

BALTIMORE LAB SCHOOL

THE DIFFERENCE IS EXTRAORDINARY

Parent/Student Handbook

2026-2027

Updated 3/28/25

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INTRODUCTION

HISTORY OF BALTIMORE LAB SCHOOL

Baltimore Lab School first opened as Baltimore Lab: a Division of The Lab School of Washington in 2000, with 18 students, ages 6-11. Sally L. Smith, a legendary pioneer in special education who also founded The Lab School of Washington, founded Baltimore Lab. In 2004, Baltimore Lab moved into historic Goucher Hall and in 2008 graduated its first senior class. To date, hundreds of students from Baltimore and the surrounding region have benefitted from Baltimore Lab's unique and vibrant educational program.

On March 14, 2014, Baltimore Lab ended its status as a part of The Lab School of Washington, and secured its independence as an autonomous Baltimore institution. The dream of our founder had come to fruition, and Baltimore Lab School is now one of four schools using Sally Smith's transformative arts methodology, including schools in Pennsylvania and Delaware.

Today, Baltimore Lab School (hereinafter referred to as the "School," or "Baltimore Lab School," or "BLS") enrolls approximately 135 students from first through 12th grade. The School continues to provide a very small

student-teacher ratio of about 6:1, related service providers (psychologists, clinical social workers, occupational therapists, and speech language pathologists), and a rich arts-based education that helps our students reach their potential. Among our seniors, more than 90% attend college after graduation.

The School is approved by the Maryland State Department of Education as a nonpublic special education facility, and is also accredited by the Middle States Association of Colleges and Schools.

ABOUT OUR FOUNDER

Sally L. Smith (1929-2007) designed and founded The Lab School of Washington in 1967 for children with learning disabilities. Traditional schools were not successfully educating her youngest son Gary. Believing that “everyone can learn,” Ms. Smith was a pioneer in designing teaching approaches that used art in all its forms as a gateway for teaching academic skills. She developed the Academic Club Method, an experiential classroom model that teaches academic subjects through full immersion in rigorous academic material. Academic Clubs create storehouses of knowledge, vocabulary, language fluency, and critical thinking to facilitate classroom proficiency in multiple disciplines. The success of this model has been repeatedly documented and is replicated worldwide.

For over 30 years, Sally Smith oversaw the Master’s Degree Program in Special Education: Learning Disabilities at American University and was a national leader in the field of learning disabilities. Author of ten books and numerous professional articles, Sally Smith mastered the art of translating difficult clinical issues into popular language. Her best known books are *No Easy Answers: The Learning Disabled Child at Home and at School* (Bantam, 1979; Revised, 1995), and *Succeeding Against the Odds: How the Learning Disabled Can Realize Their Promise* (Tarcher/Putnam, 1993). She also was a member of the Professional Advisory Boards of both the Learning Disabilities Association of America (LDA) and the National Center for Learning Disabilities (NCLD).

ABOUT THIS HANDBOOK

This handbook is intended to serve as a resource guide to help answer many questions parents and students commonly have about the School and to help you better understand how the School operates. The School may change, delete, replace, or otherwise modify the policies and practices described in this handbook at any time at its discretion. This handbook is not intended to be a contract or to create any contractual rights or obligations. Should you have any questions about this handbook or the information it contains, you are encouraged to contact the Head of School.

MISSION

Baltimore Lab School is an innovative learning community fostering scholarship and creativity in students with unique strengths and diverse learning needs. In an environment of inquiry, hands-on exploration, and the Arts, Baltimore Lab School students learn to advocate for themselves as they become engaged and compassionate members of a global society.

BELIEFS

We Believe-

STUDENTS

All children possess unique strengths, can learn, and must develop the ability to self-advocate.

EDUCATORS

Enthusiastic and creative staff must be supported to grow professionally by seeking out non-traditional, evidence-based teaching methods that best meet the needs of diverse learners.

ARTS

The arts can be a vehicle for organizing the learning process, combining multi-sensory instruction and experiential learning for students with learning disabilities.

CULTURE

Student success requires a safe and structured environment, founded on kindness, compassion and the celebration of differences (race, color, national origin or ancestry, religion, creed, age, sex, sexual orientation, gender identity, marital status, military status, or ability).

ENROLLMENT

Baltimore Lab School educates intelligent, often gifted, students in grades 1-12 with moderate to severe specific learning disabilities (SLD), other health impairment (OHI), or Multiple Disabilities (including SLD and/or OHI as at least one listed disability).

The Baltimore Lab School program is designed to meet the needs of the student with learning differences through a highly differentiated academic program that incorporates experiential, project-based and arts-integrated small group instruction.

ABOUT OUR HEAD OF SCHOOL

Mr. Steve Buettner's career began in Baltimore City Public Schools in 1992. He taught Grades 4-7 with a focus on social studies. Steve recognized the importance of hands-on learning experience for his students, so he had his students make period costumes to help immerse them in their learning. Sometimes his students dressed in kimonos, learned conversational Japanese, and ate authentic Japanese food to experience a unit on Japan. Sometimes his students became environmentalists by studying the rainforest beneath a canopy of 10-20 foot palm leaves donated by the rainforest stewards at the National Aquarium in Baltimore. Students wrote their own myths and read them next to an authentic wigwam to better understand the lives of Native Americans in Maryland, as well. These teaching experiences and approaches were all developed as a result of reading Sally Smith's book, *Succeeding Against the Odds* (1994).

Steve then taught in Howard County Public Schools beginning in 1994. During this time, he supported a classroom environment in which his students created and built miniature villages to better understand the interdependence of colonists who arrived in America in the 1600s. Students created class murals for each unit to support a global understanding prior to learning their social studies content. Mind maps and graphic organizers were used to build knowledge and ensure deeper understanding as students immersed themselves in music, foods, and arts from the same period of history. Steve won two awards for Outstanding Educator in 1998, and again in 2000, by the Howard County Chamber of Commerce.

In 2000, he was recognized by the Maryland Association of Secondary School Principals (MASSP) for outstanding service to supporting Maryland's principals through his work at the Maryland State Department of Education. Through this recognition, he was selected to be the Reading Coordinator (K-12) for Baltimore City Public Schools. During this time, he supported many initiatives such as the Baltimore Sun's Reading by 9 series.

In 2002, he was selected to be the principal of The Mount Washington School. Under his leadership, the school flourished because he worked to ensure that his teachers were given the freedom they needed to motivate and inspire young learners through multimodal experiences. In 2004, he received a Governor's Citation for his successful completion of the Maryland State Department of Education- Principals' Academy. Based on his success with The Mount Washington School, he was recruited by Baltimore County Public Schools to lead Hernwood Elementary School, a comprehensive school with a center for children on the Autism spectrum. Since 2008, Steve has worked at Lutherville Lab, a magnet school for science, mathematics, and communications. During his time at

Lutherville Lab, the school won numerous regional and state awards for Destination Imagination, 24 Math Challenge, Young Authors, and in 2014, the school won a national award for Magnet School of Excellence. However, the award he is most proud to have Lutherville Lab win was an award for Outstanding Inclusion Program from the Arc of Baltimore in 2011. It is through this award that he accepts that he is making a difference for all children.

Steve is a member of the following organizations: Council for Exceptional Children (CEC), National Association of Special Education Teachers (NASSET), Learning Forward- Professional Learning Association, and has served as the Vice President of the Towson chapter of Kappa Delta Pi (KDP)- an international honor society in education.

SCHOOL POLICIES AND PROCEDURES

SCHOOL HOURS

The School day begins at 8:00 a.m. and ends at 3:15 p.m. on Monday, Tuesday, Thursday, and Friday; and begins at 8:00 a.m. and ends at 12:30 p.m. on Wednesday. The doors open at 7:45 a.m. every day. Students are not permitted to arrive prior to 7:45 a.m., as we offer no supervision and cannot assume responsibility during that time. At 8:00 a.m. attendance is taken, announcements are made, and students prepare their materials for the day ahead. Students should not arrive later than 8:00am as to avoid disruption to their school day.

ATTENDANCE

Students must have the continuity and consistency of regular attendance at school. We ask for your cooperation in making sure that your child attends school every day. These guidelines reflect Baltimore Lab School expectations, were designed in accordance with the Code of Maryland Regulations (COMAR), and were developed in consideration of local school system (LSS) attendance policies.

If your child is ill or unavoidable circumstances arise, please notify the school by 9:00 a.m. (410-261-5500 or attendance@baltimorelabschool.org), otherwise, the absence may be considered unexcused. Although we are an independent school, we must submit monthly attendance reports to the local school systems (LSS) and have to state reasons for absences.

Excused (Lawful) Absences

Student absences will be coded as excused from school under the following conditions as defined by COMAR:

1. Death in the immediate family
2. Medical Appointment / Illness of student
3. Court summons
4. Hazardous weather conditions
5. School related or approved work (3 College Visits)
6. Observance of a religious holiday
7. Lack of authorized transportation
8. Suspension
9. State emergency
10. Other emergency or set of circumstances, which, in the judgment of the Head of School or designee, constitutes a good and sufficient cause for absence from school.

Unexcused (Unlawful) Absences

Absences for any other reason than those defined as lawful, are determined to be unlawful and will be marked as unexcused.

The school strongly encourages family-centered activity including family trips, but NOT during school time. Family vacations are not considered to be excused absences.

Tardiness/Early Dismissal

Students who arrive late to school (8:05 a.m. or later) are considered tardy. Tardiness will be identified as excused or unexcused in the same manner as absences from school.

Leaving School early is considered an early dismissal. In order to be released before the end of the school day, a student must be signed out at the front desk by a parent/guardian. Early dismissals will be identified as excused or unexcused in the same manner as absences from school.

Students must attend school for a minimum of 4 hours to be marked present.

Verifying Absences/Tardiness

- A written explanation of each absence/tardy is required from the parent/guardian and must be provided to the school within 4 days of the student's return. The note should include the name of the student, the date(s) and reason for the absence, and the signature of the parent/guardian/physician.
- Upon receipt of the note, the school will certify the absence as excused or unexcused.
- Absences not supported by a note will be considered unlawful and will be marked as unexcused.
- Absences due to an illness that lasts up to 3 days may be excused by submitting a note from the parent/guardian.
- Absences due to an illness that lasts 4 or more consecutive days require a note from a physician in order to be marked as excused.
- Repeated absences due to illness will require verification from a physician.

Parents will receive an automated email notification each day their student is absent.

Parents will also receive automated email notifications once their child has missed 3 or more days notifying them of the potential need for a meeting if absences continue (see "Chronic Absenteeism" below for more information").

Make-up Work Requirements

Students with excused absences are eligible to receive make-up work and to participate in any missed assessments.

- Missed work (due to excused absence) must be made up or a zero will be recorded as the grade. It is the student's responsibility to get the missed work from the teachers or from another classmate. Arrangements can be made by the parent or student to stay after school or to work with a teacher during an agreed time to make up missed work.
- When students are absent they will be given one day for every day they were absent to make up for full credit. (e.g., a student who is absent 3 days will have 3 days to turn in work upon his/her return to school).
- After the opportunity to receive full credit for make-up work has expired, students will receive partial credit (60%) of their earned grade for work that is submitted after the absentee grading window. Make-up work for partial credit must be given to teachers within two weeks of the due date of the assignment. Extenuating circumstances will be considered on a case by case basis. Parents will be informed of students who are in danger of failing midway through each quarter via progress reports that will be sent home.

Students may not be allowed to make up work for unexcused absences.

Chronic Absenteeism

Each marking period consists of 45 scheduled school days (subject to adjustments in the school calendar due to inclement weather or unforeseen school closures). Regular school attendance is a crucial factor in student achievement. Student participation during classroom instruction, involvement in lesson activities and performance on in-class assignments represent a student's classwork grade. Accumulated absences will negatively impact the classwork grade, and thus final quarter grades, in the following manner:

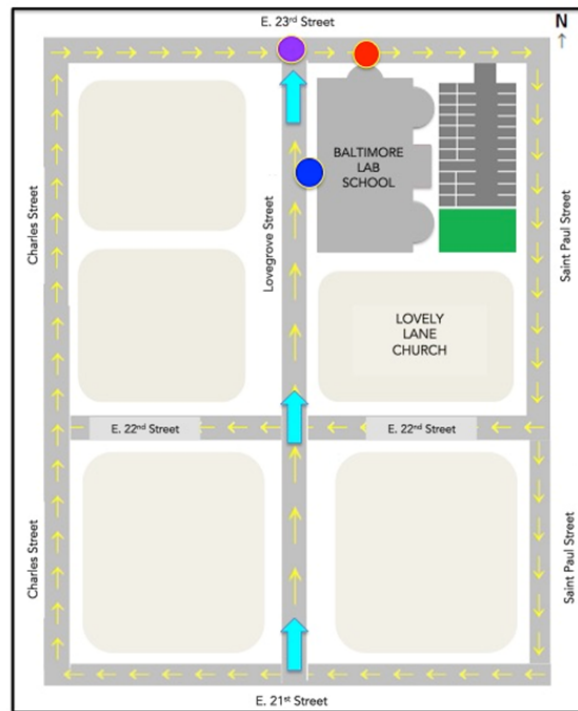
- Students accumulating EXCUSED and UNEXCUSED absences amounting to 20% or more of the classes within a grading period (9 days) may be subject to a failing classwork grade for that period.
- Students accumulating UNEXCUSED absences amounting to 10% or more during a grading period (5 days) may receive a failing final grade for that period.

Additionally, for students funded by their local school system (LSS), the Maryland State Department of Education (MSDE) requires the following:

- When a student accumulates 10 or more consecutive excused absences, an IEP team meeting must be held to ensure the provision of a Free Appropriate Public Education (FAPE). A note from the student's physician will be required. If the IEP team determines the Home and Hospital services are to be appropriate, the IEP will be amended, the student will be withdrawn from Baltimore Lab School, and enrolled in the LSS Home and Hospital program.
- When a student accumulates 10 or more cumulative unexcused absences, an IEP team meeting must be conducted for the purpose of reviewing the appropriateness of the IEP, the Least Restrictive Environment (LRE), and the school assignment. If the IEP team determines the absences are a manifestation of the student's disability, the team must document it and implement an appropriate behavior plan. If the team determines the absences are not a manifestation of the student's disability, the school will follow the LSS's procedures for habitually truant students. Attendance will be actively monitored and an IEP team meeting will be convened for every subsequent 10 days of cumulative truancy.

In situations involving chronic absenteeism, the School will work with families to explore all options in an effort to help achieve student success. Families will receive regular notification, via documents such as progress reports and quarterly report cards, summarizing pupil attendance. In situations where concerns arise, school administrators will contact families by letter and by phone and arrange conferences as necessary.

ARRIVAL AND DISMISSAL PLAN



ARRIVAL - Student arrival time takes place between **7:45 a.m.** and **8:00 a.m.** on full and half days.
DISMISSAL - Student dismissal begins promptly at **3:15 p.m.** on full days and **12:30 p.m.** on half days.

CAR LINE:

- Students being transported via car will be dropped off and picked up at the rear entrance of BLS on Lovegrove Street (indicated by **blue** circle).
- Please enter Lovegrove Street from 21st Street. Cars attempting to enter Lovegrove Street from 22nd Street unfairly cut off other drivers.
- Students arriving late (after 8:00 a.m.) must enter through the main entrance and check in at the front desk.

BUSES:

- Students being transported via school bus will be dropped off and picked up at the side entrance of BLS on E. 23rd Street (indicated by **red** circle).

LATE PICK-UP POLICY

Dismissal takes place between 3:15-3:30 each day except for Wednesday when it takes place between 12:30-12:45. If a student's ride has not arrived by 3:30 (or 12:45 on Wednesdays) they are "dropped in" to aftercare, where staff are regularly scheduled to supervise the students until 5:30 p.m.

The following fees apply:

3:30 p.m. – 5:30 p.m.- \$30 (\$50 on Wednesdays from 12:45-5:30) flat rate drop-in fee

5:30 p.m. – pick-up - \$30 per quarter hour after 5:30 p.m.

LUNCH

When your child brings lunch to School, we suggest bringing a sandwich and fruit. We discourage excessive snack foods and candy and ask that you send a healthy lunch and snack.

If your child needs a mid-morning snack, please put an extra piece of fruit or half a sandwich in with his or her lunch.

Only when children forget their lunches do we give them a substitute lunch. In the event that this happens, the student is to report his/her forgotten lunch to the front desk in the morning so that an alternative lunch can be arranged. Please check to be sure your child remembers to bring lunch.

EDUCATIONAL POLICIES AND PROCEDURES

INDIVIDUALIZED/PERSONALIZED EDUCATION PROGRAMS

For students who are funded by the Local School System, an Individualized Educational Program (IEP) is developed and implemented throughout their school day.

For students who are parentally/privately placed, a Personalized Educational Plan (PEP) is developed and implemented throughout their school day.

IEPs and PEPs both include information such as Present Levels of Academic Achievement and Functional Performance, specific goals and objectives relating to their educational and behavioral needs, and accommodations, modifications, and other supports to be implemented throughout all classes to ensure equal access to the prescribed curriculum.

Annual review meetings are scheduled for each student and include the following participants at a minimum: the parent, the BLS IEP case manager, at least 1 classroom teacher, and any related service providers who may work with the student, and any additional participants the parent wishes to invite. If the student is in High School, the Transition Specialist may also attend the meeting. If the student is funded by the Local School System, a representative from the School System will also be in attendance.

Parents have the right to request an IEP or PEP meeting at any time during the school year if necessary.

Parents should refer to the [MSDE Procedural Safeguards](#) for more information regarding the IEP process.

STUDENT RECORDS

The school maintains student records for each student enrolled which include:

- Student's name, date of birth, and address;
- Evidence of compliance with the school's admissions requirements;
- Credit granted for previous experience or training;
- Dates of admission, start dates, and withdrawal or completion dates;
- Reasons for withdrawals when known;
- Daily attendance;
- Student report cards and transcripts indicating achievements
- State Assessment scores (when applicable)
- Evaluation results and Testing reports
- Student's PEP or IEP, or both, as applicable

PRIVACY OF STUDENT RECORDS

The School complies with the Family Education Rights and Privacy Act, when applicable. The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("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 within 45 days of the day the School receives a request for access.

Parents or eligible students should submit a written request to the Registrar's Office that identifies the record(s) they wish to inspect. The Registrar's Office will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

These requests will be included in the student file and the parent/s will fill in the necessary information on the file log sheet. This should include the name of the reviewer, the month, day, year and purpose of the review. This log sheet must be filled in by any person who has been given permission to review the file.

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 the School to amend a record should write to the Registrar's Office, 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 advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to School officials with legitimate educational interests. A School official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School's Board; a person or company with whom the School has outsourced services or functions, such as but not limited to an attorney, auditor, medical consultant, or therapist; a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Under certain circumstances, the School may disclose education records without consent to officials of another school in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

Official school documents will be released as directed on the contact sheet completed by the financially responsible Parent(s)/Guardian(s).

To request a copy of your child's transcript, you must fill out a Transcript Request Form. To obtain a form, please contact our Registrar.

All tuition, fees, and miscellaneous expenses must be current (i.e. all amounts due must be paid) before transcripts, report cards, teacher reports and letters of recommendation will be released to the parent or another school. If, as a result of unmet financial obligations to the School, the School is unable to release a transcript requested by another school, it will notify the requesting school of the reason that the transcript cannot be released.

Questions about FERPA and the School's policies/practices should be directed to the Registrar's Office or Educational Services.

STUDENT RECORDS MAINTENANCE, RETENTION, AND DISPOSAL POLICY

Student records will be maintained in a secure location by the School for a minimum of seven (7) years past the student's date of exit, at which time the records, in entirety, may be destroyed.

This policy shall be made public to all parents of School students, each year, in the Parent/Student Handbook. Questions regarding this policy should be directed to the Registrar's Office or Educational Services.

EDUCATIONAL TESTING

Informal assessments are administered to all students periodically throughout the school year to track progress and to inform instruction.

Students funded by local school systems (LSS) in designated grades must participate in standardized achievement tests. Participation is mandated by the state. These tests are given at the School by staff. Approved accommodations are specified in the student's IEP and are strictly adhered to during test administration. Parents are notified before the test is given. Please call the Division Head for your child if you have any questions.

Formal evaluations may be administered to students funded by the local school system (LSS) when an IEP determines assessments are needed. These evaluations are usually administered by the local jurisdiction.

For privately placed students, the School conducts its own battery of achievement tests on a rotating basis.

TESTING RECORDS

"Test records" refer to educational testing conducted by School personnel, with School students, and involve all data, scores, and test protocols involved in the testing and evaluation process. "Test protocols" refer to the protocols used to conduct and score testing. "Score summaries" are documents produced after testing is completed, consisting of test scores.

All test records, test protocols, and score summaries are to be stored securely. Records are only accessible by qualified School personnel. Testing records as defined in this section are not included with the Student Records as defined in the previous section..

Test protocols may be destroyed after four (4) years have elapsed since test administration. These protocols may be retained indefinitely at the discretion of the School. Score summaries will be retained for seven (7) years past a student's exit, at which point they may be destroyed along with the Student Record.

STUDENT PROGRESS REPORTS, REPORT CARDS, AND CONFERENCES

Each quarter, a report card is completed for each child which includes information regarding strengths, strategies, areas of difficulty, and progress, in addition to letter grades for each subject for Middle and High School students. Copies of the report cards are sent to the parent(s)/guardian(s), the funding jurisdictions, and to other professionals as requested by the parents. Parents will be informed of students who are in danger of failing midway through each quarter via progress reports that will be sent home. Progress on IEP and PEP goals will also be sent home quarterly.

Parent conferences will be held in the fall and spring on scheduled days. If a parent would like to request a conference at another time, they should contact the appropriate Division Head.

IEP and PEP meetings are scheduled throughout the school year. Parents will be informed of the scheduled meeting date at least 10 days in advance.

GRADING POLICIES

Lower School

Lower School students do not receive letter grades. Quarterly progress in each subject area is presented through a non-graded checklist of competency marks, as well as a written narrative. Competency marks are as follows:

Consistently Evident / Progressing / Developing / Not Evident

Teachers must provide accommodations in accordance with each student's IEP or PEP. Accommodations do not change the learning goal/grade level standards for the student but do allow the student to participate in and demonstrate mastery of standards.

In grades 1, 2, 3, 4, and 5 teachers will write a narrative for each student in each content area that includes standards covered as well as student academic progress with a description of the level of independence or the degree of support or level of accommodation provided. In addition, teachers will include a statement regarding interventions/strategies used to address areas of need.

Middle School

Assignments will be worth a varying level of points depending on their length and complexity. For each weighted category the percentage will be determined by dividing points earned for the quarter by total possible points.

Homework – 10%

Classwork - 50%

Projects & Assessments - 40%

Student learning will be assessed through classwork assignments, project rubrics, as well as tests and quizzes. Classroom tests and quizzes will be given with accommodations approved in their IEP or PEP.

High School

The following **guidelines** are used to evaluate student performance in academic classes in the High School Program at Baltimore Lab School.

Classwork (40-50% – up to teacher discretion)

In-class assignments and formative assessments (e.g., quizzes, warm-ups, participation, etc.) measure the student's understanding of daily lesson objectives. They are informal in nature and depending on the activity can be accomplished independently, with teacher assistance, or in collaboration with fellow students. Student participation in class activities is therefore vital to measuring their comprehension. Extensive absences greatly impact a student's classwork grade.

Assessments (40-50% – up to teacher discretion)

Assessment measures are more formal and can include tests, projects, presentations, essays, etc. Baltimore Lab School strives to give students options to demonstrate their understanding in creative ways which suit their learning styles and preferences.

Homework (10-20% – up to teacher discretion)

Homework assignments can serve to review daily lesson objectives, to provide on-going practice for fundamental skills, or as a preview of future skills and concepts. Regular homework assignments can vary by class or by student in order to accommodate individual needs.

Achievement Scale

Achievement Scale	
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
E	59 and Below (Fail)
F	Failed
P	Passed
I	Incomplete
NA	Not Applicable

* Our grading scale does not include an A+.

PLAGIARISM AND CHEATING

Attempting to represent another's academic work as your own is characterized as plagiarism. Allowing another student to copy and turn in your work is also a serious offense. Cheating includes but is not limited to looking at another's work in a quiz/test, copying homework, labs, essays or written papers or submitting information cut and pasted from the web into your own assignments. Instances of cheating or plagiarism may result in but are not limited to receiving a failing grade, being asked to redo the assignment, doing additional work, suspension or expulsion. All incidents will be reported to the administration for review.

HOMEWORK POLICY

Homework is individualized according to a child's needs and abilities. Part of the homework assignment is remembering to bring it home, and to complete and return the assignment as part of fostering the development of executive function skills. Our goal is for students to do their homework entirely by themselves. In the event that the assigned homework is causing undue stress, please contact your child's teacher to discuss an alternative assignment or plan.

TECHNOLOGY ACCEPTABLE USE POLICY (TAUP)

Students are expected to follow the terms and conditions of the Technology Acceptable Use Agreement. This agreement must be signed and returned to school prior to the first day of school as part of the Enrollment or Re-enrollment Packet. Student electronic devices will be distributed once the signed TAUP is returned to school.

GRADUATION REQUIREMENTS

In accordance with COMAR regulations 13A.09.10.16A(1) and 13A.03.02, Baltimore Lab School students shall meet specific requirements regarding enrollment, credit, state assessments (if publicly funded), and student service for the issuance of a high school diploma.

Enrollment

The student shall successfully complete 4 years of approved study beyond the eighth grade unless one of the alternatives in COMAR Regulation 13A.03.02.10 or 13A.03.02.11 is satisfied. Each school year shall feature a ten month program consisting of 180 scheduled school days, for which the student is required to maintain a satisfactory rate of attendance.

Credit

To be awarded a diploma, the student shall have earned a minimum of 22 credits that include the specified core credits outlined in COMAR regulation 13A.03.02.03 as well as any additional requirements set forth by the local funding jurisdiction as applicable. In accordance with COMAR 13A.09.10.16B, Baltimore Lab School defines a unit of credit as instruction provided in a particular course for a minimum of 120 clock hours, or fraction of 120 clock hours for a partial unit of credit, and student completion of the minimum of 60 percent of the curricular objectives at a minimum grade of 60 percent or D to earn the unit of credit or partial unit of credit.

State Assessments (for publicly funded students)

In accordance with COMAR regulation 13A.03.02.06, students who are publicly funded shall take all required high school state assessments after the student has completed the required course, and meet minimum requirements set forth by the state.

Service Learning

Baltimore Lab School emphasizes social awareness as a key component in the personal growth of its students. As such, Baltimore Lab School students shall complete 75 hours of student service set forth by COMAR Regulation 13A.03.02.05. The scope of service learning hours shall encompass activities involving preparation, action, and reflection. Students may begin to satisfy this requirement during middle school.

STUDENT HEALTH AND WELLNESS

HEALTH SERVICES

The purpose of BLS Health Services is to maintain, improve, and promote the health of the school-age child. The school employs a full-time school nurse who is available in the Health Suite Monday – Friday, 7:45-3:30 PM during our 10-month program. Summer hours are from 8:45 AM to 2:15 PM. Parents should feel free to contact the school nurse regarding the health concerns of their children.

BLS uses an online database called Magnus Health Student Medical Record, which hosts all student medical information. Some health data will be collected via web-based forms that can be filled out online. Other forms require a physician to complete; you may upload the completed forms to your child's record using the Magnus Health Student Medical Record portal.

Students who become ill at school and need to go home are required to be picked up by a parent/guardian or other designated pick-up person within 1 hour of a call from the nurse. Please have an emergency plan in place so that should you receive a sick call during the school day, your child can be picked up in a timely manner.

PROCEDURES FOR REPORTING HOSPITALIZATION

There are a variety of reasons why a Baltimore Lab School student might need to be hospitalized (psychiatric and/or medical). In order to maximize the benefits of hospitalization and to facilitate a successful re-entry to Baltimore Lab School, we have developed this set of guidelines for parents and hospital personnel.

While a student is hospitalized:

It is essential that the hospital treatment team and/or parent establish and maintain regular contact with Baltimore Lab School staff throughout the student's inpatient stay. The Education Director and/or a Division Head from Baltimore Lab School will work with the treatment team and/or parent to ensure schoolwork and/or educational programming continues so that the student may keep up with his/her studies.

If the student who is hospitalized is funded by the Local School System (LSS), and the parents anticipate the hospitalization to approach or exceed 10 school days, the Division Head will confer with the Education Director to determine when the LSS should be notified. Once the LSS is notified, an IEP meeting will be scheduled in order to discuss the possible necessity for Home and Hospital services in order to ensure the child's academic needs are being met during their hospitalization.

Transitioning back into Baltimore Lab School:

If a student is returning to Baltimore Lab, it is necessary for Baltimore Lab School staff (Division Head and Education Director) to be notified. The Baltimore Lab School staff will decide on a reentry plan.

If a staff member perceives that a student is a threat to himself or others, Baltimore Lab School reserves the right to require the student to be seen by an outside professional BEFORE returning to school. The student will be marked absent during their time out of school.

SCHOOL COMMUNITY AND COMMUNICATION

SCHOOL COMMUNITY

We are thrilled that you have chosen Baltimore Lab School for your child. We look forward to working together with you.

We believe that a positive and constructive relationship between our School and the student's parent(s)/guardian(s) or other adults interacting with our school community by virtue of their relationship with the Student is essential to the mission of the school.

We ask that parents check in at the Front Desk when visiting the School. Parents are not permitted to visit the classrooms when School is in session in order to maintain the integrity of instructional flow and ensure student privacy; however, there are events during the year when parents are invited to visit the school and view student work. If a child is leaving before the end of the school day, parents must sign their child out at the front desk and then wait in the front lobby for their child to be dismissed. If lunch and/or other materials are being dropped off, they should be left with the Front Desk, who will make sure that the child receives them.

Through student IEP/PEP meetings and parent conferences, parents will have the opportunity to discuss their child's strengths, talents, and areas of need. Back-to-School Night is another opportunity to get to know the faculty working with our students. Additionally, parents will be contacted periodically throughout the school year by their child's Educational Advisor to ensure that any questions or concerns are being addressed.

We also invite parents to participate in the informational sessions, special events, and celebrations at our school. Parent events, which focus on issues of interest to parents regarding learning differences, ADHD, and related topics, are provided at no cost. Performances, Grandparents and Friends' Day, and other events are additional opportunities for parents to spend time at the school.

We recognize and appreciate the role that parents play in the schooling of their children. We believe that a partnership between parents and the school is vital and we invite parents to fully engage with us. Parents are welcome to email or contact their child's teacher, Educational Advisor, Related Service Provider, Case Manager, Division Head, the Education Director, or the Head of School.

Unfortunately, circumstances may occasionally require the Head of School to conclude that the actions of the parent(s)/guardian(s) (or other adults interacting with the School or its community by virtue of their relationship with the student) impede the school's ability to meet its educational objectives or make a positive or constructive relationship impossible. In those unlikely circumstances, the School reserves the right to dismiss the student.

PARTIES/CELEBRATIONS

We welcome families to send in some form of pre-packaged store bought treats with clearly listed ingredients for the whole class on or near the child's birthday.

Please do not distribute party invitations at school; we encourage parents to be sensitive to the hurt feelings that often result when a student is excluded. Also, please hold parties on weekends if possible. If a party will be held after school, we ask that guest children not bring birthday presents to school.

SCHOOL COMMUNICATION

Communication with Faculty

We encourage open and direct communication with teachers and service providers but ask that you respect the time needed for preparation and reporting for the comprehensive level of instruction and support provided at the School. The School provides a faculty/staff directory on our website at www.baltimorelabschool.org. You will find titles, photos, and contact information for the members of our staff. We are very pleased to provide this but ask that you use this information judiciously when considering contacting your child's teachers and related service providers.

Phone Calls: Teachers have phones in their rooms; however, phones will only be used during non-instructional hours. Please feel free to leave voicemail messages. Teachers will typically return calls within two school days.

E-mails: When emailing a teacher, please copy the Head of your child's division. Teachers will be asked to copy Division Heads in their responses to parents. It is important for the Division Head to have a comprehensive picture of what is happening with each student.

Drop off, pick up, lunch, and transportation issues should be directed to the front desk.

Schedules and other administrative issues should be directed to the Division Head, who may direct parents to a specific colleague for assistance.

Communication with Parents/Guardians in Dual Households

The purpose of this policy is to ensure consistent, transparent, and equitable communication with parents/guardians in dual households, including divorced or separated families. Consistent communication supports student success and reduces misunderstandings by ensuring all legally entitled parties receive the same information.

The school is committed to providing consistent and accurate information to both parents/guardians in dual households when both have legal rights to educational information. To support this commitment, the school will include **both parents/guardians on all school-related communications** unless a legal document explicitly restricts communication with one parent.

This policy applies to all school personnel and covers all forms of communication, including but not limited to:

- Academic updates and progress reports
- Attendance notifications
- Behavioral concerns and disciplinary actions
- IEP, PEP, or other student support meetings and documentation
- School events, activities, and general announcements
- Health and safety notifications related to the student

Communication Procedures

1. Equal Inclusion

- Both parents/guardians with legal educational rights will be included on all communications to ensure consistent information and messaging.
- Communications will be sent simultaneously whenever possible.

2. Email and Direct Parent Communication

- When one parent/guardian initiates communication with the school (e.g., via email or messaging platform), **the other parent/guardian will be included on the school's response** if they are not already copied, provided both parents have legal rights to educational information.
- School staff are responsible for ensuring that responses include both parents/guardians to maintain transparency and consistency.
- Parents/guardians are encouraged, but not required, to include the other parent/guardian on all communications.

3. Primary and Secondary Contacts

- If a primary contact is designated in school records, this designation is for logistical purposes only and does not limit the school's obligation to communicate with the other parent/guardian.

4. Documentation and Contact Information

- Parents/guardians are responsible for providing and updating accurate contact information.
- The school will use the contact details provided in the student information system.

5. Meetings and Conferences

- Both parents/guardians will be invited to meetings related to the student unless legally prohibited.
- Separate meetings may be scheduled if necessary to maintain a respectful and productive environment.

Legal Considerations

- The school will comply with all applicable federal and state laws, including FERPA.
- If a court order, custody agreement, or legal document restricts communication with one parent/guardian, the school must receive a copy of the official documentation to adjust communication practices accordingly.
- In the absence of such documentation, the school will presume equal rights to educational information.

Limitations

- School staff will not act as intermediaries for communication between parents/guardians.
- School communications will remain student-centric to support our commitment to student success.
- The school will not modify communication practices based on parental requests unless supported by legal documentation.

This policy will be reviewed periodically to ensure compliance with legal requirements and best practices in family communication.

Parent/Student Directory

The School provides an online Parent/Student Directory as part of its website. It is behind a password-protected area of the site and not observable to anyone outside the School community. You have the right and ability to make changes and updates to your directory listing, which will serve us all in keeping things current. Parents have several options during that process to “opt out” of listing your information in the directory, as required by The Family Educational Rights and Privacy Act (FERPA). Although you have the right to do so, we hope that you will choose not to, as having minimal communication information available to staff and other parents is crucial to our ability to communicate effectively with each other. The site also provides an option for you to print a copy of the full parent/student directory for your use.

BALTIMORE LAB SCHOOL WEBSITE AND SOCIAL MEDIA

baltimorelabschool.org provides a wide variety of community information and convenient ways to communicate with the School, such as:

- academic and athletics calendars;
- the latest news about what is taking place at Baltimore Lab;
- health services;
- a mobile version of the site, viewable on smartphones or tablets.

All parents and students can sign in to the private side of the website, where they have access to:

- the student’s schedule and academic resources;
- an online directory of students, faculty, staff, and parents;
- electronic methods for updating personal contact information, and returning school forms;
- Furthermore, every parent is provided access to a secure parent portal called ParentsWeb where they are able to access: attendance reports, quarterly report cards, tuition and incidental billing through FACTS.

Additional ways to keep up to date with what’s going on at BLS is through our social media platforms such as Facebook and Instagram

ADDITIONAL PROGRAMMING

RELATED SERVICES

Baltimore Lab School offers on-site clinical and related services, delivered individually, in small groups, in an integrated model within classrooms, and through consultation with teachers. Our full-time, on-site specialists offer reading intervention, speech language therapy, occupational therapy, and counseling services. Please contact BLS Educational Services, or your student’s Division Head, if you are interested in your child receiving related services.

ATHLETICS

Updated and accurate information regarding our School athletic program can be found at baltimorelabschool.org/athletics.

All participants are expected to adhere to the Athletic Code of Conduct, which is distributed to students each year.

AFTER SCHOOL PROGRAMS

Baltimore Lab School offers a variety of after school programs. These programs are not included in the tuition and are an additional fee.

After Care (Dragon Club)

After school care is open to all students. The program runs on regularly scheduled school days from 3:30-5:30 PM on Monday, Tuesday, Thursday, and Friday, and 12:30 to 5:30 PM on Wednesdays. Students are given time to start their homework, play board games, watch movies, do arts and crafts, and play outside.

After School Clubs

Baltimore Lab School offers a variety of after school clubs throughout the school year. Clubs are driven by student and faculty interests. Parents will receive communication by mid-September with information regarding registration for after school clubs.

Adventure-based Learning Experiences

Swimming Adventures - held at the Y in Waverly (Weinberg) on 33rd St.

Rock Climbing - held at climbing facilities in Hampden and Timonium.

All registrations for AfterCare and other After School Activities can be found at baltimorelabschool.org/student-life/after-school. There you will find more information as well as the contact persons for each activity. Links to the registration forms can be found in the menu on the right hand side. All pricing information can be found on the registration forms.

SUMMER PROGRAM

Baltimore Lab School offers a Summer Program for every age group, which also meets the requirements for an Extended School Year (ESY) program for students funded by the LSS. Baltimore Lab School's summer program is designed to help students discover their strengths, exercise their creativity, overcome academic difficulties, and prepare for the school year ahead. The curriculum varies from year to year.

In addition, specialized summer programs are sometimes offered by our Related Services providers.

SAFETY

EMERGENCY PLAN

The School has a very comprehensive Emergency Plan. In the event of a local or national emergency, information regarding the operating status of the School will be communicated through the phone, text, and email system and if possible on our website at baltimorelabschool.org.

EMERGENCY CONTACT INFORMATION

Parents are asked to update their Emergency Contact Form, which is available on the School's website in the Family Portal section. We ask parents to update this information whenever changes are made to addresses, phone numbers, or email contacts. We also ask parents to notify the School when they will be away from home on business trips and to identify a local adult for emergency contacts. Rapid personal contact is essential in an emergency or urgent situation. Also, if a student has or develops a need for special attention during emergencies, please notify the School.

INCLEMENT WEATHER POLICY

In case of inclement weather, the School will decide by 5:30 a.m. if there is a change to regular operating hours. As soon as this decision is made, the following steps will be taken:

- The FACTS Parent Alert System (BTM-MD) will text every family and report operating status.
- WBAL-TV will be notified.

A special note for families whose students who receive transportation services through the local school system (LSS)

- If your local school system is closed due to inclement weather, or if your local school system normally transports students through a county with closed schools, your local school system will not transport students to our school.
- In case of a delayed opening or early dismissal due to inclement weather, check with your individual local school system office regarding their policies.

BLS builds "inclement weather days" into the school calendar, however excessive closures may require further adjustments. To ensure BLS meets the required number of instructional days mandated by the Maryland State Department of Education (MSDE), the school reserves the right to modify the academic calendar in response to emergency closures or inclement weather. Please be advised of the following:

- In the event of a high number of closures, BLS may submit a request to MSDE to open schools on a previously scheduled holiday.
- Staff and parents will be notified of such "last-minute" adjustments as soon as approval is granted by the MSDE.
- We remain committed to coordinating with our respective Local School Systems to ensure transportation and services are aligned during these calendar shifts.

MANDATORY REPORTING OF SUSPECTED ABUSE OR NEGLECT

Applicable state and local laws require School staff members to report the suspicion of physical abuse, sexual abuse, or neglect of a child. Staff members who do not comply with these requirements face legal penalties.

School staff will make reports as required by applicable law. The applicable laws do not give a staff member with suspicion any legal alternative except to make a report to the proper authorities for appropriate review and investigation, in accordance with the School's Policy on Reporting Suspected Abuse or Neglect. A staff member with such suspicions does not have the authority to review and investigate the suspicions to rule out the possibility of physical abuse, sexual abuse, or child neglect. Please refer to the specific reporting procedures described in the School's Policy on Reporting Suspected Abuse or Neglect.

BULLYING, HARASSMENT, OR INTIMIDATION

Baltimore Lab School is an innovative learning community fostering scholarship, creativity, and social emotional growth in students. The foundation of our school's culture is built on the common values of showing kindness to others by being respectful, being responsible and being safe. Through the implementation of Positive Behavioral Interventions and Supports (PBIS), Trauma Informed Care, and Social Thinking methodologies we will sustain a positive learning environment in which all students can succeed academically, socially, and emotionally. Our programming and direct instruction in grades 1-12 include opportunities for students to engage in instruction in identifying and understanding difficult social interactions before they occur. Instruction is centered on the following skills:

- Improved social understanding in the area of perspective taking, self-awareness, self-regulation, critical thinking, social problem solving, play skills, ability to learn and work in a group, and organizational skills development and practice.
- Speech and language skills
- Self-advocacy skills
- Self-awareness and strength-building skills

We are a community that is committed to making our school a safe and caring place for all students and staff. We prohibit harassment against students in school, including harassment based on real or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression) and sex, and to prohibit discrimination based on these same characteristics. We will treat each other with respect, and we will refuse to tolerate bullying in any form.

Baltimore Lab School follows [MSDE's policy](#) regarding bullying, harassment, and intimidation, which includes a reporting form that can be filled out by the students, a staff member, or a parent. Staff and students are informed annually of the procedures to address incidents of bullying, harassment, and intimidation.

Definitions:

Bullying: exposing a student to intentional negative actions on the part of one or more other students which adversely affect the victim's ability to participate in or benefit from the school's educational programs or activities.

CyberBullying: means a communication transmitted by means of an electronic device and includes the use of social media sites. Cyberbullying shall include any future applications that fall under "electronic communication".

Harassment: perceived or actual experiences of discomfort with identity issues in regard to race, color, national origin, gender, disability, sexual orientation, religion, or other identifying characteristics by a student which adversely affects that student's ability to participate in or benefit from the school's educational programs or activities.

Intimidation: subjection of a student to intentional action that seriously threatens and induces a sense of fear and/or inferiority which adversely affects that student's ability to participate in or benefit from the school's educational program or activities.

Verbal Abuse: the use of words to cause harm to the person being spoken to. Verbal abuse may consist of shouting, insulting, intimidating, threatening, shaming, demeaning, or derogatory language, among other forms of communication.

Sexual Harassment: the broader term that encompasses conduct of a sexual nature such as unwelcomed sexual advances, requests for sexual favors, and other verbal or physical contact of a sexual nature. Sexual harassment also includes acts that are not overtly sexual but rather are directed at individuals based on their gender such as profanity or rude behavior that is gender-specific.

If it is determined that a member of our community has engaged in harassment of any form, including but not limited to bullying, cyberbullying, harassment, sexual harassment, verbal abuse, or intimidation, that member may face consequences ranging from school suspension to expulsion. BLS strictly prohibits the disparagement of others based on race, color, national origin or ancestry, religion, creed, age, sex, sexual orientation, gender identity, marital status, military status, or ability.

Reporting Procedures for Instances of Bullying, Harassment, or Intimidation

If you believe your child or another student has been subjected to bullying, harassment, or intimidation of any kind, you should report the harassment to the student's Division Head using the MSDE Bullying, Harassment, or Intimidation form found at: <https://marylandpublicschools.org/about/Pages/DSFSS/SSSP/Bullying/index.aspx>

If you are uncomfortable making the report to the student's Division Head, you may make the report directly to the Head of School. Similarly, if you believe the student's Division Head has not adequately resolved the matter, you should bring the matter to the attention of the Head of School. The School is committed to taking all reasonable steps to prevent bullying, harassment, or intimidation, and will make every reasonable effort to promptly and completely address and correct any such conduct that may occur. However, the School cannot take prompt and effective remedial action unless each member of our community assumes the responsibility of reporting such incidents to an appropriate School employee. Each report of bullying, harassment, or intimidation will be investigated promptly and impartially.

POLICY AGAINST SMOKING, VAPING, AND TOBACCO USE

The School is a smoke-free, nicotine-free, and tobacco-free environment. No smoking, vaping, or tobacco use in any form (including but not limited to tobacco products, smoke-related devices, imitation tobacco products, lighters, vaporizers, electronic cigarettes, and other electronic nicotine delivery systems are prohibited) is allowed on School property or at the entrances or exits to the School. There is no smoking, vaping or tobacco use allowed on School field trips or events. Off-campus smoking, vaping or tobacco use during the School day at local establishments and/or around nearby schools is prohibited. Students are representatives of the School and are expected to promote a positive reputation for the School. Abuse of this policy may lead to serious consequences, including but not limited to suspension.

ITEMS NOT ALLOWED AT SCHOOL

Please see the Student Code of Conduct for more details.

The following items are NOT allowed at School:

- alcohol, tobacco, nicotine products, or any other illegal or controlled substances including inhalants

- any sort of weapon or incendiary (**play** and/or **real** guns, knives, or war-like objects, etc)
- threatening or sexually explicit behavior, speech, literature, videos, recordings, emails, text and/or voice messages
- pets and skateboards

Abuse of these rules will result in serious consequences which may include, but are not limited to, a parent meeting, police involvement, suspension or expulsion.

Valuables

Under no circumstances will the School be held responsible for items that are brought to school from home. We discourage bringing money or valuables except when appropriate for a specific School activity.

INSPECTION

In the interest of preventing and investigating potential violations of School policies and preserving a safe and healthy School environment, the School reserves the right (given probable cause) to inspect lockers, desks, electronic systems, and other facilities provided by the School for student use. Baltimore Lab School further reserves the right (given probable cause) to inspect student handbags, backpacks, vehicles, and other items brought on campus or to school-related, off-campus events. Accordingly, students should not have an expectation of privacy with respect to material brought to campus or school-related events. The School may confiscate material that it reasonably believes may be in violation of School policies or rules, pose a danger to the student in possession or others, or violates the law. Students responsible for the presence of such material will be subject to the School's disciplinary procedures and may be reported to appropriate legal authorities.

FOOTWEAR FOR PHYSICAL EDUCATION AND OUTSIDE PLAY

We urge parents/guardians to encourage students to wear safe and protective shoes. Students who vigorously run in the gym, play outside and scramble up play structures require good traction, support and protection from rocks, branches, and other protruding objects. Transitions include travel through hallways, up and down stairwells, between outer buildings with sometimes wet pavement. Classroom chairs, desks, or studio equipment can cause injury to the unprotected foot. Flip flops and open toe sandals protect the toes from neither force nor materials, and they are a frequent reason for injured toes and ankles. We encourage students to wear footwear that is safe and comfortable.

ASBESTOS MANAGEMENT PLAN

In October 1986, the U.S. Congress enacted the Asbestos Hazard Emergency Response Act (AHERA). Under this law, comprehensive regulations were developed to address asbestos problems in public and private elementary and secondary schools. These regulations require most schools to inspect for friable and non-friable asbestos, develop asbestos management plans that address asbestos hazards in school buildings and implement response actions in a timely manner.

These regulations assign schools many responsibilities. Our program for fulfilling these responsibilities is outlined in our Asbestos Management Plan. This plan contains information on our inspections, re-inspections, response activities, including periodic surveillance activities that are planned or in progress. You can review this plan during normal business hours without cost or restriction. If you have any questions about the BLS Asbestos Management Plan, please contact the Business Office at 410-261-5500.

PAYMENT FOR SERVICES

The School has engaged FACTS to invoice and collect all payments online for tuition, clinical, and outpatient services at the School. Additionally, we add after school, transportation, sports, and ancillary charges to the same invoice to parents. More information on the specifics of payment options can be found on the School's website.

OVERDUE BALANCES

At the School, we strive to be the best stewards of the tuition, fee and giving dollars you invest here. To that end, it is critical that we spend less staff time collecting outstanding debts to the school. We know you would rather we invest in classroom resources than in administrative staff to follow up on past due balances. FACTS charges a \$25 late fee on each overdue invoice.

Students with an outstanding balance may not commence classes in the fall or return to class after the winter or spring breaks. Further, the School will not be able to provide related services or after school classes to students with those balances outstanding.

Thank you for joining us in the effort to apply our dollars to the students we serve.

Please do not hesitate to contact the School's Director of Finance and Operations if we can answer questions or be of assistance to you.

STUDENT BEHAVIOR

BEHAVIOR MANAGEMENT GUIDELINES, POLICIES, AND PROCEDURES

In addition to the information in this section, BLS maintains a manual that outlines the behavior management policies and procedures of Baltimore Lab School, which also clarifies expectations, and defines the roles and responsibilities of staff and students. Annually, this document is reviewed and updated, and is provided to the placing Local School System (LSS) and Baltimore Lab School families.

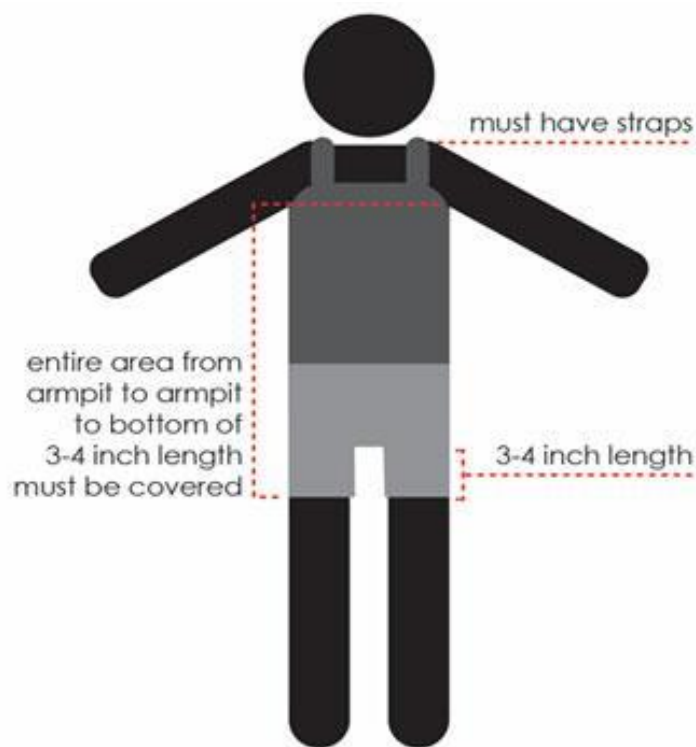
STUDENT DRESS CODE

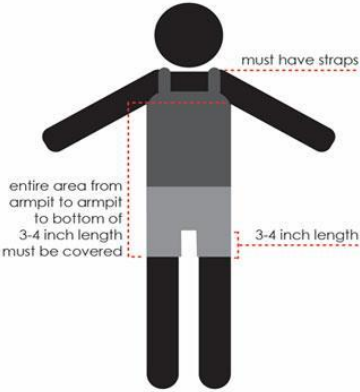
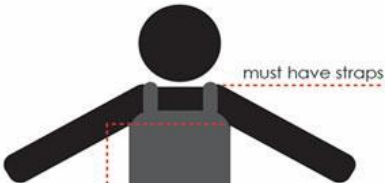
Baltimore Lab School respects students' rights to express themselves in the way they dress. All students who attend Baltimore Lab School are also expected to respect the school community by dressing appropriately for a K-12 educational environment. Student attire should facilitate participation in learning, as well as the health and safety of themselves and others. This policy is intended to provide guidance for students, staff, and parents.

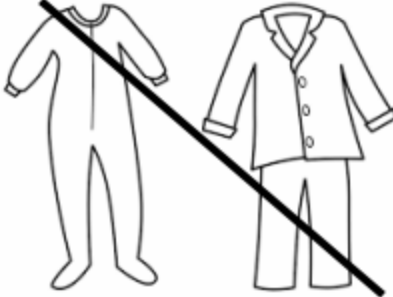
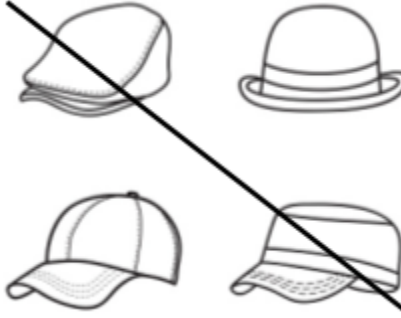
If student attire does not meet the minimum requirements outlined in the chart below a student will be addressed by school staff and required to adhere to the dress code. Parents will be called if appropriate clothing is not available or the student refuses dress-code appropriate clothing.

This dress code is recognized as an evolving policy and may be adjusted at any time.

This graphic is referred to in the chart below, outlining dress code requirements.



Student attire should meet the following minimum requirements:	Clarification
1. Clothing must cover areas from one armpit across to the other armpit 2. Clothing must also cover areas from the shoulders down to approximately 3 to 4 inches in length on the upper thighs. 2a. Rips or tears in clothing should be below the 3 to 4 inch mark on the diagram.	<i>Please see the larger graphic below.</i> 
3. Shoulders must be covered by at least 2 inches of fabric	
4. Clothing cannot be see through. Clothing should be opaque.	<i>Transparent</i>  <i>Translucent</i>  <i>Opaque</i> 
5. Shoes must be worn at all times and should be safe for the school environment. 5a. No slippers	<i>Examples:</i> 

6. Pajamas should not be worn, except for school activities approved by the division head.	
7. Headgear including hats and hoods should not be worn inside the school building except for religious or medical reasons or for division approved school activities.	
8. Clothing and/or tattoos may not depict, imply, advertise, or advocate illegal, violent, or lewd conduct, weapons, or the use of alcohol, tobacco, marijuana or other controlled substances.	
9. Clothing and/or tattoos may not depict or imply pornography, nudity, or sexual acts.	
10. Clothing and/or tattoos may not display or imply vulgar, discriminatory, or obscene language or images.	
11. Clothing and/or tattoos may not state, imply, or depict hate speech/imagery targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected classification.	
12. Clothing, accessories, and/or tattoos that endanger student or staff safety may not be worn.	

**Any tattoos that do not conform with the above criteria must be covered at all times.*

STUDENT CONDUCT POLICY

To help provide a positive, productive, and safe learning environment, the School has established a Code of Conduct for all of its students to follow, with the support of their parents/guardians. While the School cannot anticipate and list every example of impermissible conduct or every example of expected appropriate conduct, the School intends for the Code of Conduct to help students and their parents/guardians understand the general parameters of student conduct. **The full Code of Conduct is included at the end of this handbook and must be signed by each student and their parent(s) and returned to school through your Enrollment/Re-enrollment Packet.**

The conduct of students may reflect on the School, regardless of whether it occurs during School hours, on School property, or at School-related events. Accordingly, students and parents should understand that there may be School disciplinary consequences for violations of School rules, behavior that is not consistent with the mission and philosophy of the School, or violations of local, state or federal laws, regardless of whether the activity takes place outside of the School or outside of school hours. This includes student behavior on the internet, such as, but not limited to, email, instant messages, blogs and social networking websites, text messages, and communications via telephone or other method.

CODE OF CONDUCT

Students of Baltimore Lab School are representatives of our school. Our actions at school, as well as outside of school, reflect on the entire community. Students are expected to **SOAR** - **S**how kindness, be **O**rganized, **A**ccept feedback, and be **R**eady to learn - at all times.

The Student Code of Conduct will be reviewed quarterly in advisory classes in order to clarify school-wide expectations for each student. Students and parents will sign the Student Code of Conduct at the beginning of each school year to verify that they have received the document and are in agreement with the guidelines. Violations may result in detention, parent/teacher/administrative conferences, the loss of school privileges, parent contact or student suspension.

Behaviors that do not meet our SOAR expectations include...

- destroying property.
- writing on walls, furniture, or books.
- leaving trash around or littering.
- damaging or taking others' things without their permission.
- disrupting the education of others
- threatening the safety of others.
- being physically or verbally aggressive.
- teasing and/or being rude to others.
- spreading rumors and gossip.
- ignoring directions.
- bullying, intimidating, or harassing other students.
- swearing.
- running in the halls or stairwells.
- leaving the designated area without permission or not reporting to a designated location.
- using the phone or texting without permission from a staff member .
- violating the Technology Acceptable Use Policy.
- insubordination, non-compliance or talking back to teachers.
- wearing hats, hoods, visors, or sunglasses indoors.
- invading the personal space of others, including inappropriate/unwanted touching.
- making a public display of affection, including kissing.

I understand that...

- personal electronic devices should not be brought to school without prior approval from a teacher or school official.
- **if I need to bring my cell phone to school for use before or after entering the school building, I need to keep my cell phone turned off (silenced) and out of sight until I leave the building.** *Cell phones are not to be visible or turned on in the classroom during the school day. Cell phone usage disrupts the classroom and the school environment. Phones may be taken by a school official and returned to parents.*
- personal vehicles should not be parked on school property without prior approval from the Head of School
- pets and skateboards should not be brought to school.

I will respect the school dress code listed in the Parent/Student Handbook. In summary, the Student Dress Code states that the following items are unacceptable in school and during school events:

clothing and/or tattoos with references to drugs, illegal substances, violence and hate; low rise pants that expose skin and/or another article of clothing under the pants; hats and hoods; tank tops, spaghetti straps and halter tops; see-through clothing; short skirts and shorts (length should reach the bottom of the fingertips when arms are hanging straight down); pajamas; clothing that is too tight or too loose; and other attire deemed extreme or inappropriate by administration

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(Parents may also be responsible for retrieving their child from school or a school sponsored trip/activity/event at their own expense.)

- threatening and/or abusive language or actions to self and others.
- physical aggression towards others (hitting, kicking, spitting, fighting, etc)
- leaving the direct supervision of school staff without permission or not reporting to a designated location during school hours and/ or during school sponsored trips/events/activities.
- entering school grounds before or after school hours without permission.
- bringing/using/distributing alcohol, tobacco, nicotine products, or any other illegal or controlled substances including inhalants onto school grounds or to school sponsored trips/events/activities.
- being on school grounds and/or attending school sponsored events under the influence of an illegal substance.
- bringing/using/distributing energy drinks or supplements that have not been prescribed by a doctor or approved by parents and administration.
- bringing or creating any sort of weapon (**play** and/or **real** guns, knives, or war-like objects, etc) onto school grounds or to school sponsored trips/events/activities.
- theft of any kind.
- persistent behaviors negatively affecting the school environment or the education of self or other.
- harassment of students or staff.
- threatening or sexually explicit behavior, speech, literature, videos, recordings, emails, text and/or voice messages.
- violating the Technology Acceptable Use Policy.
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DISCIPLINE AND CONSEQUENCES

Consequence for failure to comply with the rules of conduct set forth in this handbook is determined on an individual basis. Such actions may include, but are not limited to the actions listed below, as well as letters of warning or reprimand, probation with terms and conditions. While the School may elect to apply these actions in succession, the School is not required to do so and has discretion to determine the appropriate action for the particular circumstance:

1. An IN-SCHOOL SUSPENSION may be appropriate for certain behaviors. Students and parents speak with administrators to address the issue, and then the student will be monitored as he/she completes schoolwork.
2. In some situations, a student may face SUSPENSION from School due to a violation of the student Code of Conduct. The student's parent(s) or guardian will receive a call from the Division Head, requesting that they participate in a suspension conference either by phone or in person and then take the student home.

Suspension may also be used to give students time for reflection and also give the school time to plan with and prepare teachers and staff on using strategies that may support a student's successful re-entry into school. This is a therapeutic suspension.

- a. The suspension conference will include the student, when appropriate, the parent/s or guardian, the Division Head and any other appropriate School staff members. The conference will include:
 - Notice of grounds for suspension
 - An explanation of the facts and/or evidence upon which the School has determined that the student is subject to suspension
 - When appropriate, an opportunity for the student to present his/her version of the facts or explain the situation upon which the suspension is based.
 - b. The School shall make available all class-work assignments to the student during the period of the suspension.
 - c. The length of the suspension shall be at the discretion of the School. If the student is placed and funded by the LEA and has one or more suspensions that constitute 10 school days, the Division Head will send written notice to the LEA. At that point, for LEA funded students, a Manifestation IEP meeting will be held to determine if the reason for the removal was a manifestation of the student's disability. A revision of the student's IEP goals and objectives may be necessary as an outcome of the meeting.
 - d. The students and the parent/s or guardian must attend a re-entry conference with the Division Head and any appropriate School staff member before being permitted to return to School.
 - e. If behavior becomes so problematic that the School recommends a change in placement for a funded student, the Division Head will notify the LEA in writing 60 days prior to a student's proposed change in placement. An IEP meeting will be scheduled with the student, the parent/s or guardian, the Education Director and the LEA to discuss the needs of the student and reasons for the proposed change of placement. The School will maintain the student's placement during mediation, due process proceedings, or until an approved placement is found.
3. In the unusual case where the School expels a student for engagement in criminal activity, disruptive or dangerous behavior to himself/herself or others, or other inappropriate behaviors in the sole discretion of the School, the Division Head will call an emergency meeting, which will include the student when appropriate, the parent/s or guardian, the Division Head, the Head of School or a designee, any appropriate Baltimore Lab School staff, and a representative of the LEA if the student is funded.

4. If a student is suspended or expelled, the Division Head or a designee will promptly notify all the members of the academic team working with that student, including related service providers. Documentation of suspension, expulsion or other disciplinary actions will be included in a student's record.

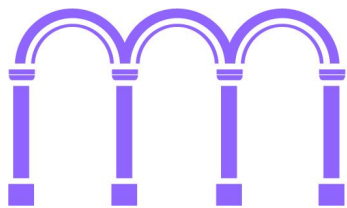
SUSPENSION

Types of suspension:

- In-school suspension - may be appropriate for certain behaviors. Students and parents speak with administrators to address the issue, and then the student will be monitored as he/she completes schoolwork.
- Out of school suspension
- Out of school therapeutic suspension:
 - This type of suspension may be implemented when a student is at risk for harming themselves or others, as well as other threatening or unsafe behaviors
 - Therapeutic suspension may also be used to give students time for reflection and/or to give the school time to plan with and prepare teachers and staff on using strategies that may support a student's successful re-entry into school.
 - Therapeutic suspensions also have contingencies such as:
 - a request for a psychological evaluation
 - signed consent for communication with the outside provider
 - documentation from an outside provider before returning to school

Prior to returning to school, an intake meeting will be held with the parent, the student, and an administrator.

Additional information regarding the suspension policy is located in the Baltimore Lab School Behavior Management Guidelines and Procedures.



STUDENT CODE OF CONDUCT PARENT/STUDENT AGREEMENT

Students of Baltimore Lab School are representatives of our school. Our actions at school, as well as outside of school, reflect on the entire community. Students are expected to **SOAR** - **S**how kindness, be **O**rganized, **A**cept feedback, and be **R**eady to learn - at all times.

The Student Code of Conduct will be reviewed quarterly in advisory classes in order to clarify school-wide expectations for each student. Students and parents will sign the Student Code of Conduct at the beginning of each school year to verify that they have received the document and are in agreement with the guidelines. Violations may result in detention, parent/teacher/administrative conferences, the loss of school privileges, and/or parent contact or student suspension.

Behaviors that do not meet our SOAR expectations include...

- destroying property
- writing on walls, furniture, or books
- leaving trash around or littering
- damaging or taking others' things without their permission
- disrupting the education of others
- threatening the safety of others
- being physically or verbally aggressive
- teasing and/or being rude to others
- spreading rumors and gossip
- ignoring directions
- bullying, intimidating, or harassing other students
- swearing
- running in the halls or stairwells
- leaving the designated area without permission or not reporting to a designated location.
- using the phone or texting without permission from a staff member
- violating the Technology Acceptable Use Policy
- insubordination, non-compliance or talking back to teachers
- wearing hats, hoods, visors, or sunglasses indoors
- invading the personal space of others, including inappropriate/unwanted touching
- making a public display of affection, including kissing

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By signing below, I acknowledge that I have received and reviewed the Student Code of Conduct and agree to follow all school wide expectations of the Baltimore Lab School.

Parent and student are to sign this form and return it to the Division Head

Student printed name: _____ **Grade:** _____

Student signature: _____ **Date:** _____

Parent signature: _____ **Date:** _____