**UNIVERSITY LABORATORY SCHOOL POLICY**

**Instructional and Attendance Policies**

**Bell Schedules**

**Regular Bell Schedule**

**Elementary School**

<table>
<thead>
<tr>
<th>Classes</th>
<th>7:45 a.m. - 2:50 p.m.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunch - K</td>
<td>10:45 - 11:10 a.m.</td>
</tr>
<tr>
<td>Lunch - 1st</td>
<td>10:55 - 11:20 a.m.</td>
</tr>
<tr>
<td>Lunch - 2nd</td>
<td>11:10 - 11:35 a.m.</td>
</tr>
<tr>
<td>Lunch - 3rd</td>
<td>11:55 a.m. - 12:20 p.m.</td>
</tr>
<tr>
<td>Lunch - 4th</td>
<td>12:05 - 12:30 p.m.</td>
</tr>
<tr>
<td>Lunch/Recess - 5th</td>
<td>12:15 - 12:45 p.m.</td>
</tr>
</tbody>
</table>

**Middle School and High School**

**Regular Bell Schedule**

<table>
<thead>
<tr>
<th>Classes</th>
<th>55 - Minute Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45 - 8:40 a.m.</td>
<td>Period 1</td>
</tr>
<tr>
<td>8:44 - 9:39 a.m.</td>
<td>Period 2</td>
</tr>
<tr>
<td>9:43 - 10:38 a.m.</td>
<td>Period 3</td>
</tr>
<tr>
<td>10:42 - 11:37 a.m.</td>
<td>Period 4</td>
</tr>
<tr>
<td>11:37 a.m. - 12:02 p.m.</td>
<td>Lunch MS</td>
</tr>
<tr>
<td>11:41 a.m. - 12:36 p.m.</td>
<td>Period 5 HS</td>
</tr>
<tr>
<td>12:06 - 1:01 p.m.</td>
<td>Period 5 MS</td>
</tr>
<tr>
<td>12:36 - 1:01 p.m.</td>
<td>Lunch HS</td>
</tr>
<tr>
<td>1:05 - 2:00 p.m.</td>
<td>Period 6</td>
</tr>
<tr>
<td>2:05 - 3:00 p.m.</td>
<td>Period 7</td>
</tr>
</tbody>
</table>

**Assembly Bell Schedule**

<table>
<thead>
<tr>
<th>Classes</th>
<th>48 - Minute Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45 - 8:33 a.m.</td>
<td>Period 1</td>
</tr>
<tr>
<td>8:37 - 9:25 a.m.</td>
<td>Period 2</td>
</tr>
<tr>
<td>9:29 - 10:17 a.m.</td>
<td>Period 3</td>
</tr>
<tr>
<td>10:21 - 11:09 a.m.</td>
<td>Period 4</td>
</tr>
<tr>
<td>11:09 a.m. - 11:34 a.m.</td>
<td>Lunch MS</td>
</tr>
<tr>
<td>11:13 a.m. - 12:01 p.m.</td>
<td>Period 5 HS</td>
</tr>
<tr>
<td>11:38 a.m. - 12:26 p.m.</td>
<td>Period 5 MS</td>
</tr>
<tr>
<td>12:01 - 12:26 p.m.</td>
<td>Lunch HS</td>
</tr>
<tr>
<td>12:30 - 1:18 p.m.</td>
<td>Period 6</td>
</tr>
<tr>
<td>1:22 - 2:10 p.m.</td>
<td>Period 7</td>
</tr>
<tr>
<td>2:10 - 3:00 p.m.</td>
<td>Assembly</td>
</tr>
</tbody>
</table>

**Attendance**

The attendance desk is located in the main office area, H106, of the high school building. School regulations require students to check in and out through this office whenever they arrive at, or depart from, the school during the regular school hours (7:45 a.m. – 3:00 p.m.). Any student who arrives after 7:45 a.m. is considered tardy and
should report to the office for an admit slip. If an elementary student arrives after 7:45 a.m., the driver should park in visitor parking and escort the student into the elementary office. Students and parents should contact the school via email at universitylab@lsu.edu when a student will be absent.

**Extracurricular Activity Participation**

Students must have approval from their Principal or the Dean of Students to participate in an extracurricular activity on a day they do not attend all of their classes or to participate in a weekend school activity if they did not attend school on Friday.

**Graded Assignments/Assessments**

When a student is absent, deadlines for make-up work/graded assignments/assessments will be determined by the guidelines, policies, timelines, and partial credit specifications set by the classroom teachers and included on course syllabi.

**Excessive Absence Policy**

The University Laboratory School faculty and administration believe that students must attend school regularly, be on time for classes, and stay for a full instructional day in order to realize maximum instructional benefits. Research shows a direct correlation between academic success in school and good attendance. According to the Compulsory Attendance Law: “In accordance with state policy, elementary students shall be in attendance a minimum of 160 days a school year. Middle and high school students shall be in attendance a minimum of 81 days per semester or 162 days a school year, or the equivalent, for schools not operating on a semester basis.” Middle and high school students may not miss more than 8 days per school year without extenuating circumstances.

If an absence is necessary, the following protocol must be followed:

1. Before 7:45AM, email universitylab@lsu.edu (if an elementary student, please cc the classroom teacher) and report the absence.
2. The day your child returns to school and before 7:45AM, s/he should take a parent or doctor excuse to the main office explaining the reason for the absence(s).
3. If a student is sent home during the school day by the school nurse because of illness, no note is necessary since a nurse’s office checkout occurs through the main office.

Attendance letters are sent to the parents/guardians of those students who approach noncompliance at 3 days and 5 days absence. Also, at 5 days absence the parents and student must meet with the student’s principal or principal’s designee. If the student accumulates over 8 days absence, except for extenuating circumstances approved by
the school principal, elementary and middle school students will not progress to the next grade and high school students will not receive Carnegie unit credit for course(s).

By law, the Lab School is required to report attendance noncompliance to local truancy officers if a student’s promotion to the next grade is in jeopardy as a result of absences.

K-12 Attendance Requirements

Each school year, students may not miss more than 10 days of school or 10 days of class, without extenuating circumstances, for a particular subject in order to be eligible to receive grades and/or Carnegie unit credit (5 days for \(\frac{1}{2}\) Carnegie unit credit classes).

Students are considered “in attendance” for the school day when they are physically present at the school site or are participating in an authorized school activity under the supervision of authorized personnel.

a. Tardy. Students are considered tardy when they:
   i. Arrives after the regularly scheduled arrival time or leave school prior to the regularly scheduled dismissal time; but
   ii. Still meet attendance requirements for either half or whole day attendance.

b. Half-Day Attendance. Students are considered to be in attendance for one-half day when they:
   i. Are physically present at a school site or participating in an authorized school activity;
   ii. Are under the supervision of authorized personnel for more than 25 percent but not more than half of the instructional day.
   (26-50% = 100 – 193 minutes of instruction in self-contained classrooms or, for departmentalized classes, between 2 entire classes and 3 entire classes plus at least half of a 4th class.)

c. Whole-Day Attendance. Students are considered to be in attendance for a whole day when they:
   i. Are physically present at a school site or are participating in an authorized school activity; and
   ii. Are under the supervision of authorized personnel for more than 50 percent of the instructional day.
   (51-100% = more than 194 minutes of instructions in self-contained classrooms, or for departmentalized classes, at least 3 entire classes plus more than half of a 4th class)

d. For individual content area classes, attendance is awarded using the same percentage requirements.
   i. Tardy – either left class early or arrived late (with appropriate documentation from the main office) but still met attendance requirements for either half or whole day attendance.
   ii. Present for between 26 and 50% of the instructional period.
iii. Present for more than 50% of the instructional period.

If a student does not meet attendance requirements for half or whole day attendance for either the instructional day or individual content area classes, the student must be marked absent for classes/time missed using one of the “Types of Absences” listed in this document.

When a student will be or is absent for more than one day, deadlines for make-up work/graded assignments and/or assessments are determined by the guidelines, policies, timelines and partial credit specifications set by the classroom teacher(s) and/or include in Classroom Management documents and/or on course syllabi distributed at the beginning of each school year.

Tardy Policy

The check in/out log is the official record of student arrivals at or departure from the campus during the school day. A tardy will be counted as unexcused if a written note from a parent or guardian stating the reason for being late has not been submitted and approval from administration has not been granted. Note: The warning bell rings at 7:40 AM and the tardy bell at 7:45 AM. If middle or high school student is more than 20 minutes late for a class, the student will be marked “absent” for that period. If an elementary student arrives after 7:45, the driver must park in visitor parking and escort the student into the main office for check-in.

Attendance/Tardy Letters

Attendance/Tardy letters are sent to the parents/guardians of those students who approach noncompliance at 3 days and 5 days of absences for year-long courses (or the equivalent for ½ year courses). Also, at 5 days of absences the parents and student may be required to meet with the school’s Dean of Students. For any given year if a student does not meet state annual attendance requirements, he will not progress to the next grade and, if taking courses for Carnegie unit credit, will not receive credit for any course(s) taken that year. (AUTHORITY NOTE: Promulgated in accordance with R.S. 17:221; R.S. 17:226; R.S. 17:233). IF a student does not progress to the next grade, he must return to his free and appropriate public education (FAPE) school since the Lab School’s fixed grade level enrollment count does not allow for retentions. By law, the Lab School is required to report attendance noncompliance to local truancy officers if a student’s promotion to the next grade is in jeopardy as a result of absences or tardies.

Types of Absences

Categories for absences are non-exempted (not exempted from absence count), exempted (are exempted from absence count), and unexcused (not exempted from absence or truancy count).
Unexcused Absences marked as “a” – any absence not meeting the requirements set forth in the excused absence and extenuating circumstances definitions. For unexcused absences, students shall be given failing grades in those days missed and shall not be given an opportunity to make up work. These absences do count against school year or individual class attendance requirements.

Non-exempted Absences are not considered for purposes of truancy but do count against school year or individual class attendance requirements. Students with non-exempted absences are allowed to make up work, tests, etc. and receive grades/credit for a course provided the student follows the specifications and timelines for completion as communicated by the student’s teacher(s) and approved by the principal. These absences are Excused Absences marked as “a.”

Exempted Absences are not considered for purposes of truancy and do not count against school year or individual class attendance requirements. Students with exempted absences are allowed to make up work, tests, etc. and receive grades/credit for a course provided the student follows the specifications and timelines for completion as communicated by the student’s teacher(s) and approved by the principal.

1. School-Sponsored Absences marked as “Field Trip or FT” – absence incurred for a school sponsored field trip or other school instructional or school sponsored activity that necessitates being away from school; students must turn in work missed or complete assignments under the guidelines specified by the student’s teacher(s), sponsor or coach.

2. In-School Suspension/Isolation marked as “ISS” – exempted instructional time absence for which the student attends school but is in isolation; in isolation, the student completes and turns in classwork other students are completing during class time; the student also must submit all classwork, projects, etc. and take any tests scheduled due on the day(s) of isolation.

3. “Extenuating” absence marked as “E” – absence which meets the “itemized exceptions to attendance requirement” as described by the State.

Itemized Exceptions to Attendance Requirements: the Lab School must be notified and the “Conditional/Extenuating Absence” form must be submitted immediately for enumerated (itemized) extenuating circumstances. The circumstances are verified by the Lab School’s Dean of Students, who is the school’s Supervisor of Child Welfare and Attendance, or the respective school’s principal or principal’s designee. The Conditional Absence form must be submitted at least one week before the absence or within one week after the absence for it to be considered “extenuating”. Otherwise, the absence will be recorded as “unexcused.”
1. Extended personal physical or emotional illness as verified by a physician or nurse practitioner licensed in the state;
2. Extended hospital stay in which a student is absent as verified by a physician or dentist;
3. Extended recuperation from an accident in which a student is absent as verified by a physician, dentist, or nurse practitioner licensed in the state;
4. Extended contagious disease within a family in which a student is absent as verified by a physician or dentist licensed in the state;
5. Quarantine due to prolonged exposure to or direct contact with a person diagnosed with a contagious, deadly disease, as ordered by state or local health officials;
6. Observance of special and recognized holidays of the student’s own faith;
7. Visitation with a parent who is a member of the United States Armed Forces or the National Guard of a state and such parent has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting. Excused absences in this situation shall not exceed five school days per school year;
8. Absences verified and approved by the school principal or designee as stated below:
   a. Prior school-approved travel for educational purposes;
   b. Death in the immediate family (not to exceed one week);
   c. Natural catastrophe and/or disaster;
9. Absence from school for one day within a 30-day period to render artistic or creative services. Official documentation from the hiring company is required. (Child Performer Trust Act (R.S. 51:2131 et seq.) available at free and appropriate educational schools: If a student is absent from school 2 or more days within a 30-day period under a contract or employment arrangement to render artistic or creative services for compensation the student must return to his free and appropriate public education (FAPE) school. In order to receive services set forth in the Child Performer Trust Act, the student’s artistic employer shall employ a certified teacher, beginning on the second day of employment, to provide a minimum of three education instruction hours per day to the student. The certified teacher is responsible pursuant to the lesson plans for the particular student as provided by the principal and teachers at the student’s FAPE school. There must be a teacher to student ratio of one teacher for every 10 students.)

For approval of any other extenuating circumstances, the student’s parents or legal guardian must submit a formal appeal to the respective school Principal. The Extenuating Absence Appeal form is available on the Lab School website under the “parent and student resources tab” and was previously titled the “Conditional Absence Form.” The appeal must be submitted, following guidelines specified on the form, before the end of the semester the absences occurred. A student who is verified as meeting extenuating circumstances previously listed, or is granted an appeal, is eligible to receive grades. However, he shall not receive grades if he is unable to complete makeup work or pass the course under the specifications and within the timelines specified by the student’s teacher(s) and approved by the respective school Principal.
The Lab School defines “extended” absence as 10 or fewer days of consecutive absences. If one of the extenuating circumstances requires a Lab School student to miss more than 10 consecutive days, the student must return to his/her free and appropriate public education (FAPE) school and apply for Home Bound services. The student’s parents may either pay the remainder of the year’s tuition and MFP funding to hold the student’s Lab School admission or reapply for admission at a later date.

**Makeup Tests**

If an elementary student is absent on the day of a scheduled test, the classroom teacher will schedule a time for s/he to make it up during the school day if possible. If not possible, the classroom teacher will contact the student’s parents and schedule a time before or after school for the test to be taken.

If a middle or high school student is absent on the day of a scheduled test, s/he will follow this protocol:

1. If s/he returns during the school day, s/he must take the test on the same day in after school directed study hall.
2. If s/he is absent the entire day, s/he must take the test the next morning (6:30 a.m.) or after school (3:15 p.m.) in directed study hall.

**Makeup Work**

When a student will be absent for more than one day, deadlines for makeup work/graded assignments/assessments are determined by the guidelines, policies, timelines and partial credit specifications set by the classroom teachers and/or included in Classroom Management documents distributed on Parent Nights and/or on course syllabi.

In general, if an elementary student is absent on the one day a test is scheduled or a graded assignment/project is due, s/he will follow this protocol:

1. If s/he knows about the absence prior to the day missed, s/he will take assessments and/or turn in assignments/projects prior to the day missed.
2. If s/he returns during the school day, s/he must take the test or turn in the assignment/project on the same day following the directions of the classroom teacher.
3. If s/he is absent the entire day, s/he must take the test or turn in the assignment/project on the next day following the directions of the classroom teacher.

If a middle or high school student is absent on the one day a test is scheduled or a graded assignment/project is due, s/he will follow this protocol:

1. If s/he knows about the absence prior to the day missed, s/he will take assessments and/or turn in assignments/projects prior to the day missed.
2. If s/he returns during the school day, s/he must take the test or turn in the assignment/project on the same day in after school directed study hall.
3. If s/he is absent the entire day, s/he must take the test the next morning (6:30 a.m.) or after school (3:15 p.m.) in directed study hall or turn in the assignment/project the next day when s/he attends that class.

Check in/out

All students arriving at school after 7:45 AM or departing from school before the dismissal bell must check in or check out in the main office. The check in/out log is the official record of student arrival or departure from the campus during the official school day. All elementary students who arrive after 7:45 AM must be escorted into the main office by a parent and the parent must check-in the student as the doors will be locked and students will be unable to access the building on their own.

Missing instructional time is detrimental to student achievement, so please make every effort to ensure that students arrive on time each morning and do your best to schedule appointments outside of the instructional day. When students check in or out of school, they must have a dated note from a parent or guardian that includes a reason for dismissal and a parent signature. An email note is also acceptable. Whether the note is handwritten or electronic, the student will not be able to check in or out until parental verification is made by office staff. When checking out, if a student does not bring a check out note in the morning, the checkout procedure will take longer since the student will need additional time before dismissal to complete end of day activities such as copying assignments, packing, or perhaps, visiting a locker. Please be aware that for check outs after 2PM if a check out note is not sent in the morning, you will likely be delayed by dismissal traffic. Also, after 2:30PM, an elementary check out is not possible and normal daily dismissal procedures must be followed.

For expected checkouts, elementary students must turn in a check out note or email to their classroom teacher upon morning arrival and the teacher will document the checkout and send the note to the main office. Middle and high school students must turn in a check out note to the Dean of Students before the morning warning bell. At checkout time, high school students who drive should take the checkout slip given to them in the morning to the main office and sign the checkout book before leaving campus. Elementary, middle and high school students who do not drive will be called to the main office when the parent or guardian arrives. Students will not be sent to the office to “wait” for a checkout. If an unexpected checkout is necessary, parents or guardians must report to the main office and the checkout process described above will be followed.

Arrival and Dismissal Policies

Elementary arrival and dismissal procedures are distributed at the beginning of every school year. Please review those procedures before the first day of school each year and be sure to keep your family number sign in the glove compartment of your car (even if you don’t normally participate in carpool dismissal) for days it may be necessary to participate in carpool dismissal. If a student is participating in a school sponsored
activity before or after school such as study hall, athletics, or detention, s/he will be supervised by an assigned school faculty member who will tell them when/where to meet the faculty member and/or when/where the student should be picked up.

On a routine daily basis, to ensure the safety of our students, they may not be dropped off before 7:20AM and must be picked up by 3:15 PM in the appropriate assigned carpool areas of the school (see below). For students who are not able to drive themselves to or from school, parents must make appropriate before and after school child care arrangements to accommodate required arrival and dismissal times. Exceptions to this are not permitted. Middle and high school students arriving for school sponsored activities before 7:20AM must meet the school sponsor/coach in the assigned area and stay with the sponsor until at least 7:30AM. In the morning, elementary students may be dropped off either at Cub Stop, Tiger, Alley, or at the front flag pole entrance of the school. In the afternoon, students must be picked up in the specified locations:

- Kindergarten through 2nd grade students (and older elementary siblings): Cub Stop
- 3rd grade through 5th grade students (with no younger elementary siblings): Tiger Alley
- Middle/High School students: Dalrymple Drive or by the Auditorium

**(If crossing the street is necessary, ALL community members must cross the street at the designated crosswalks.)**

**Lab School Illness Policy**

**REASONS STUDENTS SHOULD STAY HOME FROM SCHOOL:**
1. **VOMITING** - NOT related to coughing; NOT related to feeding problems (GE Reflux); ASSOCIATED with fever or diarrhea
2. **DIARRHEA** - 3 or more watery, clear or yellow stools; ANY mucus, blood or pus in stools; ANY “pea soup” green or foul smelling stools; ANY loose stools associated with fever or rash; ANY sign of dehydration
3. **PURULENT NASAL DISCHARGE** – ANY green or yellow nasal discharge for more than 3 days
4. **PERSISTENT COUGH** – Of more than 2-3 days if associated with fever or rapid breathing (Day and Night)
5. **RASHES** - ANY pink, red or BLUISH-PURPLE (EMERGENCY!!); Rash with fever; ANY bumps and blisters (chicken pox)
6. **PINK EYE** -ANY redness of lower eyelids or white of eyes with pus or yellow-green discharge.

**NOTE:** Redness of lower eyelids or white of eyes with clear or no discharge and itching is usually due to allergy (Spring and Autumn) this is not a contagious conjunctivitis.
7. **FEVER** - Students with an oral temperature above 100 degrees F should remain out of school until they are free of fever 24 hours.

**Lice**

Please report all cases of lice to the school nurse: Mickie Long mlong@lsu.edu 225-578-9156. Once a case of lice has been detected, contact isolation for 24 hours is necessary after application of effective insecticide.

When the Lab School student returns to school 24 hours after treatment application, the student and a parent should report directly to the school nurse and she will inspect and advise accordingly. Family and student privacy and confidentiality are our highest priorities.


**Class Admit Slips**

A student who misses a class or classes for any reason other than a school-sponsored activity must report to the main office for an admission slip upon returning to school. The student must present a written note from a parent that states the reason for the checkout or absence. A student returning from a doctor's appointment must bring verification from the doctor's office. For either a checkout or an absence, students must report to the main office upon returning to school (before the morning warning bell) to get an admission slip for the class(es) missed. The admit slip must also be presented to and signed by the teachers of the classes that were missed.

**Lab School Dress Code**

The following guidelines govern student dress at school and at school related functions including but not limited to field trips, dances, etc. Interpretation of these regulations and resolution of any alleged violation is the sole province of the administration.

SAFETY, MODESTY, NEATNESS AND CLEANLINESS ARE OUR GOALS.

During the school day, anywhere on the Lab School campus, students must wear:

1. A collared polo or oxford shirt (white, black, or grey) with school logo permanently affixed to the front of the shirt.
2. Approved school sweatshirt or school outerwear (coats, jackets, fleece, etc.), with appropriate school logo permanently affixed to the front of the garment, may be worn over the collared polo or oxford. School administration or administrative representatives will monitor for appropriate environmental conditions which require indoor recess and/or PE.
3. Slacks or jeans (with no rips or holes) worn at the waist. A belt may be required if a student is not able to keep slacks or jeans at the waist.
4. Shorts (not athletic shorts or short shorts), skorts, skirts (with shorts underneath), or jumpers of a modest length. “Modest” is defined as closer to the knee than to the upper portion of the leg. (See ** examples below). Leggings, jeggings, or tights may only be worn if underneath school approved bottoms. Pants cannot be made of any type of stretch fit material.
5. Approved warm-up suits purchased from Cub Wear may be worn.
6. Elementary students are required to wear tennis shoes to school every day. For middle and high school students, closed front and back shoes are required in the classroom and tennis shoes are required during Physical Education.

Additional Notes:
• For middle and high school students, school PE clothing must be worn for physical education class and may not be worn in other classes.
• Clothing that advertises or suggests alcohol, drugs, sex, violence, or makes derogatory remarks toward any group of people is unacceptable.
• Hats and other head coverings (other than those associated with a student’s religious affiliation) are not permitted in the school buildings.

The administration reserves the right to restrict other apparel that may be deemed inappropriate because of safety, security, health, distraction or behavior concerns.

In order to attend class, student dress is required to comply with the school’s dress code.

**Instructional Policies/Procedures**

**Student’s Responsibilities Regarding Homework**

It is the responsibility of the student to:

• Keep an up-to-date agenda (the Lab School supplies all second semester 2nd graders through seniors an agenda) for homework and other assignments and their due dates. Your agenda will also be used as a hall pass.
• Clarify with the teacher any instructions not understood.
• Turn in homework/assignments on the due date.
• Complete homework in proper form, clearly identified with name and class, legibly written or typed, and grammatically correct.
• Arrange a proper study area, either at home or in school, and manage time to accomplish homework assignments.
• Establish a regular weekly study schedule that is relatively free from distractions (television, telephone calls, computer etc). When absent, get your homework assignment from a friend.
• Study and/or review notes and text daily. Homework is not restricted to written assignments.
• Complete homework assignments. In the lower elementary grades, homework is minimal and its purpose is to foster the responsibility of completing an assignment by the expected due date. As a general guideline in the upper elementary grades, no more than 10 to 15 minutes per content area will be assigned. If assignments routinely take a student longer than 10 to 15 minutes to complete, the student should let his/her teacher know. Middle and high school, students should expect up to 60 minutes per night for sixth grade, increasing to 90 minutes per night as students move toward their ninth grade year. The amount of homework will vary depending on the course.

Parents’ Responsibilities Regarding Homework

It is the responsibility of the parent to:

• Assume your student will have studying to do every night.
• Make homework a daily activity at a set time every day.
• Set up a comfortable location for doing homework. This does not have to be a “special” room, but should have good lighting and be free of distractions. Allow your student(s) to study in the way each of them learns best.
• Make sure your student has the necessary supplies.
• Work with your student’s outside activity schedule and preferences when setting up a regular homework time.
• Help your student get organized. One way is by regularly checking their agenda.
• Ensure that your student knows each teacher’s homework policy.
• Show interest in your student’s schoolwork and discuss what your student is learning.
• Watch for signs of failure or frustration.
• Discuss with your student and then, if necessary, contact the teacher to clear up any misunderstandings, troubleshoot problems, discuss time management and be informed about your student’s learning progress.
• Check progress on homework, tests and other assignments through PowerSchool.
• Coordinate homework efforts with the teacher in special cases.

Teacher’s Responsibilities Regarding Homework

It is the responsibility of the teacher to:

• Clearly state the purpose of the assignment, the relationship to the topic under study and how the assignment might best be carried out.
• Review the assignment before giving it to students, anticipate difficulties and clarify/answer student questions as needed.
• Avoid routine assignments over holiday and vacation time.
• Give special consideration to limiting weekend assignments (review, voluntary projects, or make-up work).
• Provide feedback in a timely manner.
• Use results of homework to plan future instructional activities.
• As a general guideline, total homework should be approximately equal to 10 minutes times their grade level on a week night. This is assuming the individual has completed daily assignments to date.
• Involve parents in appropriate ways (for example, as a sounding board to help students summarize what they learned from the homework) without requiring parents to act as teachers or to police students' homework completion.
• Carefully monitor the amount of homework assigned so that it is appropriate to students’ age levels and does not take too much time away from other home activities.
• For middle and high school teachers, be available from 3:00-3:30 daily for instructional support and/or conferencing.

Administrator’s Responsibilities Regarding Homework

It is the responsibility of the administrator to:

• Communicate the school’s policies to parents.
• Monitor the implementation of the policy regularly.
• Coordinate the scheduling of homework among different subjects, if needed.
• Serve as mediator, should the need arise.

Developing Accommodation Plans for Qualifying Students

LSU and The Laboratory School assure equal opportunity for all qualified persons in the admission to, participation in, and treatment of students in the programs and activities that the school operates and sponsors. Section 504 of the Rehabilitation Act of 1972 prohibits discrimination against students with disabilities. The law gives such students the right to reasonable accommodation of their disabilities.

To be considered for classroom accommodations in addition to sound instructional practices already provided for all students, a full Psychoeducational Evaluation or a Psychological Evaluation with an IQ component (Woodcock Johnson or Wechsler) must be submitted to your child’s principal or his/her designee. In order for a student to receive accommodations, it must be determined that he/she has a “physical or mental impairment which substantially limits one or more major life activities”. "Major life activities include caring for one's self, walking, seeing, hearing, speaking, breathing, working, performing manual tasks, and learning." (For instructional purposes, to determine if the impairment substantially limits the student’s learning or his/her social interaction with others in the classroom or in the general school setting.)

Once received, evaluations are filed in the student’s cumulative folder for teacher review as needed. A new evaluation is needed every three years in order for accommodations
to continue to be considered for the student. After the evaluation is submitted, the following steps are followed:

- To determine if the impairment is “substantially limiting”, school personnel considers the student’s assessed intellectual functioning level and compares that to the student’s performance in the classroom.

- If the student is performing at or above his/her assessed intellectual functioning level, the impairment is not “substantially limiting” the student’s learning.

- If the student is performing below the assessed intellectual functioning level,
  - Additional data is gathered including but not limited to grades, standardized test results, the number of missing and/or late assignments, teacher and parent input regarding classroom engagement, engagement when completing assignments at home, and attendance to determine the cause of the underperformance.
  - If the data supports that the underperformance is a result of behavioral issues such as failure to turn in assignments, attendance, etc, a behavior/attendance plan is created for the student. Once behavioral issues are resolved, if classroom performance is still not indicative of the student’s assessed intellectual functioning level, the process begins again.
  - If the data supports the underperformance is the result of the diagnosed impairment, the School Building Level Committee (SBLC) uses the input gathered to create a draft of a 504 plan outlining what accommodations are necessary to “level the playing field” and provide the opportunity for the student to perform at the appropriate intellectual level. The recommendations listed on the evaluation and parent and teacher input are used as guides. The SBLC consists of an administrator (or the administrator’s representative), at least one teacher and the student’s guidance counselor. While parent participation is not mandatory at an SBLC meeting, we always welcome parents to participate.
    - Once a draft of a plan is written, the SBLC meets to review the drafted plan. The plan is finalized and all parties in attendance are invited to sign the document. (While parent attendance is not required, in community spirit, it is a courtesy that is always extended.) Failure to sign does not prohibit the plan from being enforced.

Request for a review of the plan may be submitted in writing, by parents or teachers, to the administrative SBLC representative or his/her designee within 5 days of the date of the final annual SBLC meeting. The letter must include the grounds for the review request. The administrative SBLC representative or his/her designee will present a request for review to the LSU Office of Disability Services. The administrative SBLC representative or his/her designee will notify all parties of the outcome of the review.
The document titled, “Section 504 Parent Rights Louisiana State University Laboratory School September 1, 2009” provides additional information regarding student and parental rights and is distributed to parents after the annual SBLC meeting.

**Scheduling, Placement and Promotion**

All K-2nd grade students are scheduled in self-contained classrooms. While third through fifth grade students are each assigned to homeroom teachers, their schedules are of a semi-departmentalized structure. All secondary students are scheduled for seven periods.

All high school students are required to be enrolled in four years of math, science, English and social studies. High school course offerings are determined by the high school students’ course requests made in the spring of each year. A student is expected to remain in the classes he/she has scheduled for the entire year.

**Placement/Progression**

Policies regarding grade level placement and awarding of credit for students in K-12th grades are specified in the school’s Pupil Progression Plan. This document is available on the school website.

**Foreign Language Placement**

The Lab School offers foreign language instruction in Spanish and French for grades K-12. Students take both languages through Grade 5 and will decide at the end of 5th grade which language they will continue during 6th -12th grades. Students may enroll in two languages beginning in 10th grade. As part of high school graduation requirements, two consecutive courses of the same language taken in grades 9-12 are required.

**Mathematics Placement**

In elementary school, math instruction follows grade level expectations specified in state standards but is differentiated based on student performance. Placement of rising 6th grade students is based on the following criteria:

a. Current standardized test scores
b. Current report card grades in mathematics
c. University Laboratory School math placement test
d. Fifth grade teacher recommendation

**High School Credit Classes Taken in Middle School**

Middle school students taking courses for high school credit may opt to have those grades transferred to their high school transcript or repeat the course(s) in 9th grade.
Repeat Credit Work

Only those courses failed may be repeated for credit.

Grading and Reporting Policies and Procedures

As mandated by the Board of Elementary and Secondary Education (BESE) all Louisiana Education Agencies (LEAs) shall use the following uniform grading system for students enrolled in all grades K-12 for which letter grades are used. (Bulletin 741 §2302).

Grading Scale for Regular Courses
Grade Percentage
A 100 - 93
B 92 - 85
C 84 - 75
D 74 - 67
F 66 - 0

For grades 3 - 12, grades are assigned for every core course (ELA/English, Math, Science, and Social Studies) using the grading scale listed above. Beginning in 5th grade, Foreign Language is included as a “core course.”

Weighted Grade Point Average

A ten point grading scale and enhanced quality points (A=5, B=4, C=3, D=1, F=0) are given to Advanced Placement, Dual Enrollment, and International Baccalaureate courses. Honors courses taken during summer programs or at other schools will be noted on the transcript but will not receive enhanced quality points. Specific information about the AP, DE, and IB programs may be found on the school website. Report card dates for all are posted on the School Calendar distributed to the faculty and staff at the beginning of each school year.

For K-2nd grades, the following ranking system is used to identify student performance levels:

Mast = Mastery= Routinely and independently able to meet all state mandated grade level expectations (at the level of Bloom’s Taxonomy for which the expectations are written); always in the specified amount of time

AM = Approaching Mastery = Routinely and independently able to meet at least 75% of the state mandated grade level expectations (at the level of Bloom’s Taxonomy for which the expectations are written) in the specified amount of time

AMS = Approaching Mastery with Support= Routinely and independently able to perform basic skills which provide a foundation for future success (but needs support when attempting to meet at least 75% of state mandated grade level
expectations at the level of Bloom’s Taxonomy for which the expectations are written) in the specified amount of time.

U=Unsatisfactory= Unable to routinely and independently perform basic skills needed to provide the foundation for future success; may receive additional support but is still unable to perform basic foundational skills and/or meet at least 75% of state mandated grade level expectations.

For elementary specialists’ classes (such as music, art, information resources, PE, technology, Foreign Language (K-4), etc.), the following ranking system is used:

S = Satisfactory = Demonstrates appropriate growth, academic engagement and social behavior during class.

N = Needs Improvement = Needs improvement in one or more areas (specific recommendations for improvement will be given in the “comments” section of the report.

U = Unsatisfactory = Does not demonstrate appropriate growth, academic engagement and social behavior during class (specific feedback will be given in the “comments” section of the report).

If a teacher determines a K-5 student consistently, independently and accurately (within the given time constraints) demonstrates the ability to successfully engage in standards above the present grade level’s state standards; under the “comments” section of the report card, it will be noted that the student is consistently working “beyond current grade level expectations” in the respective content area. If a student receives RTI support for a quarter, it will be noted under the “comments” section of the report card in the respective content area.

For 3rd-12th grades, the state grading scale is used for reporting. By participating in or using any activities, programs, equipment or facilities available through LSU and/or LSU Lab School, the participant/user (or guardian of a minor participant/user) hereby agrees to the following terms and conditions:

International Baccalaureate (IB) Diploma Program

The IB Diploma Program coordinator is social studies instructor, Candence Robillard. Any questions concerning the IB Diploma Program should be directed to Mrs. Robillard.

Dual Enrollment Program

The Dual Enrollment (DE) Coordinator is math instructor, Aimee Welch. Lab School Juniors and Seniors complete DE applications during prep days at the beginning of the
school year. The current listing of Dual Enrollment courses can be found on the school website at: Dual Enrollment Information.

**PowerSchool®**

This is a tool to help keep parents informed of their student’s academic progress and attendance. PowerSchool instructions, including the user logon id and password, will be given to middle and high school students during prep day and to third through fifth grade elementary students’ parents at Parent Night. Visit the school website at [http://www.uhigh.lsu.edu](http://www.uhigh.lsu.edu) to access the PowerSchool link. **You will not be able to log on to PowerSchool if you have outstanding fees.** If you have misplaced your id and password, please contact Melonee Wicker at 578-9160. If you have outstanding fees, contact Megan Collins at 578-2425.

**Incomplete (I) Grades**

A grade of incomplete (I) is assigned when a student is unable to complete assigned work on time because of extenuating circumstances. Incomplete work not made up within the time schedule set by the teacher will result in a failure for the missing assignments or assessments. A three-week period of time will be the limit for removing an “I”. A student who fails to meet a deadline is given a failing grade, not an “I”. It is the student’s responsibility to contact the teacher about making up missed work and for completing that work.

**Suspected Errors in Grades**

A student who questions an assigned semester grade on his/her report card should contact the teacher to determine if an error was made. Grade changes (corrections) will not be allowed more than one semester after the report card was issued. A student who suspects that a semester grade on his/her report card is in error should immediately contact the teacher and stay involved until he/she is convinced no error was made or until the record in the school office has been corrected. A teacher must submit a written Grade Change Report to the principal to change a semester grade. If the student is not sure the school record has been corrected, he/she should see the guidance counselor.

**Grade Appeal**

The following is the procedure for appealing a grade:

1. The student should schedule a conference with the teacher to review and verify the accuracy of the grade in question.
2. If the student or parent desires to pursue the appeal further, he/she must complete an appeal letter stating the reason for the appeal and submit it to the school level principal. The principal will arrange a conference for the student, the teacher, and a parent within one week. The decision of the principal will be final.
Concentrated Study Period

For middle and high school students, the two-day period during the fall and spring semester immediately preceding the first day of final examinations will be set aside as a concentrated study period. During this time, no extracurricular student activities, such as social and athletic events, will be held on or off-campus (this will include the weekend if tests begin on Friday). There will be no required major examinations (the only exception is foreign language oral assessments) in academic courses or graded course work during this time (this time will be used for review and questions and answers). However, class projects placed on the syllabus by the beginning of the second nine weeks (for midterm exams) and the fourth nine weeks (for final exams) of class are exempt. Any exceptions to this policy must receive prior approval from the principal.

Moodle

This is a website where middle and high school teachers have traditionally posted syllabi, major projects, rubrics, and discussion boards. The purpose and use of Moodle is to each teacher’s discretion. Daily assignments are announced in class and may be found in the students’ agendas. Moodle user names are identical to student’s email addresses. Moodle passwords are the same as their myLSU account password. Visit the school website at http://www.uhigh.lsu.edu to access the Moodle link.

Summer School

Middle and high school students who earn a failing grade in a required subject either first or second semester must repeat the course in summer school to be promoted to the next grade. Grade changes will be made in the instance of teacher error only. Students are only allowed to remediate two full core credits during summer school. If a student fails more than two full core credits in a school year, s/he may not return to the Laboratory School the following year. Elementary students may be required to engage in summer remediation activities in order to progress to the next grade. Core classes include math, science, social studies and world language.

Semester Exam Exemption Policy for Middle and High School Courses

Semester exams can be worth no more than 20% of the final grade. The University Laboratory School Semester Exam Exemption Policy is completely voluntary for teachers. A student may qualify for final exam exemption if:

1. The student has maintained a superior behavior record for the entire semester.
2. The student has an “A” average for the entire semester.
3. The student has no unexcused absences in the class for which he/she requests semester exam exemption.
4. The teacher chooses to participate. Teachers will announce their participation or nonparticipation at the beginning of the school year.

* The policy for semester exam exemption in a course does not apply to LSU Dual Enrollment and IB courses.*

**School Records**

The school will send school records to colleges, universities, or other legitimate educational organizations to which the student submits applications. One transcript for personal or social use will be furnished. Students request a transcript by signing the Transcript Request form available in the high school office. Transcripts may be picked up in five (5) school days. Students participating in Dual Enrollment courses must request transcripts directly from the participating university(ies). Students should plan in a timely fashion in order to give teachers and others ample time to complete letters of recommendation forms and write letters of recommendation. Requesting that a school official complete a letter of recommendation does not relieve the student of the responsibility of meeting deadlines.

All other records, including admissions and withdrawal records, should be submitted to Tiffany Creel (tcreel@lsu.edu) the admissions/records coordinator.

**Early Graduation**

The University Laboratory School does not offer early graduation.

**School Property**

**Books and Equipment**

A student is responsible for properly caring for all books and equipment he/she is issued and for returning those same items in good condition. Books and equipment issued to a student are coded, and the condition when issued is described on school records. A student must pay for each item not returned or returned in a damaged or unsatisfactory condition. A student must return the same book or piece of equipment that was issued to him/her. A student will not be issued a replacement book or receive his/her report card and/or transcript until the expense of the missing book/equipment has been defrayed.

Books are due on the last day of exams. After the due date, books not returned will be billed to the parents. Books must be returned by the deadline communicated by the Lab School Accounting Office. After the specified deadline date, the charges will remain and no refund or credit will be issued.
Library Books

Students may check out library books at any time for three weeks at a time. There is a 25¢ per day charge for any overdue book.

Lockers

A locker and a lock are assigned to each middle school student at the beginning of the year. A locker and a lock are available to high school students, upon request, at Prep Day. Lockers and locks are considered school property, and school officials may examine them at any time. A student is required to lock his/her locker. A $10 replacement fee is charged for any lock not returned at the end of the school year. Students must not move to another locker without administrative approval.

Parent/Teacher Conferences

Teacher conferences are held by appointment only. To schedule a conference, please contact the individual teacher(s). Email is the preferred means of communication as it is often difficult for teachers to access a phone during the school day. Email addresses can be found on the Faculty Listing page of the school website.

Awards

Academic Awards

Each semester, students in middle school and high school who have earned straight A’s will be recognized at a “Straight A Luncheon” off campus.

Each semester, students in middle school and high school who have earned at 3.75 or higher are recognized with a pizza luncheon on campus.

Each spring the Laboratory School recognizes the academic achievements of hardworking secondary students. The following awards are given at the high school and the middle school awards ceremonies:

• Superior Achievement in a course. The criteria for the superior award include grade point average, class participation, literary rally participation, and teacher recommendation.

• Excellent Achievement in a course. The criteria for the excellence awards are similar to those for the superior award: grade point average, class participation, literary rally participation, and teacher recommendation.

• Straight “A” Students. Eighth grade students who have earned straight A’s throughout middle school.

• Outstanding Boy and Girl. Middle school team leaders select recipients. This award is given to students who best exemplify the ideals of the LSU Laboratory School. Specific qualities include scholarship, citizenship, service, and leadership.

• Honor Graduate Status. Awarded to graduating seniors with a cumulative grade point average of 3.9000 or better and no grade lower than a C.