



Henry Barnard Laboratory School

2019-2020
Family Handbook



Our Vision

We are committed to continually researching and adopting only the best academic, social and emotional strategies in the profession so each child can succeed in an inclusive, supportive and creative learning community.

Our Mission

The mission of Henry Barnard School's faculty and staff is to provide an inclusive, positive, safe, healthy, creative and hands-on learning environment, so children are challenged academically and encouraged to be socially responsible members of our diverse learning community.

Our Philosophy

The Henry Barnard Laboratory School at Rhode Island College provides an essential foundation for children wherein they are nurtured and equipped with the tools for academic success.

Our children are celebrated for their individuality and given the freedom to explore, think independently and problem solve. We embrace diversity and the unique talents and interests of our students through an interdisciplinary curriculum that advocates hands-on, project-based learning.

We believe that collaboration between teachers, students, families, and the greater community is our greatest strength. We encourage community connections and service, and we promote global and local citizenship.

Our students benefit from accomplished professional faculty, who are nationally recognized in the field of education. Our partnership with RIC's Feinstein School of Education and Human Development results in shared experiences, research, and knowledge that contributes to Henry Barnard, the higher education community and the teachers of tomorrow.

We believe that education should be a joyful endeavor. Our intention is for students to gain a lifelong passion for learning; develop the confidence to innovate, and acquire the skills to explore and navigate the world with a sense of wonder and curiosity.

General Information

Introduction

The Henry Barnard handbook provides our families with a common understanding of the goals, practices, policies, and procedures which govern our interactions and behaviors on a day-to-day basis. We ask that all members of our community become familiar with the information outlined in this booklet, and we request that parents share with their children those rules and regulations which directly impact them. Our hope is that with a common knowledge of our mission, our goals, and the policies and procedures which make attaining those goals possible, we will have a smooth and enjoyable year; one in which all our learners are encouraged and successful, and all stakeholders are empowered to be integral participants in the life of the school. As we go through this 2019-2020 academic year, we will make additional changes and improvements to this handbook. If we make substantive revisions, we will provide email notification of the specific changes to those families in our current email lists. We reserve the right to amend this handbook without notice. While this handbook represents our best efforts to provide advice on our rules and policies, this handbook is not a contract. Its sole purpose is to provide you with information and guidance.

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Rhode Island College

Building on its historical roots in teacher education and its status as the largest preparer of educators in the state, Rhode Island College is broadly recognized for the excellence of its academic, public service, and cultural programs. Widely known for its curricula in education, fine and performing arts, nursing, and social work, the College is equally committed to offering a broad array of undergraduate arts and sciences and professional majors. The College renders each student with the opportunity to experience academic life in a caring community where education means inquiry-based, civic engagement, and open discourse. Faculty continually strive to fulfill the promise of the liberal arts education; namely, the support of open and inquiring minds. As one of the state's comprehensive institutions of higher education, the College fulfills Rhode Island's promise of affordable access to superior higher education for both traditional and nontraditional students, whose growth and development enrich all. The College further achieves its responsibility by providing public service, continuing education offerings, and cultural opportunities to the citizens of Rhode Island and beyond.

Feinstein School of Education and Human Development

The mission of the Feinstein School of Education and Human Development (FSEHD) is to prepare education and human service professionals with the knowledge, skills, and dispositions needed to promote student learning and development. Building on extensive field experiences, the school

develops reflective practitioners who model lifelong learning, technological competence, and collaboration. The FSEHD is committed to facilitating excellence through equity, diversity, and social advocacy.

The Role of Laboratory Schools

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

Laboratory schools have a dual commitment to educate children and to provide a service to their college. The children enrolled in laboratory schools receive an outstanding education from top scholars/practitioners

The Henry Barnard Laboratory School is an active member of IALS, The International Association of Laboratory and University Affiliated Schools, and was host site for the 2007- 2008 IALS conference in April 2008.

Functions of a Laboratory School

Laboratory schools serve five specific functions:

- Providing clinical experiences for pre-service and in-service teachers
- Providing a site for research in educational practice and accessible participants for studies
- Providing a venue for educational innovation and experimentation
- Providing an opportunity for curriculum development and refinement
- Providing staff development for professionals in private and public schools

The Henry Barnard Laboratory School has performed each of these functions for more than a century.

Our Namesake and Inspiration

Dr. Henry Barnard was one of the great educational reformers of the 19th century. Born in 1811, Barnard dedicated most of his time and resources to educational reform. He was one of the architects of the universal system of public education in the Northeast and a strong advocate of the education of

women. In his early twenties, he abandoned a promising career in law (he graduated from Yale) and concentrated on studying, publishing, and editing a variety of journals, including the American Journal of Education. He later became the chancellor of the University of Wisconsin and the president of St. John's College in Annapolis. His final professional appointment was as the first U. S. Commissioner of Education, in 1867. He died in 1900 at the age of 89. In addition to our school, an elementary school in Enfield, Connecticut, a preschool to second grade school in New Rochelle, New York, and a scholarship program at the University of Connecticut are all named in his honor.

Curriculum

As a laboratory school, the Henry Barnard faculty are innovative in their approach to education. The curriculum is continually evolving as the content is integrated across many subjects. The school is learner-centered and uses the tenets of constructivism as a foundation for teaching and learning. Constructivism advocates four key components:

- Learners construct their understanding rather than having it delivered or transmitted
- New learning depends upon previous understanding
- Learning is enhanced by social interaction
- Authentic learning tasks promote meaningful learning

Information about the curriculum used in each grade and in all specialist areas, as well as student enrichment and school-wide learning experiences are shared with parents at the annual September Opening Night and available upon request.

Arrival and Dismissal

Start of Day

Classes begin promptly at 8:00 am, at which time all learners, regardless of grade, are expected to be in their classrooms, ready to work, with outerwear, and gear stored away. Learners may arrive at school and enter the building any time after 7:45 am; they are allowed to enter classrooms at 7:55 am. **Learners may not be left at school before 7:45 am because there is no supervision available until that time.**

Learners arriving late must be signed-in at the school office by a parent or the designated adult who is transporting them. Since the carport door is locked at 8:00 am, late arrivals should enter by the main entrance, and once signed in, will be walked to the appropriate classroom by a staff member.

End of Day

Half-day three-year-old preschoolers will be picked up at 11:25 am. Dismissal for all other students is at 2:20 pm except on early release days, when it is 11:30 am. Bus riders and those participating in Explorations are dismissed first. All other students are dismissed immediately thereafter and may be picked up by parents or designees. When picking up your child, please wait outside in the carport area. If you wish to speak with a teacher, please arrange to do so in advance.

At 2:35 pm, students who have not been picked up at the carport will be escorted to the main office, where they will remain until their parents or designees arrive. Customary charges will be assessed by Explorations for any child left in their care in these circumstances.

Parking

Visitor/Volunteer parking is available in the carport circle at the west end of the school. If “carport” parking places are full, please park either in Lot K (directly in front of Horace Mann Hall) or in Lot A (off College Road on the Mt. Pleasant Avenue side, down the hill from Roberts Hall and the bus stop.) Parking is not permitted at any time of the day along the east side of the school (between the school and the art building), in the carport circle, or behind the school. Cars parked in these areas at any time are subject to ticketing. The College indicates that anyone who parks in a Faculty or a student-designated lot will be ticketed, and Campus Police will not honor requests from the school to forgive parking tickets. Please plan accordingly.

Joining the Community

Student Acceptance and Enrollment

The Henry Barnard Laboratory School follows a “rolling admissions” program for grades K-5. Families desiring admission may apply at any time during the year by filling out an application form (available at our website under the ADMISSIONS tab, or in hard copy at the office) and submitting at \$25 application fee. Families will be invited to attend an Open House or to schedule a tour. Applicants will be screened by HBS faculty and administration, and if it appears that your child will be a productive and solid match, they will be admitted. Once accepted, to reserve a spot, a non-refundable \$500 will be required.

HBS supports our learners and is committed to serving their needs to the best of our ability. HBS does not discriminate on any basis, and we continually build and support a diverse population of students. However, should we discover that despite our best efforts, we cannot meet the child’s needs, or that there is not a good match between the learner and the school, the Henry Barnard Laboratory School reserves the right to remove from class, suspended from attendance, or disenroll the child at our sole discretion in a fashion which allows the family to find another more appropriate educational environment. We will refund a prorated portion of paid tuition and prepaid lunch fees.

If a learner’s behavior becomes so inappropriate that it compromises the health/safety of self or others, or creates an environment within which learning cannot occur, and the learner does not respond to correction, the Henry Barnard Laboratory School reserves the right to immediately disenroll the learner without refunding tuition fees. Violent actions against others and/or the possession of a weapon are grounds for immediate dismissal from the school, with no refund of tuition.

Kindergarten Specific Enrollment Information

Those wishing to have their child considered for Kindergarten admission must submit the Kindergarten application (available online and at the school office) with supporting documentation and a nonrefundable check for \$25. Once the application is on file, applicants will be invited to a Kindergarten Screening. Here they will meet in small groups with the teachers and read stories, play games and complete age appropriate activities. At the screening, each applicant will need a completed parent questionnaire and a current teacher questionnaire. Those will be mailed prior to the screening date.

Siblings of current HBS students and children of RIC faculty are given priority in the admissions process. Remaining positions are filled by all remaining Kindergarten applications. Parents will be notified of Kindergarten acceptance within ten days of the screening date.

Preschool Specific Enrollment Information

Each year, Henry Barnard's Reggio Emilia-inspired preschool serves thirty-two three and four-year olds in two classrooms. Each classroom has a 1:8 teacher: student ratio. Preschool is our highest demand grade in terms of admissions.

Applicants for the program in 2019-2020 will be screened on February 7, 2020. Parents will be notified of acceptance within ten days of screening. Application decisions are made, giving priority to siblings of current HBS learners and children of RIC faculty and staff. A waitlist is formed when the number of successfully screened students exceeds the number of spots.

All children entering the Henry Barnard School must be "potty trained". Children must be independent in dressing and undressing and in toileting skills. If a child has an "accident" while at school, the child will change into clean clothing. Parents will be contacted if extensive cleaning is required.

Kindergarten and Preschool Specific Information for 2019- 2020

All kindergarten and preschool learners will begin classes for the 2019 - 20120 school year on 28 August 2019. The specifics of the first two days of classes are as follows:

28 August (Wednesday) - parent and child visitation. Come and spend a half-hour to an hour with your child in his/her classroom. Meet the teacher and classmates.

29 August (Thursday) - Half day for preschool and kindergarten with dismissal at 11:15am.

30 August (Friday) – First full day of school for Kindergarten. Half-day for Preschool with dismissal at 11:15am.

3 September (Tuesday) - First full day for Preschool.

Part-Time Preschool Option for three-year-old children.

The Henry Barnard Laboratory School offers a part-time preschool option for three-year-old children. At a slightly reduced tuition, three-year-old children may attend preschool for three half days and two full days per week. Those choosing this option attend all day on Tuesday and Thursday, and morning only on Monday, Wednesday, and Friday.

Student Placement/Class Population

Early in the spring of each year, the Henry Barnard faculty and administration begin the process of determining student placement for the next academic year. We consider the match of the student with the classroom teacher and the blend of students within a class, as we attempt to balance classes academically, socially, culturally, and by gender. This process ensures that classrooms at the same grade level are heterogeneous and balanced both academically and socially. Learners in each of the current grade classrooms are divided as evenly as possible between the two classrooms available in the next school year so that learners may establish new friendships and continue to grow socially as well as academically.

If you have input you wish to provide, please communicate it to your child's current teacher no later than the end of Second Trimester Parent Conferences. Once placements have been decided, they will not be changed except in extreme situations. HBS administration will make the final decision in all student placements.

Anticipated Tuition rates for 2020-2021

- Full time Preschool tuition: \$15,996
- Part time Preschool (an option for three-year-olds only): \$12,829
- Kindergarten tuition: \$12,217
- Grades 1-5 tuition: \$12,011

Tuition rates for the next academic year are typically released in late spring, after approval by the State Board of Education.

Tuition is due at the beginning of each college semester (August and January). Tuition payment plans can be arranged through the Bursar's Office. Those whose tuition is delinquent will not receive progress reports or grades, and transcripts will also be held until the account is paid in full. In the event of tuition default, learners will be disenrolled, and collection activities may be commenced. HBS will seek to recover any collection costs in addition to delinquent tuition and other charges.

Commitment Deposit

Families whose children will be returning for the 2019-2020 academic year are required to indicate their intent. You will be sent a letter in the Spring semester requesting a commitment.

Commitments must be accompanied by a non-refundable deposit of \$500 per child, which will be credited toward the child's tuition for the upcoming year.

Payments, Payment Plans, and other Financial Matters

As part of Rhode Island College, The Henry Barnard Laboratory School is accountable to the College and to the State for our financial management and stewardship. In keeping with HBS policies across the board, our financial policies are personal-responsibility based.

The Henry Barnard Laboratory School is a non-public, independent school which relies on learner tuition to fund its operations.

Registration of a learner at The Henry Barnard Laboratory School indicates an acceptance of all current tuition and fees, and an acknowledgement of a parent/s or other responsible adult to pay the tuition and any applicable fees in a timely fashion.

Attendance as a learner at The Henry Barnard Laboratory School is a privilege, not a right. That privilege will be withdrawn if the learner's financial account becomes delinquent, and at that time a financial hold will be placed on all the learner's records until the account is current.

Tuition may be paid in full at the beginning of the academic year. The other options for payment include paying in two installments – one prior to the first day of school in August, and one prior to the first day of school in January, or in monthly installments if a payment plan is executed in advance of the start of school with the Office of the Bursar of Rhode Island College. If a payment is missed, the College may, at its discretion, (a) put a financial hold on the account, prohibiting the transfer of all records, (b) disenroll the learner, effective immediately, (c) initiate collection proceedings to recover the balance of the amount owed plus any applicable late and/or collection fees. Failure of the College to initiate any of these actions in each situation does not prohibit future initiation of any or all of them.

If a financial account is sent for collection, the parent(s) or other responsible adult(s) of the learner agree to pay all costs of collection, including court, legal, and enforcement fees. The parent also understands that records will be released only upon full payment of the balance due.

The Rhode Island College Bursar's Office oversees all financial transactions related to tuition and the pre-paid lunch programs at HBS. If you have questions about your account, wish to discuss a payment plan, or want to inquire about financial assistance, please contact them. Tuition payments

should be sent to/made at the Bursar's Office, which is in Building 4 on the East Campus (closest to Mt. Pleasant Avenue). An electronic payment system is now available for those who prefer to use it. Please contact the Bursar's office for details.

Because the State significantly supports the HBS budget and underwrites a large portion of student tuition, very limited additional financial assistance is available. If you have questions about financial assistance, please contact the Director of Admissions, Mr. Janaway, for more information.

Legal Advisories and Notifications

If you have a court order awarding you sole custody of your children/HBS learner[s], you must file a copy of that order with the administration. Any permission to release your children to another person must be provided in writing on the child's emergency information form. In cases where your custody is greater than 50% (joint), you will be expected to make all decisions concerning your child, though copies of correspondence and records may be provided to those individuals with lesser custody unless prohibited by the custody order.

The Family Education Rights and Privacy Act (FERPA) authorizes release of records to authorized school personnel without parental permission. If you have your child assessed/evaluated and wish the results of the assessment/evaluation to be considered in your child's educational planning and/or services, you will need to provide the school with a copy of the results, as well as the name and contact information of the assessor/evaluator.

The Henry Barnard Laboratory School an independent, non-public school. Enrollment here is a privilege, not a right, and is regulated by the enrollment agreement, the Family Handbook, and other documents which may be posted on the school website and/or circulated from time to time. The Henry Barnard Laboratory School administration reserves the right, at its sole discretion, to terminate a student's enrollment at the school for any reason it deems appropriate, without tuition refund.

As a laboratory school, we have three primary foci: to develop (creating new curriculum and trying new methodologies), to document (using best-practice research methodology to determine the level of success of our innovations and interventions), and to disseminate (providing information to educators and others through scholarly publication and media). Because the locus of our research and documentation is our classrooms, HBS learners interact with many researchers and participate in various studies. Therefore, documentation will often include photographs and videos of our learners. By

enrolling your child at the Henry Barnard Laboratory School, you give your consent to our use of these photos/videos in documentation, dissemination, and school publicity. (No student will be identified by name in any information disseminated.)

Additionally, your enrollment of your child in the Henry Barnard Laboratory School indicates that you are aware of, and agree to follow the procedures and policies of the school as described in the Henry Barnard Laboratory School Family Handbook as published, posted online, and amended from time to time.

Communication

General Policy

Since good communication is the foundation for good relationships, the Henry Barnard Laboratory School focuses on multiple means of communicating with our families and the greater community. All Henry Barnard faculty and staff have RIC email accounts; our email address is usually our first initial + last name@ric.edu.

Each member of the faculty and staff also has access to a telephone. The main office number is (401) 456-8127. We ask that you do not call teacher phone numbers during the instructional day, since phone calls to the classroom can be disruptive to the learning process.

Your email or phone call to any of us will receive a response within twenty-four hours unless it arrives on a weekend, or while we are on vacation. In the latter case, you should receive an out-of-office auto-response, or an out-of-office message.

Early Excusal

In the event that your learner needs to be excused before regular dismissal, we ask that you send a written note or email to the teacher and the office informing us of the change or call the main office at (401) 456-8127 before 12 pm. We will not be able to accept changes in dismissal after 12 pm.

Absence or Lateness

If your son or daughter is absent, you should call the office on the morning of the absence. On the first day that your child returns, s/he should bring a note from you indicating the cause of the absence. If you know that your child will be late arriving at school, please call the office, and be sure to

sign him/her in at the office when you arrive. Excused absences include illness, death in the family, and an emergency.

School Activities, Events and School Alerts

Notices to parents will be sent via email. Hard copies may also be sent home in students' backpacks. Events and school information (including the school calendar and the month's lunch menu and selection sheet) is posted on the website. (www.henrybarnardschool.org)

Emergencies

In critical communication situations (such as weather-related closures or delays), blast text messages will be sent to each family's designated primary number utilizing the Remind System. In emergencies (such as early dismissal due to loss of heat, or campus emergency), text messages through Remind and e-mails will be sent simultaneously to all accounts on record. An email to all families will also go home.

Concerns and Complaints

Complaint Procedure

The Henry Barnard Laboratory School (HBS) is committed to accepting and considering complaints and concerns from individuals and groups. A complaint is a claim that a school policy or appropriate practice has been violated or misapplied. A concern is a more general statement of discomfort arising from a situation or observed event. If formal legal advice is deemed necessary by either party, or if the complaint/concern alleges a violation of law that may, in HBS' judgment, lead to litigation. The complaint/concern will proceed immediately to the principal, who will alert the Dean.

Informal Complaints/Concerns

If a student or parent has a complaint or concern, s/he should, in most circumstances, first discuss it with the person whose action, decision, or alleged error in judgment has initiated the complaint/concern.

If, after conferring with the person, the student or parent is not satisfied, or if resolution is not achieved within five school days, a conference between the student and/or parent and faculty/staff member will be arranged by the principal or assistant principal. The conference will occur within five school days of receipt of the written request from the parent/student for a conference.

If the student/parent is still not satisfied with the decision rendered at the informal level, a formal written complaint may be filed with the principal within ten school days.

Formal Complaints

If a student or parent is dissatisfied with the decision reached at the informal level of the procedure, the student/parent may file, within ten school days, a formal written complaint to the principal, who will acknowledge its receipt within one working day, and will forward a copy of the complaint to the Dean of the Feinstein School of Education and Human Development.

The principal will investigate the complaint; will communicate with the student/parent making the complaint and with the person against whom the complaint is lodged; will consult with the Dean regarding findings and proposed resolution; and will communicate the resolution to the complainant. Because of the necessity of scheduling multiple meetings, the goal for resolution is ten school days, but some processes may take additional time.

If the student/parent is still not satisfied with the decision rendered at the formal level, the complaint may be elevated to the Dean of the Feinstein School within five school days. The principal will forward all applicable findings and materials to the Dean, who will affirm the Principal's determination, refer the complaint back to the principal with further instructions, or will propose an alternative resolution.

Change of Postal Address, Phone, and/or E-mail Address

If your child's/family's address, telephone numbers, email addresses, or emergency contact persons change, please notify the office of that change(s) immediately. For the health and safety of your child, we must maintain the most current contact information should an emergency involving your child occur.

Henry Barnard School Parent Association

The Henry Barnard Laboratory School is delighted to have the support and collaboration of our parent-led partner, the Henry Barnard School Parent Association (HBSPA). HBSPA regularly supports the education of and enriches the lives of our children and our families, both formally and informally, by serving as another important means of communication between home and school, by supporting school activities and improvements, and by tirelessly working to assure that HBS learners' educational experience is the very best it can be.

The Parent Association goals are to provide varied enrichment for students, offer educational programs for parents, and provide a communication avenue among parents. It accomplishes these goals through the work of its committees, whose activities range from emphasis on health and wellness and diversity to fundraising and development. Through the Association, annual school photographs are arranged, and the yearbook is published.

Though not a governing body for the Henry Barnard Laboratory School, the HBSPA provides vital feedback for the administration of the school and serves as the formal voice of the parents.

All parents of HBS learners are automatically members of the Association. We encourage you to participate in Association activities and to come to meetings when possible. Most months, the Association meets on the second Thursday of the month at 8:00am. Twice each academic year, an evening meeting with a presentation is scheduled.

In whatever manner you can and when you can, we hope that you'll be involved with the HBSPA. It works to bring parents and teachers together to foster cooperation in the educational and emotional development of our children and to support the concept and existence of our unique laboratory school at Rhode Island College.

Bus Transportation

Bus transportation is provided by the Providence School Department, via their contract with First Student Transportation, for all children (except preschool) who live in Providence. Only Providence residents with bus passes may use First Student/Providence buses for transportation to and from school. First Student Transportation has asked us to remind parents that children cannot take a bus other than the one to which they are assigned. This means that students cannot take another bus to a friend's house.

Transportation for children who reside in other communities is the responsibility of the parents, though Statewide Transportation provides service from most RI cities and towns. (Be aware that Statewide bus runs are typically one hour or longer in duration and will often involve learners from many schools in Providence on the same run.)

We anticipate that HBS learners will behave on the bus in the same appropriate way they do in class. If they fail to do so, they will be corrected, and may – for certain behaviors or repeated misbehavior -- forfeit bus privileges.

Visitors

Parents are always welcome at Henry Barnard. We invite you to visit your child's classroom or to come in to meet with curriculum specialists and administration. Please feel free to call the office to schedule your visit. For security reasons, you must sign-in at the office window before entering the school. September Opening Night allows parents to learn about the curriculum and materials that are used in both the homeroom and the curriculum specialists' classrooms

If you would like to volunteer in your child's classroom, please contact the classroom teacher. Volunteers are required by Rhode Island state law to complete a background check prior to volunteering or chaperoning a field trip. Early in the fall, we will announce Parent Volunteer Orientations, which will include training and an opportunity to complete a background check. Volunteer opportunities are also available in the school library and cafeteria. If you're going to be visiting for more than a few minutes, the College requests that you park in lot "A," the first parking lot on the right when you enter the campus from Mount Pleasant Avenue. Campus Security will issue tickets to those parked illegally.

Potential HBS learners are encouraged to visit the school. Please contact our Director of Admissions, Mr. Paul Janaway by email at pjanaway@ric.edu.

Lunch Program

Three lunch options are available for purchase each full school day. Typically, the options will include a full meal, a vegetarian salad meal, and a sandwich meal alternative. All purchased lunches are portion-appropriate, nutritious, and include a vegetable/fruit and milk. Desserts will NOT be served.

Student lunch costs \$3.00 per day unless you are eligible for reduced-price lunch. The Henry Barnard Laboratory School participates in the Federal free and reduced-price lunch program. Information and guidelines will be sent home with your child on the first day of school. If you would like information about this program at any time during the year, please contact the assistant principal, Mr. Janaway by e-mail at pjanaway@ric.edu. For those who wish to purchase lunch daily, a prepaid lunch option is available. Those choosing to prepay are billed \$225 (update) per semester – about \$2.50 (update) per day. Prepaid lunch fees are not reimbursed if your child is absent.

About ten days before the start of each month, a menu for the month will be posted on the HBS website (www.henrybarnardschool.org), and a monthly lunch order reminder with link to the website will be sent electronically to each learner's home. We recommend that lunch money be sent to school in

an envelope with the child's name and the word "LUNCH" on the outside. Checks should be made payable to the Henry Barnard School.

For those who prefer to bring their own lunch from home, milk is available for 40¢ per day. Milk options for all include fat-free and 1% fat white milk. On Fridays, 1% fat chocolate milk is offered.

Please check with classroom teachers regarding their approach to snacks in the classroom. We encourage you to provide a healthy snack (like fruit) and to avoid sugary snacks. For the health and safety of many HBS learners who are highly allergic to peanuts and tree nuts, we ask that you NOT send these in snacks. HBS Wellness, Nutrition, and Physical Activity Guidelines are included in **Appendix D** of this handbook.

Acceptable Use Agreement: Internet/Intranet

GRADES K-5

As part of my schoolwork, my school gives me the use of computers and storage space on the server for my work. My behavior and language are to follow the same rules I follow in my class and in my school. To help myself and others, I agree to the following promises:

1. I will use the computers *only* to do school work, and not for *any other* reason. I will not store material that is not related to my school work.
2. I will use the Internet *only* with my teacher's permission.
3. I will not give my password to anyone else, and I will not ask for or use anyone else's password.
4. I will not put on the computer my address or telephone number, or any other personal information about myself or anyone else.
5. I will not upload, link or embed an image of myself or others without my teacher's permission.
6. I will not play games that a teacher has not approved.
7. I will be polite and considerate when I use the computer; I will not use it to annoy, be mean to, frighten, threaten, bully, or poke fun at anyone; I will not use swear words or any other rude language.
8. I will not try to see, send or upload anything that is disrespectful towards anyone's race, religion or sex.
9. I will not damage the computer or anyone else's work.
10. I will not take credit for other people's work.
11. If I see a problem, I will not try to fix it myself, but I will tell the teacher.
12. I will not block or interfere with school or school system communications.
13. My teacher may look at my account to be sure that I am following these rules, and if I am not, there will be consequences which may include not being able to use the computer.
14. I know that the conduct expected in school applies to me when I am using computers outside of school. If I break the rules outside of school, there will be consequences in school.

Print Student's Name: _____ Grade: _____

Student's Signature: _____ Date: _____

Parents: I have read and discussed with my child the Acceptable Use Agreement, and I give permission for his or her use of the resources. I understand that computer access is conditional upon adherence to the agreement. Although students are supervised using computers, and their use is electronically monitored, I am aware of the possibility that my child may gain access to material that school officials and I may consider inappropriate and not of educational value.

Print Parent's Name: _____

Signature: _____ Date: _____

Personally Owned Devices (PODs) Release Form

Student Name _____ Teacher _____

Description and serial number of the item to be released from liability:

The equipment, along with any additional technology brought to school by the student listed above, is not the property of Henry Barnard School, but is owned and used by the single student named above for teaching and learning purposes during school. By signing this form, the school and parents agree that this device may only be used at school to support specific teaching and learning processes.

This equipment may be used on school grounds as long as it is being used for teaching and learning purposes or school authorized activities. These devices include, but are not limited to the following:

- Chromebook, netbook, or laptop computer
- Ereader and tablet device (Kindle, Nook, iPad, etc.)
- Other devices with computer interfaces

Students may only connect their devices to the HBS network with teacher approval. Accessing inappropriate materials while at school is subject to disciplinary action. HBS is not responsible for any maintenance, damage, theft, usage or usage charges, or loss of this personally owned equipment.

Parents/guardians are responsible for maintenance, care and protection of the personal equipment that HBS students choose to bring to school. Through this document, parents and students agree that technology, regardless of ownership, will be used in a manner consistent with our school's Acceptable Use Policy. The parents/guardians release all liability and indemnify Henry Barnard School and its employees from responsibility for this equipment. This permission is valid for the current school year only, and may be revoked by school administration at any time for improper use of the device or for other reasons.

(Parent/Guardian Signature) (Signature of HBS Teacher)

(Print, Parent/Guardian Name) (Date) (Print HBS Teacher Name) (Date)

(Student Signature) (Print Student Name) (Date)

Henry Barnard School National School Lunch Program Negative Balance Procedure

Bursar's Office Opt-In – The Ability to Prepay for Meals:

Donovan Dining Center encourages parents/guardians to prepay meals for their children through the Bursar's Office, thereby eliminating situations that could develop during lunchtime because of negative balances or failure to bring lunch money to school.

1. Pre-payments for lunch can be made through the Bursar's Office
 - Parents can opt-in per semester or for the whole year
 - Parents can pre-pay monthly, as well
 - The HBS office will send out balance alerts to parents/guardians if their children haven't paid for lunch
2. Cash and check payments will continue to be accepted at school.

Negative Balance Procedures for the School Lunch Program

HBS and Donovan Dining Center are committed to providing meals to students who choose to participate in the lunch program but also feel very strongly that there is an obligation for parents/guardians and/or students to satisfy all financial obligations to the lunch program in a timely manner. In order to provide students and parent/guardians in HBS with the best possible service, clarity, and accountability surrounding the school lunch program, the following procedures regarding student lunch account balances will be implemented.

Students Can Purchase School Lunch in Two Ways

1. "Cash" payments: Students who typically pay by "cash" (pay as you go) or in advance monthly
2. Opt-in pre-pay program with the Bursar's Office

Students with No Money for Lunch or a Negative Account:

\$10.00 Negative Balance Threshold:

1. The office will send letters to parents/guardians of students who hold a balance weekly.
2. A list of negative account balances of more than \$10.00 will be kept by the HBS office.
3. Once the balance notification has been sent out, parents/guardians will have five (5) days to pay or make arrangements to pay outstanding student balances. Students with a balance of \$10 or more will be unable to choose their lunch until the balance is paid or an arrangement to pay the balance is made.
4. Students with negative balances of \$10 or more will receive a sandwich lunch (sandwich, fruit and milk) in place of the regular hot lunch that complies with USDA requirements.

Free/Reduced Lunch Applications:

1. Parent/guardians are strongly encouraged to submit free/reduced lunch application forms annually as well as when their household information or income changes. Applications can be submitted at any time and are available at the beginning of the year or through Mr. Janaway.

Please return this form to the school secretary in early September.

Field Trips

Field trips are off-campus activities (aren't they on campus activities also?) scheduled to provide educational experiences important to the curriculum which cannot be provided within the school building or on the RIC campus. They are not optional attendance days, and every member of the class is expected to participate, and conduct him/herself as s/he would in the school. Parents, you must provide written permission IN ADVANCE for your child to participate in a field trip.

Parents need to have background check on file to chaperone HBS field trips.

For those who choose to accompany their child's class on a field trip, parking is available in lots K and A. Anyone parked elsewhere will be ticketed by Campus Police.

Explorations (HBS Afterschool Program)

Quality afterschool care is difficult to find, but for parents who can't be home when their children get there, the Henry Barnard Laboratory School offers Explorations, an after school childcare program for preschoolers through fifth graders. It offers lots of physical activity and play, a safe and nurturing environment with high quality enrichment activities, a quiet zone for study/reading, and many

other opportunities (some for an additional fee) such as crafts, gymnastics, group sports, computers, music lessons, etc.

The Explorations program pays careful attention to the different requirements of young children and provides age appropriate programming. Preschoolers continue their school day in a preschool classroom from the end of school until closing at 5:00pm, and kindergarteners through fifth graders move among age groups, interest clusters and activities from the end of the school day until closing at 5:30pm.

Being open every school day unless otherwise posted in advance, Explorations provides reliable after school care for up to sixty HBS learners. Children may attend as many days a week as the family needs, but families must register in advance since the program fills quickly. If capacity allows, “drop-in” service is available as well. Explorations also offers programs for grades K-5 during the summer and some school vacations.

Student Services/Accommodations

At the Henry Barnard Laboratory School, learners participate in art, music, physical education, Spanish, and technology education. Our school has a nurse, guidance counselor, library/media center, and two intervention specialists who provide academic support for learners.

HBS Advocates for Children Team (ACT), comprised of Henry Barnard faculty including the student’s teacher, the enrichment specialists, the guidance counselor, and the principal or designee, meets regularly to consider learner needs and to offer recommendations for additional support to learners in need. Our goal is to provide appropriate accommodations within the parameters of our school’s resources. Services beyond the scope/ability of the school to meet should be provided by agencies outside of the school and College.

New regulations implemented by the Rhode Island Department of Education indicate that due to our location, the Providence School Department will be responsible for identifying and serving all of our learners who qualify for special education services, even if the student does not live in Providence.

Fire Drills

In keeping with Rhode Island regulations, the Henry Barnard Laboratory School conducts fifteen unannounced fire drills each year, including two “safety” drills which simulate the response to a weather emergency or undesirable visitor in the building, and two “evacuation drills” which take the students out

of the building and into another building on campus to simulate what would happen in an actual fire emergency where evacuation is mandatory. Emergency School Closings

Mark Twain had it right: If you don't like New England weather, give it a minute and it will change. When those changes are major (*e.g.*, hurricane, flooding, major snow), school may be forced to close early, open late, or – if the weather emergency occurs during the night – simply remain closed for the day.

In any of these eventualities, the Henry Barnard Laboratory School will utilize three modes of communication to inform parents of the closure status: Blackboard Connect broadcast phone calls, (are we still using this method?) e-mail messaging, and notification via the RI Broadcasters' Association, which will run the announcement on local TV and radio stations and on various broadcasters' web pages. If the announcement is for an early dismissal due to weather, we will not only call home phones, but also all listed cell phones to alert you to the weather emergency. On storm mornings, we do our best to have a decision made and word posted no later than 5:30 am (with phone calls delayed until 6:00 am).

Henry Barnard Laboratory School is independent of the public schools in the area and doesn't follow the Rhode Island College schedule. We may make opening or closing decisions independent of these other authorities after consultation with College campus safety and management officials and Providence highway and transportation officials. If we believe that we can safely open with a delay even without bus transportation, we will do so. If we believe that we can safely conduct more than half a day of school and still get our learners home without subjecting them to danger, we will do so. Therefore, you should watch only for Henry Barnard weather related announcements and not rely on College or Providence Public School announcements.

As always, we respect your role as the primary educator of your child. If you do not believe it safe or wise for your children to come to school on a day that we open, despite less than optimal weather conditions, keep your children home! Please be assured that we will not knowingly expose any of our learners, faculty or staff to danger.

Appropriate Attire

While the Henry Barnard Laboratory School does not have a formal dress code, learners are expected to be dressed appropriately for the weather, for their activities, and for their age. We don't

want to be the source of friction within your family, but we do ask that you oversee your child's wardrobe choices to be sure that clothes are not too tight or restrictive, revealing, or in poor repair, and that the clothing choice is suitable for the weather conditions for the day. HBS won't send a child home for inappropriate clothing choices, but we will alert you to them, and ask for your help.

Shoe choices are somewhat more limited because of insurance and liability issues. Shoes cannot have open toes or heels and must fit snugly on the foot. Sneakers are required for PE. Sandals, flip-flops, Crocs and similar styles are not acceptable for learners.

The Internet

In an age when the volume of knowledge doubles each year, the internet is an incredible resource for learning and provides learners the opportunity to quickly and easily access information for research purposes. Sadly, much information on the internet is inappropriate for elementary school age children, and often a simple typographical error in a URL will bring the searcher to a graphically inappropriate site.

The Henry Barnard Laboratory School provides a restricted internet portal for our learners, but no system is completely foolproof. Therefore, we encourage parents to discuss with their children what are acceptable types of sites to visit and what to do when an objectionable site opens. To further protect learners from inappropriate sites, teachers and assistants closely monitor learner computers when online access is being utilized. Learners who deliberately visit websites which are unacceptable to the school may have their internet access privileges revoked and may be denied use of computers with internet access.

STUDENT PROGRESS

Learner Progress Overview

Our goal at the Henry Barnard Laboratory School is to help you raise your child as a whole person. While we obviously focus primarily on your son or daughter's education, we also concentrate on those attitudes of heart and mind which will empower your child to be successful in life. We value respect – of self, others, and property – for our own decisions and those of the group which we're part of. (not sure of this sentence) We value resourcefulness, the willingness to find solutions or to get help in doing so, because it leads to resilience, the ability to persevere in the face of adversity and to quickly

recover from failure. We also model the role of inquiry and exploration, especially as they lead to lifelong learning.

Ongoing communication between home and school form the basis for our work together with you as you engage us to assist you in the education of your child. Regular calls, notes, newsletters, and work sample packets aim to establish the basis of cooperation and communication which are essential for us to achieve our mission, as well as to present you with an ongoing view of your child's progress and growth across time.

Our academic year is divided into three fairly equal trimesters – fall, winter, and spring. Progress reporting involves two equally important components for our learners: parent-teacher conferences, and written progress reports. Formal progress reporting occurs at the end of each trimester. Its purpose is to give the parent(s) a “snapshot” of the child's academic achievement and growth at a specific point in time. (Do you want to mention that preschool uses semesters instead?)

Trimester ending dates may be adjusted to allow for school closings not already accommodated for in the official calendar. The trimesters for the 2019-2020 academic year are planned to run through the following dates:

August 28th through December 4th

December 9th through March 11th

March 12th through June 12th

Parent Teacher Conferences

Trimester parent-teacher conferences are scheduled for the first and second trimesters. At the discretion of the teacher, they may occur slightly before or shortly after distribution of written trimester reports. For the first trimester, school will not be in session during the conference day. Second trimester conferences will also be scheduled for a single day during which school will not be in session. Preschool conferences are scheduled separately at a later date.

If you would like to discuss your son or daughter's progress during the trimester, you may request a conference with your child's teacher at any time by either calling or emailing the teacher to arrange to meet.

Written Progress Reports

Written progress reports which highlight your child's strengths and challenges on a subject-by-subject basis are distributed each trimester for those in grades kindergarten through five. Progress of learners in preschool is reported only twice a year. Homework

Homework reinforces or expands upon the learning which has taken place in the classroom or serves as a prerequisite for the next day's work. Generally, learners in grades one through five can expect homework.

Fostering Self-Discipline, Promoting a Safe Haven and Maintaining a Safe Place

Within civil society, certain expectations and conventions govern a person's actions so that a safe and peaceful environment may be maintained. For the Henry Barnard Laboratory School, our expectations are that all involved will be respectful, responsible, and resourceful, and their actions will reflect thoughtfulness and courtesy.

These expectations are presented in a developmentally appropriate way via the classroom rules and consequences. In all cases, our rules and the consequences for following or failing to follow them are applied equitably and consistently, keeping in mind that fairness does not merit the same lockstep consequence for each infraction, but rather is predicated upon what is appropriate for the person in the situation at the time.

In short, our expectation is that all members of our community – learners, faculty, staff, and parents alike – will treat each other with respect even when they may not be in agreement, will consider the needs of others as well as their own needs, and in the case of our learners, will follow directions the first time they are given. These expectations hold true not only in the school, but in all school-related venues, including transportation, field trips, and team/program activities on or off campus.

For those whose behavior is inappropriate, the Henry Barnard Laboratory School employs correction which takes into consideration the child's nature, maturity, and knowledge of the right thing to do. We also take into account the nature of the inappropriate behavior and the circumstances which preceded the inappropriate behavior being addressed. In short, the correction is truly fair and leads to the building of self-discipline and responsibility. We do not see "discipline" as merely a process of

correction or punishment, but rather as a positive model of interaction and support over time which helps our children learn how to live life successfully and happily.

As with all fair models of correction, our corrective process is focused on helping our children internalize self-discipline, which is one part of “discipline”. In fact, our process for correction involves three equal and important steps:

Correction

We identify the inappropriate behavior, help the child to take ownership of it, and invoke whatever consequences may be appropriate.

Soothing

We take care to separate the inappropriate action from the actual child, assuring the child that s/he is still esteemed and cared for, even though his/her behavior was inappropriate. We make sure that the child is not angry or resentful, and that s/he is prepared to return to the school day and be successful.

Motivation

We make sure that the child knows what is expected in that situation in the future, and if appropriate, we help the child plan how s/he will respond to a similar situation.. We may even role-play the appropriate response. We send the child out confident that s/he will do the right thing and that s/he has our full support and trust.

If a learner does not respond to correction, conferencing with parents, conferencing with administration, and/or conferencing with both parents and administration will follow. Continued refusal to alter the inappropriate behavior may lead to in-school suspension, out-of-school suspension, and in extremely rare cases where the learner is entirely unresponsive, to expulsion from the school.

In conclusion, the expectation of the Henry Barnard Laboratory School is that all members will treat each other with respect and will behave in an appropriate fashion. Learners who demonstrate through their behavioral choices that they cannot or will not exercise self-control and appropriate behaviors will not be allowed to disrupt the learning environment or infringe upon the safety of others. As a last resort, they will be removed from the school and have their registration in the school revoked.

APPENDICES

Anti-Bullying, Intimidation, and Harassment:

Policy Modification Effective Date: 1 July 2013

Harassment, intimidation, and/or bullying will not be tolerated at the Henry Barnard Laboratory School and shall be just cause for corrective action appropriate to the age, development, and maturity of the student.

Values: We believe that all students, families, staff, and administration in the HBS Community are entitled to a safe and equitable environment. We value our children and families and wish to preserve an environment in which they feel safe and unthreatened, one most conducive to maximal growth and learning. We also value our teachers, staff and administration and support their efforts to educate students and interact with families in a safe, equitable and positive environment. HBS teaches tolerance, civility and social skills to even our youngest students, because it reflects our core values to build a culture of health, wellness, safety, respect, excellence and kindness. HBS supports this message by providing awareness, education, training and prevention and by direct and immediate intervention when incidents are reported or observed.

HBS expects its students and employees to conduct themselves with proper regard for the rights and welfare of others. Students, in keeping with their levels of development, maturity, and demonstrated capabilities should act with appropriate consideration of the educational purpose underlying all school activities and the care of school facilities and equipment. Harassment, intimidation, and/or bullying will not be tolerated at school during any function event, program or activity of the School, whether on or off school grounds. HBS does not assume any liability for incidents that occur off school grounds, at a school bus stop or on a school-transportation vehicle but will address any incident that occurs off school grounds when it substantially disrupts or interferes with the orderly operation of the school or rights of other students. HBS shall address such incidents following the procedures described below.

Those who harass intimidate or bully others may be unilaterally removed from the HBS community at the sole discretion of the administration. The consequences of, and appropriate corrective action for such inappropriate behavior will be determined by several factors. We will take

into consideration the unique circumstances of each situation, including but not limited to: age, development, maturity level, surrounding circumstances, nature and severity of the behavior, any history of problem behavior, and the context in which the incidents occurred. Consequences and remedial actions may range from positive behavioral interventions up to and including the suspension or expulsion of students or banning of adult family members from the school.

Definitions: In order avoid confusion, misinterpretation, and possible dilution of the intent of this policy, the following definitions are offered:

“Harassment, Intimidation or Bullying” means any unwanted written, verbal, nonverbal or physical act, or any electronic communication, whether it is a single incident or a series of incidents, including but not limited to any threatening, insulting or dehumanizing gesture, by any individual, that has the potential to create an intimidating, hostile, or offensive educational environment, cause discomfort or humiliation, or interfere with an individual’s school performance or participation.

“The Henry Barnard Laboratory School” (“HBS”) is the laboratory school of the Feinstein School of Education and Human Development at Rhode Island College, serving learners in preschool [3] through the fifth grade. HBS is a non-public, independent school supported by learner tuition and supplemental funding from the State of Rhode Island. (What does the 3 stand for?)

“The Henry Barnard Laboratory School Community” (“HBS Community”) is comprised of enrolled and formerly enrolled learners at HBS and their families (including foster, adoptive, or other custodial families); faculty, staff, and administration of HBS; faculty, administration and staff of the Feinstein School of Education and Human Development and Rhode Island College; caregivers, teachers and administration of the Explorations After-School Care program, and any others who willingly and voluntarily interact with learners, parents, and the faculty, staff and administration of HBS for purposes of providing services, whether as volunteers or paid employees.

“The Henry Barnard Laboratory School Building and Grounds” (“School Building and Grounds”) are comprised of the 100 level rooms in the designated HBS building, playgrounds, and any area which abuts the HBS facility. “School” includes but is not limited to: the school premises, any school sponsored “activity,” functions or events whether or not held on school premises, concerts, appearances of the chorus, interschool activities or competitions, HBS Parent Association events, RIC/HBS mentor events, or any after school clubs. “School activity” includes but is not limited to any and all activities organized and

conducted by HBS for its learners and their families, including on- and off- campus classes, recess, and/or lunch, on- or off- campus field trips, and participation in Rhode Island College events.

“Unilateral removal from the HBS Community” for learners means permanent expulsion from HBS. This decision is at the sole discretion of the HBS Administration. For adults, Unilateral Removal means permanent removal from the School Building and Grounds, prohibition from attendance at or participation in any HBS Activity, event, or function, blocking of e-mail and/or IP addresses to the HBS or its online websites. If necessary, legal action will be taken to prohibit contact with anyone in the HBS Community for any purpose involving School Activities.

Daily Attendance & Punctuality: Policy Initiation (Effective Date: April 2017)

New Policy: Henry Barnard Laboratory School students are expected to be at school every day which is noted as a class day, unless they are ill, a family or health-related exigency prohibits their attendance, or in the judgment of the parent, it is unsafe for the child to go to/from school. If a student is to be absent, parents should notify the school of the absence prior to the beginning of the school day, either by calling the office at (401) 456-8127 or by e-mailing the school secretary.

Each learner should be at school, in his/her classroom, and prepared to commence learning by the appointed hour of opening. Except in cases of need for medical release or other important appointments, learners are expected to be actively engaged in classes and activities from the beginning of each school day until its conclusion at dismissal. If a student is late in arriving, the parent must sign him/her in at the main office. If an early dismissal is required, parents should notify the school in writing at the beginning of the school day.

Excessive absences, lateness, or early dismissals interfere with learner progress and may be cause for failure of the trimester or academic year.

Rationale: Since effective and authentic learning happens when the learner interacts with the materials and processes to be mastered, the learner should be present at school every school day for the full day so as to maximize his/her exposure to new materials and the community of learners who comprise his/her class.

Even more important than the subject matter, learning gained by regular, punctual attendance are the important habits of mind and heart – consistency and punctuality – which consistent and timely attendance teach. (previous sentence unclear) Resilient, successful people are those who

understand the value of commitment, of following through on responsibility, and of respecting their own and others' time.

Additionally, it is important to consider the learning process – an ordered, progressive interaction through which learning is built. Learners who miss days, who arrive late regularly, and/or who often leave early become frustrated and discouraged because the rest of the class has moved on without them, and they no longer understand what is happening around them. Though good teaching can help them “catch up,” the discouragement of the initial deficit is often enough to dishearten all but the most resilient learners.

For all these reasons, HBS expects learners to be regular and punctual in their attendance. The school will record attendance and tardy days and is legally obliged to enclose this information with any references.

No Cell Phone Zone Policy. Parents and visitors to the school are asked to terminate conversations and silence cell phones prior to entering the building.

For safety reasons, parents and others picking up and dropping off children should terminate conversations and stop any cell phone use prior to entering the car port pickup zone. Use may resume, at your discretion, once you are clear of the pickup/drop-off area.

Faculty, staff, and volunteers are asked to silence cell phones when in the building, and to use them only when not interacting with other faculty, staff, or children and when not in the presence of children.

Student Footwear Policy

Due to insurance regulations, as of 1 November 2010, no student will be permitted to participate in any Henry Barnard School activity or class wearing open-toe or open-heel shoes or shoes which do not fasten snugly to the wearer's foot (i.e., “crocs,” flip-flops, sandals, etc.). Acceptable footwear includes “sneakers,” tennis shoes, dress shoes, and virtually any shoe which has a closed toe and closed-heel and fits the wearer's foot without slipping.

If a student comes to school wearing inappropriate footwear, a parent will be required to bring appropriate footwear to the school immediately or to come and remove the child from the school.

This policy is designed to protect our students from harm and their families from financial and other hardship related to the treatment of injuries.

The Functions of a Laboratory School

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

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

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

Indicator R.1: Research in the Henry Barnard Laboratory School conforms to the college research policy.

Indicator R.2: Research produces changes that enhance pedagogy and learning, improve the organizational environment, or add to the literature on human growth and development.

Examples:

Laboratory school faculty conduct research and experimentation in the laboratory school.

College faculty conduct research in the laboratory school.

Graduate students are in the laboratory school to implement research with the school faculty.

Research and practitioner knowledge are valued.

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

Examples:

Together laboratory school and college faculty plan and implement research projects.

Participants co-investigate practice through classroom-based research.

Participants engage in joint work on problems of practice.

Funds are available to support research.

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

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

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

Examples:

Laboratory school faculty conduct experimentation in the laboratory school.

College faculty conduct experimentation in the laboratory school.

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

Examples:

Together laboratory school and college faculty plan and implement experimentation.

Participants co-investigate practice through classroom-based experimentation.

Funds are available to support experimentation.

Clinical Teaching Experience- Provides for observation and participation in a setting of quality educational practice and may provide a higher-level experience for selected education majors who are in need of advanced, more rigorous experience prior to certification.

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

Examples:

Clinical experiences are in multiple classrooms.

Laboratory school participants share responsibilities and accountability for all learners.

College and laboratory students utilize appropriate technology.

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

Examples:

The Henry Barnard Laboratory School supports the development of diverse learners.

All clinical students work with children with diverse learning needs.

Special needs children are valued in classrooms.

Learning-centered practices are reflected in classrooms throughout the laboratory school.

Support is substantive and on-going for clinical experiences.

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

Examples:

Clinical students have descriptions and responsibilities, and they function as part of the instructional team.

Student teachers have wide decision-making opportunities and participate in school activities.

Learning and performance are interwoven.

There is a college-wide investment in the preparation and growth of pre-service teachers and in the achievement of the laboratory school students.

Adults and children assess and reflect on their own learning.

Performance-based assessments are used as part of the evaluation of college students.

College students can identify connections between their laboratory school experiences and their university course work.

Indicator CTE.4: Teaching and learning are collegial.

Examples:

The orientation of the entire school is towards student learning; faculty share problems and solutions for the laboratory school through college learning.

College faculty and laboratory school teachers are provided by the college to collaborate.

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

Examples:

University and school faculty jointly plan and implement curriculum for clinical experiences. Laboratory school faculty care equally about pre-service teachers and children.

Laboratory school faculty participate in interdepartmental hiring recommendations.

College faculty participate in laboratory school hiring recommendations.

Future teachers work with more than one school faculty member and have opportunities to observe and discuss professional issues with many of the faculty.

Future teachers are members of instructional teams and participate in all professional decisions.

Future teachers have school-wide roles and responsibilities as well as classroom instructional roles.

Future teachers learn to work with parents and community members in support of student learning.

First year teachers are supported by laboratory school and college faculty.

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

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

Examples:

Student teachers must be able to demonstrate mastery of their content area.

Student teachers must be able to demonstrate professional knowledge including child development, pedagogical knowledge, and foundational knowledge and/or be enrolled in appropriate professional education courses concurrent with and appropriate for clinical experiences.

Laboratory school teachers are master teachers and can teach laboratory school students and college students.

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

Example:

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

Curriculum Development: Provide a setting to create, test, pilot, and evaluate new curriculum materials and teaching strategies.

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

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

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

Examples:

Children's learning is the focus of the laboratory school community.

Laboratory School participants engage in community service.

A significant amount of time is allocated to laboratory school instruction.

The laboratory school displays a safe and orderly environment.

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

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

Examples:

Regular communication between laboratory school participants and the broader community about their activities and the rationale for what they're doing. Meaningful presentations are made to the public about laboratory school activities.

Curriculum decisions are based on data and appropriate criteria.

Student progress is regularly monitored and reported to parents.

Laboratory school participants use standards to measure their growth.

Laboratory school students achieve at a higher score on appropriate measures than do their peers in public schools.

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

Examples:

Multiple and diverse assessment approaches are used to measure children's learning.

Early childhood programs in PK-12 schools may be accredited by NAEYC. (We are not accredited,

however.)The climate of the laboratory school is that all students can experience educational success and attain mastery of essential content.

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

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

Examples:

Teaching is an open practice. Teachers frequently observe in other classrooms and discuss questions of student learning, curriculum, and teaching practice. Time is allocated for teachers to confer with colleagues about preschool to college learning and teaching.

College faculty have teaching roles in the laboratory school.

Laboratory school faculty have teaching roles in the college.

Laboratory school and college faculty visit each other's classrooms.

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

Responsibility for learning is shared; research is jointly defined and implemented; all participants share expertise in the interests of children and adults' learning.

College students challenge teachers to reflect on their practice.

Adults and children engage in risk-taking learning.

New professional development opportunities are created for laboratory school participants.

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

Examples:

There is a forum within the college for disseminating laboratory school generated knowledge.

Laboratory school faculty participate in staff development within the college.

Laboratory school participants disseminate new knowledge to others.

Teaching-learning data are collected systematically and used to inform and change practice. School faculty are engaged in the study and improvement of their own practice.

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

Examples:

College and laboratory school faculty meet to discuss learning, instruction, and school-wide issues within the school and college community.

Student teachers' advice and suggestions are incorporated into structures and procedures.

Participants move across departmental boundaries to engage in collaborative activities. Parents participate in education discussion groups in the laboratory schools.

Laboratory school faculty and college faculties collaborate on the mission of college programs and the mission of the laboratory school.

Laboratory schools interact with other laboratory schools and non-laboratory schools.

Laboratory school faculty engage in activities that support their own professional development. Laboratory school faculty offer professional development opportunities in a variety of ways for other teachers and researchers.

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

Wellness Guidelines

Absences, Illnesses, and Injuries

When a child is ill and cannot attend school, a parent or guardian is expected to call the school's main office between 7:30 and 8:00 in the morning. If the school does not receive a phone call, the school will contact parents of absent students.

If your son or daughter develops a fever, has a contagious illness or vomits while in school, you will be called to take your child home. If you can't come or can't be reached, we'll contact the emergency contact on your child's emergency information form.

We will also call you whenever your son or daughter has a head injury, or in cases of other non-head injuries, if the school nurse determines that the injury is severe enough to warrant informing you immediately. The principal, assistant principal, and/or nurse reserves the right to decide to send a learner home during the school day because of illness or injury.

The school setting is an environment where contagious diseases can be spread. We ask that sick children remain home if their illness is contagious and could cause illness in other children or staff. Parents are encouraged to call the nurse's office and inform the nurse of any contagious illness as soon as possible so we can maintain a heightened awareness. Contagious conditions can be identified by certain characteristics including:

- **Fever:** If your child's temperature is 100 degrees F or higher, you must keep your child at home. He/she may return to school when fever free (without fever reducing medication including Tylenol and Ibuprofen) for 24 hours.
- **Vomiting/Diarrhea:** Please keep your child home until 24 hours after the last episode.
- **Nasal Discharge/Cough:** If your child has copious, continuous, uncontrollable nasal discharge/cough, this increases the risk of exposure and illness, so please keep your child home.
- **Chicken Pox/Shingles:** Children will be excluded from school until all vesicles and scabs are dry. This usually takes about one week from the onset of the rash.
- **Sore throat/Strep Throat:** A sore throat in conjunction with swollen glands may indicate strep throat. A fever is not always present with strep throat. Other symptoms may include a headache and/or upset stomach. A minor sore throat is fairly common, but a child with strep throat needs medical attention and may return to school after 24 hours of antibiotic therapy.
- **Impetigo:** This is a common skin infection caused by bacteria. Lesions appear primarily on the face, but may present elsewhere in the body. Students may return to school after 24 hours of antibiotic treatment and the sores must be dry.
- **Conjunctivitis (Pink Eye):** This condition is easily spread by direct contact with discharge from the infected eye(s). Conjunctivitis may be bacterial, viral, or allergic. A visit with your child's doctor is

necessary to identify the cause. If it is infectious, your child may return to school 24 hours after treatment is initiated.

Lice/Nit Policy:

In the United States, head lice infestation is common among children 3-12 years of age, but they are not as contagious as one may think. Lice cannot hop or fly; they crawl. Transmission occurs in most cases by direct contact with the head of an infected person. Indirect spread through contact with personal belongings, such as combs, brushes, hats, is much less likely but may occur rarely.

According to the Journal of American Pediatrics, a child with active head lice most likely has had the infestation for one month or more by the time it is discovered and poses little risk to others from the infestation (July, 2010). For this reason, children should remain in class but will be discouraged from close head contact with others.

The parent/guardian will be notified that day if lice or nits are found, and parents will be directed to begin proper treatment of this condition in the best interest of the child and classmates. The student will be rechecked the following day to assess whether treatment was effective. If lice are still found, the nurse will contact the parent/guardian with further instructions. Once the student is cleared by the nurse to have no active infestation, the student will then be rechecked once a week for three consecutive weeks. If active lice are found, a letter will go home with the students in the classroom affected, alerting parents to check children at home and treat, if appropriate, before returning to school the next day.

As a school, we want to ensure all students are put at minimal risk to exposure of infestations. Therefore, the following precautions will be taken if a student is found to have active head lice. In areas where children nap, the carpet will be vacuumed, and students will be educated on the importance of keeping an adequate distance from one another to prevent any head-to-head contact. Information will be distributed to parents on the importance of head checks, early detection, treatment options, etc. Students in the classroom will also be checked by the school nurse.

Please refer to the Journal of the American Academy of Pediatrics published online July 2010 at <http://www.pediatrics.org/cgi/content/full/126/2/392>

Administration of Medication

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

1. Medication must be in its original container and properly labeled with the student's name, date of prescription, name of medication, dosage, strength, time and route of administration.
2. Medication may be administered to students during the school day only by a certified school nurse, registered nurse or their parent(s)/guardian(s).
3. A **School Medication Form** must be completed for each medication to be administered during school hours including over the counter medications such as Tylenol or Motrin. This includes a parent and physician authorization. **NO medications will be administered without the completed forms.**
4. Parent(s) / guardian(s) must deliver all medications (prescription and non-prescription) to the school nurse accompanied by the signed School Medication Form.
5. All medication will be locked in the medication cabinet in the nurse's office unless it needs to be refrigerated. In this case, the medication will be stored in the refrigerator in the nurse's office.
6. A record of the administration of the medication will be kept in the nurse's office including the name of the medication, date and time of administration and person administering the medication.
7. **Inhalers** may be carried and self-administered when prescribed by a physician who states that the child needs to carry it on his/her person due to a medical condition. Parent authorization is also required. The student will be supervised during self-administration of inhalers. This inhaler can also be kept in the nurse's office.
8. Students with **Epi-Pens** will be allowed to carry them on their persons if deemed appropriate by parents, private physician, school nurse, and administration. If not appropriate, designated conspicuous locations in the school will contain Epi-Pens (ex. cafeteria, gym, library, and nurse's office.) It is the responsibility of the parent to bring in the child's Epi-Pen prior to or on the first day of school.

9. In the event that a student requires **Emergency Administration of Medication**, the school nurse may administer medication as ordered by the physician. In the absence of the school nurse, a trained administrator or designated faculty member may administer emergency medication.
10. Administration of medications during off school activities (field trips): students may self-carry/self-administer a day's supply of medication during an off-site school sponsored activity, if appropriate. If not appropriate, the child's parent/guardian must attend the field trip to give the medication. The medication shall be supplied by the parent with the parent's written authorization for the use of the medication during the off-site activity. It shall be stored and transported in its original prescription-labeled container (in the case of a prescription medication) or its manufacturer-labeled container (in the case of a nonprescription medication.) Inhalers may also be self-administered with written permission and supervision by the faculty member. Emergency medication for anaphylaxis will also accompany the student.
11. **School Medication Forms** are only accepted for one school year. The form must be completed each school year. Medications must be picked up at the end of the school year or they will be discarded.

Asbestos Management Plan

In compliance with U.S. Environmental Protection Agency guidelines and the "Rules and Regulations for Asbestos Control" of the Rhode Island Health Department, faculty, staff, and parents of learners at the Henry Barnard Laboratory School may be informed of the potential presence and location of asbestos-containing materials within the school and the school's Asbestos Management Plan by contacting the administrative offices

Health Forms and Document (to be completed by parents at the start of the school year. Forms will be disseminated)

Report of Dental Examination

Our school has a health program that is designed to improve and promote the health of the child. As part of our health program, we require a complete dental examination for each child at least once a year and before the child's first day of attendance at Henry Barnard School.

Please ask your dentist to complete this form once s/he has completed your child's examination.

Thank you!

RI Department of Education	<h3>Report of Dental Examination</h3>	
	This is to certify that I have examined the teeth of _____	
	who will be attending grade (circle one please) K 1 2 3 4 5 at Henry Barnard School this year.	
	<input type="checkbox"/> No dental treatment is necessary.	
	<input type="checkbox"/> Treatment is in progress.	
	<input type="checkbox"/> Treatment is completed.	
	Further recommendations or comments: _____	
Signature of family Dentist _____ Date _____		
Dentist's Name (Print please) _____		

Health History

Student's Name			Date of Birth		
Last Name	First Name	Middle Initial	Month /	Day /	Year

Home Address & Telephone (please print)		
Street	Apt/Floor	Telephone

Medical Doctor/Clinic (please print)			
Name		Telephone	
Address	City/Town	State	Zip Code

Mother's Information (please print)			
Name	Home Number	Work Number	Mobile Number
Address	City/Town	State	Zip Code

Father's Information (please print)			
Name	Home Number	Work Number	Mobile Number
Address	City/Town	State	Zip Code

Emergency Contact (please print)			
Name	Home Number	Work Number	Mobile Number
Address	City/Town	State	Zip Code

Medical History (for School Nurse only)

Please check any of the following diseases or conditions that the student currently has or has experienced:

- | | | |
|---|---|--|
| <input type="checkbox"/> Chicken Pox | <input type="checkbox"/> Tuberculosis | <input type="checkbox"/> Headaches |
| <input type="checkbox"/> German Measles (Rubella) | <input type="checkbox"/> Whooping Cough | <input type="checkbox"/> Diabetics |
| <input type="checkbox"/> Measles | <input type="checkbox"/> Vision Problems | <input type="checkbox"/> Frequent Sore Throats |
| <input type="checkbox"/> Mumps | <input type="checkbox"/> Hearing Problems | <input type="checkbox"/> Kidney Problems |
| <input type="checkbox"/> Pneumonia | <input type="checkbox"/> Asthma | <input type="checkbox"/> Heart Problems |
| <input type="checkbox"/> Rheumatic Fever | <input type="checkbox"/> Eczema | <input type="checkbox"/> Speech Problems |
| <input type="checkbox"/> Scarlet Fever | <input type="checkbox"/> Convulsions | <input type="checkbox"/> Others |

Surgeries of Serious Illness _____ Year _____
 Accident or Injuries _____ Year _____

Medication

Is the student currently taking any medication? Yes No If yes please provide the name(s) bellow

1. _____ Dosage _____ How many times a day? _____

Prescribing Physician _____ Reason for medication _____

2. _____ Dosage _____ How many times a day? _____

Prescribing Physician _____ Reason for medication _____

In the space below, please provide any additional health information which you feel would be helpful to the school nurse and/or teacher.

Information provided by: Parent Guardian Nurse/Teacher/Registration Center

Family Medical History

Allergies	<input type="checkbox"/> Mother	<input type="checkbox"/> Father	<input type="checkbox"/> Other: _____
Anemia	<input type="checkbox"/> Mother	<input type="checkbox"/> Father	<input type="checkbox"/> Other: _____
Cancer	<input type="checkbox"/> Mother	<input type="checkbox"/> Father	<input type="checkbox"/> Other: _____
Convulsive Disorder	<input type="checkbox"/> Mother	<input type="checkbox"/> Father	<input type="checkbox"/> Other: _____
Diabetes	<input type="checkbox"/> Mother	<input type="checkbox"/> Father	<input type="checkbox"/> Other: _____
Heart Disease	<input type="checkbox"/> Mother	<input type="checkbox"/> Father	<input type="checkbox"/> Other: _____
High Blood Pressure	<input type="checkbox"/> Mother	<input type="checkbox"/> Father	<input type="checkbox"/> Other: _____
Other: _____	<input type="checkbox"/> Mother	<input type="checkbox"/> Father	<input type="checkbox"/> Other: _____

What school did your child last attended? _____

I understand that this information may be shared and discussed with school personnel if necessary. I give permission to appropriate school personnel to communicate and exchange information with the student's physician if necessary.

HEALTH CARE PROVIDER SIGNATURE:	DATE:	
PRINT NAME:		

The Henry Barnard School recognizes the importance of identifying students who have suffered a concussion and assisting in the implementation of physical and cognitive rest, surrounding school activities, in order to assist in their recovery.

A **concussion** is a type of **traumatic brain injury (TBI)** caused by a direct bump, blow, or jolt to the head that can change the way your brain normally works. Concussions can also occur from a fall or a blow to the body that causes the head and brain to move quickly back and forth.

What are the Signs and Symptoms of Concussion?

Most people with a concussion recover quickly and fully. For some people, however, symptoms can last for days, weeks, or longer. In general, recovery may be slower among older adults, young children, and teens. Those who have had a concussion in the past are also at risk of having another one and may find that it takes longer to recover from a subsequent concussion.

Symptoms of concussion usually fall into four categories

Thinking/Remembering	Physical	Emotional/Mood	Sleep
Difficulty thinking clearly	Headache /Fuzzy or blurry vision	Irritability	Sleeping more than usual
Feeling slowed down	Nausea or vomiting (early on)/ Dizziness	Sadness	Sleep less than usual
Difficulty concentrating	Sensitivity to noise or light/ Balance problems	More emotional	Trouble falling asleep
Difficulty remembering new information	Feeling tired, having no energy	Nervousness or anxiety	

Action steps

1. **Remove Student from Play:** A student who is believed to have a concussion is to be removed from play immediately even if the child says that he/she feels “ok”.
2. **Evaluated by a medical professional:** The student will be evaluated by the school nurse immediately, and referral to a pediatrician or emergency room will be made, if needed. If the student has worrisome symptoms: loss of consciousness, repeated vomiting, seizure, increasing symptoms, decreasing neurological status, then 911 is called prior to calling the school nurse.
3. **Notify Parent:** The school nurse or administrator will notify parents.
4. **Obtain Permission to Return to Play:** A student can only return to PE/recess/play after at least 24 hours **and** with written documentation from a healthcare professional. There will be no exception to this rule.

Return to School: Supporting a student recovering from a concussion requires a collaborative approach among school professionals, health care professionals, parents, and students. School staff, such as teachers, school nurses, counselors, administrators, coaches, should be informed about a returning student’s injury and symptoms, as they can assist with the transition process and making accommodations for the student. **Therefore, it is important as a parent, if your child sustains a concussion outside of school, notify the appropriate school staff, at a minimum your child’s teacher, school nurse, and PE teacher to ensure a plan is put into place to transition your child back to school.**

Training: The school nurse, PE teacher, After School Program Director, and any coaches will renew the annual training “Heads Up” program through the CDC website. Upon injury the student and his/her parents will be educated via training and/or a concussion information sheet. Education for teachers and staff is ongoing.

Contact your child’s school nurse, Sara Blessing (456-8191) for assistance. Information cited from: <http://www.cdc.gov/concussion/headsup/youth.html>

Written 19, 2014 September by Sara Blessing R.N., CSNT

Wellness & Physical Activity

Our community at the Henry Barnard Laboratory School is committed to maintaining an environment that empowers learning, protects and enhances health, and promotes physical and emotional well-being. We encourage good eating habits and physical activity as integral components of

a healthy lifestyle, which is in keeping with our commitment. To this end, we have adopted these health and wellness guidelines:

The Henry Barnard Laboratory School will engage students, parents, teachers, food service professionals, and health professionals in developing, implementing, monitoring, and reviewing nutrition and physical activity guidelines.

All students in preschool through fifth grade will have opportunities, support, and encouragement to be physically active on a regular basis.

Foods and beverages sold or served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans (www.health.gov/dietaryguidelines/dga2005/document/).

The Henry Barnard Laboratory School will provide students with access to a variety of nutritious and appealing foods that meet or exceed the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings for students to eat.

The school will participate in the federal school lunch program.

The Henry Barnard Laboratory School will provide health, nutrition, and physical education to foster lifelong habits of healthy eating and physical activity and will establish linkages between health education and school meal programs.

The Henry Barnard Laboratory School Parents' Association will provide nutrition information for families.

Nutrition

School Lunch (National School Lunch Program) Lunches served through the National School Lunch program will comply with the following guidelines:

- Provide food that is appealing and attractive to children
- Serve food in clean and pleasant settings
- Meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations
- Offer a variety of fruits and vegetables
- Provide an appropriate serving portion

- Serve only low-fat (1%) and fat-free milk and nutritionally-equivalent non- dairy alternatives (to be defined by USDA)
- Ensure that at least half of served grains are whole grain.

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

Second Helpings. Second helpings have been eliminated under the 2011 food service revisions.

Breakfast. Prior to their arrival at the Henry Barnard School, parents will provide a healthy breakfast for their children. Parents will also ensure that their children arrive at school between 7:45 and 8:00 AM.

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

Sharing of Foods and Beverages. The Henry Barnard Laboratory School and the students’ parents will discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children’s diets.

Vending Machines, School Fundraisers, and the School Store. Given young children’s limited nutrition skills, food in the school will be sold as balanced meals.

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

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

Healthy School Celebrations

The Henry Barnard School strives to educate our children to adopt health & wellness practices, including healthy eating and protecting themselves and others with food allergies. From birthday parties to holiday celebrations, students are exposed to unhealthy and potentially unsafe food in the classroom. Here at the Henry Barnard School, we have students with multiple food allergies, not just limited to nuts.

Please be advised that effective Monday, September 8, 2014, food for birthday /holiday celebrations will not be permitted. However, curriculum related activities that include food not intended for celebration will be permitted with prior-approval from the principal and school nurse. communication of all ingredients and intentions will be provided to parents in advance. Parents will also have the opportunity to provide an alternative at that time.

Because of this new change, we will promote alternative ways to recognize your child, celebrate them, and make them feel special.

Other ways, besides food, that we may celebrate a birthday and recognize a child on their special day:

- Make a sign, sash, crown, button, or badge for the birthday child
- Let the birthday child be the teacher's assistant for the dayAssign them special tasks, like making deliveries to the office or being the line leader
- Let the birthday child choose an activity or game
- Have the student bring in a favorite book on his/her birthday to donate to the classroom library
- Play an indoor game of the student's choice

Please be aware that some teachers already have their own ways of celebrating children's birthdays that already include items on this list or other alternative ways to celebrate. Thank you in advance for your cooperation and understanding in this matter, and if you have any further questions, please feel free to contact me!

Nutrition and Physical Activity Promotion and Food Marketing

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

- Be offered at each grade level as part of a sequential, comprehensive standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health
- Be integrated into other subjects when feasible
- Promote fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices emphasizing caloric balance between food intake and energy expenditure (physical activity/exercise)
- Teach media literacy with an emphasis on food marketing.

Food Marketing in Schools. Any school-based marketing (including food and beverages) will not be permitted in the Henry Barnard Laboratory School. **Staff Wellness.** Henry Barnard Laboratory School highly values the health and well-being of every staff member and will support activities for personal efforts by staff to maintain a healthy lifestyle.

GENERAL FOOD ALLERGY GUIDE FOR PARENTS

At the beginning of the school year, a letter will go home to parents reminding them that Henry Barnard is a Nut Free School. The letter will include, but is not limited to the following information:

- Parents will be notified not to send in any foods containing peanuts/tree nuts, peanut butter, or any nut oils.
- If a food item is brought in by the student that contains nuts/nut oils, the snack will not be allowed, and an alternative that is approved by the school nurse will be offered.
- Parents will be reminded that if a child has eaten peanut butter or any foods containing nuts for breakfast, to please ensure that the child's hands and face are washed with soap and water before entering the school (water alone is not sufficient).

- Food for birthday /holiday celebrations will not be permitted. However, curriculum related activities that include food not intended for celebration will be permitted with prior-approval from the principal and school nurse, and communication of all ingredients and intentions to parents in advance. Parents will have the opportunity to provide an alternative at that time.(This same information was already given in the section entitled “Healthy School Celebrations.”)

Physical Activity Opportunities and Physical Education

Daily Physical Education, Preschool Through Grade Five. All students in preschool through fifth grade, including students with disabilities and special health-care needs, will receive weekly physical education classes for the entire school year. All physical education classes at school will be supervised by a certified physical education teacher. All aspects of scheduling specialists’ classes will be completed by the Henry Barnard Laboratory School administration.

Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

All students will receive at least 90 minutes of physical education instruction by a certified teacher weekly. (Preschool receives 30 minutes of PE a week.)

Parents will provide the remaining time recommended (sixty minutes per day) for student physical activities.

Integrating Physical Activity into the Classroom Setting. For students to receive the nationally recommended amount of daily physical activity (i.e., at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, they need opportunities for physical activity beyond physical education class. Toward that end, classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle. Parents can assist in maintaining a physically -active lifestyle for the children by:

- Reducing time spent on sedentary activities, such as watching television
- Parents will providing time for their children to engage in physical activity after school
- Being positive role models for promoting physical exercise for their children