



NYC Lab School for Collaborative Studies  
Student & Family Handbook  
2017 - 2018

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## Principal's Letter to Incoming Students & Families

Dear Incoming Students and Families,

It is with great pleasure that I welcome you to what I know to be the finest High School in NYC! What a joy and privilege it is to lead in a school that attracts students, families and staff who value individual academic achievement alongside the collaborative project of soaring intellectually and acting bravely in our complex world community.

The NYC Lab School for Collaborative Studies (Lab) is an extraordinary place in which to learn and grow. We are a mission driven school; we look to the touchstones of our longstanding school philosophy to guide us:

**Collaboration:** we are smarter and stronger for having worked together in support of one another's learning. At Lab, students talk together about their learning experiences. We work in groups; we take collective responsibility for the quality and content of classroom discourse; we teach each other.

**Compassion:** we believe that educating the heart is an essential complement to educating the mind. We teach into the skills of emotional and social intelligence as we do academic skills. At Lab, we are kind and take care of each other.

**Academic Rigor:** every student is working to approach the next most challenging thing for her. We meet students where they are and help them to rise! We value interdisciplinary studies, project-based learning, and an integrated approach to the arts and technology. We practice writing and research across the curriculum. At Lab, we teach skills in the context of creative pedagogy.

**Pluralism and Diversity:** we believe that difference in and of itself is a site of learning. Lab embraces a full Inclusion program that positions special education students alongside general education students in our classrooms, almost all of which are collaboratively team-taught (ICT) and/or feature students receiving SETSS services. We know that students and adult learners alike make meaning in different ways and we look to this difference with great pride as it materializes at Lab. Here, multiple perspectives abound.

As our mission suggests, "Inspired by the power of collaboration, The Lab School challenges students to soar intellectually and to act bravely in our complex world community." I know that you will be inspired as you develop relationships with Lab's wildly wise teaching staff; as you enjoy academic kinship with your fellow students; as you read, write, research and study daily; and as you take on Lab High School as your project! We are an ever-changing community and count on you to get involved, cultivate your voice, exercise your agency, and pursue your own joy as serious students and mindful citizens of Lab and the world beyond. We are here to help and guide you.

Yours in anticipation and collaboration,

Brooke Jackson, Principal



New York City Lab School for Collaborative Studies  
Social Emotional Learning Charter

We want to feel: *Balanced, Energized, Passionate, Valued, Safe, Connected, Proud, Optimistic.*

We know we are achieving these feelings when we experience and others see the following:

**Balanced:** We take time for ourselves (to walk outside, unplug from computer/phone, breathe, meditate, chat with a peer, listen to music, etc.)

**Energized:** We smile or make eye contact when we greet/ acknowledge each other.

**Passionate:** We care deeply: about learning, our school community and one another.

**Valued:** We actively listen when others speak to us. We publicly acknowledge examples of exemplary work.

**Safe:** We use I-messages when we communicate with each other. We assist each other when needed.

**Connected:** We take opportunities to support one another's learning, rather than work in isolation. We draw upon one another's areas of strength to better ourselves and our community.

**Proud:** We share a recent highlight that we experienced/observed in the context of our school. We create opportunities to share our interests and accomplishments with one another.

**Optimistic:** We believe that deep engagement and hard work yields growth and positive change.

**We Will Manage Uncomfortable Feelings & Behaviors By:**

- o Using I-Messages to Express Our Feelings
- o Staying Engaged
- o Speaking Our Truth
- o Allowing Ourselves to Experience Discomfort
- o Expecting and Accepting Non-Closure
- o Taking a Meta-Moment



## NYC LAB SCHOOL HONOR CODE

The NYC Lab School honor code ensures that we each contribute to maintaining a safe, supportive and academically rigorous community where trust and respect govern interactions between students, teachers, staff, administration, parents and our school-community neighbors.

### Honor Code:

As a member of the NYC Lab School, my words & actions will contribute toward maintaining a respectful school community.

1. I will be respectful toward all persons within our school building and our school neighborhood.
2. I will oppose all instances of academic dishonesty.
3. I will not plagiarize, lie, cheat, bully, steal, or engage in any form of verbal or physical harassment.
4. Should I witness violations to our school Honor Code, I will report these violations and/or use non-violent conflict-resolution skills to halt them.
5. I understand that I am always a representative of the NYC Lab School; as a NYC Lab School representative, I will behave honorably.

## Policies for Students & Families

### Our 2017-18 Instructional Schedule

Period	Time
1	8:00 - 8:30am
2	8:32 - 9:17am
3	9:20 - 10:05am
4	10:08 - 10:53am
5	10:56 - 11:42am
6- Lunch	11:43am - 12:28pm
7	12:29 - 1:14pm
8	1:17 - 2:02pm
9	2:05 - 2:50pm

### Department of Education Bill of Student Rights & Discipline Code

As a New York City Public School Student, your rights and obligations have been outlined in the Bill of Student Rights & Discipline Code which is distributed to all students and taught into at the start of each school year. Our Lab School Honor Code aligns with and enhances our school's understanding of the DOE Bill of Student Rights. For more information see: <http://schools.nyc.gov/RulesPolicies/DisciplineCode/default.htm>

### Carrying your Lab School Student Identification Card

It's essential that Lab HS students carry their school ID and academic programs at all times whether inside or outside of the school building during school hours. Each student will be issued an official Lab School student identification card. This ID card will be used to swipe into the building CAASS machine at the start of each day and upon re-entry into the building if you depart during lunch. Note: NYPD will, at times, stop students near subway entrances and request student Identification to ensure that students, not adults, are using student-fare MetroCards.

### Reporting Absence & Lateness to the School

If you know that your child will be absent or late to school due to sickness or any other reason, please contact Lab School Community Assistant, Ms. Chanderlin Hancock to report this absence. Please be sure to state: your child's name, grade, and the reason for their absence. Please also copy your child's teachers on the email; staff email addresses can be found in this handbook and on our school website. Ms. Hancock can be reached at 212.691.6119 x 1101 or [Chancock@nyclabschool.org](mailto:Chancock@nyclabschool.org)

### **Students: What to do when you are absent**

In each class you take, you should have a homework buddy. Each day that you are absent, you should be in contact with your homework buddy. If they do not contact you first, please contact them to find out what work you missed, and if there are any important announcements. Make a habit of checking for your homework buddy each day- if they are absent reach out to them.

When you return to school, discuss your absence with each teacher- office hours is an ideal time for this, and make a plan to get caught up. Make sure to get a copy of the class notes from your homework buddy.

### **Attendance & Lateness**

As a collaborative school, both our individual and collective success requires the full investment of all the members of our community. For this reason, punctual attendance is mandatory. We need you here when class begins. Because being where you need to be, when you need to be there is so crucial, we are as clear as possible about what happens when you are late or absent from a class.

Our school day begins at 8:00am. The time from 8:00 to 8:30 am is an important time for students to attend Advisory, office hours, eat breakfast in the cafeteria, visit their lockers, and settle in for the day.

To support students in being timely, and to provide an opportunity for students who struggle with attendance and lateness, we will respond in the following way to unexcused lateness and absences.

**Arrival to school after 8:30am** – Students who arrive to school after 8:30am more than 3 times in one semester will be assigned to Reflective Planning for each subsequent lateness.

#### **Unexcused lateness to class (less than 5 minutes) –**

- A student's first 2 latenesses will be handled between the teacher, student, and parents. Parents will be made aware of the lateness by the teacher and will be asked to support the student in being punctual.
- The 3<sup>rd</sup> lateness will result in a teacher referral for Reflective Planning on the day of that lateness.
- 5 latenesses to 7<sup>th</sup> period - the period after lunch -will result in the loss of out of school lunch privileges.

**Unexcused lateness to class (more than 5 minutes)** – Teacher referral for Reflective Planning session that day from 2:50–3:30pm.

**Unexcused absence from class** - An unexcused absence is a cut. A cut is a serious infraction and will result in:

- 3 days of Reflective Planning sessions from 2:50–3:30pm
- A parent conference with the student and administration

Subsequent cuts will result in more serious consequences that will be handled on a case by case basis.

**Reflective Planning**: 2:50 – 3:30pm

A Reflective Planning session is a time for students to reflect on the actions that resulted in the session, and to develop an action plan to prevent that behavior from reoccurring. The action plan is a collaboration between the student and the supervising teacher or administrator. The goal of the action plan is to build and strengthen students' decision making skills, and to determine the best course of action to repair any harm caused by the actions that resulted in the reflective planning session. After the action plan has been created, students will spend the remainder of their time in reflective planning quietly engaging in school work. Reflective planning is a headphone and phone free environment.

**Dress Code/Student Attire**

Students are expected to dress in a manner that is respectful towards our learning environment, and consistent with the values of our school charter. Students should dress in a way that makes them feel balanced, energized, and proud. Students must also dress in a way that allows for all members of our community to feel valued and safe. For these reasons, attire that features words or imagery that violate the Department of Education's Respect for All initiative will not be permitted

Students who violate this dress code will be sent to the Dean's office where they will be required to wear school-issued attire. The NYC Lab School principal or designee will make final determinations on questions of student attire.

**Dress for Student Spectators at Onsite or Offsite School Functions**

All student spectators are required to dress in a manner appropriate for the instructional school day. Students are not permitted to remove their clothing as an act of team spirit.

**Lockers & Locker Decorum**

- All students will be assigned a 3<sup>rd</sup> floor locker to hold their school-related items during the school day.
- Students are required to use their assigned locker. Lockers should not be shared with other students.
- Students will be assigned a locker & combination at the beginning of the school year. School officials have the right to open and inspect any school locker without student permission when there is reasonable suspicion that a search will disclose evidence of illegal possessions or activity, or if students' health, welfare or safety is in jeopardy. The Lab School assumes no liability in case of theft or vandalism.
- Students are expected to have a strong padlock with them to be used for securing personal items during Phys Ed or during after-school athletics in the gym.
- Students are strongly encouraged to leave valuables at home. When this is not possible, students should keep important items on their person at all times.
- Celebration signs placed on lockers must be appropriate for our school's grade 9-12 learning environment.

**MetroCard Distribution**

Students who are qualified to receive a MetroCard will receive one during the first day of school. Students may request a replacement card in Room 329.

### **School Lunch/where to go during lunch time**

- Lunch will be served at the Lab School Cafeteria. After eating, students may gather in: The Library (when available) or classrooms of teachers who are leading lunchtime Clubs.
- Wherever students gather to eat, they are expected to leave no trace. Let's work together to keep our school clean!

### **Eating Lunch outside of the school building**

Students interested in leaving the Lab School building during student lunch must first complete two essential forms: The Department of Education contact information form is required of all students—it ensures that families provide Emergency Contact information. A second form provides family permission for the student to leave our building during student lunch. Leaving the building is a privilege, not a right. It is imperative that students return from lunch on time. Students who are chronically late to 7<sup>th</sup> period class after lunch (5 occurrences of lateness to 7<sup>th</sup> period) will have their out of school lunch privileges removed.

### **Neighborhood/Area Stoops**

Neighborhood area stoops are private property. Students must respect the wishes of our neighbors by not sitting and congregating on our neighboring steps and stoops. Neighbors will call the NYPD if students are seated on the stoop or standing directly in front of their building. The NYPD has confirmed that students who are trespassing or loitering face a summons or an arrest for Disorderly Conduct. Students are welcome to sit on public benches around the neighborhood or in the adult sections of Kelly Park. The playground equipment in Kelly Park is for young children, high school students are not permitted in this area.

### **Students Signing Out of the Building Before Their School Day Has Ended**

Students who need to leave school before their scheduled dismissal must have the permission of an authorized adult. This authorization can be granted via phone or email; calls to authorize early dismissal should be directed to Ms. Chanderlin Hancock [chancock@nyclabschool.org](mailto:chancock@nyclabschool.org), in Room 329. The authorized student must sign the sign-out book located in Room 329.

Students who need to leave unattended for medical reasons must see the nurse prior to dismissal. The nurse will assess whether the student is medically able to leave without supervision.

### **Unannounced Scanning**

The following text is excerpted from a letter sent to all families at the start of the school year: As part of the safety initiative for New York City Schools, on randomly selected days students may be asked to go through metal scanning machines like the kind used to screen airline passengers for the purpose of detecting weapons. These scanning devices, deployed by the New York City Police Department, will identify not only weapons but other objects that are prohibited as outlined in the Chancellor's Regulations and Citywide Standards of Discipline. These items include: blades, knives, other sharp metal, instruments, beepers, iPods, MP3 players, etc. Students who bring these items to school are subject to disciplinary measures. Procedures for use of scanning devices in our schools are contained in

Chancellor's Regulation A-432 on Search and Seizure. The scanning machines will not be at our school every day. However, students must be prepared for the possibility of unannounced scanning on any day. Students must have their school photo I.D. and/or program ready and visible before entering the building. Student backpacks, as well as all metal objects (keys, belts, coins, jewelry, etc), will go through the scanner. If students place all metal objects in their backpack before reaching the scanner this will help the line to move quickly. Students who are not properly prepared for scanning may be required to go through a second, hand-held scan that will delay their arrival to their first class.

### **Student Visitor Policy**

All visitors aged 17 and under, accompanying current Lab students to school must furnish the following at least 1 week in advance of their visit:

1. A note from the visiting student's parent/guardian stating the visitor's name, length of visit, emergency contact information
2. A note from Lab school student's parent / guardian acknowledging the visit as well as their permission. This note should contain the Lab School student's name and grade.
3. These notes should be submitted to Ms. White, [cwhite@nyclabschool.org](mailto:cwhite@nyclabschool.org), in room Room 329. Requests will be accommodated or denied based on a series of considerations.

### **Reporting to the Nurse**

Students are expected to be referred to the Nurse by a teacher. Students must obtain a pass from their teacher. Students must return this signed pass to their classroom teacher when they return from the Nurse's office. Students with regularly-scheduled medical needs will meet directly with the nurse to schedule your daily check-in.

### **Technology in school/outside of school**

It is our responsibility as a school to help you be your best academic selves: to focus singularly, to unplug, and to take a necessary break from engaging with social media that has in many cases become all consuming. After careful consideration we trust that checking your phone at the classroom door is a care-taking and necessary move.

Every classroom will be equipped with numbered slots for checking in phones. All students are assigned a slot in each class. Cell phones that are brought to school must be placed in the students' assigned slot at the beginning of each class period and may not be retrieved until the end of the period without the explicit permission of the teacher. If phones are used for an authorized reason or time frame, they must be returned to their assigned slots when that time frame ends.

Students found to be in possession of their phones during class time **(including in the hallways)** will have their phones confiscated and returned to them at the end of the day. Repeated instances of unauthorized phone use will result in Reflective Planning and a parent conference.

Students are permitted to use their phones during lunch and in the cafeteria during office hours so long as they are not scheduled for a class or Advisory at that time.

### **After-School Dismissal**

To facilitate a safe and timely dismissal, students are expected to leave the school building and school block when they're done with their last class or activity. Students should not congregate on the corners of 17<sup>th</sup> street and 8<sup>th</sup> or 9<sup>th</sup> Avenues as these have been sites where student groups have been subjected to petty crimes. School staff including School Safety Agents will ensure that students do not congregate on the 17th street block.

### **Where to Go After 2:50pm (If You Have A Supervised After-School Program)**

Students remaining in the building after their scheduled classes have ended must be part of organized school activities such as an extended class, an after-school program or team. While waiting for these programs to begin, students may work in either the school library, cafeteria, supervised classroom, or the Homework Lab.

### **Keeping our classrooms & public spaces clean and welcoming—Leaving No Trace**

In the classroom, leaving no trace means keeping food and drinks out; it means ensuring that our desks, chairs and other supplies are clean and free from doodles or graffiti. In our hallways, Leaving No Trace means placing trash and recycling in the appropriate bins.

### **Statement on Recycling at Lab**

Recycling containers for plastic and paper can be found throughout our school—let's use them!

### **Food & Open Container Drinks**

Eating and/or drinking are not allowed in the library, offices, gymnasiums, or classrooms without teacher permission and supervision.

### **Food in Gym**

In order to preserve our gymnasium, absolutely no food/drinks other than water is allowed inside the gym. After school: Students, teams and spectators who violate this policy will be reminded of the policy. After an initial warning, continued violators will be asked to leave the premises by the designated coach (and/or School Safety).

### **Removal from Special Events and School Trips**

Principal Brooke Jackson reserves the right to remove students from participating in any special or extracurricular event if student participation may pose a health or safety threat to others. Removal from special events or extracurricular activities will only be imposed as reinforcement of, not in replace of, other school-based guidance and disciplinary responses.

### **Having A Positive Digital/Online Identity**

In our ever-changing digital/online world, having a positive digital/online identity is essential. Our advice: be respectful of others. Do not post images or write words that you would not want read, in school, by your friends, parents, teachers or other school community members! While we're not seeking to observe your online, digital or personal communication, the school will become involved when such matters carry into our instructional and community space. For more information about ensuring online/offline safety, see the cyber-bullying link from "Stop Bullying Now," a site created by the Health Resources and Services Administration of the US Department of Health and Human Services <http://www.stopbullying.gov/>. Also see the resources at Common Sense Media: <https://www.common Sense Media.org/cyberbullying>

### **Sex Education**

Issues dealing with sex education, venereal disease and AIDS are included in Lab's health curriculum and during our HIV/AIDS Action Day. Upon written request, all students may be excused from these activities when these topics are discussed. Students who have specific questions related to sex education should see their health instructor or guidance counselor.

#### Tobacco-Free Environment

The NYC Lab School is committed to a healthy learning and working environment for students, staff and community members. The use of tobacco products is prohibited on all school property including our school building, school grounds, and at all school-sponsored events off campus. All instances of students seen smoking will be reported home to families.

#### Drug-Free School

Lab is committed to combating the use and abuse of illegal drugs and alcohol and to keeping our school free from these substances. School teachers, staff and officials are required to take action in any case involving substance use on or near the NYC Lab School or at school functions. Students who engage in the use or possession of such substances face the following:

- Principal's or Superintendent's Suspension from school
- Suspension or expulsion from co-curricular activities
- Referral to a social service agency to complete a substance abuse program
- Legal action imposed by the NYC Police Department

#### Yearbook Senior Quote Guidelines

Yearbooks are intended to serve as keepsakes for the entire school community. Seniors have the opportunity to write parting statements to accompany their photos: these words should be appropriate for all readers. As with all student-publications, the Lab School yearbook advisors and/or school leadership reserve the right to edit any language that is explicitly or implicitly offensive. Disciplinary action and guidance intervention will take place if students intentionally write offensive quotes.

#### Graffiti/Tagging/Intentional Damage to School Books or Property

Will result in in-school disciplinary action and/or guidance intervention. Lost or damaged textbook needs to be replaced in full.

#### Off-Limit Areas

Students are not allowed to enter any unsupervised room including classrooms, the auditorium, the gym, the library, the cafeteria or school offices.

#### Bicycles, Skateboards, Scooters

Students who travel to & from school on Bicycles, Skateboards or Scooters are responsible for securing these items. Additionally, to ensure student safety, students are not allowed to use these items during their school lunch period.

#### School Safety Agents (SSAs)

School Safety Agents are present in every NYC Public School. Their role is to ensure the overall safety of every student, staff member and guest within our school building. They are employees of the NYC Police Department. When Lab School representatives have any questions regarding law enforcement within our building and school community we rely on the knowledge and skills of the SSAs.

### Student Rights when stopped by NYPD and/or School Safety Agents

It is essential that you know and understand your rights related to being stopped by the NYPD, and School Safety Agents. We encourage all students to read The New York Civil Liberties Union guide to knowing your rights:  
<<http://www.nyclu.org/knowyourrights#stopped>>.

### School Aides, Office Personnel, Cafeteria Personnel & Custodians

School Aides, Office Personnel, Cafeteria Personnel & Custodians are essential and valued members of our school community. Their work keeps our school operating smoothly. Say hello and introduce yourself to staff members who you see but may not know. Remember: we are all members of the Lab School community.

### Discriminatory remarks & actions, in person or via interactive technology

Physical and verbal bullying that attacks another student or staff member's dignity is a violation of the Department of Education Discipline Code and Respect for All initiative. Such remarks or actions include but are not limited to bias due to someone's race, culture, gender, learning style, family income, sexual orientation, religion or physical appearance. Any such action will result in a firm school response from the Principal's office, Dean's office and Guidance Department. Students who engage in such actions face formal discipline & mandated counseling.

### Shared Space Within Our Building

Three Schools and a Community Based Organization are housed in our building, the O. Henry Learning Complex. In addition to Lab High School and Lab Middle School, our building is home to the NYC Museum School and the Hudson Guild Beacon. In general our building's layout includes:

Floor 4: Lab Middle School along with Lab High School Chemistry laboratory

Floor 3: Lab High School along with some classes for Museum School.

Floor 2: NYC Museum School

Floor 1: UFT lounge; Lab HS Technology/Theatre Arts, Lab HS PA office, Nurses Office, Campus Cafeteria, Campus Auditorium, Campus Gymnasium, Weight Room, Custodial Offices, Campus Library.

### **Student Sign-Out/Sign-In Log:**

When classroom instruction is occurring, only one student is allowed out of their classroom at a time. Students leaving their class during regular-class-time must use that classroom's sign-out/sign-in log and carry the class Hall Pass. This will allow school staff to know that a student has permission to leave their assigned class. Students seeking to visit the bathroom or a water fountain during class must:

- Obtain their teacher's permission
- Sign their classroom sign-out/sign-in log
- Use the designated Hall Pass
- Students seeking non-urgent medical attention during class time must obtain a nurse's pass from their teacher.
- Late passes must be issued by teachers who are knowingly sending students late to their following class.
- Students must be present for the first five minutes of class to account for attendance and the period's instructional aim; students must be present for the final five

minutes of class to participate in class closure and reflection.

**Book & Instructional Supply Inventory and Management**

Lab-owned resources such as books and supplies have been purchased for the instructional benefit of current and future Lab School students.

We expect that Lab-owned books and supplies will be returned in good condition.

All students are expected to return books and supplies at the end of Semester 1 or the end of Semester 2. Exact return dates will be announced during the school year.

**Note: Any lost or damaged textbook or Lab-owned instructional supply, such as a calculator, needs to be replaced in full.**

The Business office will hold students' Final Report Cards/12<sup>th</sup> Grade Diplomas and begin processing student payment for all books/supplies that are unreturned or damaged by the final day of instruction.

## **School to Family Communication Systems**

**NYC Lab School Web Site** <<http://www.nyclabschool.org/>>

Our official school website, this is your source for the latest information related to NYC Lab School academics and co-curricular activities including links related to our College Office page and LMU Varsity Athletics page. For citywide information from the NYC Department of Education, see: <http://schools.nyc.gov/>

All faculty contact information can also be found on our website through the following link <http://nyclabschool.org/apps/staff/>

### **JupiterGrades**

This online gradebook system is used to ensure that students, families, and teacher teams are regularly informed of student progress in their courses. All students and parents/families are provided with JupiterGrades log on information. All grade-books will be up-to-date by the 1<sup>st</sup> and 15<sup>th</sup> each month. We rely on Jupitergrades as our primary means of distributing information and communicating with students and families.

### **Teachers Communicating with Families**

We encourage every student to see their teacher directly if ever they have questions related to course content, procedures or expectations. For students and parents who seek to communicate via email, we expect that all teachers will adhere to a 24-hour response-time to emails on school days. Unless you're dealing with a true emergency, please allow teachers and staff members this window of time before outreaching to other staff members about the same question, comment or concern.

### **Monitoring Student Understanding (Progress Reports and Report Cards)**

All Lab School courses are one semester long. Each course features two Progress Reports as well as one Final Transcribed Grade. Teachers post assignments either in JupiterGrades, or on their class website. In addition, teachers will include a "description" of the content and skills assessed for in each Summative Assessment.

## **Curriculum & Instruction**

### **Our Courses align with the NYC Department of Education Citywide Instructional Expectations.**

These expectations can be located here:

<http://schools.nyc.gov/Academics/CommonCoreLibrary/About/InstructionalExpectations/default.htm>

### **Habits of Lab Learners**

This school-wide rubric allows us to explicitly teach into the academic, social & emotional learning components of our school's collaborative mission.

### **The Habits of Lab Learners Spotlight Student Award (HOLLSSA!)**

The Habits of Lab Learner's Spotlight Student Award (HOLLSSA!) is an honor bestowed upon 6 students per grade during each academic year. In alignment with the 2nd, 3rd and 4th Town Hall meetings of the year teachers are asked to nominate recipients (two students per grade) for a HOLLSSA. Students qualify as recipients of the Habits of Lab Learner's Spotlight Student Award by serving as exemplars of an individual Habit or as overall exemplars of our Lab School Mission of "soaring intellectually and acting bravely in our complex world community."

### **Course Curriculum Letters**

Students and families receive course curriculum guides that name Essential Questions; Texts Consumed and Produced; and other key information to ensure that students have a clear overview of a course's scope and sequence of instruction and assessment. Our courses align with the Common Core Standards and the Habits of Lab Learners.

### **Student Metacognitive Journal**

Every year students engage in regular, school wide, reflective writing prompts. The goals of engaging in this process are to A) Help students reflect and set-goals; B) Anchor teachers in their assessment of where students are with their understanding and skills, where they need to go, and what will help them get there; C) Celebrate student achievement of content understandings and skills development. Each semester will feature a school-wide Academic Expo.

### **Out of Lab Project**

*Out of Lab* is a final project for seniors facilitated by the Participation in Government and English courses. In collaboration with [The Pulitzer Center on Crisis Reporting](#), students will go on their own walks in the city, inspired by journalist Paul Salopek's [Out of Eden Walk](#). Salopek invites all of us to slow down, observe, and engage in our community by walking, writing, documenting, and talking to people. In a final showcase, students will share the story of their walks through interactive maps, photography, and writing.

### **Special Education Programs**

Lab embraces a full Inclusion program that positions special education students alongside general education students in our classrooms, almost all of which are collaboratively team-taught (ICT) and/or feature students receiving SETSS services

## **Standardized Exams**

When there is a standardized exam (Regents, AP) associated with a course, teachers are expected to:

- Prepare students so that they feel confident with the content and skills assessed for on these exams.
- Provide opportunities for students to practice these skills and demonstrate content understanding.
- Provide opportunities for students to conduct practice exams to ensure students' comfort with the content and format of exam directions.

All students are required to take New York State Regents exams. Students enrolled in AP courses are encouraged to take the correlative AP exams. In Regents courses, the Regents Exam functions as the final exam and also appears discretely on the transcript.

SAT Subject Tests, are offered in five general subject areas: English, History, Mathematics, Science and Languages. Teachers should be familiar with these exams as many of our students will take them and may seek our advice about how best to prepare. For a list of the subject tests see the College Board's SAT Subject Test website <http://sat.collegeboard.org/about-tests/sat-subject-tests>

Information about standardized exams used for college admissions can be found through the College Board website (for SAT & SAT II); and from the ACT Exam Website: <http://www.actstudent.org/>

## **Grading Policies**

Our school-wide grade derivation formula ensures that every course has an aligned grading system:

### **1. Habits of Lab Learners (HoLL) 15%**

In this category students will be evaluated on their citizenship and process. Items that teachers may incorporate into this category may include: Metacognitive Journal, class based-reflections, attendance/timeliness to class, and timeliness of assignments. The breakdown will be explained in each course's curriculum letter.

### **2. Final 15%**

At the end of each semester, students will complete a cumulative final. The final is an opportunity for students to demonstrate mastery of the semester's work. In the spring semester, courses that terminate in a Regents exam will use the Regents as the final exam. Final exams can be weighed at 15% or 33% - whichever outcome most benefits the individual student.

### **3. Coursework 70%**

The bulk of the grade is determined by the teacher. Items in this category may be formative or summative. Formative work builds students' knowledge and provides them and their instructors with data points to check for their understanding of the

content. Summative assessments are students' opportunity to demonstrate mastery of the curriculum. Summative assessments normally come at the end of a unit, in the form of an exam, research paper, essay, or project. How each teacher breaks down the 70% will be explained in each course's curriculum letter.

### **Revision**

As we work towards a mastery model, students are encouraged to revisit work with the goal of mastering a skill or concept. Not all work is appropriate for revision. Work that should be revised will vary across content areas and courses. Curriculum letters will make clear what work can be revised and why that work is appropriate for revision. Curriculum letters will also explain how the revision process is handled in terms of timeline, setting, and grade implications.

### **Classroom Matters**

Students will receive meaningful and timely feedback about the work they've produced. To ensure curricular relevance, formative assessments should be returned within 1-3 days and summative assessments should be returned within two weeks to align with updating JupiterGrades by the 1<sup>st</sup> or 15<sup>th</sup> of each month.

Teachers will use the "description" section within JupiterGrades to provide a written overview of the content and skills assessed in each summative assessment. Students who have an excused absence must be given the opportunity to make up tests and major projects prior to the completion of the unit for which these assessments are linked.

Students may not fail courses based on attendance alone. Students/families will be contacted if there is a sudden change in a student's performance. Final grades will appear on students' transcripts.

### **Academic Integrity**

According to the NYC Department of Education, scholastic dishonesty includes but is not limited to: cheating, plagiarizing and colluding with others. It is considered disruptive behavior. All instances of scholastic dishonesty will be reported to the Dean's office and will be met with a range of possible disciplinary consequences in addition to guidance interventions.

To be clear: we always hold students accountable when they violate our Lab School Honor Code and the Department of Education Discipline Code. With regard to academic dishonesty, we find it equally important to examine and respond to why an inappropriate act has occurred so that we may move forward with a clearer understanding of the academic and social/emotional supports the student may need to make better choices in the future.

### **Late Assignments**

Late work will be accepted within a unit. Each teacher determines if a grading penalty for lateness is appropriate. Some teachers evaluate timeliness separately from skills and understanding, while other teachers deduct a 10% penalty for all late work. Curriculum letters will detail the late work policy in each class. Late work policies will never result in a failing grade on work that otherwise would be passing.

### **Enrichment Assignments**

In line with our commitment to differentiated instruction, individual students may be invited to or may be expected to engage in enrichment assignments above and beyond the standard curriculum.

### **Credit Recovery**

Students may be afforded the opportunity to recover course credits through guided study and/or summer school. Credit recovery doesn't supplant attendance and participation in one's regularly scheduled courses.

### **Student Teachers**

Lab is a teaching and collaborative school; student teachers are part of our culture. As Lab School's primary instructors, Lab teachers carefully monitor and oversee their student teachers' curriculum design, implementation and assessment.

### **Testing**

Student Entrance on Regents and other Test Days: Students are required to have a ticket in order to enter the building on these days. These tickets will be provided to students. Students who are not scheduled to take an exam (and therefore do not have a ticket) will not be allowed to enter the building.

Exam Review Sessions (Outside of the Regular School Day): Teachers may seek to host a Regents exam review session outside of our Monday-to-Friday regular school hours. When this occurs, students and families will be notified in advance.

AP Exam Fees and Fee Waivers: AP exams are created and monitored by the College Board. Students enrolled in AP courses will be required to pay an AP exam fee of approximately \$94. Students with reduced or free lunch status will receive fee waivers.

### **Social Emotional Learning**

Social & Emotional Learning, known as SEL, is an integral part of education at Lab. SEL is essentially the process of developing social and emotional skills in the context of a safe, caring, well-managed, and engaging learning environment. It is the deliberate school-wide and classroom reinforcement of the following skills and attitudes:

- Self Awareness: Recognizing one’s emotions and values as well as one’s strengths and limitations.
- Self Management: Managing one’s emotions and behaviors to achieve one’s goals.
- Social Awareness: Caring about and respecting others; demonstrating one’s understanding and empathy for others.
- Relationship Skills: Forming positive relationships, working collaboratively and dealing effectively with conflict

As teachers and staff, we understand our responsibility to every student and family. Underlying this approach is the recognition that students will care more about learning if they feel they are cared for as individuals. We are committed to a broad definition of intelligence, which, in addition to high academic expectations, includes the development of social and emotional skills.

**The RULER Approach to Social & Emotional Learning:** <http://therulerapproach.org/>

#### **RULER**

- Recognize Emotion
- Understand Emotion
- Label Emotion
- Express Emotion
- Regulate Emotion

**The Anchors of Emotional Literacy:** As a first step to implementing **The RULER Approach**, we have created the Lab School SEL Charter. It identifies how we to feel while at Lab along with methods for creating and sustaining a positive climate. It also provides guidelines for handling uncomfortable feelings and conflict.

**The Mood Meter:** Helps individuals to identify their feelings accurately. Rooted in decades of research, it involves the use of multiple senses to build emotional awareness. The two axes of the **Mood Meter** correspond with two of the primary components of emotions and moods—feeling (ranging from unpleasant to pleasant) and energy (ranging from low to high). Basic activities develop skills in recognizing and labeling feelings; advanced activities develop skills in understanding, expressing, and regulating emotions.

Emotions are adaptive when the information they provide is attended to, interpreted, understood, and managed effectively. **Meta-Moments** are a process that children and adults learn to help them expand the “space in time” between an emotional trigger and a response. Strategies are developed to improve everyone’s reflective practices and problem solving skills so they can respond effectively to life’s many emotional experiences. Finally, we use the **BluePrint** to help us resolve conflicts through a process that is collaborative, equitable and designed to foster empathy through understanding.

**Steps of the Meta-Moment**

1. *Something Happens*: You are triggered by something real or imagined (thought, person, place, event).
2. *Sense*: You notice shifts in how you are thinking (“Nothing goes right for me”); how your body feels on the inside (racing heart, fast breathing); your facial expressions, body language and vocal tones (furrowed eyebrows, clenched fist, scream)
3. *Stop*: You pause and breathe to avoid responding in an unhelpful manner.
4. *See Your Best Self*: You imagine your best self, which aids in choosing an effective strategy (and avoiding an ineffective one).

The RULER Approach to Social & Emotional Learning

**RULER**

- Recognizing Emotion
- Understanding Emotion
- Labeling Emotion
- Expressing Emotion
- Regulating Emotion

**Blueprint**: Describe: What was the situation, circumstance or problem?

<b>Emotional Literacy Skill</b>	<b>Me</b>	<b>Other Person</b>
<b>Recognize &amp; Label</b>	How did I feel?	How did __ feel
<b>Understand</b>	What caused my feelings?	What caused __’s feelings?
<b>Express &amp; Regulate</b>	How did I express and regulate my feelings?	How did __ express and regulate his/her feelings?

## **Growth Mindset**

Part of our SEL work includes teaching the concept that we should strive to foster and cultivate a growth mindset.

Mindset is a simple idea discovered by world-renowned Stanford University psychologist Carol Dweck in decades of research on achievement and success—a simple idea that makes all the difference.

In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success—without effort. They're wrong.

In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Virtually all great people have had these qualities.

For more information, please visit: <http://mindsetonline.com/whatisit/about/>

Related Article: <http://www.theatlantic.com/education/archive/2015/06/the-s-word/397205/>

**SEL in Disciplinary Matters**

At the Lab school a commitment to Social-Emotional learning is at the core of our approach to discipline. In all disciplinary matters we will:

- Take the necessary steps to make sure that all members of our community are safe
- Provide students with the opportunity to reflect on their actions
- Teach students how to make better decisions/develop conflict resolution skills
- Ensure that students repair any harm they have done.

After school Reflective Planning Sessions take the place of detention at the Lab School.

Attendance at Reflective Planning Sessions on the date they are assigned is mandatory. The goals of the sessions are to 1) Reflect, 2) Develop a plan for repairing the harm, and 3) Improve the student’s decision making and/or conflict resolution skills. Students will collaborate with the Dean during their Planning Session, in order to create an action plan. The action plan template appears below.

Looking Back

What happened?	
Why did it happen?	
How was my community affected?	
How did the person/people affected feel?	
How was I affected?	
How did I feel?	

Looking Forward

How can I address what happened? • What needs to be said? • What needs to be done?	
What steps can I take to prevent this from happening again?	
What challenges might I face in changing my behavior?	
What 3 people can support me in changing my behavior?	

## Student Support Services

### Guidance Services

Guidance counselors facilitate communication between teachers, grade teams, other pupil personnel team members, and families. The aim of this model is to provide a sense of continuity for students, parents, and staff. Also, we hope to provide more opportunities for proactive social/emotional work with students. Our Director of College Counseling will handle all aspects of the college application process.

Instructional Connection: The guidance department works to support students academically, socially and emotionally. We provide an outlet for all students. In order to develop and maintain well adjusted, successful students, we interact with students, families & colleagues in a multitude of ways. We provide:

- ◆ A safe space for students & staff
- ◆ Group counseling sessions
- ◆ Academic counseling/transcript review
- ◆ College counseling /advisement
- ◆ Communication with parents
- ◆ Referrals to outside agencies, supports for students & parents
- ◆ Crisis counseling
- ◆ Conflict mediation
- ◆ Reports of suspicion of child abuse
- ◆ Individual mandated counseling

### Who We Are:

- Christina White: Assistant Principal, Director of Student Support Services
- John Ngai: Guidance Counselor Grades 10 & 12
- Jennifer Belson: Guidance Counselor Grades 9 & 11
- Nicole Israel: Guidance Counselor, Mandated Counseling, College Office
- Kay Rothman: Director of College Counseling

### Confidentiality

Information shared by students with guidance counselors is confidential. In order to maintain a trusting relationship, we may not be able to disclose certain information that students have shared. We facilitate grade team meetings to maintain a steady flow of communication between students, families and teachers.

### Advisory:

- 9<sup>th</sup> Grade: Lab's 9<sup>th</sup> graders attend a weekly advisory session led by a team of 12<sup>th</sup> graders who are themselves guided by Lab School faculty.
- 10<sup>th</sup> Grade: Lab's 10<sup>th</sup> graders are enrolled in a 10th grade seminar and health classes (classes meet either fall or spring semester)
- 11<sup>th</sup> Grade: All Lab School 11<sup>th</sup> graders are enrolled in a College Advisory class led by a member of the college counseling team.
- 12<sup>th</sup> Grade: All 12<sup>th</sup> graders are guided through the college application & career planning process

## **College Office**

College advising begins in 11<sup>th</sup> grade with an assessment of the students' goals and aspirations for life after Lab. Meetings with the college advisor, exploring college options, writing preliminary essays and visits with college reps begin at this time. In 12<sup>th</sup> grade college exploration becomes a thorough academic inquiry resulting in application to colleges that best "fit" each student.

The college process is a research project, much like the inquiry- based learning our students encounter in their academic courses at Lab. Together we explore the essential questions underlying the decision as to which colleges are a good match for each student. We consider each student's hopes and dreams as well as strengths and struggles.

Freshman and sophomore families will be directed to our school website [nyclabschool.org](http://nyclabschool.org) to access a four year college process timeline, as well as resources on a variety of topics about college. The Director of College Counseling, Kay Rothman, will also meet with parents for Q&A sessions concerning college. Financial Aid meetings will be held in the evening to assist families in learning about college costs. Freshman and sophomore families will also be assisted in making decisions about standardized tests.

In February, the college search begins in earnest with the Junior Family College Night, after which Ms. Rothman and meets with each family individually to get to know the student, their family, and discuss college choices. Additionally, beginning in the spring semester of the junior year, Ms. Rothman and Ms. Israel (a member of the college counseling team) meet with all juniors on a weekly basis to educate students about all facets of the college process. Using the website Naviance, students begin to create a list of colleges to which they will apply.

Throughout the fall of 12<sup>th</sup> grade students prepare their applications to college. Ms. Rothman and Ms. Israel will meet with all seniors once or twice weekly during their Senior year in order to complete the process, including writing essays and filling out forms. Seniors and their families are also supported in filling out financial aid forms, making the choice about which college to attend, handling waiting lists and understanding financial aid packages.

**Graduation Requirements:** For an updated list of New York State Graduation Requirements, see the "NYC Department of Education Graduation Requirements link via the DOE website: <http://schools.nyc.gov/RulesPolicies/GraduationRequirements/default.htm> These requirements are reviewed with students during grade-wide Town Hall meetings.

## **Special Education Services**

Lab embraces a full inclusion program that positions special education students alongside general education students in our classrooms, almost all of which are collaboratively team-taught (ICT) and/or feature students receiving SETSS services. We are also proud to be an ASD Nest school. ASD Nest is a reduced class size integrated co-teaching (ICT) class setting in a community school for high functioning students with autism.

Our services are designed to be flexible, helping students to remain in the general education classroom and utilize the combined expertise of both the general and special education teacher. They may be provided within the general education classroom or in a separate location.

**Integrated Co-Teaching (ICT)** classrooms include students with disabilities and students who are non-disabled who are educated together with two teachers, a general education teacher and a special education teacher. The teachers work together and collaborate throughout the day to adapt and modify instruction for your child and make sure the entire class has access to the general education curriculum.

ICT may be provided on a full-time or part-time basis. The periods of ICT must be specified on your child's IEP, along with the content areas of instruction (for example mathematics) in which he or she will receive the services. The number of students with disabilities may not exceed 40% of the total class register or a maximum of twelve students with disabilities in an ICT class.

**Special Education Teacher Support Services (SETSS)** are specially designed and/or supplemental instruction provided by a special education teacher. These services help your child stay in the general education classroom while receiving services from a special education teacher.

The special education teacher may work directly with your child to support participation in a general education classroom and provide direct specially designed and/or supplemental instruction to your child. This may include adapting the content being taught or using different instructional methods such as visual aids, highlighted work sheets and simplified directions (this is called "**direct**" instruction).

The special education teacher may also work with your child's general education teacher to adjust the learning environment and/ methods to meet your child's individual needs (this is called "**indirect**" instruction).

SETSS may be provided in the general education classroom, or in a separate location outside of the general education classroom or in any combination of general education classroom and a separate location.

Source: "Family Guide to Special Education Services for School Age Children". The Family Guide and other key documents regarding the rights of families and students with disabilities can be found here: <http://schools.nyc.gov/Academics/SpecialEducation/tellmemore/importantDocuments.htm>

## **Community Service: A Lab School Graduation Requirement**

### **Introduction**

In living our Lab School Mission—challenging students to soar intellectually and to act bravely in our complex world community—All Lab School students are required to complete 54 hours of community service. By applying your time, energy and skills toward addressing real needs in our community, we believe that you will deepen your understanding of the world’s interdependent structure and the impact that you, as an individual, can make toward improving our community. In 10<sup>th</sup> grade seminar & health classes, students will receive support in finding, completing, and reporting back about meaningful community service work.

### **Three Models of Community Service**

There are three models of community service that you’re welcome to pursue.

- 1) **Self-directed Community Service Plan:** In this model, you’re welcome to either link up with an already-existing community-based organization or to develop an original community service plan. Self-directed Community Service Plans require that you submit a **Community Service Proposal** form to your guidance counselor. You must await approval from your guidance counselor before action can get underway.
- 2) **Community Service as part of a Lab School Clubs:** Several Lab School Clubs feature either an explicit mandate to provide community service or they engage in one or more service projects during the school year. All students who join these projects will receive Community Service credit for your actions and contributions. Examples of these Community Service projects include activities such as Group Green’s NYC parks clean-up; Social Action Club’s planning and implementation of key roles during HIV/AIDS Action Day. You do not need to fulfill a Proposal form if you’re joining these pre-approved projects.
- 3) **Community Service directly for Lab School:** Students may provide Community Service directly for Lab School. There will be an open request for student-volunteers during events such as Parent Teacher Conferences and our annual Lab TASTES fundraiser. If you have an original proposal for helping Lab School, be sure to complete the **Community Service Proposal** form and submit it to your guidance counselor.

### **Documenting Your Community Service:**

It’s essential that all students document their ongoing completion of Community Service. See your guidance counselor for the Service Hours Worksheet.

## **Extracurricular Activities & PSAL Athletics**

### **Clubs**

Student Activities comprise all those activities and events that are student-led, or are student-centered, but not directly pedagogical (non-graded). All sanctioned student activities taking place under the management and moniker of Lab, must be supervised by a Lab School pedagogue who must be able and willing to follow both NYC Department of Education Chancellor's Regulations and Lab School guidelines. Student activities must have a regular meeting time & place that work with the advisor's schedule. The advisor must be present for the meetings.

Students who are interested in starting a club should see the coordinator of student activities (COSA.) Students who are interested in joining a club list should review the club list published by student government. Students can also learn more about clubs during the fall club fair.

### **Athletics**

**PSAL & Club Sports at NYC:** Please see the Lab School website for the latest information about LMU PSAL and Lab School club sports. For information directly from the Public School Athletic League, see PSAL.org and visit our team's page: Lab-Museum United.

**Lab Spirit: Lab's School Colors are:** Green & White

**Our School Mascot:** Symbol of the legendary urban myth, the Lab School/LMU Sports Team Mascot is The Gator. Go Gators!

### **Academic Eligibility for PSAL sports teams and the Lab Theater Company (LTC)**

Extracurricular activities a rich and meaningful part of high school; we encourage all students to participate in at least one extracurricular activity. PSAL sports and LTC require a significant time commitment; we wish to position students to be successful in their extracurricular and academic lives. Students who participate in PSAL teams or in LTC, must meet the following requirements.

1. 5 credits earned in the previous semester- including 4 core courses (English, Social Studies, Science, Math and Spanish)
2. 90% attendance in the previous semester
3. Currently passing ALL courses (measured on the most recent progress report)
4. 90% attendance in all current courses

### **Daily eligibility for games and performances**

Students who are marked absent for the day or who cut a class will not be eligible to participate in the next scheduled game/performance.

### **Students in danger of failing**

Students who are participating in PSAL sports or LTC with any course grade between 65 and 70 must have an action plan to ensure they maintain a passing grade in those classes. The coach/director must agree to the plan, and the student must provide documentation

that they are adhering to the plan. Resources that can be used in creating this plan include-peer tutoring, homework lab, or office hours.

### **Winter and Spring Sports Day**

Sports Day is a long-standing Lab School Tradition that occurs two times per year. In December the whole school gathers in the gymnasium for an Olympic-games style competition across the grades. Grade wide spirit and camaraderie/leadership are assessed, and each grade will be responsible for crafting a banner and cheer (along with more specifics that will be announced as we get closer). Spring Sports day is a school-wide retreat to Central Park, a chance for informal play near the great-lawn.

### **NYC FITNESSGRAM**

All students in the NYC Department of Education are required to complete an NYC FITNESSGRAM each school year. Fitness Gram testing will occur during Phys Ed class.

**What is NYC FITNESSGRAM?** NYC FITNESSGRAM consists of a series of exercises used to measure parts of a child's health-related fitness, including body composition, muscular strength, flexibility, muscular endurance, and aerobic capacity. Physical education teachers have received training in how to teach these exercises and collect this information. When all of the exercises are complete, NYC FITNESSGRAM generates reports that parents, teachers, and other adults can use to help students to improve their health-related fitness.

**Who will receive a NYC FITNESSGRAM report?** Students and parents of students who participated in NYC FITNESSGRAM will receive printed reports in May that explain their child's health-related fitness. If you believe that you should have received a NYC FITNESSGRAM report but did not, contact your Lab School physical education teacher.

**What information is on the report?** Students receive two reports: one for themselves, and a different one for their parents. Both of these explain whether the child is in the Healthy Fitness Zone (HFZ), or healthy range based on the child's age and gender, on ALL of the measures of health-related fitness including BMI, aerobic fitness, muscular strength, and flexibility.

**What do I do with this report?** The NYC FITNESSGRAM report includes recommendations of steps that everyone can take to improve their health-related fitness. Lab' physical education teacher will work with students to set reasonable goals for improving health-related fitness. Students and Parents of Students who are not in the Healthy Fitness Zone (HFZ) on one or more measures may wish to consult with a physician for further recommendations.

### **How can I get more information about NYC FITNESSGRAM or my child's report?**

To learn more about NYC FITNESSGRAM talk to Lab's physical education teacher Mr. Newman. For general information, you can e-mail questions or comments to [nycfitnessgram@schools.nyc.gov](mailto:nycfitnessgram@schools.nyc.gov) . To obtain a copy of NYC FITNESSGRAM in Arabic, Bengali, Chinese, Haitian Creole, Korean, Russian, Urdu, or Spanish, ask your child's principal, or visit the Office of Fitness & Health Education on the DOE website at <http://schools.nyc.gov/fitness>



## **How Attendance-Taking Works Within The NYC Department Of Education & The NYC Lab School**

### **Vocabulary**

**Daily Attendance:** This attendance is taken each day, during Period 3, to confirm that your child is present at school. Daily attendance is reported to the NYC Department of Education and used to assess Lab's daily attendance rates.

**Period Attendance:** This attendance is taken during each instructional period to confirm your child's presence in class. Period attendance is reported to the NYC Department of Education and used to assess Lab's period attendance rates.

**CAASS Swipe Machine:** Each of the three schools on our campus requires that students swipe into the CAASS ID-card system upon entry into our building. This is used to ensure that building-entry is limited to currently-enrolled students.

### **How Daily Attendance And Period Attendance Are Recorded**

Daily attendance and Period attendance are recorded on Department of Education-mandated bubble-sheets. Students are marked either *Absent* or *Late*. There is no forum by which teachers can mark a student "present" or "excused." If a student is not present in their assigned classroom during the start-of-class when period attendance is recorded, they will be marked Absent. If they enter the classroom late, but during the designated instructional period, teachers are expected to erase the *Absent* bubble and to fill in the *Late* bubble.

Please note: JupiterGrades, Lab's online gradebook of record, has a more nuanced attendance feature. In JupiterGrades, students can be marked "Present," "Absent," "Tardy" or "O" to indicate that they are involved with a pre-approved school activity that conflicts with this particular class period. Teachers update attendance in JupiterGrades so that students, parents and families have an ongoing record of classroom attendance. To be clear, JupiterGrades is a secondary attendance system: it's not the official Department of Education System that all NYC Public Schools are required to use.

### **Automated Phone Calls To Communicate Absence During Daily Attendance**

We use automated phone-call technologies to communicate with families if a child is marked absent on either daily attendance or period attendance. Automated phone calls are sent to the phone number that families have provided as their home number.

Please Note: If a child is marked absent during Daily Attendance, you will receive an automated phone call prior to 12-Noon on the day of this occurrence. The call will state that your child has been marked absent from school on this day.

**Phone Messenger For Daily Attendance Will Not Be Sent If:**

- Student has a documented medical reason for their absence
- We've received a phone calls, letter or email from a parent stating why a student is absent.
- Students are out of the building for a field trip
- Students out of their regular classes for longer than 3 periods due to extended testing time.
- Students are known to be participating in an LMU Varsity Sport for which they are required to leave early from school.
- Student are out of their regular classroom for a disciplinary reason such as suspension.
- Students who are released from school with parental permission (obtained via phone confirmation).
- A student is in the nurse's office
- Students who have regularly-scheduled related services (OT, Hearing, Vision)
- Students' schedules have changed (add/drops, etc)
- Students who were called into an office for guidance or disciplinary issues.
- Students have a documented medical reason for their absence
- A students is waiting to be discharged from enrollment at Lab School
- Students take a Department of Education School Bus and regularly experience transportation delays

**Frequently Asked Questions:**

Q: My child is a Varsity Athlete: What happens to my child's attendance if they leave school early for a Game?

A: Your child will be marked absent on their teacher's period-attendance bubble sheet. While an absence can't be eliminated, our Athletic Director & the child's coach will notify our attendance office if ever students are leaving early from school. A note will be placed within the Department of Education's official attendance system to explain that the absence was due to participation in a school-sponsored event. Additionally, when teachers are provided with notice regarding why the child was absent from class, they will change JupiterGrades to "O," to indicate that the child has participated in a pre-approved school activity that conflicts with this particular class period.

Q: My child receives services such as speech therapy, occupational therapy or mandated counseling sessions. This takes place once or twice a week during an otherwise regularly-scheduled class period. How is attendance recorded?

A: Similar to the athletics situation listed above, your child will be marked absent in their regular class, but with an explanation code. Teachers, in turn, will change JupiterGrades to "O," to indicate that the child has participated in a pre-approved school activity that conflicts with this particular class period.

Q: My child has a 504 Plan or an IEP and receives testing accommodations. What happens to their attendance if they are taking a standardized exam such as the SAT or PSAT during the regular school day?

A: Please see the answers listed above.

Q: My child will be attending a field trip.

A: Please see the answers listed above.

Q: My child is absent due to sickness, a special family circumstance (Wedding, Funeral), a college visit or any other special need. When should I inform the school that my child is absent or will soon be absent.

A: Please call or write to the school via email as soon as you know that your child will not be present in school. Your communication should be sent to the attention of Ms. Hancock at 212.691.6119 x 1104 or [chancock@nyclabschool.org](mailto:chancock@nyclabschool.org)

Carrying your student ID and Program with You: Truancy is defined as chronically absent from school. The NYPD's truancy task force patrols city subways, public transportation system, and parks during school hours on school days. Lab School students are expected to carry their official school identification cards with them each day so that they may swipe into the CAASS system. A secondary reason why we ask for students to carry their ID cards is so that students may verify their enrollment in our school if they are stopped by NYPD officers. We also expect for students to carry their official school programs with them so that they can prove the start and end-time of their day.

<h2 style="text-align: center;">Habits of Lab Learners</h2> <p style="text-align: center;"><i>Achieving Goals Through Inquiry and Collaboration</i></p>									
To make meaning and create deep understanding. Lab learners develop Habits of...	Questioning/ Being Curious	Observing Closely	Thinking Flexibly/ Seeing Multiple Perspectives	Tolerating Ambiguity	Persisting	Reflecting	Connecting		
	Taking Responsible Risks	Collaborating							
<b>Philosophy Behind Habits</b>	Promotes authentic inquiry: actively following your interests and passions, meaningful engagement, living the questions. Allows us to value process, not just product.	Enhances awareness of details in the environments we inhabit; honors multiple intelligences and diverse expressions of learning—visual, vocal, auditory, etc.	Sparks imagination, originality, innovation, creative thinking.	Allows us to dwell in uncertainties of process & not just rush to a "product;" enables us to take on increasingly challenging tasks.	Sustains inquiry and meaning-making; important for seeing tasks through, overcoming self-doubt and other obstacles; tolerating frustration in order to meet goals.	Personalizes our learning experience; metacognition helps us become more successful learners.	Recognizes that knowledge is interdisciplinary and interdependent; helps us reinforce and synthesize learning.	Encourages students to move beyond comfort zones by problem-solving in creative, innovative ways.	Nourishes students socially, emotionally, and academically; gives them opportunities to listen to all voices, prepares them to contribute to the complex world community.
	<b>Examples of how Habits manifest academically</b>	Wondering, questioning, problem finding, thinking/acting independently to pursue interests through reading, discussion or diverse activities	Using all senses to take on information from our world; going beyond superficial descriptions or explanations to construct meaning with rich detail and in diverse media.	Challenging assumptions and received ideas, probing, questioning, seeking new and varied ways of looking at things; rethinking what appears to be "obvious," thinking beyond "either-or" dichotomies.	Engaging with challenging tasks, problems or questions that may be ambiguous or not readily resolved; allowing for uncertainty as discoveries occur, including in the unfolding processes of reading and writing.	Willing and able to hold on to a goal even as we make mistakes, confront obstacles, adjust strategies and keep trying.	Noting HOW I'm thinking when exploring a topic, responding to a situation, or solving a problem.	Applying past knowledge to new situations, recognizing patterns and creating new ones, thinking holistically, i.e. both rationally and metaphorically.	Approaching tasks in unexpected ways, engaging multiple intelligences, thinking independently, creating opportunities to express their learning in a variety of ways.

To make meaning and create deep understanding. Lab learners develop Habits of...	Questioning/ Being Curious	Observing Closely	Thinking Flexibly/ Seeing Multiple Perspectives	Tolerating Ambiguity	Persisting	Reflecting	Connecting	Taking Responsible Risks	Collaborating
<p><b>Examples of how Habits manifest in social and emotional competencies</b> (such as Self-awareness; Self-management; Social awareness; Relationship skills; Responsible decision-making)</p>	<p>Students have opportunities to foster their natural curiosity about self &amp; others, to recognize, identify and analyze their feelings and question how our feelings impact others.</p>	<p>Students can identify their interests, strengths, values and emotions, and the factors that cause their emotions. They can identify others' feelings from a variety of cues, and evaluate their own ability to empathize.</p>	<p>Students recognize &amp; appreciate individual and group similarities/differences. Through seeing, airing and engaging with diverse points of view, they can empathize with others.</p>	<p>Students recognize their own uncertainties and ambiguity; they can expect and tolerate non-closure while continuing to move towards a resolution. Students can regulate emotions to handle stress, control impulses and persevere in overcoming obstacles; they can identify strategies &amp; resources for setting &amp; achieving long-term goals.</p>	<p>Students can assess their feelings and moods, and articulate their patterns of thought. They can evaluate their uses of communication skills, and understand that how they express their feelings can affect others.</p>	<p>Students find commonalities, establish and maintain healthy peer relationships, manage &amp; resolve conflict, and engage fully and with focus in learning situations.</p>	<p>Students 'risk' independent thinking &amp; actions to resist negative peer pressures. They show a spirit of mutual support &amp; compassion, recognizing that all learners undergo academic &amp; social risks &amp; challenges.</p>	<p>Students demonstrate cooperation and teamwork in promoting group goals; they give constructive, respectful feedback about each other's work. Students contribute to the well-being of school and community.</p>	
<p><b>Examples of how Habits connect to facets of Understanding by Design (UbD)</b></p>	<p><b>Explanation:</b> Students apply inference about "how, why, what does it mean?" as they build understanding, offering systemic theories and illustrations which provide knowledgeable and justified accounts of events, actions and ideas.</p>	<p><b>Interpretation:</b> Students transform perceptions &amp; understandings to make meaning; interpretations &amp; narratives test accounts of data, texts or experience which may be inherently ambiguous.</p> <p><b>Perspective:</b> Students think more critically and insightfully by looking at familiar ideas in a new light or from different vantage points.</p> <p><b>Empathy:</b> Students' openness to views different from their own promotes the ability to get inside another person's feelings and worldview.</p>	<p><b>Self Knowledge:</b> Students think beyond and are able to articulate beyond "either-or" dichotomies, showing the wisdom to know one's ignorance and how one's patterns of thought and action inform, as well as prejudice understanding.</p>	<p><b>Application:</b> Students use knowledge effectively in new situations and diverse, realistic contexts, demonstrating the ability to accomplish tasks successfully while negotiating different constraints, social contexts purposes and audiences.</p>					