

Parent-Student Handbook Lower School (K-5) 2020-2021

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I. OUR VISION AND MISSION STATEMENTS

A. Vision Statement

We believe all students should be immersed in the best our tradition has to offer. We believe all students can be active and useful participants in the ongoing and enduring conversation that is a vibrant civilization. We believe all students can be formed in a habitual vision of greatness that makes lifelong learners of the doctor and the mechanic, the homemaker and the professor. Thomas MacLaren School strives to build a lasting community of learners in which each student is the agent of his or her education.

We at Thomas MacLaren School believe that all young men and women deserve the same quality education, regardless of their ethnicity, gender, or socioeconomic background. All students, not only those wealthy enough to attend private schools or to earn places in specialized public schools, deserve to study the best that the Western tradition has to offer.

B. Mission Statement

From the seminar to the science lab, from the music room to the playing field, Thomas MacLaren School begins with the conviction that *all human beings can know truth, create beauty, and practice goodness*. To that end, we expect students to develop basic tools of learning, ordered basic knowledge, moral seriousness, breadth and depth of imagination, artistic ability and sensitivity, and a sense of wonder.

We believe all students can be active and useful participants in the ongoing and enduring conversation that is a vibrant civilization. Jacques Maritain, the French philosopher, described education as a human awakening. The goal of Thomas MacLaren School is to develop young men and women who are fully human and fully awake to the world.

II. EDUCATIONAL PHILOSOPHY

The educational goal of Thomas MacLaren School is the cultivation of the intellect, which includes both true knowledge and sound habits of mind. The MacLaren curriculum is structured by the three essentials of all education: ordered basic knowledge, basic skills or tools of learning, and the habitual vision of greatness.

The cultivation of the intellect – or “learning” – is the engagement of the mind and imagination with reality. It is an activity that is essential to a fully human life. As one modern philosopher described it, education is the process of a human awakening. That is our goal: to awaken our students’ desire to engage their minds and imaginations with reality and become more fully human in the process. Our curriculum and teaching methods, then, are not intended to introduce our students to “school” or “schooling,” but to a culture where ideas and the expression of the human mind and spirit matter.

Learning begins with acquiring knowledge in an ordered way. We believe there are things which all educated adults ought to know, so MacLaren Lower School students follow a common academic core curriculum which includes six years of mathematics, reading, history, science, writing, and the study of literature. All educated adults should also be able to appreciate and, to

some extent, create works of beauty, so Lower School students also take six years of music and art. Furthermore, the Lower School education has been designed to both prepare students for the rigorous Upper School program and to honor the inherent dignity and specialness of younger children. This latter in particular means that MacLaren recognizes young children’s deep need for play and habits of health and wellness; as such, Lower School students are afforded six years of regular non-elective Physical Education.

While *what* a student learns is important, *how* a student learns is just as important. We believe, in fact, that education is not simply a matter of acquiring important facts and skills, but also of acquiring habits of mind that enable a student to become a learner in every environment. Thus, we constantly emphasize that even the very youngest student is the main agent in his or her education. Students who fail to see for themselves fail to learn. Rather than receiving knowledge passively, each student must actively apprehend concepts, perceive relationships and express knowledge in written and spoken forms. This is why we envision MacLaren as a community of learners. All members of this community, children and adults alike, faculty and students alike, are called to pursue their own education, with the understanding that we learn far more together than we could on our own. Thoughtful and imaginative participation is, then, required of every student, up to the level of his or her ability. This keeps students actively engaged in learning and helps them become truly educated human beings, that is, people who can learn and think on their own.

III. THE LOWER SCHOOL CURRICULUM

A. Academic Program

In order to best carry out our Mission and Vision, and in order to give students an education that aligns well with our 6-12 program, Thomas MacLaren School’s Lower School curriculum is built on the Core Knowledge Sequence, a proven set of standards and curricular content. Although Core Knowledge materials will not be used in every subject, the standards delineated in the Sequence, and the foundational principles that undergird it, are instrumental in the overall architecture of MacLaren’s K-5 program, shown here:

	K	1	2	3	4	5
Music	Kodály-concept music					
Mathematics	Singapore Math					
Literature and Composition	Phonics, grammar, mechanics, and handwriting					
	Junior Great Books					
	MacLaren reading list					
	Institute for Excellence in Writing					
Studio Art	Core Knowledge					
Science	Core Knowledge					
History	Core Knowledge					
Geography	Core Knowledge					
P.E.	SPARK (Sports, Play, and Active Recreation for Kids)					
Leisure	Read-aloud with puzzles, handicrafts, drawing, handwriting practice					

Of note is the fact that Music and Physical Education are not “specials” or elective courses but constitute part of the core curriculum. Similarly, Leisure, an end-of-day time for students to pursue teacher-directed quiet activities while listening to a book being read aloud, is not a bonus but constitutes a key element of the Lower School’s curriculum and pedagogy.

Approach to Grading

The Lower School issues a proficiency grade for each course. This grade is a cursory but accurate summary of the written evaluation. A proficiency grade differs from a traditional grade in that it reflects the student’s proficiency and progress with the course material rather than emphasizing achievement. We do this for two reasons: first, at this developmental stage, the most important use of grades is to evaluate a student’s proficiency at essential skills such as reading and writing; and second, the use of proficiency grades for elementary students serves to further deemphasize grades and free students to pursue learning for its own sake.

Below is the grading scale used for kindergarten through grade five:

4	Exceeds proficiency at grade level	+	Significant progress
3	Proficient at grade level	=	Steady progress
2	Partially proficient at grade level	-	Minimal progress
1	Limited proficiency at grade level		

Thus, the goal is for a student to be scored at least “3=” (that is, “Proficient; steady progress”) in each area of study.

IV. THE LIFE OF MACLAREN SCHOOL

A. Communication

Good communication is the lifeblood of any social entity. MacLaren depends upon good communication: school to parents and students; parents and students to the school; parents to parents; parents to students; students to parents; students to students; internal communication among the faculty and administration.

We are committed to practicing and encouraging good communication throughout the entire MacLaren family. Good communication builds community, trust, confidence and school spirit. It involves openness to reasonable discussion about any topic and from any member of the MacLaren family. It assures effective consultation, collaboration and participation in the enterprise of MacLaren. Because the life of the school is so complex, it involves the timely and useful flow of information.

We are committed to do a good job of communicating with parents and students. We welcome communication with you and from you. This means the following:

- We want to know how things are going for you and your child.
- We want to respond to your needs and concerns.
- We want you to be well informed.

- We want you to know that, as far as we are concerned, anything and everything is open for discussion.
- We encourage you to talk with us at any time about any concerns you might have.

In order to encourage communication, we publish the email addresses of the faculty on our website. We encourage parents to contact them with their questions and concerns, and to schedule face-to-face conversations in advance. (Please note that, given the fullness of our days here, we are typically unable to meet with a parent who comes to the school looking for an immediate conversation. We are happy to meet with our parents; we simply ask for advance notice so that we can make such meetings work within the demands of the school day.)

All members of the MacLaren family want to adhere to the following principles to assure good communication: assuming and saying the best about one another; avoiding gossip, slander, rumor, pressure tactics, etc.; respecting students, other parents, families and teachers; and talking directly to the responsible person. Civility and respect are expected in all communication, and the school reserves the right to end any communication which becomes hostile or inflammatory.

Thomas MacLaren School is a safe and peaceful community, and parents can expect good communication from teachers in the event of a significant disruption to their child's sense of safety and peace. At the same time, we recognize that petty conflicts, accidents, misunderstandings, and hurt feelings are a normal and even healthy part of childhood and life in community. Furthermore, we believe that learning to address relationship difficulties amicably and peaceably is an essential part of helping our students to grow in friendship, confidence, and resilience, and sets them up to be happier, healthier kids. This is our practice and our goal; we do not intend to write home every time a child has a small run-in with a peer. We rely on both school employees and families to use practical wisdom when determining what behavior rises to the level of needing to be addressed. Ultimately, we ask for parents' trust in knowing that the school will work with students to resolve smaller matters appropriately, and will communicate with home as soon as is reasonably possible about matters of importance.

Finally, we ask that parents recognize that when they are on campus they are visiting an institution that serves children. Visitors should expect to be treated with courtesy and dignity by people at MacLaren, and should comport themselves accordingly. Offensive dress (for example, obscene language on t-shirts or references to drugs or alcohol) and language are not appropriate and will be addressed by the Head of School. Parents and guardians who do not comply with these expectations will be asked to leave the premises.

B. Academics

The heart of the life at MacLaren is the academic program and the heart of the academic life is the curriculum. Four essentials to effective learning at MacLaren are attendance, homework, evaluation and discipline.

1. Attendance

Consistent attendance is essential for academic progress and absences should be kept to a minimum. Drop-off begins at 7:45 a.m. and ends at 8:00 a.m. Pick-up begins at 3:10 p.m. and

ends at 3:25 p.m. All students must be picked up by 3:25 p.m. unless the student is in a school-sponsored activity supervised by a member of the staff.

Absences

Students are expected to be in attendance at school every school day. **School begins at 8:00 a.m.**

Excused Absences

Excused absences are normally those resulting from illnesses, injury, family emergencies, family funerals, and court responsibilities. **Family vacations or other recreational absences must be approved by the Head of Lower School in advance to be counted as an excused absence.** An excused absence gives the student the opportunity to make up work that has been missed during the absence. Students are expected to make up missed work promptly after an absence; in general, one day's absence will be allotted one day to make it up.

Whenever possible, medical/dental appointments should be scheduled after school, on school holidays or during vacation periods. If a student must be released early from school for medical/dental appointments, the school must be given advance notice of 24 hours in order to expedite the request. Please call the attendance line at 719-394-4670 or email macattendance@maclarenschool.org to notify the school of an upcoming appointment.

For anticipated absences other than emergencies (e.g., vacations, extended holidays, some school activities, etc.), the administration must approve such absences in advance. In general, 3-5 school days' notice is required. **For students in the Lower School, it is the parent's responsibility to obtain all homework assignments in advance from the teachers.** The administration will determine, based on the circumstances of the case, whether the absence is excused or unexcused.

Unexcused Absences

Unexcused absences are those due to reasons not mentioned above. Suspensions are considered unexcused. Students will not receive credit for work missed as a result of an unexcused absence. Exams and major assignments must be made up; however, the student will earn a maximum of 75% of the grade received on the work. Exceptions to these rules may be made at the discretion of the Head of Lower School. Students who have two (2) unexcused absences will receive an automatic 30-minute detention. After three (3) or more unexcused absences a conference will be held with the parents and the student becomes eligible for In-School Suspension (ISS).

Notification of Absence

If the absence is foreseeable, a note should be sent in advance. Parents should call the school office by 8:00 a.m. on any day their student will be absent. If they do not call the school, the staff must telephone them to determine the student's whereabouts. **A note from the parent explaining a student's absence does not necessarily excuse that student. In all cases administration reserves the right to determine whether or not an absence is excused.**

If MacLaren is not notified that morning, a parent/guardian will be contacted. If the parent/guardian cannot be contacted and does not report the absence within 24 hours, it may be counted as an unexcused absence.

Students are responsible for making up missed work and for scheduling missed exams.

Truancies

A student is truant if he/she is absent without parental or school permission, is not in class or another location approved by the teacher or leaves school grounds. State statute defines **truancy** as four or more unexcused absences in a month or ten or more unexcused absences in a year. (CRS 22-33-107,107.5, 108). Truancy is reported to the state; Thomas MacLaren School will involve its authorizer, the Charter School Institute, in truancy matters including truancy court.

If a student is chronically tardy or truant through no fault of his or her own, the school will call a conference with the parent or guardian. The conference is an opportunity for the Head of Lower School, Dean of Students, and School Social Worker or Counselor to offer support and for the family to commit to regular attendance. At this conference, all parties will sign an attendance contract. If the attendance contract is not adhered to, the school will file a Notice of Non-Compliance, which may result in court proceedings in truancy court.

Number of Absences Permitted

When a student reaches eight (8) absences, **excused or unexcused**, from any class during a semester, the student's parents/guardians will receive a letter, which will become a part of the student's permanent file. Extended illness may be a mitigating circumstance and will be taken into consideration, however, after eight (8) absences a doctor's note will be required to excuse an absence. **If a student acquires fifteen (15) absences in a class, excused or unexcused, from any class during a semester, MacLaren reserves the right to withhold semester credit, and the student may become eligible for retention.**

Tardiness

The school day begins with the line-up bell at 7:57 a.m.; students should be in their grade level lines in the gym or before the front steps of the building at 8:00 a.m. Students who are not in their grade-level line as the class enters the building must be signed in at the Front Desk. At 8:10 a.m., students not in the classroom are considered tardy.

A tardy may be excused for good reason (such as sickness in the family, car trouble, or inclement weather). If a parent would like the tardy excused, the parent is required to come to the school office with a written excuse to give to the appropriate Dean. A request to excuse a tardy does not guarantee that it will be excused. **Nonetheless parents must come into the building and sign in students before the student can be admitted to school.** The office secretary will give students a pass before going into class.

If a student is tardy for more than half of class, attendance will reflect an absence. The absence will be excused or unexcused as determined by the tardy.

After 10 minutes an unexcused tardy will be documented as an unexcused absence. After three (3) unexcused tardies, a student is eligible for classroom consequences. After six (6), the student is eligible for an office referral. After eight (8) unexcused tardies, a conference will be held with the parents and the student becomes eligible for In-School Suspension (ISS).

Leaving Campus During the Day

Thomas MacLaren School is a closed campus. Students may not leave campus during school hours unless a parent or guardian accompanies them. Students are allowed to leave campus with written permission from a parent or guardian. At the time of departure, the parent must sign out the student the front office prior to leaving. Failure to do so will constitute an unauthorized absence. Students who become ill during the day must report to the office so that the parent/guardian can be contacted.

Attendance: Distance Learning

Remote learning offers some flexibility regarding when and where students complete coursework. Nevertheless, students are held fully accountable for meeting all state-mandated attendance requirements. Attendance is expected to be recorded daily to ensure the school is properly calculating and adequately monitoring that students complete a *minimum of*

- 13.6 hours per week or 450 hours per year in half-day kindergarten,
- 27.3 hours per week or 900 hours per year in full-day kindergarten, and
- 30 hours per week or 990 hours per year for students in grades 1-5.

These hours are accumulated through a variety of methods including:

- Completion of lessons
 - assigned through Google Classroom and
 - documented with student login and lesson participation;
- Completion of offline work documented by parent or teacher;
- Course progress in curricular assessments;
- Attendance at a synchronous live session;
- In-person testing such as CMAS or other required state exams;
- Online assessments such as MAPs accessed through student accounts;
- In-person attendance by logging into live class remotely, and/or
- In-person attendance in which attendance is taken by the teacher on-site.

Explanation of Teacher-Pupil Instruction during Distance Learning

Thomas MacLaren School follows a semester calendar structure. For each semester-long course into which the student is scheduled as of the pupil enrollment count date, the equivalent teacher-pupil instruction and contact time is

- Grades 1-5: 30 hours per week or 60 minutes/day per course
- Full-day Kindergarten: 27.3 hours per week or 55 minutes/day per course
- Half-day Kindergarten: 13.6 hours per week or 41 minutes/day per course

Courses may not be assigned on a daily basis, however; see the schedules outlined below. Instructional time includes parent-teacher conference time, assembly, and intervention work.

During distance learning, students will use both Google Classrooms and Zoom. Synchronous learning through Zoom may be recordings watched later in the day.

Full distance learning:

- Synchronous learning:
 - 2 hours a day of mandatory synchronous learning, 5 days a week
 - 1+ hours a day of optional synchronous enrichment learning
 - As needed, small-group and 1:1 intervention and academic support, to be delivered over Zoom
- Asynchronous learning:
 - Weekly packets with daily assignments are distributed via Google Classroom (hard-copy packets available upon request); parents log work completion and enter weekly into Google Classroom

Hybrid distance learning:

- Synchronous learning:
 - In-person instruction 2 days a week
- Asynchronous learning:
 - Weekly packets with daily assignments for the 3 days that students are working at home; parents log work completion and enter weekly into Google Classroom.

Optional Distance Learning for Students who opt out of In-person learning.

- Mandatory synchronous learning accessed through Zoom*:
- Students access in-person instruction for the following courses:
 - Literature and Composition
 - Math
 - History
- Optional asynchronous learning:
- Regular packets with projects for the following courses:
 - Art
 - PE
 - Music
 - Leisure

For more information, see the [2020-21 Plan](#) document found under the COVID-19 tab on the website.

Bell Schedule Equivalency Statement

Should Thomas MacLaren school implement either a hybrid learning or a full distance learning model as a result of public health and safety requirement, a portion of the teacher-pupil contact will occur remotely. This remote portion will be equivalent to 50 minutes/day for all courses except Music, Art, and PE, which are 35 minutes/day.

2. Homework

Homework is one essential element in a MacLaren education. While homework is often assigned in order to review, test and improve student skills, it also lays the groundwork for the following day's instruction. Homework assignments are therefore a key factor in the progress of the student and in the teaching of each course. Our experience teaches us that good homework habits are often critical to success in the Upper School; we seek to help our students develop those habits now, in the younger grades, while recognizing that young children also need plenty of time to rest, play, and be with their family. This can at times be a delicate balance to strike. It requires good communication between parents and teachers, and a recognition that everyone involved seeks what is best for the student.

MacLaren students are to do their homework diligently and intelligently. They should apply their full mental powers to the task at hand, avoiding distractions and distracting environments (students should not do homework in front of the television, for example). Further, they should use their time and energy wisely in order to complete assignments in a timely manner, with care and precision.

As parents, you can help by asking your child about the assignments and reviewing some of their work. You can also see to it that they have a quiet location in which to do productive homework.

Having discussions about your child's homework is also extremely helpful. Even if you are only somewhat familiar with the material your child is studying, you can ask intelligent questions about your child's understanding of that material. These may be general ("What are you learning about medieval African kingdoms?" "How do magnets work?") or specific ("When was the Civil War?"). You can also help your child by planning ahead. If you know that an upcoming event (such as a family trip or a travel team soccer game) may interfere with your child's homework, please ask us in advance for the assignments.

As in the Upper School, students have daily maximums of homework time. In the Lower School, these maximums are as follows:

- 15 minutes in kindergarten;
- 30 minutes in grades 1-3;
- 60 minutes in grades 4-5.

Note that these are *maximums*, not guaranteed daily amounts. We seek to help our students prepare well for class and practice the skills necessary for a rigorous education while also ensuring that students do not feel harried or exhausted. At times, teachers may assign no homework.

Furthermore, students are expected to free-read or be read to at least 20 minutes every night. Depending on the day and the grade level, this reading expectation may *be* the night's homework, or it may be *in addition to* the night's homework.

3. Evaluations

At MacLaren, we evaluate student performance in several phases. The process is designed to assist the student and to keep parents informed about their child's progress.

Checklist Evaluations

In the Lower School, most teachers have students take major assignments home to be signed and returned. Parents are encouraged to ask their children to see their work on a regular basis. In the middle of each semester, each teacher completes a Checklist Evaluation for each student in his or her course, and these forms are delivered to the email address(es) on file via Secure Document Delivery. The Checklist Evaluation form is designed to give a quick overview, not a detailed evaluation, and in particular it is intended to alert parents to problems before it is too late. It is not designed to call attention to excellence.

Notices of Concern

A Notice of Concern is mailed to notify parents that a child is earning a 2 or a 1 (“Partially proficient at grade level” or “Limited proficiency at grade level”) in any subject. These notices are not mailed at a particular time in the semester but as soon as a serious academic problem has been identified – early enough, at least, to give the student time to change direction. Parents are to sign these notices and return one copy to the school. Once a Notice of Concern has been sent, the teacher need not send out further notices for the student in that particular course. Parents are urged to confer with the teacher if they are not sure what the problem is, what their child needs to do about it, or whether the situation has improved.

Semester Evaluations

The written semester evaluation is part of the formal evaluation of the student at the end of each semester. Evaluations are delivered to the email address(es) on file, via Secure Document Delivery, at least the evening before the scheduled conference for the student; parents should access and read the evaluation before attending the conference. This evaluation is written for the parents, not the student. We suggest, in fact, that parents judiciously convey what they learn from the entire evaluation process to the child. The written evaluation is part of the student’s record.

Evaluation Meetings

In addition to the written account, an evaluation meeting for each student takes place at the end of the first semester between the parents and the classroom teacher. This is an opportunity for teachers and parents to talk about the evaluation in order to answer questions and to develop specific strategies for improvement. The focus is on the individual student’s academic performance. It is not a meeting about the character or leadership qualities of the student or about the class in general.

At the end of second semester, conferences are held only on an as-needed basis, at the request of the teacher.

Standardized Tests

MacLaren works to avoid a “teach to the test” mentality and the restriction of constructing a curriculum to accommodate a test. However, as a public school we are mandated to use standardized tests as one measure of external accountability. Please see our complete list of assessments on our [Assessments tab](#). This tab also contains our policy and procedures regarding parental refusals.

Promotion

Due to the cumulative nature of the MacLaren curriculum, students need to master the material at hand each year before being promoted to the next grade. As MacLaren does not have general tracking, students must demonstrate proficiency in their courses before being promoted. *If not retained, some students may be required to take summer school to move to the next grade level.*

Promotion of students on an Individualized Education Program (IEP) is dependent on that student's individual goals and not this policy. Similarly, promotion of English Language Learners (ELL) is dependent on the goals outlined in their ELL plan and not this policy.

Students in kindergarten through fifth grade are eligible for retention if they receive

- Three or more 2's ("Partially proficient at grade level") in any subject
- Two or more 1's ("Limited proficiency at grade level") in any subject
- A 1 ("Limited proficiency at grade level") in Reading *or* Mathematics

4. Discipline

Discipline at Thomas MacLaren School serves our educational mission. The establishment of the culture of Thomas MacLaren School is a necessary condition for our educational success. Our intention is to create a certain kind of culture so that learning and teaching can proceed optimally. The foundation of discipline and order at Thomas MacLaren School is the realization that a civilized learning community demands certain fundamental norms of courtesy, morality, and orderly behavior in order to fulfill its mission. Having met these fundamentals, students are allowed as much freedom as they can reasonably handle.

We accept children into the MacLaren program with the understanding that they will be on time for class, will adhere to the dress code, will complete their assignments, will follow rules of good classroom order, will be honest and decent with others, and will follow the spirit and letter of this *Handbook*.

Unless there are clear mitigating circumstances, we hold that students freely choose to behave as they do. They are responsible and accountable for their actions. It is our conviction that students in kindergarten through twelfth grades are entirely capable of living appropriately in the MacLaren culture, although we recognize that the youngest students require greater support in achieving that mark and greater clemency when they fail to do so.

MacLaren should be a place characterized by kindness, friendliness and peace. We place a high premium on the teacher's personal investment in the student and we resist the practices that depersonalize so many schools. We do not relate to the students principally under the rubrics of rules and regulations; rather, we emphasize the dignity of the teachers and students in a culture marked by truthfulness, goodness, patience, justice, and mercy. Within that framework, rules, regulations and punishments are merely means to an end. Just as we expect teachers to expend considerable energy coaching and directing the

students to take on the educational goals of the school, we also expect teachers to encourage students in the face of difficult tasks and to praise them for work well done.

Students who do not live up to these fundamental expectations need to be corrected. In many cases, a verbal correction is sufficient. Faculty expect this correction to suffice. If it does not, consequences may be required.

The normal punishment for routine nonacademic misbehavior is a detention. More severe or repeated misbehavior may also result in loss of certain privileges (e.g., field trips, playing on a school team, etc.), sanctions, suspensions, probations, or expulsion. The teachers, Deans, and Head of Lower School may use these or other actions as deemed appropriate to promote expected discipline standards within the school. In all cases of punishment, we strive to be fair and timely.

When we discipline a student, we understand ourselves as addressing behavior, not attitudes. Thus, while a change in the attitudes and future behavior of the student is to be hoped for, punishment is not a strategy for rehabilitation.

MacLaren is committed to providing staff training to ensure that the disciplinary program is effective and that relevant policies and procedures are equitably applied.

Finally, we recognize that by sending your children to Thomas MacLaren School you are entrusting them to our care while at school. It is our right and responsibility to administer correction as we deem appropriate while students are at school. Should you ever have a concern about how discipline is administered, please refer to the Grievance Policy (found on page 33).

Non-Discrimination

In compliance with local, state, and federal laws, MacLaren staff responsible for implementing this policy shall do so without discrimination based on race, color, gender, sexual orientation, religion, national origin, or any protected class or conduct.

Students with Disabilities

Discipline for students with disabilities shall be in accordance with the student's individualized education plan (IEP), any behavior intervention plan, 504 plan, and applicable laws affording procedural safeguards to students with disabilities.

Distribution

Thomas MacLaren School will post this policy (within *the Parent-Student Handbook*) on the school website and a printed copy will be available in the Main Office of the school. Copies of this policy and school rules will be made available, upon request, to each student and parent/guardian, and upon request, translated into a language that the parent/guardian can understand. The School will make students aware of the contents of this policy and other school rules related to conduct.

Summary of Infractions and Consequences

These groups provide an illustrative set of examples of a **flexible** sequence of consequences and remediation for unacceptable student behavior. **Repeated misbehavior will result in progressively more severe consequences based on the seriousness of the offense. The administration is provided latitude in assigning consequences.** The administration need not employ all the consequences in a given group before selecting one from another group in disciplining any given student.

Classroom Consequences

Classroom consequences are given for the following behaviors:

- Disruption of school classes or activities
- Disrespect towards others
- Failure to observe classroom and school rules
- Any chronic misbehavior
- Other infractions as needed

Such consequences may include but are not limited to the following:

- Staff warning
- Verbal reprimand
- Confiscation
- Communication with parents/guardians
- Meeting with parents/guardians
- Counseling
- Loss of privileges
- Assignment of work detail at the school
- Detention: in-class or lunchtime
- Behavior contract
- Some activity aimed at restorative justice (CRS 22-32-144)
- Other consequences as needed

A Dean of Students or Head of Lower School may be called on to assist in administering these consequences.

Removal from the Classroom

Student behavior that interferes with the ability of the teacher to teach effectively or the ability of other students to learn effectively may result in removal from the classroom. If a teacher decides that removal is necessary, he or she will document the behavior leading up to the removal and send the student to the office. A Dean or the Head of Lower School will review the circumstances and determine appropriate consequences, up to and including expulsion. *See Removal from the Classroom for Habitually Disruptive Students below.*

Safety Concerns

Any safety concerns—threats of harm to self or others, physical aggression, dangerous behaviors, or the presence of dangerous materials such as matches, lighters, or knives of any kind—are cause for immediate referral to the administration.

Office Referrals

Generally, only major or repeat offenses are referred directly to the administration. All office referrals require the administration to contact the parents. The following are example behaviors that will lead to a disciplinary referral to the administration:

- Disrespect or defiance shown to any staff member
- Bullying, harassment, assault, or discrimination toward students, staff, or visitors.

An office referral may lead to consequences described above, or may lead to the following:

- Behavior contract
- First time or Minor Suspension (.5-2 days)
 - In-School suspension
 - Out-of-School suspension
 - Alternative to suspension:
 - Parental attendance at school or
 - Some activity aimed at restorative justice (CRS 22-32-144)
- Remedial discipline plan
- Charges filed or report made to law enforcement officials
- Expulsion

Suspension– Only the Head of Lower School may suspend a student. The Head of Lower School shall provide the student an informal opportunity to tell their side of a disciplinary incident before a suspension is imposed, except in emergencies requiring immediate removal, in which case an informal hearing shall follow as soon as practicable to review the matter. If the parents are not present to hear the student’s side of the disciplinary incident, the Head of Lower School or designee will meet with the parents as soon as practicable to review the matter. Generally, suspensions last from one half-day to five days in length, but for more serious infractions suspensions may be as long as ten (10) days, and if expulsion is recommended suspensions may be extended up to a maximum of twenty-five days to accommodate the expulsion hearing and appeal process. Suspensions may become recommendations for expulsion.

In accordance with H.B. 19-1194, MacLaren recognizes the particular need for inclusive disciplinary practices whenever possible for students in kindergarten through second grade. To that end, we seek to assign out-of-school suspensions and expulsions only in extreme cases as outlined in C.R.S. § 22-33-106.1. Outside of those circumstances, MacLaren’s policies on suspension and expulsion are as follows:

- In-School Suspension: If the Head of Lower School assigns a student an ISS, the student will be allowed to make up school work while suspended, but may not receive full credit for this work.
- Out-of-School Suspension: If the suspension is an Out-of-School suspension, the student will not be allowed on campus for the duration of the suspension. The student will only be allowed to return to school after a consultation meeting including the student, parent/guardian, Dean, and Head of Lower School.

- Generally, for school work done during suspension no credit will be given, although a student may receive up to 75% of credit for tests and quizzes missed and made up. The Head of Lower School may make exceptions to this policy depending on how the student serves the suspension.
- The Head of Lower School may suspend a student for .5-2 days for a minor or first-time infraction and from 3-10 days for repeat or major infractions including the following:
 - Continued willful disobedience or open and persistent defiance of proper authority;
 - Willful destruction or defacing of school property;
 - Behavior on or off school property which is detrimental to the welfare or safety of other pupils or of school personnel, including behavior creating a threat of physical harm to the child or to other children; and
 - Repeated interference with MacLaren's ability to provide educational opportunities to other students.

Expulsion – Only the Executive Director (ED) may recommend a student for expulsion. In making such recommendation, the ED shall provide parents and the student with a written notice concisely stating the reasons for expulsion and outlining the process parents can follow to dispute the recommendation. If parents elect to dispute a recommendation for expulsion, the matter will be referred to an Independent Hearing Officer (IHO). The IHO will be responsible for conducting a prompt hearing affording the student “due process,” and producing a written report summarizing the evidence and containing the IHO’s decision to uphold or overrule the recommendation of expulsion. The decision of the Hearing Officer may be appealed to the Board of Directors of the School by the ED or the student. In the event of an appeal to the governing board, the School will inform the Charter School Institute (CSI, the School’s authorizer) of such appeal and consult appropriately in preparation for the appeal. The School will make legal counsel available to its governing board to provide any advice needed by that board in preparation for or during the appeal. A person wishing to appeal an IHO decision must provide written notice to the other party and the Board Chair within ten (10) business days of receipt of the decision. Upon receipt of notice, the Board will promptly schedule a special meeting, unless the matter can be timely considered in a regular meeting. The IHO’s written decision will be provided to the Board at least three (3) days in advance of the meeting. Consideration of the appeal shall be in executive session. The ED and the parents shall each be allowed to present fifteen (15) minutes of argument concerning why the IHO decision should be approved or disapproved. New evidence will not be received on an appeal. The decision of the Board shall be by vote to uphold or overturn the IHO’s decision, taken in public session, and without use of the student’s or parents’ names. The decision of the Board is final.

Colorado law allows for expulsion for a single act of certain serious misconduct, including carrying, bringing, using or possessing a dangerous weapon on school grounds without the authorization of the Head of School; sale of a drug or controlled substance; and commission of an act which if committed by an adult would constitute robbery or first or second-degree assault. Expulsion may be imposed for continued willful disobedience or open and persistent defiance of proper authority, willful destruction or defacing of school property,

and behavior on or off school property that is detrimental to the welfare or safety of other pupils or of school personnel, or declaration as a habitually disruptive student.

In making expulsion recommendations and decisions the School shall consider (1) whether the student has exhibited behavior that is detrimental to the safety, welfare, and morals of the other students or of school personnel in the school; (2) whether educating the student in the school may disrupt the learning environment in the school, provide a negative example for other students, or create a dangerous and unsafe environment for students, teachers, and other school personnel, or is otherwise a severe offense; (3) the student's age, disciplinary history, and any disability; and (4) whether interventions less disruptive of education of the student were attempted or could be used effectively while protecting the rights of others and the integrity of the educational process.

A student's out-of-school suspension may be extended by the ED to accommodate the time needed to conduct and conclude a "due process" hearing. The School must schedule such a hearing so as to permit a final decision within no more than 25 school days of the initial out-of-school suspension. Expulsion may not extend past one full calendar year. The School will provide the parents of an expelled student with notice of their obligations and rights to education during the period of expulsion.

Deferred Expulsion– In cases in which the parents and the student agree that a student is properly subject to expulsion, the Executive Director may, in his or her sole discretion, offer the option of a deferred expulsion, with defined behavior expectations that, if not met, will result in imposition of the expulsion.

Procedure for Removal of Disruptive Students from Classroom – A student may be deemed a "habitually disruptive" student, if the student has caused a disruption on school grounds, in a school vehicle, or at a school activity or sanctioned event three or more times during the school year.

A teacher may remove a disruptive student from his or her classroom to ensure the safety of other students in the classroom and to ensure the educational environment in the classroom.

The School will provide the notices to parents prescribed by C.R.S. § 22-33-106(c.5)(III).

A behavior plan may be developed after the first removal from class and shall be developed after the second removal from class. The plan will include a procedure for due process and if subsequent removals occur, the teacher or Head of Lower School or designee will contact the parent or legal guardian as soon as possible. A meeting between the student, parent, teacher, and/or Head of Lower School (or designee) will occur to discuss the behavior and best steps moving forward.

A student will only be removed from a teacher's class for the remainder of the semester if the Head of School or designee has developed and implemented a behavior plan for the student.

Note that this process is only for habitually disruptive students.

Seclusion and Restraint – If seclusion or restraint is used, the School will follow its restraint and seclusion policy and the Protection of Persons from Restraint Act.

Considerations

The following factors may be considered in determining appropriate disciplinary consequences for a student; including suspension and expulsion:

- a. The student’s age;
- b. The student’s disciplinary history;
- c. Similar disciplinary incidents;
- d. The student’s eligibility as a student with a disability;
- e. The seriousness of the violation committed by the student;
- f. The threat posed to any student or staff; and
- g. The likelihood that a lesser intervention would properly address the violation.

The procedures for hearings related to suspensions and expulsions, and expulsion appeals, are set out above and are final. Other concerns with discipline, whether involving lesser discipline or perceived patterns or ancillary issues of concern may be voiced following the Grievance Policy, found on page 33, below (which may include review by the Executive Director of CSI, as stated in the Grievance Policy).

Judicial Involvement – When a disciplinary matter also involves court proceedings, the School will follow relevant statutes (see, e.g., C.R.S. §§ 22-33-105(5) and 22-33-106(4)), exercising the authority ordinarily exercised by a school district under those provisions.

Below, we more clearly define certain areas of offense:

Plagiarism

Since academics is at the heart of MacLaren, students are expected to pursue their work in a serious and deliberate manner, under the guidance of their teachers. Cheating in any form – plagiarism, sharing work, copying commentaries (including Cliffs Notes, SparkNotes or other Internet sources) – will not be tolerated. Copying the words or paraphrasing the ideas of another without giving him or her credit is not only a form of cheating, but a way of negating one of the main purposes of education: the ability of an individual to think and write for him or herself. The school reserves the right to give academic and disciplinary consequences for any kind of cheating.

Bullying

Bullying is defined as “any written or verbal expression, or physical or electronic act or gesture, or pattern thereof, that is intended to coerce, intimidate, or cause any physical, mental, or emotional harm to one or more students in the school, on school grounds, in school vehicles, at a designated school bus stop, or at school activities or sanctioned events” (*See* C.R.S. Section 22-32-109.1(2)(a)(X)(B)). Bullying in any form is prohibited and will be dealt with at an administrative level. Students who feel that they are being bullied should inform a faculty member and/or a Dean immediately.

Behavior that is mutually antagonistic will be dealt with in light of what is best given the dynamic of all of the students involved. Thomas MacLaren School is not a zero-tolerance school. As stated earlier, MacLaren reserves the right to administer consequences ranging from Behavior Contracts to suspension to restorative justice. Please remember that the Family Educational Rights and Privacy Act (FERPA) forbids us from disclosing any information about students to anyone but their legal guardians (see page 29 for more information on FERPA).

At least every two years, MacLaren shall conduct a student survey which shall include questions about the students' impressions of the severity of bullying at the School. The survey shall (i) ask each student how frequently the student witnesses bullying at the School, (ii) ask each student how frequently the student perceives himself or herself to be a victim of bullying, (iii) ensure the confidentiality of each student's answers, and (iv) clarify that the completion of the survey shall be voluntary.

MacLaren shall designate a team of persons to advise administration concerning the severity and frequency of bullying incidents that occur in the School. That team shall include, at minimum, two Deans of Students. It may include others, such as law enforcement officials, social workers, prosecutors, health professionals, mental health professionals, counselors, teachers, administrators, parents, and students. The Head of Lower School, in consultation with the Deans, shall determine who shall serve on this bullying prevention and education team.

Personal Searches

The administration or designee may authorize the search of any student or any student's property, if there are reasonable grounds for suspecting that the search will uncover evidence that the person has or is violating the law, or the rules of the school. The school may also do school-wide searches of school property, such as lockers/cubbies and desks, for general checks, such as determining if students have cell phones in their lockers/cubbies. These are school property, not student property. Students do not have a reasonable expectation that their locker is a private space that school officials will not enter. Any search of a student him/herself will be conducted in the presence of another school official. The parent/guardian of any student searched under this latter provision shall be informed of the search as soon as reasonably possible. Searches of a student may include searches of the student and accessories, including clothing, purse, briefcase, backpack, locker/cubby or car.

Relationship Difficulties Among Students

The classroom teacher or appropriate Dean will typically deal with relationship difficulties among students. As outlined in the Grievance Policy, relationship difficulties a student may be having with a teacher should first be addressed to the teacher. If such problems require further attention, they should be addressed to the Head of Lower School and not to the Dean. Non-routine issues should be addressed directly to the Head of Lower School.

Cell Phones and the Internet

Cell phone use by students is prohibited in the school building. If a student brings a cell phone, laptop, mp3 player or any electronic device, it will remain at the front office until

the end of the day. Since students may not receive calls or messages on their cell phones, we would appreciate it if parents would not try to contact them that way, but rather by calling the school and leaving a message. A phone is available for students to use free of charge in case of an emergency.

Also, like many schools and businesses, we take the position that using internet-based communications – email, chat rooms, IM, social networks (e.g., Instagram, Facebook, Twitter, Snapchat, YouTube, TikTok), etc. – for the following activities is a serious breach of MacLaren culture and may, indeed, be illegal:

- communicating verbally abusive, obscene, profane, lewd, vulgar, rude, inflammatory, disrespectful or threatening electronic messages and images toward the school or any member of the MacLaren community;
- communicating personal attacks, including prejudicial, discriminatory, or harassing attacks or knowingly or recklessly communicating false or defamatory information about members of the MacLaren community or Thomas MacLaren School.

We consider such activities to be serious disciplinary matters and they may result in disciplinary action by the school. Such behavior may also break laws which protect one from hate speech, harassment and slander and thus, criminal and civil penalties might also apply.

C. Extracurricular Activities

We hope to offer both extracurricular activities and athletics in the Lower School. Policies will follow the Upper School policies (Appendix A).

D. Social Life

Social events are an important part of our students' lives. While many school events have a social component to them, social events as such have a distinct place in the life of the school. We hope and expect MacLaren students to show the same dignity and respect that they show for their peers and for those in authority at school to be likewise shown at any MacLaren social event.

The MacLaren community—parents, students and faculty—is committed to the highest ideals. We form our students intellectually by bringing them into contact with the best in human culture and thought. In keeping with these ideals, we want to provide a social atmosphere that calls forth the best in our children and provides an environment that will foster deep and lasting friendships.

If we are to be successful in this sort of education, all of us have to work together with the best interest of the students in mind. In every way, the social events of MacLaren students should reflect and embody the ideals of the school. Every social event or occasion should be a time of good, clean fun and mutual courtesy.

Guidelines for Social Events

There are different kinds of MacLaren social events: first, those sponsored by or held under the auspices of the school; second, class events hosted by the parents for their children's classmates; third, informal get-togethers with friends.

- Events under the auspices of the school or class events hosted by parents should be open only to current MacLaren students. Our students need to have a social life which is directly related to their life at MacLaren.
- Social events sponsored by the school and class events hosted by parents are meant to be inclusive and to build friendships among students. At a class party, for example, everyone in the class is invited and students are encouraged to relate to one another with kindness and courtesy, avoiding circumstances that might hurt feelings or leave others out. We adults should be eager to help students in creating such an atmosphere.
- Experience has shown that at every age level there is value in social events that are held for just boys or just girls. Friendships need to be built among the members of one's own sex as well as with those of the opposite sex. Thus parent and student hosts should feel free to invite only the students of their own gender to a gathering. Parents should be actively involved in the planning and hosting of class gatherings. As students grow and mature, they are in a position to provide more and more input into their social events. Parents should eagerly encourage measured growth in social maturity.
- Parent hosts should always be a *visible* presence at student parties. There is an art to being present without becoming a monitor. Parents are encouraged to establish friendly, supportive relationships with the students.
- *No guests should leave the site of the party unchaperoned.* Every parent should enforce this guideline. Going off alone or in small groups away from the chaperoned party can be deterred more effectively by focusing on well-planned activities than by policing the doorways.
- *Clear starting and ending times* for gatherings should be communicated and respected.
- *Parent hosts have the responsibility of making sure that no alcohol or drugs of any kind are present or being used.*
- If there are serious breaches of conduct, students and their parents need to be informed. The students deserve to be told politely but unequivocally that their behavior is unacceptable. Parent hosts are encouraged to correct students who violate the standards of their home or those of the school. Very serious misconduct should be reported to the student's parents for their action and counsel.
- Parents and students are urged not to publicize a smaller, more exclusive party. We want to avoid hurt feelings.
- Parent hosts are responsible at every social event for setting consistent ideals for what is allowed in behavior, entertainment and activity. Parents are encouraged to call hosts to offer assistance and bring up any questions and concerns they have about a social gathering.
- *Please have your child RSVP to hosts in a timely manner and tell them to be prepared to pay their share or contribute to the costs of the gathering as requested.*

- When planning an event, please consult the school calendar in order to avoid conflicts with school activities.

E. Parent Service Association

Because you have a student at MacLaren, you are a member of the Parent Service Association (PSA). Helping the school carry out its many activities is the mission of the PSA. All this service is overseen by the Head of Lower School, working through liaisons to the PSA committees. The PSA may have several standing committees to take care of these many needs.

While we as a school do not have “mandatory volunteer hours,” every parent is expected to be involved in the life of the school. As a MacLaren parent, you have the opportunity to serve in many ways; the following are some of the many ways parents can be involved at MacLaren:

- Assist in the office with filing, typing, and other administrative tasks
- Parent advisors for after-school clubs such as Yearbook and Chess
- Assist with in-class reading groups
- Fundraising
- Organize PSA events
- Chaperone field trips
- Assist with Used Uniform Sales

In addition, Thomas MacLaren will encourage parents to visit the school and be involved in day-to-day activities. Parents who wish to visit their child’s classroom are welcome to do so. If parents seek to participate in the life of the class, we ask that they complete the volunteer application found on our website. If they simply wish to observe, we ask that they follow our protocols:

- Schedule an observation with the classroom teacher in order to come at an appropriate time in the day.
- Parents whose presence is an impediment to learning will be asked not to join the classroom.
- Do not interrupt the flow of the classroom, either by engaging with your own student or other students.
- Parents wishing to bring a younger sibling should contact the Head of Lower School to get approval.

F. Student Health Health

The School Health Office is open during school hours and available to students who are ill, injured, or have a health concern. Students must obtain permission from a teacher to come to the office except in the case of an emergency. Students who fall ill during the school day may rest in the Health Room for 15 minutes and then return to class or call a parent.

Guidelines for keeping the student home/calling home

Illness guidelines are used to help you decide when to keep your child home from school. Of course, it is important for children to attend school, but when children are truly sick, they need to stay home in the care of an adult in order to get well and to prevent spreading illness to others. The following link is provided to help you decide when to keep your child at home: [MacLaren Illness Guidelines](#)

Medication

All medications administered at school, whether over-the-counter or prescription must be kept in the school health office. The medications, whether over-the-counter or prescription must be brought to the health room by the parent or guardian. Before a health room delegate can administer medicine at school, two criteria must be met:

- 1) [Authorization to Administer Medication form](#) signed by the student's guardian and physician (with prescriptive authority) is on file; and
- 2) the medicine to be administered must be delivered in its original container or in the labeled prescription bottle to the front desk.

One form per medication is required. The form must be completed in full with:

- 1) the child's name,
- 2) name of medication,
- 3) Exact amount of medication to be administered,
- 4) beginning and ending date of medication, and
- 5) parent/guardian and health care professional signatures authorizing the school to administer the medicine on behalf of the parent/guardian.

In fairness to those responsible for administering medication and for the safety of your child, these policies must be strictly adhered to. This is not meant to inconvenience you, but to ensure the health and well-being of all students. NO MEDICATION will be accepted for administration if it is not accompanied by the completed Authorization form OR if it comes to school in a baggie, plain bottle, envelope, etc. (i.e., not in the original container). No medications are to be in the possession of students without a self-carry contract form completed and a signature by both the parent/guardian and health care professional are required. The student must report to the health room or school office to take the medications.

For all medications administered to students, the school nurse is accountable for knowing therapeutic effects, safe dosage, contraindications, and potential side effects. For this reason, the school nurse will not administer non-FDA approved substances at school, including herbs, supplements, essential oils, etc.

Also, for safety reasons, medication will never be sent home with the student; all medications kept at school must be retrieved by the parent or guardian no later than the last day of classes or medication will be destroyed.

Health concerns

The school office should be notified of any health diagnoses or concerns (including allergies, diabetes, ADD/ADHD, asthma, seizures, etc.) in order to better accommodate the student and to be prepared for emergencies. This information should be documented on the student's Annual Health Update and will be kept in the student's health file along with any necessary documents, including a health care plan.

Immunizations

Immunizations must be current and the information given to the student's school according to Colorado State Law. Please note that beginning July 1, 2016, Colorado State Law requires all personal and religious exemptions for immunizations be signed electronically or in hard copy on an annual basis. The most current immunization information can be found here:

<https://www.colorado.gov/pacific/cdphe/child-cares-schools-and-collegesuniversities-immunization-resources>.

Forms

All health forms and supplemental policies can be found on the [Health Information tab](#) on the school website.

Nutrition

Students are invited to bring lunch from home or to purchase lunch at school. To find out if your family qualifies for free or reduced-price lunch, please visit the [Hot Lunch Meal Benefits page](#) on our website.

We ask that students bring a healthy snack each day. If this is financially difficult to provide, please contact the Head of Lower School to make arrangements.

If a student requests a snack from the school, we will provide one. In that event, the school will send out a form email notifying the family that a snack was provided. We want to both ensure that our students are not hungry and that parents are kept informed.

Screen Time

There is a substantial body of research to support the idea that too much screen time is not healthy for children. Furthermore, too much screen time causes the artifacts of popular culture to dominate children's imaginations and deprives them of the opportunity to cultivate their own lively imaginations. We respectfully request that MacLaren students are not afforded screen time—movies and television, video games and social media, YouTube clips and text messaging—on school nights.

G. School Counselors

Provision of Services

The school counseling program at Thomas MacLaren School is a comprehensive, preventative, developmental program that serves the academic, social/personal, and career needs of all students in the community. The school counselors may utilize assessment,

individual counseling, group counseling, crisis intervention, and/or referrals to outside providers (therapists, psychiatrists, social workers, community organizations, and others) in order to best serve the needs of students. School counseling is not intended as a substitute for psychological counseling, diagnosis, and/or medication; rather, it is intended to provide supportive and short-term counseling support for students, typically in conjunction with additional services and supports established outside of the school environment.

Communication

The school counselors recognize that providing such services to students in the school setting requires collaboration with students' parents and/or guardians as appropriate, as is outlined in the American School Counseling Association (ASCA) Ethical Standards for School Counselors. As such, the school counselors make every effort to communicate and collaborate with parents as appropriate. The school counselors may also communicate with the student's teachers and/or administrators on an as-needed basis to better support the student within the school environment.

Confidentiality

In order to establish trust with the student, the school counselors may opt to keep some information confidential, with some possible exceptions. The school counselors are required by law to communicate with parents and/or other entities in the following circumstances:

- Presenting serious danger to self and/or others
- Evidence or disclosure of abuse (physical, emotional, and/or sexual) and/or neglect
- Threats to school security
- The school counselors will notify students of confidentiality and the limits therein at the time of the initial counseling intervention.

H. General Policies

Staff

A complete list of current board members, staff and faculty, along with their contact information, is available on the school's website. If you need to leave a phone message for a faculty member, please do so at the school office.

Telephone

Messages and deliveries from parents are to be left in the office to respect the educational opportunity of all students. Students will not be called to the telephone except in emergencies. Students may use the school phone in an emergency with the permission of a MacLaren staff member.

Lost and Found

The school cannot be responsible for lost or stolen property, but an effort is made to assist students in the recovery of lost or stolen property. Any valuables should be turned in and claimed in the office. Students are strongly encouraged to leave valuable items—including electronics, expensive jewelry and large amounts of cash—at home.

Since we are a large school population housed within a limited physical space, our Lost and Found policy reflects that we have minimal space to store lost and found items. This policy will be implemented with the understanding that Lower School students may need more help with organization than Upper School students; the front desk staff has discretion in determining accountability for chronic offenders.

On **Friday at 4 p.m.** the Lost and Found pile will be reviewed and dealt with as follows:

1. All lunch boxes, water bottles, hats, coats, etc., that are not labeled will be bagged and donated to a charitable organization. MacLaren fleeces or sweaters that are not labeled will be given to the PSA to be resold. **Please label all student items.**
2. Items that are labeled will be returned to students. If a student has an item in lost and found more than twice, he/she may receive items back with a detention. Items left in lost and found repeatedly will be donated. The front desk staff will do its best to notify parents if a student is a repeat offender.
3. All textbooks will be retrieved, tagged with a detention, and delivered to the classroom teacher to return to the student. This may/may not include binders, notebooks, etc.

Any items found on Friday will be saved over the weekend and be the beginning of the next week's lost and found pile.

The lost and found is located in the lobby during school hours. Front desk staff will do their best to set up a table with lost and found items at the end of the week so that students can claim their items before they leave for the day.

School Property: Desks and Cubbies

Student desks and cubbies are assigned at the beginning of the school year. **It is a student's responsibility to keep these areas neat and clean.** Students may not personalize the inside of their desks or cubbies. No tape, stickers, posters, or pictures is allowed in or on desks or cubbies.

Costs to repair damaged and defaced school property are billed to the student to whom that property was assigned. School desks and cubbies are the property of the school and for use by the student. All school property is subject to search by school officials at any time without prior notice.

School Property: General

We ask that students make an effort to keep their school and all school property clean and in good working order. In the cases of willful vandalism and destruction of property, the student will be disciplined and the parents will be held financially liable for the cost of repair or replacement of the property.

Calculators

Lower School students do not need calculators and should not bring them to school. In the event that the classroom teacher deems calculators useful for a lesson or project, they will be provided by the school for the duration of the lesson.

Internet Acceptable Use

Lower School students have minimal need for or access to the Internet. In general, they use computers for the sole purpose of standardized assessments such as the Measures of Academic Progress. At that time, or in the rare event that a teacher might see the need for internet usage (for example, to do research on a historical figure who is covered only cursorily in the history textbook), the guidelines below apply.

The MacLaren administration has put many filters on our system to try to ensure that students cannot access offensive or highly controversial material.

- The use of computers and Internet access at Thomas MacLaren is a privilege and not a right. Inappropriate use will result in a cancellation of privileges.
- The use of computers and Internet access at MacLaren is for educational purposes only. No private communications are acceptable using school property.
- Services provided at MacLaren may never be used to access, download, distribute or store any material classified as defamatory, abusive, threatening, or obscene.
- The property of Thomas MacLaren may never be used in any way that violates city, county, state or federal law. All information accessible via the Internet should be considered copyright protected unless otherwise stated.
- No MacLaren computer or network may be used for advertisement, personal websites or political lobbying.
- Security is a high priority. If you see a threat to network security, please see the Head of Lower School; do not publicize the threat to anyone else.
- Vandalism will result in loss of privileges as well as possible suspension or expulsion. Vandalism includes any malicious attempt to destroy data or equipment of Thomas MacLaren, as well as any attempt to infect MacLaren networks with a virus.

Student Valuables

At all times, students are to keep track of glasses, watches, retainers, and other valuables. Students, not the school, are responsible for their personal property. In the exceptional circumstance that it is necessary to bring a valuable item to school, please bring it to the office for safekeeping.

Lower School students in particular should be aware that any toys or games brought to school may be confiscated or prohibited if the faculty find them to be a distraction.

Cell Phones and Pagers

Cell phone use is prohibited on campus. If a student brings a cell phone, it will remain at the front office until the end of the day. A student in an extracurricular activity that takes place at the school cannot check out his or her cell phone until ready to leave the building.

Electronics

Cameras, radios, electronic games, CD/tape players, and mp3 players are not allowed at school. This includes watches that receive data such as Apple watches. If a student brings one of these listed items, it will remain at the front desk until the end of the day

Signs and Posters

All signs and posters announcing events must be approved by the administration, and should be removed by the end of the school day following the event or activity. These announcements may only be placed in approved locations.

Solicitation

Students are not allowed to sell any items on campus without prior approval of the administration. Any collection of money for any purpose must be approved by the administration and processed through the business office.

Field Trips

Field trips are privileges afforded to students; no student has an absolute right to take part in a field trip. Students can be denied participation if they fail to meet academic and/or behavioral requirements. A form provided by the school is to be completed by the parent/guardian granting permission to the student. Students who fail to submit the proper form will not be allowed to participate in the field trip. Unless otherwise permitted, students on field trips must be in uniform.

Props for Student Performance

With proper approval from the Head of Lower School, and for a school-related activity only, students may be authorized to carry, bring, use, or possess a firearm facsimile on school property (C.R.S. 22-33-106(1)(f)). Any activity requiring a prop that looks like a weapon must receive permission from the Head of Lower School. Any such prop must be stored securely by a staff member, and not in a student desk or cubby.

Movies

Movies are used sparingly at MacLaren, and are only ever used to educate, complement, or relate to the academic subject at hand. The Head of Lower School must approve all movies above the G rating and students must have a parental permission form signed prior to viewing. This policy does not include short educational clips (from YouTube, e.g.) that might be used on occasion to supplement a science or history lesson.

Before and After School Care

We are pleased to offer this free program to accommodate working parents and combined Upper/Lower School families. This is an adult-supervised time structured as the resources of the school permit. In general, there are no adult-led activities during BSC and ASC; this is simply a time for students to read, visit, do homework, and play in the gym with adult supervision. All standards and expectations of the school day are applicable.

Registering for Care: In order to make use of BSC and ASC, parents must email the Front Desk to register. Please include the following information:

- Student's first and last name

- Student's grade
- Parents' names
- Name and grade of sibling(s) authorized to pick up student—note that only students in grades 6 and up are allowed to pick up Lower School students
- Name of adults (other than parents) authorized to pick up student

Before School Care: As a courtesy to Lower School families, MacLaren provides a free Before School Care program. BSC hours are 7:00-7:45. Students are assigned to a section, and must remain in their section for the duration of the time.

After School Care: As a courtesy to our families who have students in both the Upper School and the Lower School, MacLaren provides a free After School Care program. ASC hours are 3:10-3:45. Students are assigned to a section, and must remain in their section for the duration of the time. **Kindergarteners may only be signed out by an adult, and may not be signed out by a sibling.**

Late fee: \$1/minute will be charged for any child picked up after 3:45 p.m. In case of an emergency, please call the school to discuss other arrangements.

BSC and ASC Behavior: Students are expected to use this time to work, read, and play as directed. If a student is disruptive then a warning will be issued. After three warnings, ASC privileges may be revoked and may only be reinstated by the Head of Lower School.

Electronics: Electronics are not permitted during BSC and ASC. All cell phones, cameras, laptops, tablets, e-books, electronic games, iPads/iPods or mp3 players will be held at the front desk until the student is signed out and picked up by a parent or guardian.

Parent Right to Know Act

As a parent of a student at Thomas MacLaren, you have the right to know the professional qualifications of the classroom teacher who instructs your child. This is a requirement for all CSI schools. Federal law allows you to request certain information about your student's classroom teacher. The law also requires the district to give you this information in a timely manner upon request. Listed below is the information about which you have the right to ask for regarding each of your student's classroom teachers.

- Whether the Colorado Department of Education (CDE) has licensed or endorsed your student's teacher for the grades and subjects taught.
- Whether CDE has decided that your student's teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher's college major; whether the teacher has any advanced degrees, and, if so, the subject of the degrees.
- Whether any teaching assistants or similar paraeducators provide services to your child and, if they do, their qualifications.

Please contact the Head of Lower School if you would like to receive any of this information.

Notification of Rights under FERPA and PPRA & Directory Information Consent

FERPA NOTICE — GENERAL

The Family Educational Rights and Privacy Act (FERPA) affords parents and those students who are 18 years of age or older (“eligible students”) certain rights with respect to the student’s education records. These rights include:

1. *The right to inspect and review the student’s “education records.”* Under Colorado law, the time for a response to a request for records is generally three business days. Parents or eligible students who wish to inspect their child’s or their education records should submit a written request that identifies the records they wish to inspect to the Head of Lower School.

2. *The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.* Parents or eligible students who wish to ask to amend their child’s or their education record should write the Head of Lower School, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment.

3. *The right not to have records disclosed without consent if the record includes personally identifiable information (PII) from the student’s education records, except in those cases in which FERPA permits disclosure without consent.* School officials with legitimate educational interests may access the records as needed, without consent. Such officials include school employees, board members, volunteers, contractors or consultants and, certain officials of the school’s authorizer, the Charter School Institute (CSI). In the case of volunteers, contractors, or consultants this must be a person who performs a service or function for which the school could use its own employees and who is under control of the school with respect to the use and maintenance of PII from education records. This may include a professional employed by the schools (such as an attorney or therapist) or a person who is assisting a school employee in fulfilling their responsibilities. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her assigned responsibility.

The School may also disclose educational records without consent in over a dozen other specific circumstances identified in the regulations implementing FERPA. These include, with certain requirements, such cases as health and safety emergencies and responding to judicial subpoenas. For more details refer to section 99.31 of the regulations. See: <http://www2.ed.gov/policy/gen/guid/fpco/pdf/2012-final-regs.pdf>

Please see below regarding the right to and method for reporting violations of FERPA.

PPRA NOTICE

The Protection of Pupil Rights Amendment (PPRA) and Colorado law afford parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or student's parent; or
8. Income, other than as required by law to determine program eligibility, or social security number.

Receive notice and an opportunity to opt a student out of such surveys and —

1. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and

2. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

Inspect, upon request and in a timely manner –

1. Surveys of students covered by the PPRA;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Should the School undertake a survey or activity covered by PPRA, it will provide appropriate advance notice and opportunity to opt out, as required by law, at that time. The School may unilaterally undertake formal threat assessments or suicide assessments, report suspected child abuse or neglect, perform routine health screening required by law, administer educational exams, and allow journalism students to conduct surveys under teacher supervision.

VIOLATIONS OF FERPA OR PPRA

If you believe FERPA or PPRA have been violated you are, of course, welcome to bring this to the School's attention. You also have the right to file a complaint with the U.S. Department of Education. The name and address of the Office that administers FERPA and PPRA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA Notice and Consent for Directory Information

FERPA also permits the School to disclose appropriately designated "directory information" unless a parent objects to just disclosure. Colorado law, however, requires consent to disclosure of "directory information." **Your information will be included in the school directory, if and only if you sign the Image Release on the *Handbook Signature Page* giving your permission.** The primary purpose of directory information is to allow the School to include this type of information from your child's education records in certain school publications available to the public. Examples include:

- A playbill, showing your student's role in a drama production;
- An annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as those showing weight and height of team members.

Directory information is generally not considered harmful or an invasion of privacy if released and can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, for students who are in seventh or higher grades the School can be required to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the School that they do not want their student's information disclosed without their prior written consent.

I. Weather & Emergency Information

School Closures

Thomas MacLaren School will broadcast weather-related closures and delays by 5:30 a.m. on the major news networks and radio stations and periodically thereafter until 9:00 a.m. Closures and delays will also be posted on the school's website, www.maclarenschool.org, and sent to parents via SchoolMessenger Communicate. Email message will be the default. Parents may change their personal preferences in the SchoolMessenger InfoCenter to receive notifications by text or phone call.

If the school is closed, all school-sponsored activities are canceled. In the case of a two-hour delay, school begins at 10:00 a.m. and students should arrive between 9:45-10:00 a.m.

Building Safety Plan

Thomas MacLaren School has developed a Building Safety Plan that has procedures to protect students and staff during emergencies. We have coordinated this plan with neighboring institutions the Colorado Springs Fire Department and the Colorado Springs Police Department.

In the case of an emergency requiring evacuation, students must follow the emergency procedures and instructions for each class. Teachers will instruct students regarding the posted exit procedures including specific instructions for rapid/safe primary and secondary exits. Full cooperation is necessary for the proper execution of these drills. When an alarm sounds, every person in the building will evacuate according to directions they have been given. Response to the alarm is to be prompt, quiet, orderly and disciplined. Teachers are to take class emergency folders and instruct all students to walk in single file to the nearest assigned exit. After exiting the building, teachers will lead students to a safe distance from the building and take attendance immediately. Each group will quietly remain standing until school officials give further instructions.

During an emergency, MacLaren will work to keep in timely communication with you, but until local officials have given permission for student release, please do not come to school to pick up your child. When permission for reunification is granted, you must bring a photo ID to have your child released to you. Any child who normally leaves campus on his or her own (e.g., walks, bikes, or rides the bus) will only be released to a parent/guardian with a photo ID.

MacLaren has regular emergency evacuation and lockdown drills. For further information about our Building Safety Plan, please contact the Head of Lower School.

V. THE ORGANIZATION OF MACLAREN

Thomas MacLaren School is a charter public school, chartered through the Colorado Charter School Institute. The following outlines our governance and grievance policies:

A. The Board of Directors of Thomas MacLaren School

The purpose of the Board is to set the general direction and policy of the school, not to manage it on a daily basis. Rather, the Executive Director and other administrators manage the school by implementing the policies the Board has enacted. Furthermore, Directors are charged with fostering a positive relationship with MacLaren faculty and staff, parents, students, the Charter School Institute, and the community at large in Colorado Springs. The Board selects and evaluates the Executive Director, oversees the finances of the school, recruits and orients high-quality candidates to serve on the Board, and ensures effective long-range planning. All Board decisions should be made within the parameters of the school's Articles of Incorporation, Bylaws, and previously enacted policies.

As with all charter schools, Thomas MacLaren School is a separate entity from its authorizer, the Charter School Institute, and the school district in which it is located, Colorado Springs School District 11. By its decisions, the Board shall guard and steward this separateness, both for its own sake and for the sake of the charter school movement.

B. Grievance Policy

Thomas MacLaren School values open and proactive communication among and between the members of the school community, including parents, students, faculty, staff, administration, and the Board. Issues that are not dealt with directly can become destructive to the school community and, therefore, detrimental to the learning process of our students. As adults we must model for our students a willingness to address conflict directly. As such, Thomas MacLaren School's procedures (outlined below) for settling differences are designed to support prompt and equitable resolution of disagreements at the lowest possible faculty or administrative level.

These procedures guide how faculty, staff, parents and students are expected to express grievances about other members of the school community. The administration and Board both expect that conflict will be addressed and proactively dealt with following the fewest steps of the procedures below. However, if the conflict is not resolved at the lowest faculty or administrative level, the guidelines below provide a process for resolving the conflict.

Grievance Procedures: Thomas MacLaren School is committed to ensuring that the following procedures are followed:

1. Address Issue with Those Directly Involved

The grievant brings the situation or concern to the attention of those directly involved. Should a student or parent fail to begin the process at the lowest possible level, and instead go directly to the Head of School or Executive Director with a concern about a teacher or go to a Board member with a concern about a Head of School (for example), the person at the higher level in the policy shall re-direct the grievant to the appropriate level in the process.

2. Address Issue with Appropriate Supervising School Director

If satisfactory resolution is not realized after a direct conversation between the conflicted parties, the situation must be brought to the attention of the Head of School within ten days of the above meeting. The Head of School and the conflicted parties will address the situation, facilitate communication, and develop goals for conflict resolution. The Head of School will monitor this process until resolution is realized or until an impasse is reached.

It is the Head of School's responsibility to manage the ultimate resolution of conflicts among parents, students, faculty, and staff, excepting those that pertain to the Head of School him/herself or to a Head of School's execution of a school-wide policy or procedure.

If the concern is regarding the Head of School or a decision by the Head of School, the Executive Director will facilitate the complaint at this level.

If the concern is regarding the Executive Director, the Board Chair, or designee, will facilitate the complaint at this level.

3. **Prepare a Written Grievance for the Board of Directors**

If the grievant is not satisfied with the response received via steps one and two, the grievant shall prepare a formal written grievance with the assistance of the facilitator in Step 2. This written grievance should:

1. describe the incident, decision or practice that gave rise to the complaint;
2. cite the contract, policy, or procedure that has been violated and/or rationale for concern;
3. describe what conflict resolution strategies were attempted via steps 1 and 2; and
4. explain what corrective action is being requested.

If the concern is regarding the Executive Director, the Chair of the Board will oversee this process.

4. **Provide Written Grievance to the Board**

The grievant may request that the matter be brought to the attention of the Board only if the matter has not been satisfactorily resolved. Upon request by the grievant, the Executive Director will forward the written grievance to the Chair of the Board at least one week prior to the next scheduled Board meeting. The Chair, or designee, will review the above process with the grievant and ensure that the proper initial steps were taken.

If the first three steps were properly followed, then the Chair, or designee, will review the written grievance to determine if it merits review by the full Board. If the Chair, or designee, determines that it does not merit full Board review, then he or she will explain the reason(s) for this determination in a brief written statement to the grievant. The Chair, or designee, will then make a determination in light of the evidence given. A written statement of the determination will be given to the grievant within 30 days.

If the Chair, or designee, determines that the grievance should be reviewed by the Board, then it shall be added to the next Board meeting agenda. The written grievance shall be submitted to all Board members as far in advance of the Board meeting as practicable to permit the Board to consider the matter carefully. Grievances shall not be brought to the Board without first being submitted in writing, e.g., as a matter of Public Comment, as this does not give the Board sufficient time to consider the issue(s) and address them through this grievance process. The Board will not hear matters that do not follow this grievance process.

If the grievance goes to the full Board, the grievant will receive a written response within 30 days of the hearing.

The Board will notify its authorizer of the grievance if it involves a student with an IEP or 504 Plan or a student safety issue.

The Board has the discretion not to hear matters that do not follow this grievance process.

5. Address Issue with the Charter School Institute (CSI)

If the grievant has followed the policy and procedures above, and wishes to pursue a concern because it has not been resolved to his or her satisfaction, the grievant must follow CSI's grievance procedures:

1. The grievant must submit the concern in a written format to the Institute Executive Director within five business days after receiving the written decision of the Institute School's Board.
2. The Institute's Executive Director or designee will make the school aware of the concern and determine if any violation of law, rule, policy, or the charter contract has been committed.
3. After review, and to the extent practicable, the Institute's Executive Director will publish his/her conclusions in writing within 15 calendar days of receipt of the written concern.
4. Decisions will not be overturned by the Institute Executive Director unless there are compelling grounds that an Institute School discriminated against a protected class, violated its contract with the Institute, failed to follow its own policies, Institute policies or requirements, or violated any other state or federal law, rule, or policy.
5. If, after review, the Institute Executive Director concludes that a violation has occurred, the Institute's Executive Director will inform the Institute School administration in writing of the violation and direct that the Institute School resolve the situation with the grievant. The Institute may implement procedures in line with the Institute's School Compliance Policy and take any actions provided for in law, policy or contract to resolve the issue.
6. The decision of the Institute Executive Director is final.

Contact information for MacLaren's Board Chair shall be posted on the school website. Contact information for the Charter School Institute: 303.866.3299 or CSI_Info@CSI.state.co.us

VI. UNIFORMS

MacLaren students wear a simple, attractive uniform for several reasons, including the following:

- Uniforms help to create a school identity and cohesive school culture;
- Uniforms lend an air of dignity and professionalism to the work of school;
- Uniforms cut down on distraction and social pressure around clothing;
- Uniforms promote school safety by making visitors easier to identify; and
- Uniforms make life easier for students and families.

In addition, MacLaren students follow specific guidelines for being in dress code as it pertains to hair, jewelry, makeup, and the like. Lower School students are expected to be in dress code and in uniform at all times during the school day. Uniforms should be of an appropriate size and fit, and must be worn as intended by the policy.

A. Dress Code

Hair

All students' hair must be groomed and kempt. Shaved heads are not permitted; this includes undercuts or severe fades. The difference in lengths of hair may be no more than 2 inches. Students' hair must be a single natural color (natural-colored highlights are acceptable), and their hairstyle cannot be strikingly conspicuous or extreme. If bangs are worn, they must be above the eyes.

Boys' hair should be no longer than the bottom of the ears on the sides. Hair in back will be no longer than the bottom of the collar. The Dean of Students or Head of Lower School will make final decisions regarding hair.

For girls: no hair extensions such as feathers or streaks of color are allowed. Barrettes, bows, and headbands cannot be too large or distracting. (Animal-ear headbands, for example, are not allowed.) Bows, flowers and other hair ornaments should not be larger than three inches in any dimension. Headbands also should not be wider than three inches. No bandanas may be worn, even as headbands.

Jewelry/Piercings/Tattoos

All jewelry must be simple and in good taste. No object that has a purpose other than jewelry (i.e., animal chains or collars, safety pins, etc.) may worn as jewelry. Girls may wear one pair of short earrings in each earlobe. Bracelets, earrings, neck chains and other jewelry are not allowed for boys. Students may appeal to the Dean of Students for permission to wear items of religious significance, but if physically possible, such items should be worn underneath the clothing. No other visible piercing is allowed for girls, and no visible piercing is allowed for boys. Visible tattoos, temporary or permanent, are prohibited for all students. This prohibition includes drawings on the skin.

Makeup/Fingernails/Nail polish

No makeup is permitted at the Lower School level. Nail polish is not allowed for boys. Nail polish should be painted in a manner that is tasteful and appropriate for school. Fingernails all need to have the same color. As all students participate in P.E. every day, nails should be kept short.

Sunglasses and Hats

Sunglasses are not to be worn within the school building during school hours, with the exception of prescription glasses that change in the light. Hats (caps, visors, beanies, bandanas, etc.) may not be worn except on designated days.

When in doubt, a student should seek the counsel of the appropriate classroom teacher or Dean of Students for guidance regarding the dress code. A teacher or Dean may seek the Head of Lower School's decision regarding a judgment in dress; the Head of Lower School's decision is considered final.

Backpacks and Accessories

Backpacks, lunch boxes, pencil boxes, etc., should follow the spirit of the dress code. We ask that parents not purchase accessories that feature characters from popular culture, particularly those that promote violence.

Outerwear

Students must purchase either a MacLaren sweater from French Toast or a MacLaren fleece through the Thomas MacLaren School store. These are also available at a substantial discount from the retail prices at used uniform sales. Students may not wear non-MacLaren outerwear at school except at designated times, and the building is sometimes too cold to go without layers.

B. Lower School Uniform

Uniform Vendor: French Toast

1-800-FRENCHTOAST www.frenchtoast.com

The items that may only be purchased through French Toast are listed below with an asterisk. The other items listed may be purchased through French Toast if you choose, or you may purchase them through another vendor/store of your choice, as long as they adhere to the guidelines set forth below. Many items may be purchased at Land's End, but please note that shirts, skirts, sweaters and fleeces may not be purchased there.

To access our school page at French Toast, go to www.frenchtoast.com. Click the "Shop by School" tab and where it says "Enter School Code," type in "QS5SFIW," and press Enter. This will take you to our school's page. Whenever you order from French Toast, please use this code and French Toast will donate a percentage of our sales back to the school.

***Shirt: Must be purchased through French Toast**

- **Grades K-5:** gray pique polo shirt with "Thomas MacLaren" stitching, short-sleeved or long-sleeved.

Undershirt

- Plain white t-shirts may be worn underneath the uniform shirts. (No turtlenecks or long-sleeved shirts under short-sleeved polos.)

Pants

- All pants must be navy straight-leg pants, flat-front or pleated. No logo.
- Pant length must be just below the ankle with a simple hem, no cuff.
- No cargo pants. No decorations, no jean-like material. No external/patch pockets.
- Pants must fit appropriately for school and may not be worn below the hips.

Shorts

- All shorts must be navy, pleated or flat front walking/Bermuda shorts, no logo.
- Inseam should not go past the top of the knee.

- No cargo shorts; no jean-like material.

***Girls: Skirt or jumper must be purchased through French Toast**

- Blue-gold pleated plaid skirt or round-neck pleated plaid jumper. (Jumper will be not be in stock until summer 2019)
- Skirt and jumper length must be school- and play-appropriate, ranging from two inches above to two inches below the knee.
- To facilitate ease of play and daily P.E., shorts may be worn beneath a skirt or jumper.

***Sweater: Must be purchased through French Toast**

- Navy blue button-down sweater with “Thomas MacLaren” stitching
- Non-approved outerwear will not be permitted unless student is outside.
- *Boys:* Cardigan sweater is v-neck.
- *Girls:* Cardigan sweater is crew neck.

Belt

- Belts must be worn with all shorts and pants.
- Belts may not have spikes or metal protrusions, and must be of coordinating colors, ideally black or brown.
- Buckles must be plain and not overly large.
- Belts are *required* with pants and shorts.
- Belts are *optional* for kindergarten students.

Fleece: Navy blue fleeces purchased through the Thomas MacLaren School store are available during specified times of the year. Parents will be notified when they are available for purchase. Grey MacLaren hooded sweatshirts are spirit wear and are not part of the uniform.

- Navy blue fleece with “Thomas MacLaren” logo.
- Non-approved outerwear is not permitted unless student is outside.

Shoes

- Because Lower School students have P.E. every day, their primary footwear should be athletic/tennis shoes. Tennis shoes must be appropriate to the school environment. Students may not wear shoes that are inappropriate for play or for a learning environment: e.g., neon-colored shoes, light-up shoes, shoes with rollers or wheels, slippers, Crocs, sandals, and any shoes that would otherwise inhibit learning.
- Students may opt to wear dress shoes outside of P.E. Dress shoes must follow the dress code for Upper School students:
 - Entirely black, brown or cordovan (soles and laces), ties, flats or slip-ons, leather or leather-like. Closed-toe, closed-heel. No heels. No logos should appear on the shoes. NO sandals, including Birkenstocks, Vans, Converse, Nike and Adidas, no cloth shoes or sport boots of any kind, or shoes that look like slippers. No boots.
- Any student wearing dress shoes must keep a pair of tennis shoes in his or her cubby in order to change for P.E.

Socks/Tights/Leggings

- Students must wear socks at all times. Socks must be in a single, solid color: white, gray, navy, or black.
- *Girls:* Full-length tights and ankle-length leggings may be worn. All tights and leggings must be in a single, solid color: white, gray, or navy. Leggings do not replace pants.

- Socks, tights, and leggings should not be patterned; socks may not have a logo.
- All socks must go above the ankle.

C. Dress for Special Occasions

Spirit Days

Several times a semester, the school will celebrate a Spirit Day. On this day the polo and sweater or fleece may be substituted with approved MacLaren spirit wear. Anything purchased from our vendor is approved to wear on this day. No shirts received as part of an athletic team may be worn. Spirit shirts from 2009-2018 with the griffin logo are grandfathered in (former club shirts are not). Grey Highlander sweatshirts are approved.

Outdoor Field Day

Field day is a run-around, athletic day. Students should dress appropriately for the occasion while remaining dressed appropriately for school. In practice, this means the following:

- Dress appropriately for the weather. In Colorado, this means you should bring layers. The mornings are chilly—bring sweatpants or sweatshirt.
- Bottoms: may wear sweats, jeans or shorts.
- Bottoms may not have a logo or lettering across the seat of the pants. Shorts may not be short-shorts. Pants may not be baggy.
- Tops: Students may wear T-shirts. No logo or wording may be offensive. No tank tops, no sleeveless tops, no halter tops.
- No undergarments of any kind may be visible. Clothes may not be form-fitting or reveal the midriff.
- Clothes may not have holes.
- Athletic socks and shoes should be worn.
- Hair, jewelry, and accessories must be in line with regular uniform policy with the exception that **students may bring hats and sunglasses**.

Indoor Field Day

Students should dress appropriately for the occasion while remaining dressed appropriately for school. In practice, this means the following:

- Bottoms: may wear jeans or other casual pants (no sweatpants). Bottoms may not have a logo or lettering across the seat of the pants. Shorts may not be short-shorts. Pants may not be too baggy.
- Tops: Students may wear T-shirts. No logo or wording may be offensive. No tank tops, no sleeveless tops, no halter tops.
- No undergarments of any kind may be visible. Clothes may not be form-fitting or reveal the midriff.
- Clothes may not have holes.
- Athletic socks and shoes may be worn.
- Hair, jewelry, and accessories must be in line with regular uniform policy. No hats are allowed

MacLaren-Sponsored Events

Unless otherwise directed, students should wear their school uniform to school-sponsored events.

D. Exceptions for Reasons of Religious Observance

An exception to the MacLaren School uniform and dress code may be granted in deference to a student's sincerely held religious beliefs when the exception is consistent with the stated purposes of the dress code. To be eligible for an exception the item worn must be such as is commonly worn in public by adherents of a religious community to which the student belongs as part of their regular, habitual religious observance as such and not as a form of political or proselytizing speech.

Any student may request such an exception from the Head of Lower School by providing 1) a written statement of the reason for the request that gives evidence that the student practices this observance from sincere religious belief; 2) a brief written statement by the student's parents that supports the request; and, if the Head of Lower School is unfamiliar with the religious observance in question, 3) a statement from a member of the clergy of the religious community in question that briefly describes the norms that govern the observance in question and affirms that the item is commonly worn in public by adherents of that community as part of their regular, habitual religious observance.

The final authority to judge whether the requested exception is or is not consistent with the stated purposes of the dress code lies with the Head of Lower School who will grant or deny the request on that basis.

VIII. DAILY SCHEDULE

Please note the following:

- *Dismissal on Friday is 2:20 p.m.*
- *Two-hour delay: Dismissal on a two-hour delay day is 3:10 p.m., even if on a Friday.*
- *After dismissal, students are not allowed to return to their cubby or their classroom.*

Office Hours:

7:00 a.m. - 4:00 p.m., Monday-Friday

School Hours:

8:00 a.m. - 3:10 p.m., Monday-Thursday

8:00 a.m. - 2:20 p.m., Friday

Morning Kindergarten Hours:

8:00-11:10 a.m., Monday-Friday

Two-Hour Delay School Hours (Full Day K and 1st-5th grades):

10:00 a.m. - 3:10 p.m., Monday-Friday

Two-Hour Delay Morning Kindergarten Hours:

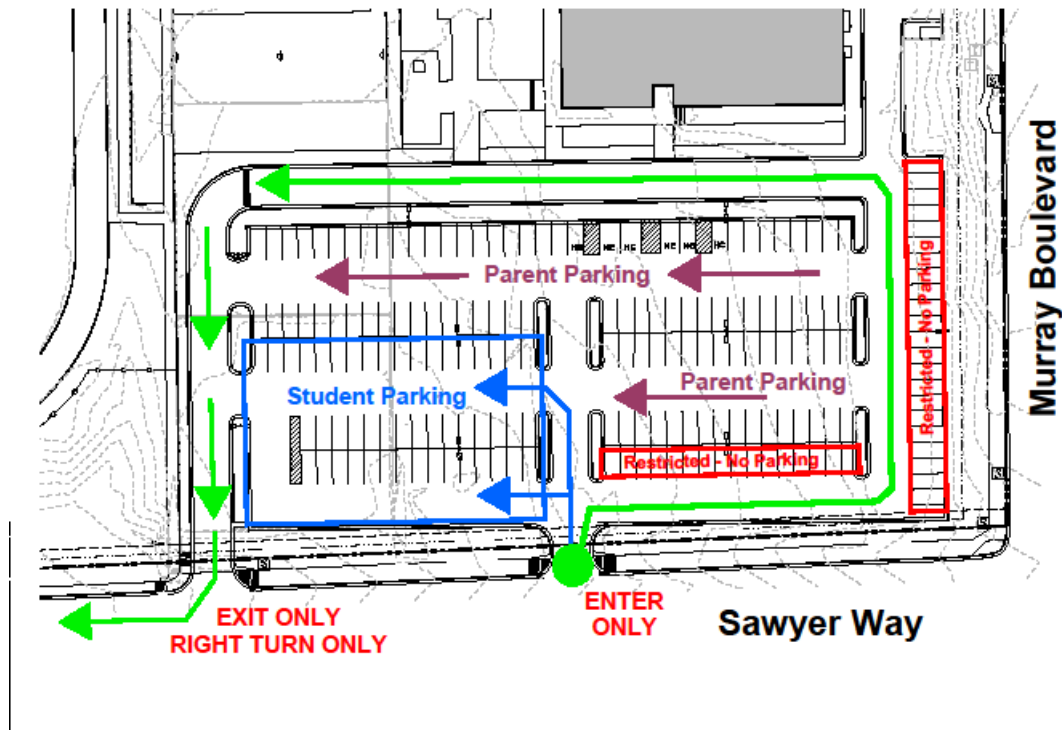
10:00 a.m. - 12:30 p.m., Monday-Friday (Pick-up from 12:30-12:40 p.m.)

Half-Day School Hours:

8:00 a.m. - 11:30 a.m., Monday-Friday

Normal Morning Kindergarten hours

IX. DROP-OFF, PICK-UP, AND PARKING



If your child is on school premises after 3:30 p.m. (Monday-Thursday), or 2:20 p.m. (Friday) he or she will be signed into After School Care (ASC). Students in ASC should be picked up in the gymnasium.

Pick-up and Drop-off

- Drop-off is 7:45-8:00 a.m., Monday-Friday
- Pick-up is 3:10-3:25 p.m., Monday-Thursday
- Pick-up is 2:20-2:35 p.m., Friday

- Morning kindergarten drop-off is 7:45-8:00 a.m., Monday-Friday
- Morning kindergarten pick-up is from 11:10-11:25 a.m., Monday-Friday

- Note that the Upper School drop-off time ends at 7:40 a.m., and pick-up begins at 3:30 p.m. (M-Th). and 2:40 p.m. (F). You cannot linger during the Upper School pickup window as there will not be room in the lot. Lower School traffic should arrive no sooner than 7:40 a.m. for drop-off, and Upper School traffic should arrive no sooner than 3:30/2:40 p.m. for pick-up. This is to avoid overlap between each school's traffic.

Please see the preceding map which accompanies these instructions.

ENTERING

- All parent traffic should enter the lot and **TURN RIGHT**.
 - There is a one-way traffic loop to the drop-off lane
 - Students should only be dropped off or picked up along the north lane
- To park: turn right and then turn left into a parking lane. All cars exit out of the west lane.
- Any pedestrians moving from the parking lot to the entrance should cross the drop-off lane only where we have traffic monitors. Wait for verbal instructions from the monitor before crossing.
- *Please Note:* We have marked the bank of parking spaces along the drop-off traffic lane as **RESTRICTED**. We will have staff parking there; parents should **NOT** park there during drop-off and pick-up windows as there will be no way to back out into the traffic lane.

Pickup/Drop-Off: if in this lane you may not leave your car

- Stay in **RIGHT** lane all the way around the parking lot.
- Pull all the way up to the **end of the lane**, or **all the way to the car in front of you**.
- Students may only enter/exit vehicles from the designated zone, and only on the right-hand side of the vehicle. Students exiting/entering vehicles from the left-hand side will be in danger from the left lane of traffic.
- Drivers in the pickup lane may pull out into a second, left lane once students have been picked up/dropped off, and only for the purpose of exiting the parking lot. Please do **NOT** merge back into the right lane once you have entered the left one. At the north corner of the lot, a traffic monitor will direct traffic to merge into one exit lane.
- The **RIGHT** lane has right-of-way. At the end of the pick-up/drop-off lane, each car in the **LEFT** lane must stop and wait until the **RIGHT** lane stops. Please pay attention to and follow the instructions of the monitor at the end of the lane.
- Watch for cars exiting the parking lot
- If your child does not come quickly to your vehicle, you may be asked to loop around again or to park. Please cooperate with the traffic monitors if they make this request.

EXITING

- There is one single-file lane on the north side of the lot
- All traffic proceeding **RIGHT** onto Sawyer.
- Cars exiting the parking area must yield to cars in the exit lane

Student Behavior during Pick-up Times:

During drop-off and pick-up, we have many cars and pedestrians in the same space. This makes safety our number-one concern during this time. We enforce the following guidelines as a way to both protect the students and any guests of the school not in vehicles, and to allow the traffic to move in a timely manner. Students awaiting pick-up should remain in the designated waiting areas until their ride arrives; they should not approach moving vehicles, and should maintain a safe distance until their ride has come to a complete stop. To keep everyone safe, students may not throw or play with basketballs, footballs, Frisbees, etc. They may not play run-around games such as tag in the waiting area. Thank you for your cooperation.