

Alice Carlson Applied Learning Center

Student-Parent Handbook



We are the future...

Alice Carlson Applied Learning Center

2008-2009

Welcome to Alice Carlson Applied Learning Center

The staff of Alice Carlson Applied Learning Center welcomes you to the 2008-2009 school year. Whether you are new or returning to Carlson, we hope that you look forward to this year as one of continued learning, new experiences, and fun.

One of our goals at Carlson is to help children become responsible, productive citizens as they progress through school. To this end, we believe that no adult should do a task that a child could do and learn from. Children at Alice Carlson assume responsibility for tasks such as making the morning announcements, assisting in classrooms as readers and facilitators, and serving on conflict manager teams. Helping children learn responsibility and self-control is important at Alice Carlson.

As parents, you can assist greatly in the attainment of this goal. We believe that it is critical that students have responsibilities appropriate to their developmental levels. As a natural outgrowth of assuming responsibility, students learn the consequences of fulfilling the expectations of their particular classes. There will be times when they need to be reminded of these responsibilities, but at no time should the responsibility be accepted for them. By reviewing the policies and systems addressed in this handbook, and then reinforcing them with your child, you contribute greatly to the development of your child as a mature, responsible, and independent student. Your industriousness, cooperation, enthusiasm, and understanding will make for an enjoyable and rewarding year.

For the past eleven years Carlson has been granted Recognized status by the Texas Education Agency as a result of our students' performance on the Texas Assessment of Academic Skills (TAKS) test. As we enter our seventeenth year as an Applied Learning Center, we continue our collective efforts to sustain those characteristics that are critical to Carlson's success: a student-centered environment that fosters self-directed learning; a learner-centered curriculum that focuses on developing habits of mind, critical thinking ability, and dispositions of character necessary to succeed in a world community; an authentic assessment system that serves multiple purposes and represents real-life tasks and situations; and family and staff participation in decision-making bodies that foster democratic governance.

If at any time during the year you have questions that are not answered in the handbook, please call the office for the needed information. Carlson's staff is available to help any student or family throughout the year.

Jeannie Robinson

Principal

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Alice Carlson Applied Learning Center

History of the Alice Carlson School

Alice Carlson Applied Learning Center opened in 1992, but its story actually reaches back to the mid-1920s. At that time the school district began making plans to build a wooden schoolhouse in the Texas Christian University Addition. However, after neighborhood residents petitioned the school district to give them a school of “bricks, not sticks,” the district hired architect Joseph Pelick, who designed a red brick building in a Spanish Mission style, with red tile roofs matching TCU’s structures.

Construction for the new school began in 1926, while neighborhood children attended classes in two rooms in the basement of Texas Christian University’s Brite College of the Bible. The following school year, on September 15, 1927, Alice E. Carlson Elementary School opened with four classrooms, a principal’s office, and a basement cafeteria. The new school, named after the first woman to serve on the Fort Worth School Board, enrolled 133 students in grades K-6.

The TCU neighborhood flourished and Carlson quickly grew, with enrollment nearly doubling in the first two years. By 1934 the school enrolled 390 students, many of them housed in four wooden annexes and in the neighboring University Baptist Church. Consequently, a major addition to the building was planned, and, with funding from the Public Works Administration, construction was soon underway. The 1934-35 expansion added two wings, including an auditorium, a library, classrooms, a kitchen, a lunchroom, patios, and courtyards. This expansion included distinctive workmanship by the Works Progress Association, seen in such details as decorative wood moldings, tile work, and, especially, the English cottage kindergarten room.

The school was expanded once again in 1952, when another wing of classrooms was added because of the post-World War II baby boom. Both the 1934 and the 1952 additions maintained the basic architectural style of the original building.

A new school gymnasium was completed during the summer of 2004 and was ready for student use the first day of the 2004-2005 school year. Once again, the basic architectural style of the original building was maintained, making the new Carlson gym as beautiful as it is functional.

In its heyday, Carlson enrolled nearly 900 students. However, as the neighborhood grew older, enrollment fell. In 1983 the school had fewer than 300 students. That year, the district announced that it planned to close a number of elementary schools, including Alice Carlson, as part of a massive, cost-saving reorganization. Neighborhood residents quickly organized to keep Carlson open and presented the district with a strong case for doing so. Nevertheless, Carlson, along with seven other elementary schools, was closed.

With the building suddenly listed by the district as surplus property subject to sale, Carlson’s friends feared for its future. In a bid to preserve the building, they nominated it for state landmark status and, at a hearing in Austin, successfully petitioned the State Antiquities Committee to designate the school an archaeological landmark. The designation protects the building from destruction and from any changes that alter its architectural significance. In a prophetic statement, neighborhood activist Ben Ann

Tomayko, who, with others, had led the battle to save Carlson, told a newspaper reporter, “It’s very difficult to get a school back once it’s gone; but, if we can preserve the structure, we think that in this case, eventually, it might be justified.”

After nine years of being used by the district primarily as office space, the school reopened as Alice Carlson Applied Learning Center. Today Carlson enrolls approximately 396 students in grades K-5, with students coming from neighborhoods throughout the district.

Our Mission

To establish and maintain a learning community which challenges traditional assumptions about the educational process in a way that:

- Creates a child-centered environment where students have choices, make decisions, and accept responsibility,
- Involves students in meaningful learning experiences which include Applied Learning projects,
- Provides for broad-based input by classrooms, community, and corporations in the decision-making process

so that students acquire a foundation of real-world experiences to become motivated, successful, lifelong learners, and community participants.

Our Motto

We are the future...

Our Purpose

Alice Carlson Applied Learning Center encourages children to learn both independently and as team members in a stimulating environment with strong links to the community. Students are organized by grade level for some activities and by multi-age groupings for others as they learn about themselves and their world.

Definition of Applied Learning

Applied Learning asks students to learn curriculum content (e.g., facts, procedures, concepts) and to use what they learn in solving a problem or fulfilling some important need. Applied Learning leads to a solution (e.g., product, service, an event) that addresses an audience other than the teacher, which is likely to use, benefit from, or base a decision on the solution. This solution is not completely specified in advance and must be comparable to a solution (product, etc.) in the adult world. The solution has consequences beyond students simply receiving a grade or demonstrating that they know a particular subject.

Students are required to communicate in different circumstances (e.g., small groups and large groups); in a variety of media, visual and oral as well as written; and utilizing a variety of technologies such as computers, videotapes, and audiotapes.

Applied Learning requires that both teacher and students share responsibility for defining the problem or need that the project will address and figuring out the best way(s) to solve

the problem or address the need. Finding resources beyond the textbook or encyclopedia, such as books, newspaper articles, and interviews is an integral part of the process. Both teacher and students are responsible for continually monitoring and assessing students' work and developing assessment criteria that are consistent with the school district's curriculum and based on competent adult models. Applied Learning strives to involve students in tasks that are increasingly demanding and complex.

The Learning Environment

Alice Carlson Applied Learning Center is a place where students, parents, and teachers work and learn together as a community. This environment fosters respect, exploration, and authentic achievement. Each person has the opportunity to set personal goals, work as a part of a group, and know that each idea is valued.

This environment provides:

- Opportunities to link concepts and content to experiences through project-based instruction.
- Opportunities for concrete, hands-on learning.
- Learning experiences that stem from each child's desire to approach problems and find solutions.
- Student-centered decision-making.

The Instructional Program

Alice Carlson Applied Learning Center offers the following:

- Hands-on learning opportunities for students to apply concepts, skills, and processes for real-world purposes.
- A curriculum organized and focused on major purposes and/or questions.
- A program focused on the various types of thinking required for students to succeed in both the academic world and the world of work.
- Individual and group assignments/projects to enhance learning.
- Current educational technology as a fundamental part of the instructional program.

Extended-Year Education

Alice Carlson operates on an extended-year calendar. The 2008-2009 school year begins on August 25, 2008. The last day of school is June 19, 2009. The reporting periods are organized into four nine-week sessions. Intersession workshops are provided during the first and third nine-week periods.

Student Performance and Assessment

Alice Carlson uses a variety of approaches to assess student progress. *Formal testing* includes the Texas Assessment of Knowledge and Skills (TAKS), the Texas Primary Reading Inventory (TPRI), and the Stanford 10. *Conferences* with families and students are held throughout the school year. *Written reports* include a standards-based report prepared each nine weeks and brief, mid-period progress reports for students who are not demonstrating appropriate progress. *Portfolios* of student work provide a concrete basis

for understanding test scores, focusing conferences, and supporting standards-based assessments. More information about the assessment system is located in the Assessment and Reporting System Information section of this handbook.

Community Partnerships

Our partnerships provide multiple opportunities for students to explore and solve real-life problems, to work with adult professionals, and to plan and present projects. Carlson currently has partnerships with the Fort Worth Zoo and University Baptist Church through the Fort Worth Independent School District's School and Community Partnerships Program. Other community involvements include various activities with Texas Christian University, the Fort Worth Museum of Science and History, REAL School Gardens, Botanical Research Institute of Texas, and area businesses.

Family Involvement

A child's education succeeds best when there is a strong partnership between home and school, a partnership that thrives on communication. Your involvement in this partnership includes:

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Becoming familiar with all of your child's school activities and with the academic programs. Discuss with your child's teacher and the principal any questions you may have about the options and opportunities available to your child. Monitor your child's academic progress and contact teachers as needed.
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or principal, please call the school office at 817-922-6525 for an appointment. A teacher will usually return your call or meet with you during his or her conference period or at a mutually convenient time before or after school.
- Becoming a school volunteer. For further information contact Jacque Crossin, PTA president, at 817-346-3118.
- Participating in campus family organizations. Family organizations include the Advisory Council and PTA.

Additionally, families are requested to donate twenty hours of volunteer service for each school year. Volunteer opportunities are listed in the Carlson Weekly and class family letters. These volunteer hours make a huge impact on the quality of education for each child.

Applied Learning: An Overview

Over the last twenty years, American schools have been faced with a multitude of challenges stemming from changes within the home and from the country's need to be globally competitive. As a result of these and other challenges, schools must provide students with skills that can transfer to the workplace and must assist students in becoming lifelong learners able to meet the needs of an ever-changing world.

Additionally, with many children growing up at-risk, it has become vitally important for schools to assume more of the responsibility for helping children develop into not only educated individuals but also well-adjusted, productive members of society. James Hunt states that:

It is in imparting the skills of analysis and problem-solving that constitute 'learning-to-learn' skills that our schools face their greatest need for improvement... The stiffening demands of advancing technology will mean that real opportunity, real chances for upward mobility, will increasingly be reserved for those with 'learning-to-learn' skills: not just the ability to read, write, and compute at a minimal level but more complex skills of problem-solving, reasoning, conceptualizing, and analyzing. Increasingly, people who have only today's [1983] basic skills—or less than today's basics—will be consigned to economic stagnation.

These challenges have served as a catalyst for numerous innovations and modifications in schools across the nation.

The Impact of Project C3

The overall plan for the C3 Project called for Fort Worth's "Community, Corporations, and Classrooms" to work together to create a new education system. Commitment to change was evidenced by the initial support of 24 CEOs who committed their companies' resources and their own time to the C3 initiatives. As many as 300 companies had employees task-analyze their jobs and then rate each task according to a descriptor rating scale. Over 3,500 employees participated in this effort to define the employability skills needed for the workplace. Orientation and training were provided to key persons from each company or organization in order to ensure uniformity of the job analysis phase.

The results indicated the rigorous demands of the workplace. Of jobs analyzed, 72 percent require a high school diploma and 28 percent require a college degree or advanced training beyond high school. Even more significant, among jobs that call for a minimum of a high school diploma, a large number of jobs require levels of proficiency at the intermediate or higher level.

Beginnings

The Applied Learning Project grew out of the C3 data on writing. The data suggested that the writing competencies and skills needed in the workplace differed significantly from those taught in the classroom. The C3 data also suggested that the workplace values two competencies not always addressed in traditional academic settings: (1) the ability to solve problems and (2) the ability to work productively as a member of a group.

During the summer of 1991, eighteen Fort Worth ISD teachers across grade levels and across content areas worked to design classroom projects that would address the competencies and skills that C3 had indicated were critical to success in the work world. During the 1991-1992 school year, these teachers made several important discoveries as they worked on projects in their classrooms. They learned what research has long suggested. That is, students learn best when they:

- Use interdisciplinary concepts and processes to solve ill-defined problems;
- Use documents and other sources of information in addition to textbooks;
- Create a variety of products that others can use;
- Relate the work of the classroom to the world outside of school;
- Influence and shape the course of their own learning; and
- Model their performance upon that of competent adults.

As a result of the work done by this original group of teachers, today's Applied Learning teachers work to foster student independence and responsibility through project-based instruction. The projects increase in complexity during the year, with new projects growing naturally out of preceding efforts so that learning is coherent, rigorous, and rich. While the projects require students to use skills drawn from various content areas, writing is of fundamental importance. Because the projects relate the work of the classroom to life outside the school—either the community or the business world—students routinely produce a variety of forms of communication, and they rely heavily on documents and sources of information other than textbooks.

One other feature especially distinguishes Applied Learning classrooms. The teacher is mindful of—and continuously makes reference to—the models of complex behavior that are the result of rigorous curriculum. Such behaviors—for example, the ability to be an effective communicator or problem-solver—guide the students' learning. In fact, in Applied Learning classrooms, students routinely examine models of competent adult performance as a basis for understanding the work they do. Thus, students are always aware that the intent of education is preparation for a successful, productive adulthood.

Theoretical Background

Applied Learning grew out of a philosophical basis that owes much to the work of John Dewey, Shirley Brice Heath, Milbrey McLaughlin, Eliot Wiggington, Dixie Goswami, Lee Odell, Lauren Resnick, Sylvia Farnham-Diggory, and Sally Hampton. In short, Applied Learning builds on the visions of others who have worked to rethink schooling. It also owes much to the SCANS document, [What Work Requires of Schools](#), and to data drawn from interviews with local business people who analyzed documents and operationalized many of the competent adult models teachers use in Applied Learning classrooms.

Staff Development in Applied Learning

To ensure quality instruction, the Applied Learning Program requires staff development participation for at least three years. Since Applied Learning is a complete departure from traditional instruction, teachers must initially read and discuss educational theory, developing a philosophy consistent with an experiential theory of teaching and learning.

Teachers also complete an Applied Learning Project, plan projects for use in classes, and discuss projects and project management with both beginning and experienced Applied Learning teachers. This is our way of building capacity on our own campus and in the district's applied learning community.

Registration Information

Admissions Policy

Alice Carlson Applied Learning Center is a school of choice, open to all students from across the district. During the first week of January, the Advanced Academic Services department of the FWISD accepts applications for students for the following school year.

Age of Attendance

Students who are five years of age on or before September 1, 2008, and whose parents or guardians are residents of the Fort Worth Independent School District may attend school free of tuition. Students who are six years of age on or before September 1 will be admitted to grade one.

Student Documentation

An official state birth certificate to show evidence of birth date is required for all students entering the FWISD for the first time. Students previously enrolled in school should present their most recent report card to verify grade placement. Up-to-date immunization records will be needed at the time of registration for students entering the district for the first time, as well as dated, current proof of address. Parents can request a state identification number be assigned rather than use the child's social security number. The parent or guardian must provide their driver's license or other picture identification upon enrollment of their child.

Students Who Move Out of the School District

Students whose parents or guardians move out of the school district during the school year will be allowed to attend tuition-free for the remainder of the school year if they continue in the same school. If they continue in the same school the next school year, tuition must be paid.

Notification of Withdrawal of Student from School

If you should need to withdraw your child from Alice Carlson, please notify the school office at least one day in advance. Teachers can prepare withdrawal papers only during their planning periods. It is desirable that students leave at the end of the day rather than during the school day. This keeps from disrupting the class and may help the student from being upset at being withdrawn. Please make sure all textbooks and library books are returned. Any missing books will have to be paid for before withdrawal papers can be issued.

Attendance Information

Attendance Policy

Regular school attendance is essential for the student to make the most of his or her education—to benefit from teacher-led activities, to build each day’s learning on that of the previous day, and to grow as an individual. Absences from class may result in serious disruption of a student’s mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. The number of instructional days is set according to accreditation standards and is, therefore, of extreme importance. A sufficient number of holidays and in-service days for teachers have been set in advance for the year. Families are asked to schedule their family vacations during these days in order to prevent unnecessary absence of students. No scheduled academic day is unimportant in terms of your child’s progress in school.

Carlson’s attendance clerk and attendance committee carefully monitor all absences and tardies. The attendance clerk will inform parents or guardians when excessive absenteeism or tardiness is noted. Three unexcused absences or ten tardies automatically result in an action from the District Attorney’s office. An excessive number of absences-excused or unexcused- may result in a child being required to attend the intersession program and may also prevent the child from being promoted to the next grade.

An absence is excused when a parent sends a note to the office within seven days of the absence indicating their child was ill, there was a death in the family, or the family was observing a religious holiday. Requests to excuse an absence for other reasons are reviewed by Carlson’s attendance committee.

State Law Dealing With Compulsory Attendance

District-wide Procedures Regarding “Letter Notification and Court Action”:

- The school will generate a letter of notification to the parent(s) on the third unexcused absence or fifth tardy.
- The school will request a warning letter from the Attendance Control Office be sent on the fifth unexcused absence or seventh tardy. A copy of the letter will be kept on file.
- The school will file a request for court action on the tenth unexcused absence or tardy within a six-month period. This request will be filed on the fifth unexcused absence or tardy following the warning letter.
- Once the school requests that court action be taken by the Attendance Control Office, no changes can be made to alter the status of that student’s attendance profile.

Truancy may also result in assessment of penalties by a court of law against both the student and his or her parents. A complaint against the parent may be filed in the appropriate court if the student:

- Is absent from school on ten or more days or parts of days within a six-month period in the same school year, or

- Is absent on three or more days or parts of days within a four-week period.

Late to School

Students arriving after 8:00 a.m. are tardy and must check in at the office to obtain a tardy pass to enter the classroom. Any student arriving after 10:00 a.m. is considered absent for the day. *Please make sure that your child arrives at school on time.* A student is counted present for ADA purposes upon arrival at school at any hour of the day if he or she presents notification from a health care provider documenting the child's appointment that day.

Early Dismissals

Early dismissal of students is discouraged because students miss valuable instruction. However, for those occasions when an early dismissal is unavoidable, students must be dismissed from the office. Students will not be released directly from class without a dismissal from the office, and students will not be released to anyone whose name is not listed on the student's emergency card. If a child needs to be taken out of school during the day, please send a note to the teacher that morning stating the reason for leaving early and the time the child will be picked up by the parent/guardian. Parents or authorized person(s) must show picture identification to sign out a student in the office. If a student later returns to school, he or she must be readmitted through the office.

Arrival and Dismissal Information

Arrival

The daily school hours are from 8:00 a.m. to 3:00 p.m. for all students; however, students need to be in the building by 7:40 a.m. *Repeated tardiness has a costly and negative effect on your child's day at school.* The school opens at 7:40 a.m. Students who eat breakfast at school are to report to the cafeteria at this time. Otherwise, students need to go directly to their classrooms, arriving by 8:00 a.m. Students who arrive prior to 7:40 a.m. should be participating in the Clayton Day Care program. Clayton Day Care is in the building from 7:00-8:00 a.m. and from 3:00-6:30 p.m.

Dismissal

Students will be dismissed by their teachers in the front of the school. Please facilitate school dismissal by meeting your child there. Students who participate in the Clayton Day Care program will go to the cafeteria at 3:00 p.m. *It is very important that students be picked up on time.* At 3:10 p.m. the teachers will take any student who has not been picked up to the office, and at 4:00 p.m. the office staff will arrange for transportation to the Bridge Emergency Shelter.

Please give written instructions to the classroom teacher concerning procedures for picking up your child after school. Students who ride the bus are expected to ride the bus home every day unless they have a written note from their parent stating otherwise. If your child is to be picked up by anyone other than his or her regular ride, a note should be sent to the teacher. Although children may seem to understand, they often forget what they should do at dismissal time. Again, written information will assist the teacher in getting the student to the correct place.

Rear of Building

Parents who drop off and pick up their children in the parking lot behind the building should park in the designated parking spaces. Parents must escort their child from the car, across the parking lot, and into the building using the canopy door. For safety reasons, children must not be allowed to walk through the parking lot unattended.

If you use Clayton Day Care, please escort your child in and out of the building through the cafeteria door.

Front of Building

Parents who drop off and pick up their children on Cantey Street in the front of the building should park alongside the curb (no double parking). Children should enter or exit the car on the curb side. Those who must cross the street should be walked across by their parent. Parents who drop off and pick up students in the front of the building should not park in the bus zone during the times stated by the bus zone sign.

Emergency Cancellation, Delay or Closing of School

From time to time, inclement weather makes it necessary to delay, close, or cancel the school. In some instances weather and street conditions may improve later in the morning, so that school can be opened two hours late. Local radio and television stations will be notified by 6:30 a.m. on any day that Fort Worth schools will be closed or will open late. Be sure to listen to the radio and/or television for instructions.

It is very important that the parent/guardian return the emergency closing form, sent home at the beginning of the year, to inform the child's teacher of the method by which the child will get home in an emergency closing situation.

Cafeteria Information

Prices and Policies

Parents should be sure that their children have lunch money, a sack lunch, or a lunch card every day. Neither the cafeteria nor the office is allowed to accept lunch charges. A hot lunch is available to students in the school cafeteria for \$1.25. Breakfast is 50 cents and milk is 30 cents. Reduced-price lunch is 40 cents. Reduced-price breakfast is 30 cents. Adult breakfast costs \$1.56 and adult lunch costs \$2.59.

Applications for free or reduced-price lunches are sent home on the first day of school. After you return the application to the cafeteria manager, it takes ten days for approval. Until your child has been approved, you will need to furnish either a sack lunch or lunch money. The district's lunch card office is open from 8:00 a.m. to 4:00 p.m. and is located at 601 E. Northside Drive. Anyone interested in obtaining immediate approval may take the application in person to this office. If you need additional information, please call the school cafeteria at 817-922-6545.

Parents are encouraged to prepay for their child's lunch. You may pay in advance for any period of time—one week, one month, or nine weeks. This procedure prevents students from losing lunch money and helps the lunch line move faster. See the cafeteria manager for information about prepaid lunches.

Lunch Schedule

Lunch Time	Classroom
10:45-11:15	McWilliams
10:50-11:20	Tuttle
10:55-11:25	Escovedo
11:00-11:30	Hepworth
11:15-11:45	Mantecon
11:20-11:50	Longing
11:25-11:55	Johnson
11:30-12:00	McDaniel
11:45-12:15	Lott
11:50-12:20	Gillmer
11:55-12:25	Hulsey
12:00-12:30	Cisneros
12:15-12:45	Gerwick
12:20-12:50	Robinson
12:25-12:55	Palmer
12:45-1:15	Fifth Grade

Health Information

Nurse's Schedule

The school nurse is available on campus Monday, Wednesday, and Friday, 12:00-3:10 p.m.; Tuesday and Thursday, 7:40-11:00 a.m.

Medicine at School

Only medication that has been prescribed by a doctor may be given at school. All medication that is to be administered at school must be sent in the original container (prescription and non-prescription). Prescription medication must include the instruction label issued by the doctor or pharmacy with the child's name, the name of the medication, the dosage, and the time the medication is to be given.

All medication (prescription and non-prescription) must be accompanied by the FWISD Medication Request Form, bearing the student's name, the name of the medication, the dosage, the time the medication is to be given, the parent's signature, and the doctor's signature. If at any time the instructions for your child's medication change, a new FWISD Request Form must be filled out. The medication is to be turned in to the school nurse or school office at the beginning of each week with the appropriate documentation. The school nurse or designated staff will dispense the medication at the appropriate times. Students should never have medication in their possession.

Emergency Medical Treatment and Information

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school will need to have written parental consent to obtain emergency medical treatment and information about allergies to medications, etc. Therefore, parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school nurse to update any information.

Immunization

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical or religious reasons, the student will not be immunized. The immunizations required are: diphtheria, rubeola (measles), rubella, mumps, tetanus, Haemophilus influenzae type B, poliomyelitis, hepatitis A, hepatitis B, and varicella (chicken pox). The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the Texas Department of Health.

Communicable Diseases/Conditions

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. Parents of a student with a communicable or contagious disease should phone the school nurse or principal so that

other students who might have been exposed to the disease can be alerted. Please keep the child home with a contagious or infectious disease until it is not communicable.

Head Lice

If your child has head lice or is sent home with head lice, he or she must be nit-free before returning to school. A student must come to the nurse's office or main office to be rechecked before the student will be allowed to return to class. Please come with your child so that, in the event he or she doesn't pass a recheck, you can talk to the nurse about the problem and your child will have a way home. Students with head lice will not be allowed to stay in school. Two consecutive days absence with head lice is the maximum allowed by the state to count as excused absences. More than two days will be counted as unexcused absences.

Bacterial Meningitis

State law requires the District to provide the following information:

WHAT IS MENINGITIS?

Meningitis is an inflammation of the covering of the brain and spinal cord – also called meninges. It can be caused by viruses, parasites, fungi, and bacteria. Viral (aseptic) meningitis is common; most people recover fully. Medical management of viral meningitis consists of supportive treatment and there is usually no indication for the use of antibiotics. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.

There are two common types of bacteria that cause meningitis:

- Strep pneumoniae causes pneumococcal meningitis; there are over 80 subtypes that cause illness.
- Neisseria meningitidis causes meningococcal meningitis; there are 5 subtypes that cause serious illness – A, B, C, Y, W-135.

WHAT ARE THE SYMPTOMS?

Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms.

Children (over 1 year old) and adults with meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness or joint pains, and drowsiness or confusion. In both children and adults, there may be a rash of tiny, red-purple spots or bruises caused by bleeding under the skin. These can occur anywhere on the body. They are a sign of blood poisoning (septicemia), which sometimes happens with meningitis, particularly the meningococcal strain.

HOW SERIOUS IS BACTERIAL MENINGITIS?

If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases it can be fatal or a person may be left with a permanent

disability, such as deafness, blindness, amputations, or brain damage (resulting in mental retardation or paralysis) even with prompt treatment.

HOW IS BACTERIAL MENINGITIS SPREAD?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing; sharing drinking containers, utensils, or cigarettes).

The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. Being a carrier helps to stimulate your body's natural defense system. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.

WHAT IS THE RISK OF GETTING BACTERIAL MENINGITIS?

The risk of getting bacterial meningitis in all age groups is about 2.4 cases per 100,000 population per year. However, the highest risk group for the most serious form of the disease, meningococcal meningitis, is highest among children 2 to 18 years old.

HOW IS BACTERIAL MENINGITIS DIAGNOSED?

The diagnosis is usually based on a combination of clinical symptoms and laboratory results from spinal fluid and blood. Spinal fluid is obtained by a lumbar puncture (spinal tap).

HOW CAN BACTERIAL MENINGITIS BE PREVENTED?

Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

Vaccines against pneumococcal disease are recommended both for young children and adults over 64. A vaccine against four meningococcal serogroups (A, C, Y, W-135) is available. These four groups cause the majority of meningococcal cases in the United States. This vaccine is recommended by some groups for college students, particularly freshmen living in dorms or residence halls. The vaccine is safe and effective (85–90 percent). It can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

WHAT SHOULD YOU DO IF YOU THINK YOU OR A FRIEND MIGHT HAVE BACTERIAL MENINGITIS?

You should seek prompt medical attention.

WHERE CAN YOU GET MORE INFORMATION?

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Texas Department of Health office to ask about meningococcal vaccine. Additional information may also be found at the web sites

for the Centers for Disease Control and Prevention, <http://www.cdc.gov>, and the Texas Department of Health, <http://www.tdh.state.tx.us>.

Accident Insurance

Soon after school opens, parents will have the opportunity to purchase low-cost accident insurance that will help in meeting medical expenses, in the event of injury to their child. Except for the purchase of insurance against bodily injury sustained by students while training for or engaging in interscholastic athletic competition or while engaging in school-sponsored activities on a school campus, the District, under state law, cannot pay for medical expenses associated with a student's injury.

TexCare Partnership/Children's Health Insurance

TexCare Partnership offers free low-cost health insurance for most Texas children ages birth to 18 through the NEW Medicaid program or the Children's Health Insurance Program (CHIP). Enrollment in Medicaid is for six months and in CHIP for 12 months. At the end of this enrollment period you must renew your coverage. Information will be sent to you in the mail when it is your time to renew. If you have any questions about renewal or applying for TexCare Partnership, please call 1-800-647-6558.

Transportation Information

School Bus Procedure

The bus driver is responsible for safety on the school bus. Misconduct is reported to the principal, who will take appropriate disciplinary action.

Students may be suspended from riding the school bus for any of the following reasons:

- Creating safety hazards on the bus or at the bus stop,
- Refusing to follow any reasonable instructions from the bus driver,
- Behaving in a rowdy or disorderly manner,
- Willfully or maliciously damaging the bus.

In accordance with FWISD Transportation guidelines, bus drivers will issue a Form 968 Bus Incident Report to students who misbehave on the bus. The following escalation in student discipline procedures will be used:

- *First Violation* The driver fills out a Bus Incident Report and keeps it. He or she gives the student a verbal warning.
- *Second Violation* The driver adds information to the first Bus Incident Report and turns it in to the principal's office. He or she recommends a conference with the principal and the student.
- *Third Violation* The driver fills out second Bus Incident Report and turns it in to the principal's office. The driver recommends that the student be suspended from the bus pending a conference with the parents.
- *Fourth Violation* The driver fills out a third Bus Incident Report and turns it in to the principal's office. The driver recommends a group conference with the student, parent(s), principal, and himself/herself. The student may be suspended from the bus for the rest of the school year.

Note: Severe misbehavior may cause a student to lose his or her bus riding privileges on the First Violation.

Because we want to exercise every safety and security precaution for our children, please remember that according to transportation guidelines, each parent or guardian assumes responsibility for the child until he or she boards the school bus for the morning route and after he or she leaves the bus at the designated bus stop at the end of the school day.

Bus Schedule

Students who attend Alice Carlson may access district-provided transportation at specific locations along three main bus routes.

The following schedule identifies the bus stop locations and estimated pick-up and drop-off times. *Please note that these are estimated times.* There will be occasions when buses will run off-schedule due to circumstances such as inclement weather, traffic congestion, and mechanical problems. This schedule is subject to change.

Route	Bus Stop Location	Pick-up Time
485	Sunrise Elem.	6:44 a.m.
	Meadowbrook Elem.	6:53 a.m.
	S. S. Dillow Elem.	7:01 a.m.
	Harlean Beal Elem.	7:13 a.m.
	Mitchell Blvd Elem.	7:20 a.m.
524	Oakhurst Elem.	6:56 a.m.
	Kirkpatrick Elem.	7:09 a.m.
	Mendoza Elem.	7:18 a.m.
501	Western Hills Elem.	6:52 a.m.
	Waverly Park Elem.	6:58 a.m.
	Benbrook Elem.	7:08 a.m.
	Greenbriar Elem.	7:21 a.m.

Field Trip Transportation

Students who participate in school-sponsored trips are required to ride in transportation provided by the school to and from the event. Exceptions may be made if the student's parent or guardian personally requests that the student be allowed to ride with his or her parent or presents a written request to the principal prior to the designated trip that the student be allowed to ride with an adult, not a student, designated by the parent. The district shall not be liable for any injuries that occur to students riding in vehicles that are not provided by the school.

Special Programs

English as a Second Language (ESL)

The elementary (K-5) English as a Second Language program provides intensive language instruction which ranges from a minimum of one language arts period a day to total ESL immersion. In the ESL program, English is the sole medium of instruction, and special methods and special materials are used to teach students to understand, speak, read, and write English. The overall goals of the program are to develop the English language and thinking skills necessary for successful participation in mainstream classes.

Gifted and Talented Programs

The Alice Carlson Applied Learning Center's Gifted and Talented Education Program has been patterned after The Schoolwide Enrichment Model (Renzulli and Reis) as recommended by the FWISD Advanced Academics department.

Our program promotes development of and interaction among the traits of ability, commitment, and creativity for students by providing them with a rich variety of learning opportunities and services, as well as the opportunity to apply what they have learned in real world contexts. Differentiated learning experiences are provided through exploratory experiences, process training, individual and small group investigations of meaningful problems, self-selected areas of study, and curriculum designed around student interests and needs. The core curriculum is enriched for depth, complexity, creativity, and acceleration.

Carlson services are comprehensive, structured, sequenced, and appropriately challenging, including options in the four academic areas, arts, leadership, and creativity.

Student Assistance Program

The purpose of the Student Assistance Program (SAP) is to assist students who are experiencing difficulties that affect academic achievement. These difficulties include the areas of emotional, behavioral, learning, social, and physical development. The Student Assistance Program seeks to improve student achievement by providing additional services to students and teachers. The SAP committee is comprised of six staff members (school principal, assistant principal, special education teacher, speech pathologist, counselor, and psychologist) and oversees the areas related to counseling, Section 504, and Special Education pre-referral.

Section 504 Program

Section 504 is a portion of the Rehabilitation Act of 1973 that prohibits school districts receiving federal financial assistance from discriminating against individuals with disabilities. Under Section 504, any student who is believed to be in need of accommodation is referred by a parent/guardian, teacher, other certified school personnel, or community agency to the school's Section 504 Committee. The committee then reviews the student's records (including academic, social, medical, testing, and behavioral records) to determine if the student should be evaluated for eligibility for Section 504 services. Next, the parent(s) are notified of the school's intent to formally

review the child's educational program. Conducting diagnostic assessment requires signed consent from the parent(s)/guardian. The 504 Committee reviews the assessment to determine if the student is eligible for services as a "handicapped person." Finally, the 504 Committee and the parents write an accommodation plan.

Examples of services available at Alice Carlson through Section 504 include the following:

- Consultation by a specialist in Learning Disabilities (LD) with the classroom teacher,
- Consultation by a specialist in LD with the student experiencing learning difficulties,
- Classroom modifications,
- Test modifications,
- Tutoring,
- Consultation by the Speech/Language Pathologist with the classroom teacher,
- Speech/language services.

The 504 Committee must reevaluate qualified handicapped students annually. A reevaluation shall occur before any significant change in a student's placement.

Special Education

The Individuals with Disabilities Act (IDEA) is a federal law that assures students with disabilities receive free appropriate public education in the least restrictive environment. The term "least restrictive environment" defines the student's right to be educated to the maximum extent appropriate with students who are not disabled. At Carlson, all students are enrolled in a regular classroom, and special education services are individually targeted to each student's needs. The services for reading, writing, math, and behavioral differences are provided fully in the regular classroom. This "full inclusion" model means that the special education teacher and teaching assistant partner with the regular classroom teacher to deliver services. In addition to meeting the least restrictive environment mandate, the full inclusion model has the additional advantage of making the special education staff available to help all students, not just those identified as having a disability.

Carlson students experiencing problems that interfere with academic achievement are referred to the Student Assistance Program (SAP) for intervention. In general, Carlson students are only referred for special education consideration after several regular education interventions are implemented and found to be insufficient. Occasionally, however, parents feel the referral process needs to be expedited. At such times, referrals for special education consideration may be initiated after only brief regular education interventions. The first step in the referral process is for a member of the SAP to discuss the special education referral with the child's parents. The discussion will include a review of the "Procedural Safeguards" and the "Notice of Evaluation." The safeguards are parent and student rights under IDEA, and the notice is an explanation of what will be included in the Full Individual Evaluation (FIE). Once parents have signed the "Receipt for Explanation of Procedural Safeguards" and the "Consent for Full Individual Evaluation," Carlson staff will begin the FIE.

Upon to the completion of the FIE, an Admission Review Dismissal (ARD) Committee meets to thoroughly discuss the FIE and determine if the child should receive special education services. If the ARD Committee determines that the child meets eligibility requirements as a student with a disability and the child has an educational need for services, the committee writes an Individualized Educational Plan (IEP).

The ARD Committee determines the services that are necessary to meet the goals of the IEP. The committee must include the student's parents, a school administrator, a regular classroom teacher, an evaluation specialist and a special education teacher. FWISD provides the staff that Carlson needs to meet the goals of each student's IEP. Currently, a special education teacher and teaching assistant work at Carlson daily. Additionally, a speech therapist, a school psychologist, a counselor, an occupational therapist, and a physical therapist work regularly at Carlson to meet student needs. To the greatest extent possible, all services are delivered in the regular classroom setting, making the regular classroom teacher the person who most frequently provides the services required in each IEP.

Nondiscrimination

Fort Worth Independent School District does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

The following District offices have been designated to coordinate compliance with these requirements:

- Title IX Coordinator, for concerns regarding sex discrimination: 817-871-2474.
- Section 504 Coordinator, for concerns regarding disability discrimination: 817-871-2803.

History Fair

The goal of the Fort Worth Independent School District History Fair is to provide students with opportunities to apply their knowledge of historical events, issues, and personalities through graphic displays, oral and written reports, and dramatic presentations.

The Fort Worth ISD History Fair is one way for each student to communicate in a visual sense some significant aspect of his or her knowledge of historical events. It engages students in the practice of such basic skills as interviewing, planning, designing, writing, researching, revising, and communicating.

Science Fair

Participating in the Science Fair helps students put into practice some of the science and math concepts that they have learned. Developing a science project helps students to learn much more about a subject that interests them. By participating in the Science Fair, students have an opportunity to share their new discoveries with the general public.

Participation and preparation for the Science Fair develops several valuable skills. In addition to learning more about science, students learn more about research and the use of the library and other resources. Students develop skills in art and perhaps photography as they prepare their display. They may discover an interest that can keep them actively in pursuit of knowledge well beyond school. They also improve their communication skills during the fair and gain confidence in presenting their ideas to a variety of audiences.

Invention Convention

The Invention Convention is a part of Imagination Celebration, a national arts education festival. It is a project designed to help students learn problem-solving skills through the invention process. Students in Kindergarten through Grade 7 are encouraged to expand their creativity, develop critical thinking skills, and have fun by inventing or creating something that would be useful to themselves and others.

Children work through the scientific process as they invent by observing, collecting data, organizing, generalizing, predicting, revising, and applying laws and theories. When applying the invention process, children use hands-on experience to apply and synthesize their knowledge. Inventing stimulates creativity, motivates children to learn, and enhances self-esteem.

General Information

Student Records

Both federal and state law safeguard student records from unauthorized inspection or use and provide parents and “eligible” students certain rights. For purposes of student records, an “eligible” student is one who is 18 years or older.

The law specifies that certain general information about FWISD students is considered “directory information” and will be released to anyone who follows procedures for requesting it. That information includes:

- A student’s name, address, telephone number, and date and place of birth.
- The student’s photograph, participation in officially recognized activities and sports, and weight and height of members of athletic teams.
- The student’s dates of attendance, grade level, enrollment status, honors and awards received in school, and most recent school previously attended.

The parent or an eligible student may prevent release of any or all directory information regarding a student. This objection must be made in writing to the principal within ten school days after the parent has been provided this notice.

Virtually all information pertaining to student performance, including grades, test results, and disciplinary records, is considered confidential educational records. Release is restricted to:

- The parents—whether married, separated, or divorced—unless parental rights have been legally terminated and if the school is given a copy of the court order terminating these rights. Federal law requires that, as soon as the student becomes eligible, control of the records go to the student. However, the parents may continue to have access to the records if the student is a dependent for tax purposes.
- District staff members who have what federal law defines as a “legitimate educational interest” in a student’s records.
- Various governmental agencies or in response to a subpoena or court order.
- A school to which a student transfers or in which he or she subsequently enrolls.

Student Telephone Usage

In an effort to have minimal class interruptions, students are not called from class to take telephone calls except in cases of emergency. Students should not plan to call home for forgotten lunches or homework. In addition to minimizing lost class time, this policy is helpful in teaching students responsibility for getting items back and forth from home and school. FWISD policy prohibits elementary students from possessing or using cell phones during school hours.

Change of Address/Telephone Number

In the event that you change your address or get a new phone number, please notify the school office immediately. It is very important that we be able to contact you when the

need arises. Also, should emergency contacts' names or numbers change during the school year, please update those as well.

Intersession Program

Since Alice Carlson adopted an extended-year calendar in 1993, we have offered intersession workshops that bring variety to our school's program and also give our students opportunities to work with local artists, talented parents, TCU interns, and staff members.

The intersession workshops include two strands: the academic strand and the enrichment strand. The academic strand is designed to strengthen students' skills in language arts and mathematics. Students are invited to attend this strand based on teachers' recommendations. The academic strand is tuition-free, but a \$10 supply fee is charged. The enrichment strand is tuition-based.

For the 2008-2009 school year, the fall intersession will be from October 20 to 24, and the spring intersession from March 9 to 13.

Retention

Please be aware that a student's satisfactory performance on state exams, called the Texas Assessment of Knowledge and Skills (TAKS), will be required for promotion. This requirement will be effective for the following students:

- Third graders must pass reading in order to be promoted
- Fifth graders must pass reading *and* mathematics in order to be promoted

A student who does not perform satisfactorily will participate in special instructional programs designed to help improve performance and will also have additional opportunities to take the test. If the student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student's parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained. The parent can appeal this decision, however, to the grade placement committee. Whether the student is retained or promoted, an educational plan for the student will be designed for the next school year to enable the student to perform at grade level.

Fire, Tornado, and Emergency Drills

Fire, tornado, and emergency drills are held periodically throughout the year. Classroom teachers explain drill procedures to the class during the first few days of school. Classes have assigned locations for both types of drill.

Dress Code

Since research indicates that student dress often sets the pattern for classroom behavior, we do expect students to look reasonably neat and well groomed. Students should dress according to the FWISD Standard Dress Code. For more information on the dress code, please visit www.fortworthisd.org. Friday is School Spirit Day when we encourage students to wear the school T-shirts and hats.

Personal Equipment

Personal belongings such as radios, CD players, cell phones, and other electronic devices and games are not allowed on the school campus. The school is required to confiscate beepers or pagers from students and forward them to the Student Affairs office of the FWISD.

Playground equipment is supplied by the school district, and personal equipment such as footballs or baseballs, should not be brought to school. The school cannot be responsible for lost or damaged items. Any disciplinary action involving personal equipment will be in accordance with the Student Code of Conduct.

Labels Needed

Please label your child's lunch box, notebooks, clothing, etc. It is easier for us to return lost or misplaced articles when there is a name affixed. Found articles are turned in to the Lost and Found.

Additional Clothing

Kindergarten and first grade children should keep a change of clothes at school. Place the clothes in a plastic storage bag with the child's name on it and leave with the classroom teacher.

Visiting the School

Parents are always welcome in our school. To ensure security, it is necessary that all visitors, including parents, stop by the office upon their arrival and pick up a visitor badge. Parents wishing to talk with their child's teacher or observe in the classroom should phone the school and make an appointment. Each teacher has a planning period during the school day that can be used for conferences. For security reasons, the only doors that will be open to the building during the day are the front and cafeteria doors. The back canopied doors will be locked after 8:30 a.m.

Volunteers

Volunteers are always welcome at Carlson. Please sign in at the office and make sure that you wear a volunteer badge while you are in the building so that we may continue to have a safe environment for our students. Also, please record your volunteer hours in the PTA Volunteer Book located in the office.

School Parties/Celebration Policy

The district allows the following school parties:

- *Winter Break* - the last period of the final school day prior to the holidays.
- *Valentine's Day*- Valentines may be exchanged by the students, and simple refreshments may be served.

All refreshments must be store-bought and unopened when they are brought to school. No homemade refreshments are allowed.

Texas Public School Nutrition Policy, issued by the Texas Department of Agriculture, is designed to promote a healthier environment in schools. According to the newest regulations we need to make certain adjustments for in-school birthday celebrations. These can only take place in the classroom during the last 15 minutes of the school day. Snacks served must be prepared in a commercial bakery.

In addition, please be aware that the policy now specifically prohibits guest speakers and other school visitors from providing foods of minimal nutritional value (sodas, popsicles, chewing gum, etc.) and all other forms of candy to elementary school students. We appreciate your support of these regulations.

Internet Access for Students

Internet access is available to students both in their classrooms and in the Library Media Center. This service gives students the opportunity to search for and retrieve information, publish their work on Carlson's web page, take virtual field trips to web sites around the world, and participate in collaborative projects with other schools. While the school carefully supervises students' use of its Internet connection and attempts to block student access to material that is inappropriate for children, it must be recognized that there is no perfect security system for children using the Internet. Consequently, only students whose parents sign and return a consent form granting permission for them to access the Internet will be allowed to use the school's Internet connection.

Harassment on the Basis of Race, Color, Religion, National Origin, or Disability

Students must not engage in harassment behaviors motivated by race, color, religion, national origin, or disability directed toward another student.

Students are expected to treat other students and District employees with courtesy and respect; to avoid any behaviors known to be offensive; and to stop these behaviors when asked or told to stop.

The District encourages parental and student support in its efforts to address and prevent harassment in any form in the public schools. Students and/or parents are encouraged to discuss their questions or concerns about the expectations in this area with a teacher, counselor, or principal.

A student who believes he or she has been harassed by another student or by a District employee is encouraged to report the incident to the teacher, counselor, or principal. The allegations will be investigated and addressed. A substantiated complaint against a student will result in appropriate disciplinary action, according to the nature of the offense and the Student Code of Conduct.

Student Discipline Information

Cooperative Discipline

The discipline plan at Alice Carlson Applied Learning Center is a comprehensive one in keeping with the beliefs about preparing students for lifelong learning and productive life as citizens in a global community. As students are involved in both the in-class and school-wide components of the discipline plan, they have opportunities to develop leadership skills and self-discipline, increase their self-esteem, and learn new ways to peacefully resolve conflict.

Recognizing the interactive relationship among risk-taking, respect for self and others, and self-discipline, the staff has designed a discipline plan with two dimensions: an in-class curriculum component and a school-wide conflict resolution component (peer mediation). Each component involves children in learning problem-solving and negotiation skills so that they may become responsible for the resolution of their own conflicts. Thus, children have opportunities to become self-directed and accountable for their behavior as they learn to consider various solutions to conflict and make appropriate choices rather than have adults apply external controls to enforce compliance to rules.

In-Class Curriculum Component

Possible applications of the in-class curriculum component of the Alice Carlson discipline plan include:

- Regularly scheduled class meetings to discuss and solve problems in a collaborative setting.
- Opportunities to learn democratic procedures, mutual respect, and social responsibility.
- Designated areas for “talking it over,” cooling off, and/or time out to think so that children have opportunities to negotiate with others, get emotions under control, or plan peaceful and responsible ways of resolving conflict.
- Role-playing exercises which promote good listening and negotiation skills,
- Use of appropriate language, such as “I feel,” “I am,” or “I need” statements to handle conflict.
- Child-generated solutions or options which can be used to avoid or deal with future problems or situations.
- Scheduled conferences with parent, child, and staff member who work together to plan and initiate solutions to problems.
- Class-generated policies for filing and addressing complaints, such as class logs, card files, meeting agenda boards, and/or other methods.

Schoolwide Component: Conflict Resolution

The second dimension of the cooperative discipline plan is the school-wide conflict resolution team component.

Training is provided for students who serve on the team of conflict managers. The team, under the guidance of staff members, will use the special techniques and negotiation skills learned in the training program to assist disputants in finding solutions for conflicts.

If the parties involved are unable to agree on a solution or settlement, then they confer with the principal. Consequences are established according to the severity of the conflict and/or offense. Consequences may involve revoking recess or other privileges for a period of time or contacting parents to arrange an appointment for a conference to discuss the incident or conflict.

Conduct

In order for students to take advantage of available learning opportunities and to be productive members of our campus community, each student is expected to:

- Demonstrate courtesy—even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Meet District or campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of other students, teachers, and other District staff.
- Respect the property of others, including District property and facilities.
- Cooperate with or assist the school staff in maintaining safety, order, and discipline.
- Avoid violations of the Student Code of Conduct.

Applicability of School Rules

To achieve the best possible learning environment for all our students, the Student Code of Conduct and other campus rules of behavior will apply whenever the interest of the District is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities. The District has disciplinary authority over a student:

- During the regular school day and while a student is going to and from school on District transportation.
- Within 300 feet of school property.
- While a student is in attendance at any school-related activity, regardless of time or location.
- When retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location.
- When a student commits a felony, as described by Texas Education Code 37.006.
- When criminal mischief is committed on or off school property or at a school-related event.

Assessment and Reporting System Information

Assessment Overview

The Alice Carlson assessment system consists of several individual components, which collectively form an integrated, cumulative, and comprehensive view of children's learning and achievements. These components are:

- On-going teacher observation and assessment of students;
- Student self-assessments, performance tasks, portfolios, and standardized tests as appropriate;
- Conferences scheduled with teachers;
- A student standards-based assessment report;
- A portfolio presentation by the student;
- Mid-period progress reports.

The goal of the Alice Carlson assessment system is to have parents and teachers working closely together to better understand each child as a learner and plan the best methods to assist all children in reaching their full potential. This system is one that involves learners as well as parents and teachers and, as such, is motivational and empowering to all participants. It is designed to ensure that assessment, curriculum, and instruction are all integrated parts of learning. It allows for diverse evidence of what students are actually learning and supports children's application of knowledge and skills in real-life situations.

New Standards

At Alice Carlson, students are shown standards, or descriptions of what they should know, and the ways they should demonstrate knowledge and skills. The students strive to make their work closely meet the standard, revising and improving as necessary. Simply put, instead of working to make an "A" or a "93," the students work to meet, or exceed, the given standard.

The National Center on Education and the Economy (NCEE) established the New Standards and America's Choice projects as a national collaboration of states, school districts, academic research centers, and private foundations whose goal is to improve the academic performance of students. NCEE believes that all of America's children can and must do better in school and has set rigorous educational expectations for all children. Beginning in 1993, Carlson staff and students piloted NCEE's fourth-grade performance standards. Over the next two years they provided feedback to NCEE that established the Performance Standards and student benchmark samples currently in use. In 1998, the same process was used to produce the Primary Standards for the lower grades. Carlson teachers have worked closely with NCEE to create other materials-outlining curriculum goals, creating academic guidelines, writing study guides, demonstrating best classroom practice, leading staff development, etc.

Although Carlson no longer has a formal affiliation with NCEE, we continue to use the standards we helped establish. Thus, Alice Carlson uses the Primary Standards document in the lower grades and the Performance Standards document in the upper grades as guides to the work students should produce. While the documents clearly describe the

work students should do, they also include work samples and commentaries that illustrate the meaning of the performance descriptions.

As Carlson teachers display student's work in the hall and classrooms, the corresponding standards are posted with the work. In this way, other students, families, or visitors to the school can understand how the posted work relates to the standard.

Interactive Homework

Interactive homework requires students to apply the things that they are learning in school to life beyond the school walls. Homework activities are challenging, enjoyable learning experiences that are shared by children and family members. Interactive homework may include activities such as reading, conducting research, gathering and reorganizing data, creating data displays or products, mapping, graphing, sketching, conducting science experiments, discussing literature or current events, writing, working on projects, or other activities that integrate subject matter and are embedded in real-life experiences. Homework can be assigned on a daily basis or students may be given a few days to a week to complete assignments.

Reporting System

Parent-Teacher Conference A parent-teacher conference will be scheduled during the last two or three weeks of the first reporting period in order to provide each parent with an opportunity to have a personal conversation with the child's teacher. Parents will be able to learn about classroom life (routines, schedules, activities, and projects), the teacher's expectations, future plans, and ways to become involved in and assist with the child's learning. During this conference, the parent will also examine work done by the child during the nine-week cycle and hear the teacher's analysis of the work. Teachers will discuss children's strengths and potentials, as well as target areas where improvements are needed. Parents will have this opportunity to give recommendations and suggestions concerning goals for their children to work toward during the upcoming school year. Teachers will have this opportunity to share information with parents about children, gain insights from the parents that will be helpful in planning future learning experiences, and request parental support as needed. Together, parents and teachers can share expertise and form a support team that will prove beneficial to the child as a learner.

A second parent-teacher conference will be scheduled for students in kindergarten through second grades following the winter break. This will provide parents with an opportunity to meet with the teacher to determine student progress toward target areas identified during the initial parent-teacher conference. A mini-portfolio conference will be scheduled for students in third through fifth grades during the week preceding spring break. This will provide parents an opportunity to view their child's portfolio to determine, along with the teacher, if student work is proceeding as necessary to meet end-of-the-year standards.

Standards-Based Assessment Reports Standards-based assessment reports are issued four times a year. This report details the competencies and skills a child exhibits. Also, goals that the child needs to continue to work toward are identified. In order to develop

the reports, teachers systematically document observations of each child. Anecdotal records and other data collected enable the teacher to describe how well a child works independently and in a group setting, the child as a learner, and the child's understanding of content areas and integrated disciplines. These records are supplemented with a careful analysis of the work each child produces and collects. Because the collection of work is vital to the teacher's analysis of the child's progress and development, student work is rarely sent home. Rather, it is collected at school. Parents are encouraged to schedule appointments with teachers whenever parents wish to view and discuss the child's collection of work. Each child will select from his or her compilation of work to produce a portfolio.

Portfolio Presentation Conference Portfolios are purposeful collections of student work that reflect authentic learning. They are designed to provide evidence of student growth and achievement as a learner, reflections on the child's assessment of his or her learning process, and insights into the child's thinking processes.

Both the student and the teacher select the contents to be included in the portfolio. For each content item selected, the student or teacher also completes an entry form that indicates why the work was selected, with an explanation from the student of what he or she learned from the selection and reflection process.

Portfolio construction provides opportunities for students to routinely view and evaluate their own progress over time, develop the capacity to critique their own work, set goals for the future, communicate their thinking and learning processes to others, and become self-directed, independent learners. At the same time, portfolios provide opportunities for parents and teachers to assess what a student is learning, plan developmentally appropriate learning experiences based upon children's needs and interests, and assess the degree of student effort.

Teachers routinely work with students so that they can become increasingly proficient at making and reflecting on portfolio selections. Children revisit their portfolios throughout the year in order to revise selected items and to add or replace items.

Mid-Period Progress Reports Mid-period progress reports are issued for students who are not demonstrating appropriate progress. Teachers send home brief reports to the families of these students.