal contact available to other families through the Family Directory will have the opportunity to do so through the PTSO.

Birthdays & Holidays

Families are invited to celebrate their children's birthdays at school, keeping in mind the following policies:

- Birthday celebrations should be arranged, in advance, with the child's Advisor (so that he/she can inform other students' parents and provide you with an accurate count);
- Any treats should be brought in for, and enjoyed during, a child's regularly schedule Advisory time (please contact your child's advisor to check timing);
- All treats must be NUT-FREE;
- You may also join your child for lunch on his/her birthday however you are asked NOT to bring treats during lunchtime.

If you do not want your child to participate in birthday celebrations for other children, please communicate that request with your child's Advisor. If your child has an allergy or other food restriction, please make arrangements with your child's Advisor in order to provide an alternate treat during birthday or other Advisory celebrations.

As a public institution, Charlotte Lab School does not celebrate holidays that are religious in nature. As part of our efforts to be an inclusive community, student

activities and celebrations should not focus on holidays related to religious celebrations unless presented as inclusive learning opportunities

Communication Policies

Ongoing communication between parents and school faculty is critical to students' success. Faculty members are asked to align communication efforts with our vision of diversity and inclusion by:

- Providing varied opportunities for parent involvement;
- Using varied methods of communication (phone, email, text);
- Ensuring that notices and other communication are translated if necessary;
- Ensuring that a translator is available for conferences when needed.

Advisors will meet with the family of each advisee twice over the course of the year (at the end of quarters 1 and 3), and for two student-led family conferences for students in grades 5 and above. Parents are encouraged to reach out to their child's Advisor for any/all questions. The Advisor is a family's primary liaison with the school.

For questions the Advisor is unable to answer, please reach out to the relevant faculty member, keeping in mind the following:

- Communicate with faculty members only through CLS email and school phone numbers. It is not appropriate to contact faculty via personal email and/or cell;
- Please allow up to 48 hours for a response via phone or email;
- Do not engage in conversations with faculty members about other children and/or other faculty members. For any concern or complaint about a faculty member, contact the Head of School directly;
- Faculty members are human(!) and deserve to be treated with kindness;
- Faculty members often have no "free time" during the school day.

At the beginning of each week, the Head of School will send a Family Newsletter via charlottelab.org email containing important information and upcoming dates and activities. In addition, Friday is the regular day in which notices are sent home with students and parents are asked to develop a regular habit of reading the e-newsletter and checking their student's backpack on Fridays for fliers and notices.

Charlotte Lab School encourages parents to contact the school with questions and concerns about their student's academic and social life at school. The structure of our advisory program supports our belief in the importance of every child having a close relationship with at least one adult at the school. Students meet with their advisors three-five times each week in a small setting designed to provide academic, emotional, and social support. In order to support the student/advisor relationship, parents are asked to contact the child's advisor first for most issues/concerns. Advisors can then make referrals and advocate for your child with other staff members as needed. Parents should find their student's advisor most helpful in making referrals or establishing contact with the appropriate school staff member however all staff

members can be contacted directly through email, using the addresses listed in the Faculty Directory on page 12.

Parent Involvement

Charlotte Lab School views parents as integral partners in achieving our vision and mission and in helping each student to fulfill his/her potential. We expect that all parents will take an active role in monitoring their child's progress through reading at home, binder checks, phone calls, participation in school events, and attendance at conferences. Parents may communicate regularly with teachers via email or, in kindergarten and 1st grade, notes in the student planners. Parents are also encouraged to seek out and get to know their child's friends' parents in order to stay better connected to the social network. The best way for parents to demonstrate their own commitment to education is through their presence at the school and at school events. We welcome opportunities for parents to get involved at Charlotte Lab School in any/all of the following ways:

- Ongoing volunteer opportunities (i.e. a weekly slot in the office);
- Support with annual events (i.e. volunteering to help with the book fair);
- Serving as a "field expert" or sharing your professional experience with a class;
- Taking on a leadership role with the PTSO or CLS Board of Directors;
- Attending school events to support your child;
- Offering to do "at home" tasks for teachers (cutting, sorting, etc.);
- Making a donation of in-kind items or services.

Parent Teacher Student Organization (PTSO)

The aims, objectives and purposes of the Charlotte Lab School PTSO are the following:

- Provide support and resources to Charlotte Lab School for the benefit and educational growth of the children attending the school.
- Promote and help develop a cooperative working relationship between the parents and staff of the school.
- Foster and develop parent and teacher leadership and build capacity for greater involvement.
- Foster and encourage parent and teacher participation at all levels.
- Provide opportunities and training for parents and teachers to participate in school governance and decision-making, including education decision-making.
- Provide special support and training to parents, students and teachers for technology integration in the school and at home.
- Advocate for the school and its students and teachers, and to help coordinate and provide advocacy for public education generally.
- Help secure the greatest possible public and private financial and other support for the school, consistent with the School's mission, philosophy and curriculum.
- To otherwise support the educational experience of the students and enhance the professional experience of the faculty at the school.

To obtain more information about Charlotte Lab School's PTSO, please visit <http://www.charlottelabschool.org/#/lab-leadership/ptso> or email them at PTSO@charlottelabschool.org.

SECTION 5. ACADEMIC POLICIES & PROCEDURES

Guiding Beliefs

At Charlotte Lab School, we believe that:

- Students learn in different ways and at different paces;
- One approach to teaching, learning and problem-solving does not fit all;
- There is no such thing as smart/not smart. Every student has strengths and every student has concepts/skills on which they need to work; and finally,
- Assessment is for the purpose of helping students learn and helping teachers know how to better meet their needs.

As such, we will use a variety of assessment tools and strategies in order to assess students in the following areas:

- Understandings: Are students gaining the knowledge and understanding the concepts that are important for future learning?
- Skills/Habits of Mind: Are students able to do the things that we know will help them to be successful in future schooling, their careers, and in life? CLS will draw from the 21st Century Student Outcomes outlined by the Partnership for 21st Century Learning (www.p21.org).
- Habits of Heart/Character: Are students developing the qualities we want to see in them as members of our community?

It is the goal of CLS to use “authentic” assessment at all times; this means that we will assess understands and skills in the context of how they are naturally used, i.e. students will read aloud to a teacher in order to demonstrate reading skills, students will work in groups and get peer feedback on their collaboration skills, etc. Students will often be graded using rubrics (charts that help students to see the criteria and how they performed against it). There are also times when we will use more “traditional” assessment – quizzes and tests – because we know that test-taking is another important skill that students must learn and practice.

Grading Policy

Guided by our core beliefs explained above, and on the overwhelming consensus from our community members, CLS does not assign “grades.” CLS has adopted a web-based platform called Seesaw, which will enable teachers, advisors, and parents to have anytime-anywhere access to select pieces of students’ work in order to see student progress over time.

Each department team will create trackers that will enable us to identify the learning objectives relevant to each course, determine the assessment strategy that best aligns to the learning objective, and provide students, parents, and advisors will information that genuinely communicates where a student stands with each learning objective.

In these trackers a student’s mastery of each objective will be characterized as follows:

- Achieves Mastery: Student has met the requirements for mastery and will be able to move on to other identified skills/concepts;
- Approaching Mastery: Student is close to mastery but needs some more practice;
- Beginning Mastery: Student is just beginning to demonstrate the skill or understanding and will need several more opportunities for practice.

Each student's mastery of identified learning objectives will help us make decisions about their daily grouping and future learning. The goal for all of us will be to ensure that each student has the necessary support to continue to make progress towards mastery of the objectives.

Students will also receive quarterly feedback on the following:

- Progress towards demonstrating Tony Wagner's Seven Survival Skills
- Progress towards demonstrating Character Lab traits
- Work habits: finishing work on time, staying focused on task, etc.
- Contributing factors: attendance, lateness, behavior

Report Cards

Traditional report cards will not be given out quarterly at Charlotte Lab School. Instead, students will receive written reports of their progress at mid-year and at the end of the year. At the end of the first and third quarters, parents will meet with advisors to discuss the student's progress. Parents will receive information about their child's mastery in comparison to established benchmarks for his/her grade level, age, and reading level.

Beginning in 5th grade, students will receive a more traditional "transcript" at the end of the academic year.

Conferences

At the end of the first and third quarters, the parent and advisor (and teachers, if necessary) will meet to review the student's progress in Seesaw and to discuss comments, concerns and remarks passed on to the advisor from the subject-area teachers. Advisors will be prepared for and to lead the conference with the parents of each child in the advisory group. During the week following conferences, a "Walk-In Night" will be held, during which parents can speak with each of the subject-area teachers through 10-minute mini-conferences.

Beginning in 5th grade, students will lead their two conferences, and prepare through the following steps:

1. Reflection and predictions of their own performance & progress
2. Comparison of predicted vs actual performance & progress
3. Completion of self-assessment/reflection questionnaire
4. Preparation of work samples
5. Written invitation to parent
6. Written script of conference talking points

7. Dress rehearsal and practice with peer
8. Reflection on conference and goal-setting for the following quarter.

End-of-Course/Unit Showcases

Several times throughout the year, typically at the end of quarters or trimesters, families will be invited to attend “showcases” designed to provide opportunities for students and teachers to present their learning. These showcases are open to family members upon invitation from relevant faculty members. Look out for notices in the weekly newsletter for information about upcoming showcases for each grade level at the end of each quarter and trimester.

Homework

Because of the lack of research to support homework for students in the elementary grades, Charlotte Lab School teachers are neither required nor encouraged to assign homework. If a teacher decides to assign homework, the following requirements must be met:

- The homework is connected to the previous or following day’s lesson;
- The homework provides practice on an important skill;
- The homework is to finish up an assignment not finished during class time;
- The homework is collected, reviewed, or checked in some way; and
- If the homework is collected, it must be checked and returned in a timely manner to the student.

It is CLS policy that homework should never be assigned as a punishment nor that late or missing homework should impact a student’s “mastery” of a skill or topic.

Instead of nightly homework, we hope that families instead will be able to spend the evening hours enjoying enrichment activities or family time. At the beginning of each quarter, parents will receive a curriculum guide which lists any out-of-class work or suggested home-school connections. Some curriculum guides may also provide a general list of “at-home practice” that parents can use at their discretion. Additionally, it is expected that all students should be reading (or be read aloud to) for 15-35 minutes every night.

Student Responsibility

While CLS does not believe in assigning homework regularly, we do want students to begin taking responsibility for doing their fair share in group projects and activities. Please help us to develop in all students this sense of responsibility and accountability to any group of which he/she is a part. Each week, please ask, “Is there any work (research, bringing materials, etc.) that your group is expecting you to do this week?”

Parents are also asked to help teachers by NOT bringing in any work or materials that a child may leave at home; CLS will not be penalizing students in any official way for forgetting, but we do want them to experience the natural consequences of forgetfulness and irresponsibility.

Student Organization

It is a goal of CLS to help instill in our students organizational habits, study strategies and time management skills. Students in kindergarten and first grade will carry an agenda notebook/planner on which daily notes about LAB behavior will be recorded. These students will also have folders for each subject area. Students in grades 2-5 will maintain binders with the following sections:

- **Agenda:** In a clear plastic sleeve, students' "agenda" (the LAB behavior logs) will be kept every week. Students should circle thumbs up/down/question to help them reflect on whether they "got it" or not (this could be another data point for teachers and would help to build their metacognitive skills). "Things to Do/Remember" – where students will write down assignments or reminders. LAB Letters - teachers make a note to indicate any behavior issues that prevented a student from earning his/her letters that day; students can color in the letters they earn; this will let parents know on a day-to-day basis how a student followed the Lab Way in each class.
- **Subject Sections:** In the dividers and pocket folders, students can keep handouts, resources, and work completed for each class: Literacy, Math, Quest, World Language, and Enrichment.

Students are expected to carry their agenda/binder with them to/from home, and to all classes each school day. Students who forget their binder or "agenda" page will be required to complete a "Missing Agenda" form and return it with parent signature to school the following day. Students who demonstrate a pattern of forgetting the binder/agenda will make alternate arrangements to track their behavior and work with the Dean of Students.

Binder Guidelines

- Students will carry the binder with them everywhere they go at school (except PE) and home each day
- The small pouch in the front is for school supplies – grade level teachers should determine which items should be kept in there
- The agenda page:
 - It stays in the student binder all the time (behind the 2nd pouch)
 - Students will get a new agenda every week (it is front/back)
 - At the end of each class, students should circle "thumbs up," "thumbs down," or the question mark to indicate how they felt about what was learned during that period:
 - Thumbs-up = Easy – I got it!
 - Question mark = I mostly have it but still have some questions
 - Thumbs down = I didn't get it – I need help!
 - "Things to do" column is a place where students will write any assignments or tasks that need to be completed for each class
 - All agendas will be saved in the binder
- Students should be encouraged to take care of their binders and green folders:

- Binders and green folders need to last all year, so treat them well. Do not throw, toss, play with them, bend/fold them, etc.
- Students should not pull sheets out of the binder rings. Teachers want papers to stay in the binder.
- Students may decorate their binders but should not cover their name label.

Promotion / Retention

Charlotte Lab School believes that all students can succeed as long as they have the social and academic tools to access, analyze, synthesize and present new information learned. To support this notion, we feel that many factors should be utilized in promotion decisions.

- The student should be on or approaching grade level in the majority of core subjects,
- The student is the appropriate age level or within a year of it,
- The student is socially mature enough to handle the subsequent grade level.

The factors that determine grade level performance include: students' mastery of standards based on ongoing assessments, classroom activities, teachers' recommendations, academic growth the student has made throughout the year, and when applicable, his/her performance on state mandated assessments.

To ensure that this data is formally taken into account on behalf of each student, Charlotte Lab School has developed a Gateway Review Process to handle promotion and retention. The process works as follows:

- At the beginning of the 3rd quarter of each school year, teachers and Advisors will be responsible for providing the Academic Services Team with a list of students that they believe are in question for promotion. No names on the list should be a surprise to the team as they would have been discussed by the team members throughout the year.
- During the 3rd quarter, Advisors will work with students to create a portfolio (separate from Seesaw) of their work in areas in which they are deficient and collect the documentation from the year supporting whether the student should be promoted or retained.
- Parents will be notified of and invited to the Gateway Review meeting well in advance.
- The parents, along with teachers and advisor, will have the opportunity to present the portfolio and documentation to the Gateway Review Committee. This committee will include members of the Academic Services Team. The members can also share whether they wish for the child to be promoted or retained and explain with supporting evidence.
- The committee will review the information, take into account the students prior history (i.e. age, size, past retentions, past grades), make a decision regarding promotion/retention, and the parents will be notified of the decision within 24 hours.

While this process will be in effect for all students K-8, there are specific students that need to meet different criteria for promotion. Third grade students will have additional documentation due to the North Carolina Read to Achieve legislation. CLS will abide by the state mandates for this program and retain any third grade student who does not meet the criteria for promotion or who is not a good candidate for a 3-4 ELA transition class. In addition, CLS will review all Exceptional Children (EC) students' Individualized Education Plans (IEPs) to determine if they should be promoted to the next grade level; the EC students who have sufficiently met their IEP goals will be promoted regardless of their achievement on grade level assignments and standardized tests. The same is true for English Language Learners (ELLs); any ELL student who is still below grade level due to language deficiencies will be promoted to the next grade level. Their personalized learning plan will be revised for next year to ensure that their language needs are continually being met.

Graduation Requirements

By grade 8, all CLS students will be proficient in a number of areas that will enable them to graduate middle school and be ready to excel in high school. On state assessments, they will meet grade level expectations on the 8th grade English, Math and Science READY EOG exams. Within the school, they will have met all attendance requirements as well as completed 95% of their assigned work for their courses by graduation day. In addition, each 8th grade student will need to receive a satisfactory grade or higher on their exit presentation which will be based on their work in their Area of Focus. This presentation should exhibit strong research and technological competence, solid oral and written communication skills, and embody their cultural learning experiences. They will share their presentation with parents, advisor, teachers and classmates on Exhibition Day during the last week of school.

Technology Policies & Procedures

At Charlotte Lab School, technology is a critical tool for advancing student learning and improving the efficiency with which the school is run and through which we communicate with each other. While not treated as a separate "enrichment" course, lessons on its technical, ethical, and safe use will be embedded through other classes. Daily technology use (including the use of multi-media) is encouraged when and where authentically appropriate to improve the instructional experience.

Because of the personalized nature of our instructional model, Charlotte Lab School is investing in devices to achieve close to a one-to-one ratio of devices-to-students. The school is investing primarily in the purchase of Chromebooks, because they enable open-source (i.e. free!) resources that are accessible to all families. Families are neither expected nor encouraged to purchase a device or send a device to school with their child; in fact, we discourage it and want families to understand that the school accepts no liability for lost or damaged devices. However, driven by many family and student requests, CLS will be phasing in an opportunity for students to bring their own devices (BYOD). During first semester, ONLY e-readers will be allowed. The

slow phasing-in of the BYOD program is to ensure student safety and appropriate management by teachers and other school staff. We consider BYOD to be a privilege that must be earned and for which our entire school community must be prepared. The school will be sponsoring a number of opportunities for both students and parents to learn more about technology and internet safety.

Email

All Charlotte Lab School students in grades 3-5 have established school-controlled email addresses for some assessment purposes. Students will not be provided access to these email addresses until:

1. They complete a variety of training sessions and workshops related to email etiquette, cyber-bullying and internet safety;
2. They review and sign a student copy of the CLS Acceptable Use Policy;
3. Receive parent permission.

CLS will work with parents to determine when/if student email use will begin, but we expect to introduce the opportunity between 5th and 6th grades. **Parents will be notified well in-advance of the launch of these opportunities.** Once/when students are granted the opportunity to use a CLS email address, email communication will be limited to only within the school community (i.e. students can only send/receive emails among peers and teachers via CLS controls).

Care of Classroom Technology

Because technology represents a considerable investment of school resources, it is essential that students participate in the process of taking proper care of all devices:

1. Manage the Power Supply
 - Plug the device back in anytime it is not in use.
 - Shut device down completely before putting it away.
2. Handle Devices with Care
 - Disconnect all peripherals prior to moving.
 - Turn off the power to the laptop and disconnect the AC power cord from the connection point (don't just pull the cord).
 - Close the display carefully.
 - Use two hands when transporting any device.
3. Care for the Screen
 - Be careful not to poke things into it, such as fingers, pens, etc.
 - Should a screen get smudges, dust or any marks on it, the best way to clean it is to wipe it with a clean warm, lightly damp (not wet) cloth. Then dry completely with a clean, dry cloth. Do not apply any pressure to the screen at any time.
 - Do not leave pens/pencils or other items on the keyboard (as they have the tendency to get shut into the device and damage the screen).
4. Back Up Data
 - If a student is not using Google docs/drive, all students are expected to maintain their work on a USB drive.

Student Acceptable Use Policy

Since Charlotte Lab School students currently utilize devices that are connected to the internet, the following Acceptable Use Policy is in effect for student use of all computers/devices, software and internet access while at Charlotte Lab School (hereafter referred to as The CLS Computer Network), however some specifics of this policy will be more applicable to older students once CLS launches the BYOD program. Although the BYOD will not be fully launched in the near future, it is important for all students and families to be aware of acceptable use of the school's devices and internet. We anticipate that students' exploration and use of devices will progress at a rapid pace; in order to be prepared for any such incident, the following Acceptable Use Policy is in place. When appropriate, the CLS Technology Director and teachers will be introducing aspects of the policy to students.

A. Educational Purpose

1. The CLS Computer Network has been established for a limited educational purpose. The term "educational purpose" includes classroom activities
2. The CLS Computer Network has not been established as a public access service or a public forum. CLS has the right to place reasonable restrictions on the material you access or post through the system. Students are also expected to follow the school rule (LAB Way) and the law in their use of The CLS Computer Network.
3. Students may not use The CLS Computer Network for commercial purposes. This means students may not offer, provide, or purchase products or services through The CLS Computer Network.

B. Student Internet Access

1. Students will have access to Internet and World Wide Web information resources through their classroom for educational purposes specified by their teacher(s).
2. Students will have e-mail access only under their teacher's direct supervision using a classroom account. Students in grades 3-5 may be provided with individual e-mail accounts under special circumstances, at the request of their teacher and with the approval of their parent (see above).
3. Students and a parent must sign an Account Agreement to be granted an individual e-mail account on The CLS Computer Network. This Agreement must be renewed on an annual basis. A parent can withdraw their approval at any time.
4. If approved by the Head of School and supervised by a classroom teacher, a student may create a Web page using The CLS Computer Network. All material placed on the Web page must be pre-approved in a manner specified by the school. Material placed on a Web page must relate to school and current classroom activities.

C. Unacceptable Uses

The following uses of The CLS Computer Network are considered unacceptable:

Posting personal information:

- Students will not post personal contact information about themselves or other people. Personal contact information includes address, telephone, school address, etc.;
- Students will not attempt to contact anyone online besides CLS staff, fellow students and parents. All student-to-student contact will be monitored.
- Students will promptly disclose to a teacher or other school employee any message they receive that is inappropriate or makes them feel uncomfortable; it is best practice to take a "screen shot" of any violation to provide as documentation to school personnel;

Illegal Activities:

- Students will not attempt to gain unauthorized access to The CLS Computer Network or to any other computer system through The CLS Computer Network or go beyond authorized access. This includes attempting to log in through another person's account or access another person's files. These actions are illegal, even if only for the purposes of "browsing."
- Students will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. These actions are illegal.
- Students will not use The CLS Computer Network to engage in any other illegal act, such as engaging in criminal gang activity and threatening the safety of a person, etc.

System Security

- Students are responsible for their individual accounts and should take all reasonable precautions to prevent others from being able to use their accounts. Under no conditions should a student provide his/her password to another person.
- Students will immediately notify a teacher or the system administrator if a possible security problem is identified. Do not go looking for security problems, because this may be construed as an illegal attempt to gain access.

Inappropriate Language

- Restrictions against Inappropriate Language apply to public messages, private messages, and material posted on Web pages.
- Students will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
- Students will not post information that could cause damage or a danger of disruption.
- Students will not engage in personal attacks, including prejudicial or discriminatory attacks.
- Students will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If you are told by a person
-

to stop sending him/her messages, you must stop immediately upon the first request.

- Students will not knowingly or recklessly post false or defamatory information about a person or organization.

Respect for Privacy

- Students will not re-post a message that was sent to them privately without permission of the person who sent the message.
- Students will not post private information about another person.

Respecting Resource Limits

- Students will use the system only for educational activities and limited.
- Students will not download large files unless absolutely necessary. If necessary, download the file at a time when the system is not being heavily used and immediately remove the file from the system computer to a personal device.
- Students will not post chain letters or engage in "spamming". Spamming is sending an annoying or unnecessary message to a large number of people.
- Students will check your e-mail frequently, delete unwanted messages promptly, and stay within your e-mail quota.
- Students will subscribe only to high quality discussion group mail lists that are relevant to your education or career development.

Plagiarism and Copyright Infringement

- Students will not plagiarize works found on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they are their own.
- Students will respect the rights of copyright owners. Copyright infringement occurs when a student inappropriately reproduces a work that is protected by a copyright, or exclusive legal right of ownership of the work. If a work contains language that specifies appropriate use of that work, students should follow the expressed requirements. If student is unsure whether or not the work can be used, permission from the copyright owner must be requested. Copyright law can be very confusing. When in doubt, students should seek help and advice from a teacher.

Inappropriate Access to Material

- Students will not use The CLS Computer Network to access material that is profane or obscene (pornography), that advocates illegal acts, or that advocates violence or discrimination towards other people (hate literature).
- If a student mistakenly accesses inappropriate information, he/she should immediately tell a teacher or another school official. This will protect the student against a claim that he/she intentionally violated this Policy.
- Parents should instruct their child(ren) if there is additional material that they think would be inappropriate to access. The school fully expects that students will follow their parent's restrictions beyond those put in place by the school.

D. Your Rights

1. Free Speech

- A student's right to free speech applies also to a student's communication on the Internet. The CLS Computer Network is considered a limited forum, similar to the school newspaper, and therefore the School may restrict student speech for valid educational reasons. The School will not restrict student speech on the basis of a disagreement with the opinions you are expressing.

2. Search and Seizure

- Students should expect only limited privacy in the contents of personal files on the School system. The situation is similar to the rights a student has in the privacy of their desk or cubby.
- Routine maintenance and monitoring of The CLS Computer Network may lead to discovery that a student has violated this Policy.
- An individual search will be conducted if there is reasonable suspicion that a student has violated this Policy, or the law. The investigation will be reasonable and related to the suspected violation.
- Parents have the right at any time to request to see the contents of their own child's e-mail files.

3. Due Process

- The School will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through The CLS Computer Network.
- In the event there is a claim that a student has violated this in their use of The CLS Computer Network, the student and parent will be provided with a written notice of the suspected violation and an opportunity to present an explanation before a school administrator.
- If the violation also involves a violation of other provisions it will be handled in a manner deemed fit by CLS Leadership Team. Additional restrictions may be placed on a student's use of his/her Internet or email account.

E. Limitation of Liability

The School makes no guarantee that the functions or the services provided by or through the School system will be error-free or without defect. The School will not be responsible for any damage a student may suffer, including but not limited to, loss of data or interruptions of service. The School is not responsible for the accuracy or quality of the information obtained through or stored on the system. The School will not be responsible for financial obligations arising through the unauthorized use of the system.

F. Personal Responsibility

When a student is using the CLS Computer Network, it may feel like he/she can act anonymously, or to more easily break a rule and not get caught. However, technological capabilities create "electronic footprints," showing the so the odds of getting caught are really about same as they are in the real world. But the fact that a

student can do something, or think they can do something, without being caught does not make it right to do so. A high level of integrity and personal responsibility is required of students using email and the internet. It is important for students to realize that everything they do in “cyber space” becomes part of their permanent record and will likely be accessible to future colleges and employers.

Bring-Your-Own Device Program (BYOD)

CLS strives to provide appropriate and adequate technology to support instructional purposes. The use of personal devices by students is optional, and students who do not participate in this option will not be penalized; alternate modes of participation will be available. To reiterate, families are neither expected nor encouraged to purchase a device or send a device to school with their child; in fact, we discourage it and want families to understand that the school accepts no liability for lost or damaged devices.

For the purpose of this program, the word “devices” will include: iPods, iPads, tablets, and eReaders. Please note that Nintendo DS (and/or other gaming devices with internet access) and smart phones are not permissible at this time. **PLEASE NOTE: As of October 2016, only e-readers are allowed to be brought to school by 4th and 5th graders under CLS’s BYOD program. The BYOD program will expand to other devices and other grade levels as the school feels prepared and parents are informed.**

Guidelines for BYOD at CLS:

- Students and parents/guardians participating in BYOD must adhere to the Student Code of Conduct, Student Handbook, Acceptable Use Policy and all Board Policies, particularly Internet Acceptable Use.
- Each teacher has the discretion to allow and regulate the use of personal devices in the classroom and on specific projects.
- Approved devices must be in silent mode while on school campus, unless otherwise allowed by a teacher. Headphones may be used with teacher permission.
- Devices may not be used to cheat on assignments, quizzes, or tests or for non-instructional purposes (such as making personal phone calls and text messaging).
- Students may not use devices to record, transmit, or post photographic images or video of a person or persons on campus during school hours or during school activities, unless otherwise allowed by a teacher.
- Devices may only be used to access computer files on internet sites which are relevant to the classroom curriculum.

Students and Parents/Guardians acknowledge that:

- The school’s network filters will be applied to a device’s connection to the internet and any attempt to bypass the network filters is prohibited.
- Students are prohibited from:

- Bringing a device on premises that infects the network with a virus, Trojan, or program designed to damage, alter, destroy, or provide access to unauthorized data or information.
- Processing or accessing information on school property related to “hacking.”
- Altering or bypassing network security policies.
- Printing from personal devices at school.
- CLS is authorized to collect and examine any device that is suspected of causing technology problems or was the source of an attack or virus infection.
- Students and parents should be aware that devices are subject to search by school administrators if the device is suspected of a violation of the student code of conduct. If the device is locked or password protected the student will be required to unlock the device at the request of a school administrator.
- Personal devices must be charged prior to school and run on battery power while at school. Charging of devices will not be permitted at CLS.

Lost, Stolen, or Damaged Devices

Each user is responsible for his/her own device and should use it responsibly and appropriately. CLS takes no responsibility for stolen, lost, or damaged devices, including lost or corrupted data on those devices. While school employees will help students identify how to keep personal devices secure, students will have the final responsibility for securing their personal devices. Please check with your homeowner's policy regarding coverage of personal electronic devices, as many insurance policies can cover loss or damage.

Movies and Videos

Generally, Charlotte Lab School prohibits the showing of movies during the school day, unless an explicit instructional connection can be made. Even then, faculty are encouraged to use brief clips to illustrate the instructional point. Only movies with a G-rating will be shown unless parent approval is given in advance.

SECTION 6. CURRICULUM, INSTRUCTION & ASSESSMENT

Approach to Teaching

Charlotte Lab School implements a “workshop” approach as our primary instructional model. The workshop model is both a structure for organizing classroom instruction and a vehicle to get students more engaged and invested in classroom instruction. The structure provides more time during the school day for students to read, write, talk, solve, practice, and use effective learning strategies, as well as to explore and respond to the topics and ideas that they are studying. It provides more time for teachers to work with individual students, and for students to work with one another.

English Language Arts/Literacy

In ELA, students follow the workshop model and are given a choice of books they are reading and topics they are writing about based upon the current unit of study, their independent reading level and where they fall on the writing continuum. The ELA team works with a variety of students and the students are ability-grouped based upon the reading and writing strategies that they need to improve upon (behavior or skill-focused); the team works with different students each unit of study which allows them to get to know all of the students’ abilities and review student data more collaboratively.

Mathematics

Charlotte Lab School uses a personalized approach to mathematics instruction aiming to meet each student at his/her appropriate level at all times. Because students learn in different ways, at different paces, and come to us with different math experience, personalization is implemented with the following process:

1. Students are given a short, pre-assessment prior to a new topic of instruction. This allows the Math team to assess students on the skill that is about to be taught.
2. Based on the results of the pre-assessment, students are grouped into 4-5 groups ranging from students who are ready for enrichment, to students who need additional practice, to students who need small group re-teaching.
3. Students work in those ability groups for a week or two, practicing the skill at their appropriate level.
4. At the end of each 1-2 week period (duration dependent on the skill), students take a post-assessment that gauges whether they are ready to move on or need additional support.

This cycle continues several times throughout each Math unit. When students learn new content, the workshop model is used: first, teachers model a new skill or strategy; then teachers and students practice together; and finally students practice on their own while the teacher circulates to provide individualized support.

While students are flexibly grouped by ability based upon their assessment results, the Math team rotates and works with students at all levels throughout the course of the

year to ensure that they work with and know all students. Teachers are also responsible for documenting the student's' progress on the math continuum. This enables the team to track what each student has mastered, what s/he is currently working on in each math domain, and what his/her next steps are.

World Languages/Cultural Studies

Foreign Language and social studies are combined at Charlotte Lab School through a partial-immersion approach. Each quarter, the World Languages/Cultural Studies curriculum focuses on a particular social studies theme and a country in which that language is spoken. Throughout that quarter, students are exposed to different aspects of that country’s culture, geography, history, and traditions, and students are responsible for creating a project related to that particular theme. The WL/CS team members each take part in a different component of that project and provide instruction in one area of language arts – reading, writing or speaking/listening. By the end of each school year, students are expected to grow according to proficiency benchmarks aligned to the American Council on the Teaching of Foreign Languages (ACTFL) levels Novice through Advanced.

	<u>Year 1 Goal</u>	<u>Year 2 Goal</u>
Kindergarten	Novice Mid	Novice High
1 st grade	Novice Mid/High	Novice High
2 nd grade	Novice High	Intermediate Low
3 rd grade	Novice High	Intermediate Low
4 th grade	Novice High	Intermediate Low
5 th grade	Novice High	Intermediate Low

Challenge-Based Learning Quests

Quests are designed to develop students’ understanding of big ideas and broad concepts – the kinds of things we hope they will remember 20 years from now. Quests are developed with real work and real world challenges in mind; whenever possible, this work actually derives from the needs of real clients, who might come to us with a real challenge or task for our students to complete. Solving this challenge, or completing this job, then becomes the driving force and curriculum of the Quest. Each day in class, students then work towards completion of the job. Both the content and skills they learn each day contribute to their understanding of the task or challenge and enable them to complete it. Using this model, students have the opportunity to do real work for an audience outside the school, that will make a difference to an organization or community, and that teaches them important skills and understandings in a more meaningful way.

Enrichment

All students at CLS will participate in enrichment opportunities two times each week. Enrichment courses for the 2016-2017 school year include: Drama (with Children's Theater of Charlotte), Art, and Music. Students will rotate through these offerings every 12 weeks. While project-based in nature, Enrichment Courses should follow all instructional policies and procedures for planning, classroom management, grading, etc. as all other classes.

Progress Monitoring

Seesaw

In addition to more traditional measures of students' academic progress (i.e. quizzes and tests), Charlotte Lab School seeks to measure many important standards (see page 4) that are more difficult to assess and capture. In an effort to provide parents with greater transparency of student learning, we have adopted the Seesaw platform, which combines the capabilities of an electronic portfolio, skills tracker, and course webpage.

All parents are encouraged to sign up for Seesaw and log in as a parent in order to see their child(ren)'s academic progress. Students are expected to post a piece of work from each core content area weekly (younger students will work up to this frequency over the first few months of the school year), enabling immediate feedback to the students, parents and advisors. Seesaw also promotes student ownership of the learning process and promotes metacognitive skill development. Parents will also have access to their child's Advisor blog on Seesaw, where weekly updates can be viewed.

Mastery Tracking

In addition to Seesaw, teachers will track students' progress on CLS-created trackers and continuums. Each core content area team has developed their own learning continuum that describes each skill that we want our CLS students to master during their time with us. As students progress through the continuum, teachers make note of what the students are currently working on and what they need to achieve in order to master that skill. Twice a year, core content area teams will convert this data from their content area continuums to the school-wide student academic mastery tracker, which will be utilized as a mid- and end-of-year progress report for families.

Assessment & Evaluation

While Charlotte Lab School believes that standardized tests provide only one data point about a child's academic progress, the results are important for the school's standing and can play a role in class placement if/when a student attends a different school. We ask that all faculty members support our students' success on these tests by:

- Encouraging 100% effort;
- Promoting good sleep and healthy breakfast habits on testing days;
- Promoting school attendance and punctuality on all test days;

- Reassuring students that these are just tests – and will not impact their “grades” or class placement at Charlotte Lab School.

During test days, please note that parts or all of the school will be in testing mode, which means the following policies & procedures will be in place:

- Classrooms and hallways will be silent and bathroom use will be limited to class breaks;
- Parents will not be able to eat lunch with their children on these days;
- Volunteer opportunities will be limited.

Charlotte Lab School Assessments

Name	Purpose/Visibility	Grade Levels
EOGs	End-of-Grade Tests (EOGs) <ul style="list-style-type: none"> • NC State required, administered annually in May • Public scores (usually made public in the following fall) • <i>Reading & Math (3rd-8th); Science (5th); Social Studies (8th)</i> • Students in 3rd grade take a “BOG” (Beginning of Grade Test) in Reading as part of the NC “Read to Achieve” requirement; students who do not pass the Reading BOG, Reading EOG or an alternative assessment will be required to take an additional Read to Achieve test 	3rd-12th
MAP	Measures of Annual Progress Test (MAP) <ul style="list-style-type: none"> • Nationally-normed: We elected to administer this test bc of its importance for national comparison and funding • <i>Reading & Math (1st-8th)</i> • Adaptive computer test given 2-3x/ year, usually at beginning-of-year (BOY), mid-year (MY), and end-of-year (EOY) intervals. 	1st-12th
F&P	Fountas & Pinnell (F&P) Reading Level assessment model <ul style="list-style-type: none"> • Nationally-normed, aligned to our workshop model • NOT public • <i>Usually administered k-8th</i> • Conducted 3x a year (BOY, MY, EOY or as needed), one-on-one by literacy teacher 	K-8th
STAMP	<ul style="list-style-type: none"> • Test assesses student skills in Foreign Language study in: <ul style="list-style-type: none"> ○ Reading ○ Writing ○ Listening ○ Speaking • Nationally-normed; Adaptive computer test given 1x at the EOY 	3rd-8th
CogAT	Cognitive Achievement Test <ul style="list-style-type: none"> • This test helps us determine which students formally qualify for “TD” (Talent Development) services 	2 nd Grade

2016-2017 Assessment Calendar

Wed, Sep 14, 2016	BOG - Third Grade Pre-Assessments, All grades
Thu, Sep 15, 2016	BOG Make Up - Third Grade
Late September	BOY assessments in Science (5 th), Math, and ELA
October 5-7	MAP Testing, 1 st -5 th grades
October 10-14	MESH Surveys – NewSchools Venture Fund
Fri, Oct 28, 2016	End of Q1
First Week of November	Parent/Teacher Conferences
Tue, Nov 15, 2016	Walk In Conference Night
Tue, Nov 22, 2016	Last Day of Trimester 1 Enrichment & PE Classes
Mon, Nov 28, 2016	First Day of Trimester 2 Enrichment & PE Classes
Fri, Jan 13, 2017	End of Q2
Fri, Jan 20, 2017	Q2 Report Card Home
Feb 7,8,9	COGAT Testing (Gifted & Talented Assessment) 2nd Grade
Fri, Mar 3, 2017	Last Day of Trimester 2 Enrichment & PE Classes
Mon, Mar 6, 2017	First Day of Trimester 3 Enrichment & PE Classes
Fri, Mar 17, 2017	End of Q3
Mon, Mar 27, 2017	Conference Week
Tue, Apr 4, 2017	Conference Walk In Night
Apr 25 & 26, 2017	MAP Testing, 1 st -5 th grades
May 23 & 24	EOGs, Reading & Math, 3 rd -5 th grades; Science, 5 th grade EOY Assessments, Reading & Math, K-2 nd grades
Fri, Jun 2, 2017	Report Cards Home

SECTION 7. STUDENT POLICIES & PROCEDURES

As a new school, we will work collaboratively and diligently to establish, through training on routines and practices, a calm and orderly learning environment. This will take the collective efforts of all staff members and the support of all families.

Elements of a LAB Way Day

Lines

- Students should line up in order (based on teacher placement);
- When walking as a class, students should STOP at intersections where indicated on the walls/floors;
- When in line, students should be in a LAB line:
 - **L**ips closed;
 - **A**ttention forward: eyes and body should face the person in front of them and the adult leading them;
 - **B**ody still: students should keep their hands/feet/bodies to themselves (i.e. not touching each other, the walls, or displays);
- When walking in the hallways, students should pass on the right-hand side;
- Students should be reminded to respect the learning of other students they may be passing;
- Teachers are encouraged to assign students an order in their class line.

Transitions

- Transitions are built into the schedule; at the scheduled end time of an instructional block, students should be lined up and ready to transition; students should arrive at their next classroom and be lined up and ready to enter at the time indicated the next instructional block begins;
- Students should transition to EVERY class in a line;
- Classes will not be allowed to enter a room until they are in a silent line;
- Students must WALK in all places in the school building;
- Students should have "lips closed" (grades k-3) or use "little" voices (grades 4-5) at all times in the hallways;
- Students should walk and pass on the right side;
- When walking as a class, students should stop at intervals during the transition (where marked on the wall or floor).

Seating

- Students must sit in assigned seats for classes, homeroom, and lunch;
- Students should sit in a regular chair; teachers must provide permission to sit in bean bags or on stools;
- Students should only get out of seat after getting permission;
- Students should push in their chairs at the end of each class period;
- Students should stack chairs on top of desks at the end of each day;
- Students should remain in their assigned seat during instruction unless given permission otherwise; even when working on the floor, students may not crawl around or under tables or furniture.

Supplies

- Students are expected to follow the rules for supply storage and use according to each grade level and department plan; teachers should be explicit about expectations for supplies in each learning space.
- Students are expected to clean up and put away all supplies at the end of each class and pick up all supplies off the floor.
- For parent questions about school supply lists or EduKit, please contact Susannah Lund.

Snacks

- Students should only have snacks out at designated times.
- Snacks should be quick and easy to eat and clean up.
- Snacks may not be shared.
- Snacks must be cleaned up thoroughly and all trash put in trash can.
- If a student does not have a snack, he/she should request a snack from the teacher; nut-free snacks are provided under the following circumstances:
 - The child forgets his/her snack rarely/occasionally;
 - The child is eligible for school snacks based on financial need;
 - The child has been given permission by parents to receive snacks at school. **Parents should notify Ms. Wilches via email if they do NOT want their child(ren) to ever be provided snacks at school.**

Leaving the Classroom

- Students must raise their hand and ask permission before leaving the classroom for any reason.
- Students should only ask to take care of personal needs during work time, NOT during mini-lessons or small group instruction.
- Students may only be out of the classroom ONE AT A TIME.
- Students may not exit the defined boundary of the classroom without permission.
- Students should be given a pass from the Learning Space whenever leaving the room.

Bathroom Use

- Students are expected to raise their hand and ask permission to use the restroom.
- Students will be allowed to use the restroom upon request (following the above guidelines for being out of the classroom).
- Students in grades 2-5 may be required to sign a classroom/wing bathroom log prior to leaving their learning space; this log will be provided to and monitored by the Dean of Students so that any patterns or problems can be identified.
- Students are expected to flush the toilet, by holding the handle down until all waste has been removed, and wash their hands.
- Students are expected to follow the Lab Way in the restroom, including:

- Using soap and paper towels appropriately and responsibly to minimize waste and mess;
- Cleaning up after themselves if they make a mess;
- Returning to class immediately after using the bathroom, and refraining from “hanging out” or playing around in the bathrooms;
- Crawling on the floor to lock stall doors or violate the privacy of other students.
- **PLEASE NOTE:** If your child has any issues regarding bathroom/toilet use, please inform Director of Wellness so that we can provide support as needed.
- Because our school bathrooms are gender-specific, we ask that any student who is uncomfortable using a gender-specific bathroom notify Director of Wellness and arrangements can be made for the student to use a unisex staff restroom.
- If a student has an “accident” in the bathroom, he/she should notify the teacher and will be sent to the front office for a change of clothes.

Noise

All teachers and grade levels will need to practice maintaining volume control in order for our open space to work effectively as a learning environment. As such, we have developed the following system for helping to reinforce our expectations:

LAB Voices:

L= Lips closed (hallways, transitions, mini-lessons)

A= Anytime...regular talking voices, so that only those at your table can hear you (lunch time)

B= Big...save for performances, emergencies, and the playground! (outside)

Charlotte Lab School Rules/Code of Conduct

Charlotte Lab School expects students to make the appropriate choices to ensure success in all areas of their academic and social lives. The school believes each individual is responsible for his or her successes and failures and finds these are determined by the student’s daily choices.

Charlotte Lab School asks every student to observe the following behavior as part of our **Lab Code for Living (The LAB Way)**. We have established the following simple “rules” for life at CLS, which we hope will enable students to remember our expectations and will provide consistent school-wide language:

L= Learn and let others learn.

Charlotte Lab School students will:

- Conduct themselves in a manner that allows the teachers to teach, and all students to learn;
- Raise their hand before calling out;
- Carry materials needed for each class according to teacher expectations;
- Complete and turn in assignments on time;
- Ask for help when needed.

Behaviors that infringe upon the right of all students to learn cannot and will not be tolerated. These behaviors include, but are not limited to:

- Refusing to complete assigned classwork;
- Disrupting the learning environment by noise-making, not staying in assigned area, or requiring repeated redirection from the teacher for any reason.

A= Act responsibly.

Charlotte Lab School students will:

- Clean up after themselves;
- Walk quietly during transitions;
- Use the restroom quickly and quietly;
- Wear proper school uniform;
- Adhere to the CLS Honor Code;
- Use technology appropriately and responsibly;
- Stay seated and use “Anytime” voices on the bus;
- Respect school property and materials.

B= Be kind.

Charlotte Lab School students will:

- Treat others with respect;
- Keep hands, feet and objects to themselves;
- Avoid gossiping and rumor spreading;
- Report any bullying/harassment to an adult;
- Recognize and acknowledge their classmates who are following the Lab Way.

In addition, Charlotte Lab School asks every student to abide by the following rules:

- The following personal items are not permitted on school grounds (unless given approval):
 - Electronic devices not approved under the CLS BYOD policy;
 - Visible/audible cell phones or beepers;
 - Illegal substances (drugs, alcohol, tobacco, etc.);
 - Game cards;
- Soda and gum are only permitted on special occasions;
- Students should NEVER leave the building without being signed out by a parent or guardian;
- Students should NEVER be in a room or other area, or on the playground, without the supervision of an adult;
- Follow the basic rules of behavior which prohibit all forms of:
 - Inappropriate or disrespectful behavior (yelling, talking back, cursing, etc.)
 - Physical abuse (hitting, kicking, pushing, pulling, inappropriate touching of body parts, bullying, etc.)
 - Verbal abuse (teasing, name-calling, threatening, humiliating, discriminating, bullying, referencing body part or sexual act, etc.)
 - Cyber-bullying (using technology to embarrass, stalk, intimidate, etc.)

- Dishonesty (stealing, cheating, plagiarism, etc.)
- Destruction of school property (littering, graffiti, vandalism, etc.)
- Possession / Use of weapons (knives, guns, bombs, etc.)

Honor Code

In all aspects of Charlotte Lab School life, we focus on living with personal integrity. Plagiarizing, cheating, lying and stealing are unacceptable behaviors in this community.

- *Plagiarism* is the act of presenting the words or ideas of another person as one's own. If a student uses someone else's work, whether it was found in a published book or periodical, on the Internet or was acquired from another student, he or she must present the work in quotation marks and indicate the source. It is not enough to change wording. A student must give credit for ideas he or she obtains from others. Computer programs fall under these plagiarism rules.
- *Cheating* includes the use of unauthorized notes or other aids, or copying from another student's work whether during a test. It applies to giving or receiving unauthorized aid to/from another student including allowing another student to copy or use one's test, paper, or homework.
- *Lying* is the attempt to deceive, falsify, or misrepresent the truth in any matter pertaining to the operations of Charlotte Lab School. These operations include but are not limited to, disciplinary matters, academic integrity concerns, excuses for absences/tardies, residency requirements, financial aid, and transportation matters.
- *Stealing* is the appropriation of property or money belonging to Charlotte Lab School, another person or organization without the knowledge of the owner; this includes borrowing without expressed consent from the owner.

If a student has any questions about academic honesty, it is his or her responsibility to ask a teacher for clarification before submitting work. Violations of the CLS Honor Code are handled on a case-by-case basis and can include consequences including but not limited to, suspension and expulsion.

Discipline Procedures

Charlotte Lab School believes in a disciplinary approach based on the idea of restorative justice – that students must learn from their mistakes and learn to make better choices about their behavior. We believe that addressing behavior problems as they occur is the most effective method to redirect them. Just as there is no “one size fits all” formula for academic success, the same applies to our response to disciplinary matters. Each situation is handled on a case-by-case basis, and a variety of factors are taken into consideration when deciding the most effective response. Our focus lies as heavily on preventing future behaviors as it does on holding students accountable for the current issue(s). Charlotte Lab School’s disciplinary policies are compliant with the state of North Carolina’s policies on school discipline.

Here are the general consequences CLS will implement school-wide, depending on a child's age, severity of infraction, and history of behavior:

1. General warning (to the entire class)
2. Non-verbal warning (that is clear to the student)
3. Verbal warning
4. Student does not earn all LAB letters on agenda (kept in binder or folder)
5. Think Sheet
6. Take 5 Conversation and classroom consequence based on grade level plan
7. Parent/Guardian & Advisor contact to inform of the behavior
8. U-Lab Referral

Behavior Agendas

Each LAB Student will receive a new Behavior Agenda each week. The agenda will remain in the student's binder at all times. The agenda is broken down by day and subject area. Students will earn "letters" (L, A, B) when they demonstrate the LAB Way. We understand that certain aspects of following the LAB Way could potentially fall under more than one letter. (For example: Following the teacher's directions could fall under *Learn and Let Others Learn*, as well *Be Kind*.) For purposes of earning letters on the behavior agenda, the criteria is as follows:

For a student to earn the **L (Learn and Let Others Learn)**, he/she must:

- Complete any work that the teacher expects to be completed
- Follow the teacher's directions
- Allow peers to work without distracting them

For a student to earn the **A (Act Responsibly)**, he/she must:

- Report to class on time
- Bring proper materials
- Stay in their assigned area
- Clean up after themselves

For a student to earn the **B (Be Kind)**, he/she must

- Use kind words and speak in a kind way to peers and teachers
- Keep hands, feet, and objects to themselves
- Include peers in groups, activities, and games

If your child *earns* their letters by following The LAB Way, the letters will remain on the agenda for that class period. When your child earns his/her letters, he/she should color them in and the behavior sections of the agenda will look like this:

How did I do?
L A B

If your child *does not* earn his/her letter(s) because they did not follow the LAB Way, the letter(s) he/she did not earn will be crossed out in pen by the teacher, and the teacher's initials will be next to it. The teacher may also choose to write a comment on the reverse side of the agenda.

Please keep in mind:

1. These agendas are meant to be a *learning tool* for our students. Just as we do not expect students to correctly answer every question on every assignment, we do not expect that they will earn every letter every single day. What we do expect is that these agendas will break the day down into teachable moments, and allow for them to process their decisions often.
2. If your child does not earn a letter, the teacher will explain to him/her in detail the reason for this, as well as discuss how he/she could have handled the situation differently and how to follow The LAB Way in the future.
3. If your child does not earn a letter, he/she is responsible for relaying to you why the letter was not earned. We believe this is an important piece of this program, as it will bring the accountability aspect to the forefront each time a letter is not earned. The teacher may choose to communicate via the reverse side of the agenda in cases where patterns are developing.
4. It is the expectation of CLS faculty that students earn all LAB letters daily, however faculty will acknowledge and occasionally reward students who consistently make great decisions and show the Lab Way.

Student Consequences

In addition to the CLS school-wide rules and expectations listed above, individual teachers and grade level teams may implement the following actions (described more fully below), in this order, if a student fails to earn letters on a consistent basis:

1. Engage student in a Take 5 Conversation to better understand the choice;
2. Move student to another seat or away from the circle (though where she can still participate in the lesson);
3. Send student to a classroom or department **Think Space**;
4. Call or email home - parents are asked to sign the **Think Sheet** and discuss the behavior with your child before s/he returns to school the next day;
5. Send students to another classroom with independent work to complete;
6. Isolate students from their peers and require them to sit or eat lunch alone, or sit out for a portion of recess or another activity, as an opportunity to reflect and take a break. These consequences will only be used when the student is struggling with peer interactions or making choices in those same environments;
7. Refer the student to Director of Wellness for counseling support or to Dean of Students for disciplinary action.

Take 5 Conversation

As part of our goal to help students learn to correct their own behaviors, CLS implements a **Take 5** strategy for behavior conversations. This model is as follows:

1. Connect – Use supportive statements to tap into your relationship with the student.
2. Clarify – Let the student know the expectation you have for him in the class.
3. Break Down – Communicate where you see expectations breaking down or failing to be met.
4. Encourage – Tell the student how meeting the expectation benefits her and others in the class.
5. Make a Plan – Discuss what the student is going to do differently. Determine whether the situation has been resolved or at least whether the conversation is at a place where you can feel comfortable moving on. The student should complete a “THINK SHEET” if the teacher feels that a referral is necessary.

ULab

Charlotte Lab School’s ULab takes the place of what many schools refer to as “In School Suspension.” ULab is so named because of the concept that we would ideally like students to be able to “turn themselves around” (make a U-turn) and return to the classroom as soon as possible.

1. ULab is supervised by Ms. Markle (Dean of Students) and supported by the administration team as well.
2. In School Suspension is traditionally given as a consequence, and we hope for ULab to provide a more solution-focused alternative to ISS. Understandably, many people view any classroom removal as a “punishment,” however the objective of ULab is to get the student to take responsibility for his/her actions and come up with a solution to prevent future problems.
3. The amount of time a student will spend in ULab will depend on the nature of their referral, as well as their willingness to be accountable for their actions. More serious offenses and recurring offenses will warrant a longer time frame in ULab.
4. Students will have the opportunity to discuss the decisions that led to their referral, as well as brainstorm ways to resolve the issues. The resolution(s) will vary depending on the offense, however here are some examples of possible resolutions:
 - Conflict resolution / restorative circle sessions with a peer;
 - Apologizing to affected parties;
 - Writing up a behavior contract;
 - Mentoring session;
 - Restitution (i.e.- if a student got upset and made a mess, they may be asked to clean the mess up);
 - Role-playing;
 - Social Skills development.
- If an offense results in a student spending an extended period of time in ULab, the student will obtain any available classwork from his/her teachers. Because Lab classes are most often centered around hands-on learning, grade-level appropriate work will be provided by Dean of Students.

Academic assistance will be provided as necessary, however the majority of the work given will be completed independently by the student in order for him/her to demonstrate he/she is ready to return to class and learn. Students who refuse to complete assigned work will not be permitted to return to class, as this does not demonstrate that the student is prepared to follow the LAB way.

- Anytime a student is sent to ULab, a phone call will be made to the parent(s) in order to inform them of what occurred, as well as to develop a plan for classroom re-entry.
- Rules in ULab
 1. Talking is not permitted unless the student is processing with Dean of Students or receiving academic assistance.
 2. Students will eat snack/lunch in ULab at approximately the same time that they usually eat.
 3. Restroom/water fountain breaks will be scheduled four times throughout the day. Water bottles are not permitted in ULab in an attempt to limit the need for frequent restroom breaks.
 4. Sleeping/putting your head down is not permitted.

Out of School Suspension (OSS)

At Charlotte Lab School, we believe that your child's attendance at school is paramount to his/her success; however at times a student's behavior may become so unsafe and/or disruptive that it becomes necessary to enforce an OSS. This means that the student would not be permitted to attend school (including after school programming and any school-sponsored events) for the duration of the suspension.

Offenses that may result in a student being assigned to OSS include, but are not limited to:

- Fighting/Physical Aggression;
- Destruction of school property/vandalism;
- Chronic Bullying Behaviors (Bullying is defined as unwanted, aggressive behavior and/or harassment among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.);
- Leaving the supervision of adults without permission;
- Introduction of any weapons on the CLS campus;
- Any behavior that results in a severe disruption of the educational process;
- Any behavior that jeopardizes the safety of students, staff, volunteers etc. during school hours/activities.

During Out of School Suspensions, the student will complete work provided by teachers. Although the student will be provided with the classwork assignments, it is his/her responsibility to get and complete the homework assignments. Students are marked absent on OSS days.

After an Out of School Suspension, the Head of School reserves the right to require a Reentry conference. This conference will be attended by the parent(s), Head of School (or designee), other administrators (if necessary), homeroom teacher, guidance counselor, and advisor. A behavior contract will be drafted in which the specific behavior concerns are laid out and the expectations made clear. The contract will also acknowledge that should these behaviors continue, the Head of School reserves the right to make a recommendation for alternative school placement or expulsion.

Recommendation for Alternative School Placement/Expulsion

In rare cases, the Head of School may make a recommendation to the Charlotte Lab School Board of Directors that a student be expelled. In such cases, school administrators will follow guidelines for expulsions as spelled out in the North Carolina General Statutes § 115C-390.11 (available at <http://www.ncleg.net/gascripts/statutes/statutelookup.pl?statute=115C>). The Board must determine that the student's continued presence in school constitutes a clear threat to the safety of other students or employees. Before a student's expulsion, the Board of Directors shall consider whether there are alternative educational services that may be offered to the student. N.C.G.S. § 115C-390.11(a)(2).

Suspension of a Child with a Disability

If an offense is committed by a child with a disability, the Head of School may suspend the child and remove him or her to an appropriate temporary educational setting for less than 10 consecutive school days. If he or she commits multiple offenses throughout the year, he or she may be removed more than once as long as those removals do not constitute a change of placement (NC 1504-2.7) and add up to less than 10 total days for the school year. If the child is to be suspended for more than 10 days in the same school year, Charlotte Lab School will form a multidisciplinary team consisting of at least one administrator, Exceptional Children (EC) teacher, and classroom teacher to conduct an evaluation to determine if the child's misconduct is:

- Caused or affected by the child's disability; and/or
- A result of Charlotte Lab School's failure to implement the child's IEP.

If the evaluation reveals that the child's misconduct was:

- Not a result of his or her disability nor Charlotte Lab School's failure to follow the child's IEP, the school may follow the normal disciplinary procedures while continuing to provide EC services during the suspension.
- A result of the child's disability, the Behavior PEP will be reviewed to improve the child's behavior.
- A result of Charlotte Lab School's failure to follow the child's IEP, the staff responsible must review the IEP goals and modify the instruction and/or discipline to comply with the child's IEP.

A detailed description of these rules including any exceptions can be found in the Procedural Safeguards (NC 1504-2-2.4) given to all EC students.

Grievance Process

Disciplinary action is handled on a case-by-case basis depending on the severity of the offense and whether it was the first or second offense or one of multiple offenses. The Head of School, or designee, will deliver the notice of the disciplinary action in writing and via phone the day that the decision was made. If a parent disagrees with the school's decision regarding discipline matters, he or she will request a meeting with the Head of School(s).

In the case of a long-term suspension (more than 10 school days) or expulsion, the parent may request a hearing to contest the disciplinary decision before the Charlotte Lab School Board of Directors by submitting a written appeal to the Head of School within three school days following the notice of the disciplinary action. The written appeal shall state the issue(s) with the disciplinary action and evidence to support why another disciplinary action should be considered. During this time, the student shall remain out of school. The Board of Directors will meet with the parent(s) and/or student, legal counsel, administration, and relevant teachers, in a closed session, to listen to the case and make a decision as to whether the students' actions warrant the disciplinary action. If the decision is made on the student's behalf, he or she may return to school. If the decision supports the school's decision, the student will remain suspended until the date of the original notice or immediately expelled, as applicable.

Student Appearance & Uniform

Charlotte Lab School is committed to creating an atmosphere focused on academic achievement and personal development. We want students to understand that school is a special place where everyone, students and teachers alike, are held to high standards and expectations. Additionally, students will be spending significant time on trips throughout Uptown and it is important that our students are easily identified and that we as a school are well-represented. To this end, the school subscribes to a uniform:

- Solid color, collared shirts or dresses (with or without CLS logo; other small logos are permissible)
- Shirts tucked in for students in grades 2-5 if the shirt hangs below hips
- Navy or khaki pants/shorts/skirts (students MAY wear appropriately-fitting athletic shorts or "neat" sweatpants)
- Shorts, skirts, and dresses must fall below the student's finger-tips
- Solid color leggings and tights
- Socks and hair accessories can be any color
- Shoes should be mostly one color, sturdy, closed-toe shoes without heels (no boots, "Ugg"-style boots, or flip-flops)
- ONLY navy sweaters, jackets, vests, etc. may be worn inside the building
- While both LAB t-shirts and some sweatpants/shorts are technically allowed, students are discouraged from wearing them together, as we want to create a more polished and consistent academic look for our students. Please save these clothes for special "outdoor" days.

Students who are in violation of uniform guidelines should be subject to the following disciplinary steps:

1. Sent to fix the problem – tuck in shirt, take off item, etc when appropriate;
2. Sent to office to borrow appropriate clothing;
3. Notification of parent and advisor who will discuss the issue and determine the nature of the issue (need for clothing, guidance support, etc.)
4. Referral to ULab after multiple offenses/attempts do not resolve the problem

Rules and policies around student appearance and uniform do not apply to any particular clothing items or accessories that are religious in nature.

Recess and Playground Rules

1. No physical contact (pushing, hitting, kicking, etc.) of any kind.
 - Do not reenter the building without signing the bathroom log and taking a pass
 - Use equipment appropriately
 - Line up quickly and quietly when asked to do so
 - All equipment must be cleaned up. Leave the area cleaner than you found it!
2. Show good sportsmanship!
 - Fair play
 - Respect for opponents
 - Polite behavior in winning or losing
 - Including others in games
3. Unless someone's safety is at risk, use *Rock, Paper, Scissors* to solve all conflicts during recess.

Reminders for the Playground:

1. Stay out of the gardens, mulch, dirt. Don't dig, pick flowers, eat, etc.
2. Clean up after each class--collect chalk, balls, water bottles, clothes, binders, etc. Leave no trace, as they say in the camping world.
3. Don't climb the flag poles, planters, or hillside.
4. Pay attention to cones and fencing used to keep students in designated areas.
5. Use caution when using the spinner, climbing walls, and monkey bars; do not jump from high spots; if you're not sure you can make it across the monkey bars, drop to your feet safely.
6. Do not push, grab, pull, or fight another student while climbing on the walls, monkey bars, rocks, or spinner.
7. Take turns and share all equipment.

Recess Procedures:

- Appointed students for each grade level will go to the PE closet to retrieve the Recess bag. Bag will include: First aid kit, Bathroom/Water Fountain passes, Bathroom/Water Fountain Log.

- Students will WALK to the center area (more specifics to come) for a “huddle up.” This provides faculty a chance to remind students of the rules before they start playing. Start of Recess: One quick whistle blow.
- To use the bathroom or go inside to the water fountain, students must sign out/in and wear one of the passes around their neck.
- Students should solve minor conflicts with Rock-Paper-Scissors.
- When it is time to clean up, students will hear two quick whistle blows.
- When it is time to line up, students will hear a long whistle blow and should form a line near their teacher’s zone. Students will walk inside quietly.
- During any emergency, students will hear a series of continuous quick whistle blows and should stop what they are doing and immediately take a seat.

Field Trips

Field trips are an important part of a student’s Charlotte Lab School experience, however we also need to ensure that all students who participate in trips consistently demonstrate the LAB Way when we are at school and outside of school. It is important for students to understand the importance of building trust with teachers and showing exemplary behavior on trips, outings, and during activities with community partners. As a new school, ALL students must help us to show community members how smart, polite, and well-behaved Lab students can be; students are expected to show the LAB Way at all times – with other adults and when off campus.

Student safety, as we walk through uptown and visit various sites around the city, requires that students are good listeners who follow staff instructions. Also, our partnerships with the Uptown Charlotte community are a driving force behind our school model, and we want to ensure that students see these opportunities as privileges. Any child who has not demonstrated an understanding of The LAB Way expectations may be at risk of not participating in field trips or other school sponsored activities. Parents will be contacted directly by Dean of Students if we feel that your child has not demonstrated behavior appropriate for a school trip.

We ask that parents continue to reinforce behavior expectations and the LAB Way by reviewing the agenda in your child’s binder each night and discussing any incidents that cause your child to lose a letter.

Rules and Reminders for Use of First Ward Park

We are grateful for the access and opportunity to use First Ward Park but ask all families to review and discuss the following with their child(ren):

- Keep in mind that First Ward Park is a PUBLIC PLACE – this is not the CLS playground!
- We need to be respectful AT ALL TIMES of others using the park. This means:
 - Using reasonable and appropriate voice levels
 - Walking on the right hand side of sidewalks
 - Not playing/throwing balls, etc. near other children or adults
 - Respecting the space of adults who may be in meetings, on their phones, with young children, etc.

- Not running through flower beds, stomping plants, etc.
- You must have a “buddy” when at the park and stay with this classmate at all times
- You must stay within eyesight of your teacher/chaperone at all times
- You must meet in the assigned place when called THE FIRST TIME, EVERY TIME
- Students may not play in the fountains or “pool” unless explicitly given permission to do so
- Pick up any/all trash that you see – whether it's yours OR NOT. If we want this to be “our” park, we must ALL help take great care of it.
- DO NOT TALK WITH STRANGERS OR ENGAGE IN ANY CONVERSATIONS. Report any suspicious/ concerning behavior of classmates or strangers to your teacher/chaperone immediately.
- NEVER LEAVE THE PARK OR PUBLIC AREA WITH ANYONE OTHER THAN YOUR TEACHER OR CHAPERONE. (This includes your parents or others you know...if your parent is picking you up early and comes to the park to get you, they are still required to sign you out with the school and with your teacher.)
- Walk and run with care and respect for your safety, others, and the physical space.

SECTION 8. STUDENT SUPPORT SERVICES

Advisory

A critical component of the school's mission is to provide each student with a supportive and individualized school experience. This mission is fulfilled, in part, through our advisory program. Each faculty member serves as advisor to a group of 10-15 students. The faculty member serves as advocate, guide, and mentor for his/her advisees. Through 3-5 weekly meetings (depending on the grade level), advisors lead group-building activities, facilitate school-wide initiatives, and provide one-on-one guidance to advisees. Advisors meet with advisees' families during conferences, serve as the primary liaison between the school and home, and are held accountable for meeting the needs of advisees. We see the advisor role as the most important one that Charlotte Lab School faculty members have.

Advisors are also responsible for reviewing students' Seesaw accounts, our online student portfolio system, for their current work; this will give advisors a window into what their students are currently studying, what goals they are working on in each of their core content areas, and how they are progressing to meet their goals. Character Lab is an additional part of the advisory program and advisors will be teaching students about the 10 Character Lab characteristics that we want all of our CLS students to obtain; one week out of every month advisors will have the opportunity to award badges to their students who have displayed those characteristics.

Program Goals

- Advisor supports student's personal, social, and academic development and well-being through regular meetings, coaching, and encouragement.
- Advisor serves as student's primary contact and advocate with parents and other teachers. Advisor coaches' student to advocate for him/herself.
- Advisor tracks and monitors student's academic and behavioral progress and participation in school life through a process of goal setting, reflection, and self-assessment.
- Advisor supports student's development of metacognitive skills and management of personal learning to promote positive decision-making in both academic and personal life.

Advisory is about student development and support, the student's relationship to his/her advisor, the student's relationship to the group, and the students' relationships with each other. Advisors are creating a space in which students feel safe and at-home. This a time for students to connect and speak openly about their feelings.

Academic Support Services

In addition to providing services mandated for students who qualify for Exceptional Children's services through an IEP (Individualized Education Plan), Charlotte Lab School provides a variety of resources to help support student success through academic intervention.

Intervention Process

Charlotte Lab School has adopted the Multi-Tiered Systems of Support (MTSS) model to provide academic support in the general education classroom with the goal of preventing students from falling behind through early intervention.

MTSS is an integrated approach to provide remedial academic delivery through a multi-tiered service model. It utilizes a problem-solving framework to identify and address academic and behavioral difficulties for all students using scientific, research-based instruction. MTSS practices are proactive, incorporating both prevention and intervention, and are effective at all levels from early childhood through high school.

Due to Charlotte Lab School's cultural and linguistic diversity in student populations, resources, and geographic areas, we will be adapting MTSS to fit the needs of our students and instructional program. Although much of the research emphasizes the application of MTSS with reading and math interventions, Charlotte Lab School will be applying MTSS to Math, English Language Arts, Quest, World Languages/Cultural Studies and student behavior utilizing the following system:

- Tier 1 refers to the high quality, personalized instruction that is provided to all students in the general education classroom;
- Tier 2 refers to the interventions that are provided by classroom teachers to small groups of students who need more support than they are receiving in Tier 1; and
- Tier 3 refers to the interventions that are provided to individual students.

Once a student has entered CLS's MTSS intervention process, parents can expect the following:

- Notification from Mr. Singh, Director of Academic Services;
- Frequent updates of student progress;
- Early identification of academic or behavioral concerns at the first signs of difficulty;
- Help for your child that increases or decreases depending on his or her needs;

- Information and involvement in planning and providing interventions to help your child;
- Information about how your child is responding to the interventions being provided.

Special Education Referral & Evaluation Process

Charlotte Lab School complies with federal IDEA Child Find regulations to locate, identify, and evaluate all children with disabilities between the ages of 3 and 21. A *child with a disability* means a child evaluated in accordance with state procedures and who, by reason of the disability, needs special education and related services. Charlotte Lab School follows the procedures for determining eligibility for students with disabilities as outlined in NC Policies Governing Services for Children with Disabilities. These policies may be referenced at <http://ec.ncpublicschools.gov/policies/nc-policies-governingservices-for-children-with-disabilities>.

If a teacher, parent, or any other school personnel has a concern regarding a student's progress or suspects a student may have a disability, the following steps must be taken:

1. Information must be collected and considered to determine the need for additional interventions. Typically, the school's School-Wide Intervention Team (SWIT) conducts the implementation and progress monitoring of these interventions. The team is a group of school-based professionals who work together to problem solve interventions and strategies to assist students in being successful in the general education classroom.
2. A written referral is submitted to Mr. Singh if/when a student is still not making sufficient progress in general education, even with interventions in place. The school's School-Wide Intervention Team (SWIT) or a child's parent may provide a written referral. If a child's physician or another outside party makes a referral or recommendation to school staff, an assembled IEP team will respond to the parent of that child. The referral is given to the IEP team to determine if formal evaluation is needed given a thorough data review. Members of the IEP team include a representative of the local educational agency, a regular education teacher, a special education teacher, the parent or guardian of the student, and other relevant team members.
3. If the need for evaluation is determined, the school system completes the assessments at no cost to the parent; however, written consent from the parent must be obtained before any evaluations can be completed. A variety of assessments may be conducted in the areas related to the concerns and suspected disability.

4. The IEP team collects all available information, including evaluation results. It is the responsibility of the IEP team, including the parent, to determine if the student meets the eligibility criteria for a disability. The evidence must support documentation of a disability, an adverse effect on educational performance, and require specially designed instruction by a special education provider.
5. If a child is determined to be eligible and in need of special education, the parent and other IEP team members will develop an IEP (Individualized Education Plan). Eligible children may also receive related services if necessary to benefit from special education. Related services include, but are not limited to speech language therapy, audiology services, physical therapy, and occupational therapy. The IEP outlines the specially designed instruction the child requires to make progress in the general education curriculum, how progress will be measured, and who will be responsible for these services.
6. A revised IEP is developed annually, to reflect a student's changing needs and goals.
7. State and federal laws require that a child undergo a reevaluation process at least every three years to determine whether he or she continues to meet eligibility requirements as well as requires specially designed instruction.

State of NC ChildFind Notice

Does your child speak, move or behave differently than other children the same age? If you have questions about your child's learning or development in the areas of communication, physical, self-help or social skills, and your child is three to five years of age, contact the Academic Services office, which schedules parent meetings monthly throughout the year. Please call (704) 626-1370 for an appointment. The Child Find staff conducts activities for locating, evaluating and identifying students with a suspected disability. Activities apply to children ages birth through 21. For parents or guardians concerned about their child's development or for questions about the Child Find process, contact the Student Services Office. Free screenings and assessments, which could include hearing, vision, social, adaptive, communication, cognitive and motor skills are conducted for preschool-age students through the Academic Services Office. Children age 5 to 21 can be referred to the school where they reside for Child find activities.

Discipline of Students with Disabilities

A student with disabilities recognized by Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act (IDEA) will be afforded all rights granted by federal and state laws and regulations. Discipline of students with disabilities must also follow Local Board Policy 4307: Disciplinary Action for Exceptional Children Students/Students with Disabilities.

Transfer Students with IEPs

Students with current IEPs who transfer to Charlotte Lab School from other school districts within North Carolina shall be afforded comparable special education and related services as soon as these services can be reasonably arranged.

Parents/guardians of students with IEPs should make school staff aware of an IEP and services at the time of enrollment. Immediate knowledge of an existing IEP will allow for school staff to request educational records from other school districts and to begin the provision of special education services in a timely manner.

Students with current IEPs from other states shall be afforded comparable special education and related services as soon as student educational records can be obtained and verified from the previous school district in the other state. Charlotte Lab School EC staff will develop a Comparable Services Agreement and provide special education and related services while the initial eligibility process takes place. Eligibility for special education services in NC must be followed in accordance with policies outlined in NC Policies Governing Services for Children with Disabilities.

Dispute Resolution

Parents/guardians of students with disabilities and adult students (18 years and older) with disabilities are entitled to the due process rights that are outlined in the Handbook on Parents' Rights, which can be referenced at <http://ec.ncpublicschools.gov/parent-resources/parents-rights-handbook>. Parents and/or adult students will receive a copy of this handbook annually but can also request an additional copy from their child's EC teacher or the Director of Academic Services. Any questions regarding parents' or students' rights or dispute resolution may be directed to the Director of Academic Services. Parents may also contact the Exceptional Children's Assistance Center (ECAC) at 1-800-962-6817.

Talent Development/Gifted & Talented Services

Charlotte Lab School's approach to learning is based upon an enrichment model, in which all students are actively engaged in solving problems and thinking critically. In keeping with best practices of gifted education outlined by the National Association for Gifted Children, we emphasize depth and application of concepts. As such, Charlotte Lab School utilizes an inclusion model to provide services for students

labelled “gifted and talented.” This model includes personalization of learning to accelerate the pace or enrich/deepen the content, ability-level grouping in most core subjects, and a clear identification process, which begins in 2nd grade.

There are several reasons we believe it is important to identify students who are academically gifted:

- The evaluation process provides additional data on which we can base decisions about grouping and appropriate level work for personalized learning;
- To ensure that all students receive appropriate services and those to which they may be entitled; and
- To ensure that if/when a student leaves Charlotte Lab School, he/she will be documented as “TD” (Talent Development) so that services are provided, or specific school options are available, in their future schooling.

The process for identifying academically gifted students will begin for all second grade students in late March and includes the following steps:

1. Students will take the CogAT exam;
2. Students who score 95% and above will be immediately identified as “TD”;
3. Students who score 90-94.9% will have a second review of data, to include recent MAP scores: Students who have a combination of 90% and above on the COGAT and a RIT score of 95 or above on MAP will be identified as “TD”;
4. Parents of students who have not achieved the above criteria may request an individual review of available data by sending an email request to Denise Serrano.

We expect that the complete process for TD identification will be complete by late May each year and will enable identified students to begin receiving TD services in the following, 3rd grade year.

While the data gleaned through the TD identification process provides us with additional information about every child, CLS does not view “TD” identification and the TD “label” as defining criteria; that is, the lack of a “TD” designation will never exclude a student from working at a level that is appropriate for him/her, nor do we believe that it defines the only way that a student can be “smart.” At CLS, we prefer to have students focus on developing a growth mindset.

Community Wellness Program

Charlotte Lab School is committed to promoting and supporting overall wellness of our student and parent community. Our comprehensive approach to wellness integrates support in the following areas:

- Social-emotional development;
- Interpersonal skill development;
- Mindful living and mindfulness practices;
- Brain research and understanding;

- Character education;
- Physical education;
- Health services and health/sexuality education;
- Identity, including gender identity and sexual orientation;
- Professional development for faculty, parent workshops;
- Community resources, support and referrals;
- Individual counseling, group counseling, family meetings;
- Advisory program (see p. 60).

Counseling Services

Students who are in need of individualized support for social, emotional, interpersonal, or family challenges are encouraged to seek support from a school counselor. Students who are in conflict and need a mediator are also encouraged to make appointments with a counselor. At times throughout the year, the counseling department will also create a variety of small counseling groups to accommodate the social-emotional needs of various students, based on age, gender, or grade level.

Students must make appointments with a counselor in advance and will be given permission and a written appointment note from the counselor.

The Counseling Relationship/Process

When Counselors are working with individuals, it is important that students feel respect, non-judgment, compassion, and acceptance. The counseling goal is to work as a team to create a plan that acknowledges the student's specific needs, in addition to getting a deeper sense of what could be beneficial for that specific student within our school community.

Some specific suggestions that may come up during student's time in the counseling office may include breathing exercises, workbook activities, specific readings or books, journal writing, goal setting, and suggestions around specific clubs or activities at school that might complement the student's goals. At any point if a counselor feels that a specific student needs additional services outside the scope of school, she will contact that student's parents and provide additional resources that may be beneficial. It is up to the parent's discretion as to whether or not they choose to pursue these resources.

Services Offered

The Counselors at Charlotte Lab School work with individual students, parents, families, and include teachers or any other school personnel in specific counseling meetings when and if needed. Students seek counseling for a variety of different reasons, including: conflicts with their peers or family members; stress or anxious feelings; difficulty with a life transition; difficulties with sleep; grief and loss; behavioral issues; challenges with making friends; and questions or concerns around academics or school performance, etc. Depending on the student's needs, the counselors are qualified to run a variety of different counseling groups. These groups usually are run

before or after school or during lunchtime and usually meet weekly for a semester or full year.

Confidentiality

Information that children and families share during counseling meetings will remain confidential and become part of our school's individual student counseling files; nevertheless, there are a few exceptions. These circumstances are in agreement with NC state law:

1. If there is suspicion of abuse/and or neglect of a child, elder or dependent/impaired adult;
2. If the counselor suspect's that a student is a danger to himself or herself or someone else;
3. If the counselor is court-ordered and the disclosure of information is requested;
4. If a specific parent requests information about the nature of the relationship that a counselor has with a student, a brief overview of the information that has been discussed can be given at that time.

Generally, what is discussed between a student and the counselor will remain private.

Mandated Reporting

Charlotte Lab School personnel have a duty to report certain cases of abuse or neglect to the Department of Social Services and/or Law Enforcement. Safety is the number one priority at Charlotte Lab School. The reporting requirements help ensure the safety of students, parents, and staff. School personnel will determine the necessity to report based on North Carolina reporting requirements and the safety of the school community. School personnel have a duty to report in cases where there is suspected:

- Child abuse and/or neglect by a parent, guardian, custodian or caretaker.
- Abuse, neglect or exploitation of a disabled or elder adult by their caretaker.
- School Principals must report immediately to law enforcement when he or she has personal or actual knowledge that an act has occurred on school property involving certain offenses (Offenses include assault, sexual assault, rape, kidnapping, indecent liberties with a minor, assault involving use of a weapon, possession of a firearm or weapon in violation of the law, possession of a controlled substance in violation of the law).
- Use of any technology that involves minor children engaging in an activity of a sexual nature.

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