

Edith Bowen Laboratory School

Student/Parent Handbook



CONTACT INFORMATION

Main Office: (435) 797-3085

Website: www.edithbowen.usu.edu

Fax: (435) 797-3668

Address: 6700 Old Main Hill, Logan, UT 84322-6700

Director	Nate Justis	(435) 797-3088	nate.justis@usu.edu
Assistant Principal	Laura Reina	(435) 797-3528	laura.reina@usu.edu
Business Manager	Jennifer Barton	(435) 797-3081	jennifer.barton@usu.edu
Administrative Assistant & Registrar	Carolina Harward	(435) 797-3088	carolina.harward@usu.edu
Administrative Assistant	Melodie Weston	(435) 797-0908	melodie.weston@usu.edu
School Counselor	Clint Farmer	(435) 797-8154	clint.farmer@usu.edu
Technology/Exp Learning	Eric Newell	(435) 797-5793	eric.newell@usu.edu
Moore Library	Rachel Linton	(435) 797-3093	rachel.linton@usu.edu

*To contact a classroom teacher, humanities teachers, or for the cafeteria, please contact the main office first. They will then transfer your call or pass your message on.

CONTACT INFORMATION	2
INTRODUCTION	6
HISTORY OF EDITH BOWEN LABORATORY SCHOOL	7
PHILOSOPHY	8
Vision	8
Mission	8
Discrimination Prohibited Statement	8
EBLS PROCEDURES	9
ADMISSIONS & ENROLLMENT	9
General Admission	9
Application for Kindergarten	9
Application for Grades 1-6	10
Appeals Process	10
Enrollment Procedure	11
Withdrawal	11
Fees	11
Permission Forms	12
ATTENDANCE & PARTICIPATION	13
Punctuality & Tardiness	13
Reporting Absences	13
Changes in Contact Information	13
Early Departure	13
Supervision Before & After School	13
After School Club	14
STUDENT WELLNESS	15
Illness	15
Administration of Medication to Students in Schools	15
Medications on Field Experiences	16
Allergies	16
Medications at School	16
Asthma & Inhalers	16
Dietary Needs/Allergies	17
Counseling Services	17
FOOD	18
Breakfast & Lunch	18
Sack Lunch	18
Free & Reduced Lunch Applications	18

Birthdays/Parties	18
SAFETY	20
Accidents/Emergencies	20
Emergency Procedures & Records	20
Student Discipline Policy, Philosophy, and Procedures	20
Educating the Whole Child - Cultivating Learners and Leaders	20
PBIS	21
Tier I	21
Schoolwide Expectations	21
Positive Reinforcement System	22
Response to Misbehavior	22
Tier II	23
Tier III	23
Data-based Decision Making for Student Success	23
Leadership Development	24
Personalized Problem Solving	24
Supporting Students With Disabilities	25
Teacher and Staff Support and Development	25
Partnership With Parents	26
Learning From Experts in the Field	26
Mutual Commitment	26
School-wide Rules	27
Playground Rules	27
Bicycles/Skateboards	27
Weather: Inclement/Inversions	27
Dress Code	27
Toys at School	28
Animals	28
Computer & Internet Use	28
Internet Acceptable Use Policy	29
TRANSPORTATION	30
Field Trips	30
Campus Parking	30
Transportation To/From School	30
Drop-off/Pick-up Locations	31
Dropping Off	31
Picking Up	31

COMMUNICATION	32
Parent Square	32
Emergency Situations	32
Parent Concern Procedures	33
Student Telephone Use	33
ASSESSMENT & ACCOUNTABILITY	33
Student Education Plan (SEP) Conferences	33
Special Education Students with Disabilities	34
Identification, Location, and Evaluation of Students Suspected of Having Disabilities	34
Child Find Procedures	34
Referral procedure for students suspected of having a disability	35
Individual Education Programs (IEP)	35
English Language Learners (ELL)	35
504	35
Grading & Reporting	36
CURRICULUM	36
General Curriculum	36
Response to Intervention	37
Gifted Policy	37
Title I	37
Assessment	37
PARENT INVOLVEMENT	38
Volunteering	38
Classrooms	38
Parent Teacher Association (PTA)	38
Governing Board	38
School Community Council	40
Fundraising	40
Donations	40
Teton Science School	41
San Juan River Experience	41
Ryker Dattage Outdoor Education	41
GENERAL INFORMATION	41
Visitors	41
Campus Safety Guidelines	42
Anne Carroll Moore Children's Library	42
Lost & Found	42

INTRODUCTION

Dear Parent/Guardian,

Welcome to a new school year! We are so excited to begin our new year with your family. The information in this handbook is designed to provide you with valuable details regarding the procedures, expectations, rights, and responsibilities of the students at Edith Bowen Laboratory School. We hope that this handbook serves as a valuable resource for you and your student(s) during the school year.

EBLS has a unique opportunity to provide elementary students with a wide variety of hands-on, place-based, and project-based learning experiences that are directly connected to their environment. Being on the campus of Utah State University, the students learn to work collaboratively with their peers, teachers, parents, university students, and professors. Our school culture is committed to developing the whole child: this includes our accountability to the Utah State Core Curriculum and integration of the arts and STEM subjects, as well as community involvement.

The success of our school also depends on positive collaboration between home and school, so I invite you to visit Edith Bowen Lab School often, take part in school activities, and show an interest in your child's progress. Please don't hesitate to contact your child's teacher or the school Director if you have any questions or concerns. It is my sincere wish that we all work together in fostering positive learning experiences for all of our students.

Sincerely,
Nathan Justis, Principal
Edith Bowen Laboratory School

HISTORY OF EDITH BOWEN LABORATORY SCHOOL

Edith Bowen Laboratory School (EBLS) has provided quality education for more than seven decades. Originally located at the site of what is presently the Whittier Community Center in Logan, the laboratory school moved to the Utah State University (USU) campus in 1957. At this time, the new building for the laboratory school was named Edith Bowen Laboratory School. Edith Bowen was the principal of the laboratory in the school's early years. She had worked closely with Emma Eccles Jones, the school's first kindergarten teacher. When the Emma Eccles Jones College of Education Building was completed in 1990, it seemed fitting for the building to be placed directly adjacent to EBLS, symbolizing the collaboration of these two visionary women.

EBLS was an integral component of the USU College of Education during its early years. Educators as influential as John Dewey, William Kilpatrick, and Roma Gans visited this laboratory school that was gaining national attention. Through the subsequent decades, the faculty at EBLS and members of the College of Education maintained the spirit that brought the school so much recognition during its initial years. EBLS has continued to be an essential component of a teacher education program in which professors and scholar-practitioners collaborate in the training of elementary education teachers. EBLS has also continued to accomplish its mission of developing, testing, and disseminating the most effective instructional practices in elementary education.

In the Fall of 2006, EBLS under partnership with USU and Logan City School District, became one of the first charter schools in Cache Valley. By becoming a charter school, EBLS was freed up from most laws and regulations governing traditional public schools in exchange for a performance-based accountability contract. This contract is the school's charter. Charter schools, like all public schools, shall not charge tuition and shall not discriminate against any pupil based on ethnicity, national origin, gender, or disability. A charter school must be nonsectarian in its programs, admission policies, employment practices, and all other operations. Charter schools are publicly funded and are accountable to their sponsoring district, the state Department of Education, and the taxpayers of the state.

PHILOSOPHY

Vision

We value children and respect their curiosity and potential. We commit to provide a learning environment that allows and encourages children to explore connections between their learning and the world around them.

Mission

The mission of the Edith Bowen Laboratory School at Utah State University is to ensure high levels of learning for all elementary students by providing a positive and engaging learning environment using effective evidence-based practice; to mentor pre-service teachers through instruction and classroom-based experiences; and to review, conduct, implement, and disseminate educational research.

Discrimination Prohibited Statement

No school employee or student shall be subjected to discrimination in employment or any school program or activity on the basis of a student's or employee's actual or perceived race, color, national origin, sex, disability, religion, religious clothing, gender identity, sexual orientation, or other physical or mental attributes. The school is committed to providing equal access and equal opportunity in its programs, services and employment including its policies, complaint process, program accessibility, school facility use, accommodations and other Equal Employment Opportunity matters. The following person has been designated to handle inquiries and complaints regarding unlawful discrimination, harassment, and retaliation: Nate Justis, Director/Principal, 6700 Old Main Hill, Logan, UT 84322, (435) 797-3088. You may also contact the Office for Civil Rights, Denver, C), (303) 844-5695.

EBLS PROCEDURES

ADMISSIONS & ENROLLMENT

General Admission

The school's admission policy complies with Utah State Law #53A-1a506.5 relating to applications and deadlines for admission to charter school. Admission is not limited based upon ethnicity, national origin, religion, gender, income level, disabling condition, proficiency in the English language or athletic ability. There is no tuition or fees charged for attending Edith Bowen Laboratory School except those allowed by law.

Edith Bowen Laboratory School may consider for admission all children who will reside in the State of Utah and submit a timely application. In compliance with Utah Code, a charter school may give enrollment preference to children of founding board members, children of full-time (or equivalent) employees at the school, and siblings of pupils who will be actively enrolled in the charter school at the time of enrollment of the sibling. Each spring after the application deadline, if the size of the applicant pool exceeds the capacity of a grade level, a lottery will be held and a new priority list will be determined for each grade level for the coming school year. Siblings of pupils who will be actively enrolled at the school in the coming year will take priority on this list. With the exception of siblings, no new students will be enrolled after March 1st for that school year. Parents who have children actively enrolled in the School and who desire their siblings to be considered for admission must inform the School by formal application. Please refer to the online [Policy document](#) for more detailed information about admissions, policies and procedures.

Application for Kindergarten

Kindergarten applications for the upcoming school year will be accepted during an open period from January 1st through February 15th of each year. All applications received will be entered into a lottery to fill openings in the kindergarten classes. Those applicants not selected will be placed on the waiting list in sequential order as they are drawn in the lottery.

A new application is required every year for families hoping to gain admission to Edith Bowen.

Parents applying for kindergarten admission must understand the following items:

- Siblings will be given priority. All other openings for kindergarten admission will follow stated procedures.

- For any child to be granted sibling status, a child within the same family must be currently enrolled in EBLS in grades K- 6. Should a child who was previously enrolled at the school, but is now on the waiting list for reasons related to a leave of absence or sabbatical, have a sibling who will enter into kindergarten in the fall of the next school year, the kindergarten-age child will not be given sibling placement for the lottery. Said child will be placed on the waiting list. Sibling status will not be given until the previously enrolled child is re-enrolled at EBLS.
- Selection of kindergarten students will be completed by the end of February, with notification sent out approximately the last week of the month.
- Children entering EBLS must be five years of age on or before September 1st of their entry year ([Utah Code 53A-3-402](#)). Immunization records and a valid birth certificate ([Utah Code 53A-11-503](#)) shall also be required prior to admission to kindergarten. A vision screening is also required prior to kindergarten enrollment and will be done by EBLS during the enrollment period. If a child does not receive a vision screening during kindergarten registration at EBLS, a verification of a screening must come from a licensed doctor or approved eye screener. Children must be toilet trained ([Utah Code R277-631](#)) prior to school beginning, for more information see Policy 3340 in our Policy Manual.
- No deferments will be allowed for students who have been selected for admission to EBLS. If the position is declined, the child will either be deleted from the list or reassigned placement at the end of the list. All criteria for new placements will apply to the child at that time.
- Students enrolled at the school whose families receive a job-related leave of absence will have to participate in the lottery process for readmission to EBLS.

Application for Grades 1-6

Applications for grades 1-6 will be accepted from January 1st to April 30th of each year. At that time, a lottery will be conducted for admission for each grade for the upcoming school year.

A new application is required every year for families hoping to gain admission to Edith Bowen.

Appeals Process

Any appeals to the admission process must be made in writing to the Principal of EBLS. If further review is needed after consultation with the Principal, the item will be put before the Board. Decisions of the Board are final.

Failure of a parent /guardian (hereafter parent) to comply with the EBLS Admission Policy, or the willful providing of false or misleading information, shall constitute the basis for denial of admission or termination of enrollment.

Please see the [EBLS General Admission Policy 3110](#) for more information.

Enrollment Procedure

It is the policy of EBL to abide by the federal and state of Utah guidelines concerning student registration. The following items need to be submitted to the school office for a child to be enrolled at EBL.

New students should submit copies of:

- Birth Certificate (Kindergarten students only)
- Immunization Record
- Health Record

New students should complete and submit:

- Student Information Form
- Parental Permission Form (Field Trips, Video/Photography, Vision Screening, Lunch Worker, Research)
- Anne Carroll Moore Library Policy Form
- USIIS Permission to Share Immunization Information Form
- Home Language Survey
- Health Record
- Toilet Training Agreement Form

Returning students should complete and submit:

- Student Information Form
- Parental Permission Form (Field Trips, Video/Photography, Vision Screening, Lunch Worker, Research)

Withdrawal

When a student is withdrawing from or transferring to another school, parents should notify the school office. They should provide information on where their child is going and where records will need to be sent. Families will need to complete a withdrawal form.

Fees

In accordance with Utah Code 53G-7-503

- No fee may be charged for any class or activity in grades K-5.
- Students at all grade levels may be asked to provide materials for optional projects.
- Students participating in optional school-sponsored activities may be charged fees. Participation in these activities is voluntary and outside the school day.
 - Student supplies must be provided by the school for elementary students; however, a student may be required to replace supplies provided by the school which are lost, wasted, or damaged by the student through careless or irresponsible behavior.

For more information, see [EBLS Student Fees Policy 3270.](#)

Permission Forms

Due to EBLs's unique programs and mission, ongoing educational research is an important part of the school. EBLs requests that parents give their consent for their children to participate in various research efforts that are conducted by USU.

ATTENDANCE & PARTICIPATION

Punctuality & Tardiness

The beginning of the school day establishes the mood for the day. Tardiness is disruptive to the learning process. It has a negative impact on the entire class, not just on the child who is tardy. Efforts to correct repeated tardiness will be directed to the parents to develop the habits of punctuality.

Students who arrive at school after the start of the school day are considered tardy. Those who arrive after 8:20 AM should first check-in at the office before going to class.

Parents will be notified when excessive tardies occur.

Reporting Absences

Parents must notify the school office of a student's absence no later than 9:00 AM. Please call 797-0908, complete [the online form](#), or email melodie.weston@usu.edu

Health appointments for students should be scheduled outside of school time. If this is unavoidable, parents should notify the office and have the child attend classes both before and after the scheduled appointment.

Changes in Contact Information

When a change occurs in contact information, you must update the information by going to <https://edithbowen.usoe-dcs.org>. If you need help in setting up an account, please contact Carolina Harward at 435-797-3088 or email carolina.harward@usu.edu for instructions.

Early Departure

Any student leaving school before the end of the school day must be checked out by a parent at the office. Parents will need to come in to the main office and provide photo ID for check-out. For safety and security reasons, students are not allowed to leave the building during the school day without their parent or adult listed as an emergency contact accompanying them from the building.

Supervision Before & After School

School starts at 8:20 AM. The first bell rings at 8:15, breakfast begins at 7:55 AM. Students should not arrive at school before 8:00 AM, unless they are having breakfast, as there is no supervision before this time. Students will remain outside before school unless temperatures are below 20 degrees, we ask that they are dressed appropriately for the weather.



Students are dismissed at 3:20 PM, except on Friday's. Friday's are early release days and students are dismissed at 1:00 PM. Parents must pick up their students immediately after school unless arrangements are made for their students to attend an after-school activity.

After School Club

The After School Club is provided by the Boys and Girls Club of Northern Utah. Students must register through [their website](#) before they can attend. All questions can be directed toward: Jurnie Christensen (jurniec@bgcnu.org)

STUDENT WELLNESS

Illness

Any student who is ill should stay home. If a student becomes ill at school, every effort will be made to contact the student's parents. If no one can be reached, the child will remain at the school office until someone can be notified. Parents will be asked to check the student out at the school office to be taken home. According to [Utah Code § 53G-6-201](#) [Utah Code 53A-11-101](#), illness is a "valid excuse" for an absence.

If one or more of the following occurs, a child will be sent home:

- Temperature of 100° or higher
- Vomiting
- Diarrhea
- Pink eye
- Pain in the chest or stomach
- Fainting
- Live nits or lice found in hair
- Injury other than minor cuts or bruises
- Excessive coughing, lethargy, or mucus

Please make sure you have current emergency contacts listed on your child's Student Profile in ASPIRE. If you need assistance, please contact Carolina Harward either by phone at 435-797-3088 or by email at carolina.harward@usu.edu

School personnel should be informed of any pre-existing conditions, such as diabetes, HBV, allergies, epilepsy, asthma, etc., which could require emergency treatment. This information is important for the safety of the child.

Excluding students who are suffering from infections and/or illnesses from activity may be determined by the school nurse or Director. EBLs contracts with Bear River Health Department for the nursing services. You may contact Susan McKenzie, our Bear River Health nurse, by calling (703) 258-9273.

Administration of Medication to Students in Schools

Please see the [Utah Department of Health & Human Services Guidelines for administration of student medication.](#)



Under Utah law, local education agencies must implement policies that include:

- Appointing volunteers to administer medication
- Safeguarding and identifying medications
- Training accurate administration records
- Notifying and documentation from a healthcare provider.
- The Utah Department of Health advises completing an authorization form for student medication, requiring signatures from both the parent and healthcare provider, to be updated annually or with prescription changes.

Medications on Field Experiences

Students attending over-night or all-day field experiences where medication will be administered must have this form completed and signed by their doctor prior to the field experience. For overnighters, we ask that the form and medications be turned in the week prior.

[Medication-Authorization Form 12-31-2024](#)

Allergies

It is extremely important that EBLs know about any health/dietary issues a child may have. We want to be able to care for your child in emergencies, but we are not able to do so without the proper notifications and signed forms. Most of these forms must be signed by a licensed physician.

 [SpecialMealRequestChecklist.pdf](#)

Medications at School

With the exception of asthma inhalers, elementary students are prohibited from self-medicating during school hours. If your child needs medication, it must be kept in the school office in its original container. A permission form from the parents and from a medical practitioner must also be kept with the medication. To receive a copy of these forms, please contact the school office.

Please do not send medication of any kind, including over-the-counter pain or fever relievers or cough drops to school with your child. Medications must be brought in by a parent or another responsible adult and a medical form must be completed. If your child needs medication and the required forms are not on file, a parent must come to school and administer the medication to the child.

Asthma & Inhalers

If your child needs an asthma inhaler at school, the parent needs to determine whether they want their child to self-medicate or if they want the child's inhaler use to be supervised by office



personnel. Regardless of the choice, an “Asthma Self-Administration” form must be completed at the beginning of each school year. Please do not send an inhaler to school without the completed form.

For more information, please see [Utah Code 26B-4-406](#)~~Utah Code 53A-11-602~~.

Dietary Needs/Allergies

Students will be offered snacks in the classroom and be involved with the school lunch. Sometimes children knowingly or accidentally share food at school. Even if your child does not purchase the school lunch, we need to be prepared to assist your child in case of any allergic reactions. Please list all allergies in your child’s registration on Aspire. If the child will require any accommodations for school lunch, please complete the [“Medical Statement to Request Special Meals, Accommodations, and Milk Substitutions” form](#). This form must be signed by both medical personnel and a parent.

Counseling Services

Our EBLs Counseling team provides services to the student in several areas, including; Bully Prevention Lessons, Kimochi’s, social skills groups, playground supervision and coaching, divorce counseling, one-on-one counseling. Students in any grade (including elementary grades K-6) may meet with a licensed school counselor to receive assistance with social, emotional, behavioral, academic, or personal concerns. Before formal one-on-one counseling sessions are provided, the school will obtain written consent from the student’s parent or legal guardian in accordance with Utah Admin. Rule R277-313-4. The counselor may also work with small groups of students with identified needs, and may coordinate with classroom teachers or parents.

Counselors do not replace licensed mental health therapy; a referral may be made to community mental-health services when appropriate. The scope of a counselor’s work is consistent with Utah Admin. Rule R277-313-3 and other relevant regulatory requirements.

The school supports regular scheduled check-ins or drop-in access to the counselor for elementary students, as part of the school’s comprehensive student support program, and tracks consent and service records confidentially. Parental notification or involvement will be handled in accordance with school policy and state rules.

FOOD

Breakfast & Lunch

EBLS participates in the National School Lunch Program (NSLP). NSLP contributes towards proper nutrition, good table manners, and courteous behavior. The atmosphere of the lunchroom promotes an appreciation for cleanliness, neatness, and pleasantness. Breakfast is served daily from 7:55 - 8:15 a.m.

Parents are welcome to eat with their children when visiting EBLS but will need to pay if they are eating school lunch. Payments can be made online or through the front office. Please call before 9:00AM and let the office know you are planning to eat that day (797-0908).

Lunch accounts may be funded by cash, check or credit/debit card payments to the school office or by paying through Paypal.

Sack Lunch

On field experience days when students will be away during the regular lunch service. Sack lunches are available at the same price as a regular school lunch. Each sack lunch includes PB&J Uncrustable, vegetable, fruit choice, potato chips, cookie, milk choice.

If you have any questions or special dietary needs, please contact Chef Linette by email at linette.hlavaty@usu.edu or by phone 435-797-3090.

Free & Reduced Lunch Applications

Parents are encouraged to apply for free/reduced price lunches online through their student's Aspire account at <https://edithbowen.usoe-dcs.org/Login.aspx>. Applications for free or reduced lunches may also be picked up in the school office. A new application must be submitted each year. As a charter school, EBLS is considered a separate district; therefore, separate applications must be submitted for EBLS students and siblings attending schools in the surrounding districts. Do not assume that after submitting an application to the Logan or Cache School District, your student will be approved for free or reduced lunches at EBLS. To be approved for free or reduced price lunches at EBLS, an application must be submitted to EBLS. All lunches will be paid for at the regular student rate until the application is approved. For more information about the lunch program, please contact the school office.

Birthdays/Parties

Birthday and holiday celebrations will be permitted at the teacher's discretion. Special treats for these and other special occasions are permitted with permission and prior arrangement with the



Edith Bowen Laboratory School
Student/Parent Handbook

classroom teacher. Homemade treats cannot be served at school. Parents are asked to check with the teacher before bringing treats.

SAFETY

EBLS is committed to fostering a safe school environment. A safe school environment includes the school and grounds during school hours, school-provided transportation, and school-sponsored activities in accordance with [Utah Code 53A-8](#).

Accidents/Emergencies

As much as EBLS tries to provide a safe environment for students while involved in school activities, accidents do occur. [Please keep emergency numbers up to date with our main office staff.](#)

Emergency Procedures & Records

Students should report their injuries and what happened to the teacher, supervisor, or main office. If minor medical attention is needed, the teacher or teaching assistant will take the student to the office for needed first-aid.

In more serious situations, parents will be called immediately. If the office is unable to reach the parents, the person listed on the child's emergency record will be contacted. If immediate action is required, EBLS may call 911 while continuing to reach the parents. School personnel cannot diagnose ailments or administer any medication in connection with an accident. An Incident Report Form will be filled out when an accident occurs at school that creates a significant injury.

In case of an emergency, students will only be released to those people indicated on their Emergency Record. Proof of identification is required when a child is picked up from the main office.

Student Discipline Policy, Philosophy, and Procedures

Disciplinary policies are outlined in detail in EBLS [Policy 3220: Safe Schools and Student Discipline](#) and [Policy 3050: Anti Bullying, Cyberbullying, Harassment, Hazing and Retaliation](#). Additionally, EBLS has implemented multiple supports for helping students develop and exhibit positive behavior towards themselves, others, and their environment, as described below.

Educating the Whole Child - Cultivating Learners and Leaders

Because we know that each child has something unique and important to offer the world, we take it upon ourselves to help them become well-rounded individuals who love and value others and themselves, who lead selflessly, think critically, maintain a growth mindset, show grit and persistence, value and take ownership of their learning, communicate and work well with others, succeed academically (with strong reading, writing, math, and science skills), and who use technology to create and contribute to improving society. We foster students' skill, creativity, and compassion to empower

them to have a positive impact in the world. We specifically help students explore the world to find something they might be passionate about, potentially resulting in a specific purpose they might pursue in life. We wish for our students to see the world—locally and globally, on micro- and macroscopic levels, intellectually and emotionally, through the arts and the sciences, personally and collectively, in contributing and in receiving, appreciatively and critically. We want them to enjoy being kids, while simultaneously developing the academic and self-management skills required to succeed as adults.

In order to do this, we employ systems, models, and personnel that help address the needs of all students. These include a school-wide positive behavioral interventions and supports (PBIS) system, a leadership development program, and a school counselor, among other elements. Through these efforts, we demonstrate a proactive approach to teaching and reinforcing skills and behavior necessary for success.

PBIS

Positive Behavioral Interventions and Supports (PBIS) is an “evidence-based, tiered framework for supporting students’ behavioral, academic, social, emotional, and mental health.” ([see reference](#)).

Within the PBIS framework, students are supported on multiple levels. First, on a Tier I, or universal level, all students receive quality instruction and support that fosters positive behavioral skills. Then, on a Tier II level, students who need re-teaching receive that support. This may be on an individual basis, or in small or large groups. Tier II interventions are a response to specific student needs. Tier III comes next, in the form of highly targeted support, often to one or two individuals at a time. Some students frequently need Tier III behavioral support, often due to disabilities. Students with disabilities receive personalized support from teams of adults, which include parents, general education teachers, special education teachers, administrators, and support staff.

Our implementation of each tier of behavioral support is described in greater detail below. Note that, in addition to tiered behavioral supports, EBLs also provides tiered academic supports, in the form of a robust RTI program and special education program.

Tier I

Our Tier I implementation is supported by a team of school leaders, teachers, and parents that meet at least monthly to develop and support school-wide systems of tier I behavioral support. More specifically, they support our staff in creating and implementing the following:

Schoolwide Expectations

At the Edith Bowen Lab School, we use an [Expectations Matrix](#) built upon our three school rules of Respect Self, Respect Others, Respect Property, as well as the elements of our developing character education program. This matrix is modeled, taught, and re-taught frequently by all of our staff (at least

once in August and once in January). We also anchor our classroom management to a [Tier I Classroom Checklist](#) adapted from the Utah State Board of Education's [Least Restrictive Behavioral Interventions Manual](#). Our Tier I team collects and analyzes data related to this checklist in order to support teachers in implementing best practices of classroom management. These supports come in the form of classroom coaching, and/or small- and large-group training.

In addition to the efforts and initiatives overseen by our Tier I team, our school counselor provides all students with Bully prevention training that occurs across all grade levels and stresses social responsibility and bystander intervention. PBIS bully program is a research based approach developed by Scott Ross, Rob Horner and Brianna Stiller.

Sixteen social and emotional learning lessons are taught to the Kindergarten and first grade students ensuring that all students have the tools to self regulate and the social awareness to respond appropriately to the emotions of others. Booster lessons are provided to the second grade students as needed throughout the school year.

Fifth and 6th grade students receive 60 minutes of depression awareness and suicide prevention training each year. EBLs is a registered user of the Safe UT Program ensuring all students have access to anonymous tip reporting or 24 hour crisis intervention.

When it comes to risk of substance abuse, data is gleaned from the school safety survey developed by the Committee For Children, the SHARP survey, and the School Climate Survey. The research has provided us valuable information that has resulted in layering our prevention with refusal skills and education about inhalant abuse, alcohol and tobacco risks, Marijuana, and prescription drug abuse. Vaping is also addressed as a way to ingest substances and is included in our prevention efforts. Our response to the data is to provide lessons on Inhalant abuse, alcohol, and marijuana in the 5th grade. 6th grade participates in the NOVA program provided by a trained staff member of the Cache County Sheriff's department.

Crisis intervention is available to all students at EBLs with some targeted intervention in social skills, dealing with divorce and anxiety being available to Tier Two students with active parental consent.

Positive Reinforcement System

Our school-wide positive reinforcement system includes a leadership ticket program in which students can earn leadership tickets for good leadership skills or positive behaviors that a staff member wishes to recognize. Students can enter these tickets in a weekly drawing for various rewards that range from playing ping-pong with the principal to picking up a free kid's meal at a local restaurant with their friends or family. Many teachers also have classroom-based reward systems that reinforce positive behaviors—these include things like table points, dots, pom-poms, or pesos, to name a few.

Response to Misbehavior

When students fail to heed expectations, one or more staff members work with them to problem solve and improve their behavior. Various levels of misbehavior and their associated interventions and consequences are outlined in this document: [EBLS Response to Challenging Behaviors](#).

Tier II

Our Tier II team is composed of teachers and administrators that meet together almost weekly to review referrals from teachers regarding behavioral and academic needs of students. This team is also referred to as our Child Advocacy Team (CAT). A wide range of expertise is found on this team and teachers greatly benefit from reviewing individual student performance with them. Together, teachers and the CAT identify interventions for the teacher to implement in the classroom. If, after multiple interventions, a child has yet to show progress, they are referred to the Tier III team for more intense support.

Tier III

Our Tier III team is composed of a special education teacher, our school counselor, and a collection of general education teachers. This team works to provide intense, focused support, usually for students with disabilities. The team works with other staff on collecting and analyzing data to develop and implement robust behavior improvement plans (BIPs).

Each tier team described above (I, II, and III) provides training to our staff on best practices related to the supports associated with their tier in order to make our PBIS implementation a school-wide, team effort.

Data-based Decision Making for Student Success

At EBLS, we use a wide array of data to inform decisions regarding the support we provide students. This can range from individual data to whole-school. We use a student behavior data tracking system called SWIS which allows us to analyze data on the individual, sub-group, and school levels. Each of our tier teams collect and analyze data regarding student behavior and performance. Our Tier I team reviews school-wide behavior data, as well as office referrals from teachers. They present school-wide trends to staff and collaborate with them to develop and enact action plans to address those patterns. They also work one-on-one with teachers to address office referrals for students without disabilities. Our Tier II team reviews data presented by teachers and assists them in developing and administering appropriate interventions, as described above. Our Tier III team collects and reviews functional behavioral assessment (FBA) data, as well as daily behavioral data for students with BIPs, in order to monitor progress and adjust supports accordingly.

Leadership Development

In order to build assets and develop students that can successfully lead themselves and others, we proactively teach leadership skills in conjunction with the behavior supports we provide all students. This opportunity strengthens the bond and connection to school for many students.

We teach leadership through:

1. A team of faculty and administrators focused on leadership development
2. Using a shared leadership vocabulary
3. A monthly focus on a single leadership skill
4. Teaching leadership lessons in the classroom
5. Embedding leadership principles in other classroom instruction
6. Providing each student with a job within the school
7. Assembling a student leadership team
8. Implementing student leadership binders and student-led conferences
9. Providing staff with personal leadership training
10. Celebrating leadership development annually on Leadership Day

Personalized Problem Solving

We embrace a problem-solving approach (such as the *Love and Logic* model) in place of a prescriptive behavior-consequence model to support students in developing positive self-management skills. Conflict resolution strategies are used by peer mediators when appropriate and referred by counselors or administrators. Counselors and administrators frequently use a restorative justice approach when helping students problem-solve. Consequences continue to play a key role in supporting students in this approach, but they are authentic and identified collaboratively with the student and parents (when necessary). Steps we generally take in disciplining students are as follows:

When We Must Coach (Discipline) a Student

1. Build a **relationship** with them (prior)
2. Maintain your and the student's **dignity**
3. Make sure they're **ready** to talk
4. Ask them to **explain** what happened
5. Ask them how they will **repair** any harm that resulted from their choices
6. Ask them what **privileges**, if any, need to be withheld for a time
7. Ask them how they might handle similar situations better in the **future**
8. Above all, make sure they know you are both **on the same team**



Conflict resolution strategies are used as well as solution focused strategies to include conflict circles as a way to resolve disputes. Counselors and administrators frequently use a restorative justice approach.

Supporting Students With Disabilities

We strive to provide all students at Edith Bowen with the support they need in order to develop positive behavioral skills. Students with disabilities face added challenges in achieving this and receive additional support through data-informed, collaborative efforts, including the referral, evaluation, and IEP process. Students with behavioral challenges also receive support in the form of behavior improvement plans, which dictate the referral and intervention process in the case of misbehavior.

Egregious behavior of students with IEPs may merit removal from the class setting (in-school or out-of-school suspension) for up to 10 days in a year. After that, a meeting is held to determine if their actions are a manifestation of their disability. If so, more support is provided. If not, natural consequences may include additional suspension, with services. Three special circumstances exist in which students with disabilities may be suspended, regardless of manifestation determination: (1) weapons-related activity, (2) drug-related activity, and (3) serious bodily injury (disfigurement, dismemberment, or risk of death). If a student's behavior escalates, we escalate our supports, up to and including placement in alternative educational settings.

Teacher and Staff Support and Development

Our teachers and staff are our most valuable asset. For this reason, we invest time and other resources in developing our staff (including teachers, aides, and student teachers) in order to

successfully implement this school-wide behavior support plan. Training for staff at Edith Bowen is intentional and personalized in delivery and need and modes of delivery range from whole-group training to classroom-based coaching. Trainers/coaches include experts from USU as well as experts from within our own organization (teachers and administrators). The needs of teachers are considered within each tier team (I, II, and III) and those teams coordinate supports accordingly. In addition to support in the form of training, staff receive support through collaborating with one another. Behavior support is a team effort at Edith Bowen, with teams composed of general education teachers, special education teachers, administrators, aides, student teachers, parents, and consultants.

Partnership With Parents

We believe that parent involvement is critical to helping students learn to self-manage. For this reason, we invite and encourage parents to partner with us on educating their child and on developing school-wide initiatives and programs. In order to facilitate this partnership, we seek to:

1. Build strong relationships with parents.
2. Provide parents with access to student data and curriculum.
3. Conference with parents on a regular and as-needed basis.
4. Work across cultures.
5. Provide learning opportunities for parents through workshops and other means.
6. Work with our parent leaders on the governing board, PTA, and community council to facilitate opportunities and events at which parents can connect with faculty and staff and other parents.

Learning From Experts in the Field

At EBLs, we are fortunate to work closely with expert researchers in the field of child behavior and psychology. We engage in meaningful partnerships with these experts through consultancies and research/practice partnerships. Our consultants provide large group trainings as well as team and individual coaching for teachers and administrators on classroom practices and school policies and strategies.

Mutual Commitment

A mutual commitment must exist between school employees, parents, and students if each student is to develop the personal management skills they need to be successful in life. We hereby commit to support each of our students through implementing this plan to the best of our ability and we request that parents and students likewise commit to fulfilling their role in achieving these goals in partnership with us.



School-wide Rules

- Respect Yourself
- Respect Others
- Respect Place

Playground Rules

The following rules must be observed when out on the playground or at recess. Students must: Respect Self, Respect Others, and Respect Place. More details are displayed in [this document](#) that shows how these expectations apply to every area at school.

Bicycles/Skateboards

Students who ride bicycles or skateboards to school must wear a helmet and bring a bike lock to secure their bikes. A bicycle rack is located north of the school. No riding is permitted on the playground or sidewalks during or after school hours due to safety concerns. Skateboards must be kept in lockers.

Weather: Inclement/Inversions

Students are expected to play outside for recess and lunch recess when the weather is good. On days of inclement weather (heavy rain, temperatures below 15 degrees, serious inversions, etc.) students will be kept in their classroom under adult supervision. If the temperature is above 15 degrees, please send your student with warm winter clothing to play outside at recess. EBLs follows [the state of Utah health guidelines for air quality during winter inversion months](#). If the temperature is above 15 degrees children will be allowed to go outside to play unless the PM2.5 count is above 90 or you have contacted the office stating that you want your child to stay inside. If you do contact the school to have your child kept indoors because of air quality, please also state the PM2.5 number that is the maximum for your child to be outside for recess. Parents should send a note to the teacher explaining any special circumstances that would keep a child in during recess.

Dress Code

EBLS strives to create an environment that is child-friendly. Parents should please keep these thoughts in mind as they and their child make wardrobe selections:

- Dress should be conducive to the work and activities of school
- Dress should be weather appropriate
- Jackets and sweaters should be labeled with the child's first and last name
- Closed toe shoes are suggested
- Shoes with wheels (heelies) are prohibited

The school office has limited clothing available for students if they need to change. During the winter season, parents are encouraged to send a change of clothing that can be kept in their child's locker if they will be playing out in the rain or snow. If a child does come home with a change of clothing from the office, parents should wash and return them as soon as possible. EBLs encourages parents to donate extra pants and shirts to the school for this purpose.

Decisions regarding the appropriateness of clothing and accessories are at the discretion of EBLs administration and faculty. EBLs thanks parents for their support in protecting a safe, wholesome, and age-appropriate educational setting for their children.

Toys at School

Toys should not be brought to school unless specifically requested by a teacher for an activity.

Animals

EBLS has adopted a no animal policy, but understands that teachers often arrange for a special sharing day as part of their teaching program. Pets should be brought by the parents and not sent with the children. All animals must be caged or leashed for safety. Care should also be exercised in regards to students who suffer from allergies related to pet hair. Poisonous reptiles and spiders are not permitted at school. All animal visitors must be cleared in advance by the classroom teacher and/or administration.

USU and EBLs follow the Logan City Code for animals. For more information, please read [Logan City Code 6.12.220](#).

Computer & Internet Use

EBLS has established guidelines for student access and use of EBLs network and Internet resources (hereafter "network resources"). EBLs is associated with USU and must also abide by USU Policy regarding use of computer equipment and networks. These policies and procedures are available online at [USU Appropriate Use Procedures](#).

EBLS recognizes its responsibility to provide a safe learning environment that stimulates intellectual curiosity. As such, in providing student access to network resources for educational purposes, EBLs shall:

- Educate students to be responsible, independent, and effective users of these network resources
- Provide reasonable protection from inappropriate Internet content as defined by the Children's Internet Protection Act ([CIPA](#))

- Prohibit students from using network resources without direct adult supervision
- Expect students to use the Internet at school as an educational tool
- Expect students not to give out any personal information about themselves, family, or friends while using the Internet at school (includes full name, address, phone number, etc.)
- Google Accounts for 6th grade students will be closed once they are promoted from the school

Internet Acceptable Use Policy

Those responsible for supervision and instruction involving Internet use will sign an Acceptable Use Policy (AUP) yearly. Students in grades K-6 will sign an online Student AUP yearly. Parents may specifically request that their child not be provided access to the network resources by notifying the school in writing. In meeting EBL's expectations, the school administration will:

- Provide information for school staff members and parents to promote a consistent and accurate understanding of appropriate network resources use
- Educate students and staff members on personal safety practices and effective techniques for identifying and evaluating information and its sources
- Integrate responsible use of network resources and technology into appropriate curriculum
- Make and enforce such rules of conduct necessary to foster appropriate student use of network resources
- Develop instructional and technological strategies to provide students with reasonable protection from inappropriate Internet content

For more information about the EBL's AUP, please see [Edith Bowen Internet Acceptable Use Policy 420 \(AUP\)](#).

TRANSPORTATION

Field Trips

Field trips are taken throughout the year by many classes. These field trips are in conjunction with the class curriculum and offer the students an opportunity to experience their studies in a different environment. The classroom teacher will arrange for field trips and will notify parents of date, times, and destination. Bus transportation will be arranged by EBLS.

Campus Parking

As EBLS is located on the USU campus free parking is not provided. EBLS parents and visitors may have difficulty finding short term parking at certain times during the day. The following is a list of options and a parking map.

- Parent parking permit. Parents may purchase a permit to park in the Black lot at a reduced rate through USU parking. Parent permits expire on May 31th. Parents with parent parking permits should not park in the 5 EBLS reserved stalls, but should park in all other parking stalls in the Black lot just south of the Logan City Cemetery.
- Edith Bowen has 5 reserved stalls in the Black color-coded parking lot, adjacent to the IDRPP building. Please remember that these are short-term stalls to be used for no more than 2 hours. If stalls are abused, cars will be ticketed.
- Big Blue Terrace (across from the HPER building) is the best paid option if parents are unsure of the amount of time they will be spending at the school.
- The Gateway Terrace is also a paid option.
- An EBLS parking map is available [here](#).

Transportation To/From School

Carpooling with other EBLS parents is recommended for families living close to each other. Space for loading and unloading passengers at EBLS is limited. Students who live close to EBLS are encouraged to walk or bike.

The Cache Valley Transit District (CVTD) offers free transportation for all passengers. A bus stop directly in front of the Emma Eccles Jones Education Building drops-off and picks-up passengers at frequent intervals. Parents should inform the school if their child rides the CVTD bus. CVTD bus routes and schedules can be found on the [CVTD website](#).

Drop-off/Pick-up Locations

For a complete map of our Drop-off/Pick-up locations [click here](#).
When dropping off or picking up students, please adhere to the carpool maps [linked here](#).

Dropping Off

For drop-off in the mornings, students can be dropped in either the alley or the south carpool area (normal 2-4 pick-up) USU Police have asked that we do not drop students off on Aggie Boulevard. Parents who want to escort their children to the building may use any of the parking options listed above. Students should enter the building through the main doors next to the flagpole in the courtyard on the north and west inside corner of the building.

Picking Up

For pick-up after school, please turn west off of 1200 East onto Cemetery Road (850 North) and follow the instructions on the maps linked above.

Special precautions should be taken when picking up children after school. Parents should drive slowly and follow the instructions of those supervising the student pick-up procedure. For obvious safety reasons, drivers should not open their doors until they are next to the curb. When possible, drivers should turn off their car engines to reduce exhaust fumes (Idle Free Zone). Cell phones should not be used while driving in the pick-up/drop-off zones.

COMMUNICATION

Open communication between parents and teachers is essential for a child's educational experience. Questions concerning a child should be directed to the child's teacher. Parents are encouraged to send a note or schedule an appointment to communicate with the teacher. Although a teacher's home phone number may be listed in the EBLs directory, EBLs requests that courtesy be given to the teacher's home life.

General questions concerning daily operations, enrollment, carpooling, etc. should be directed to the Administrative Assistant—at (435) 797-3088 or School Secretary at (435) 797-3085.

Parent Square

Parents are encouraged to download the Parent Square app on their phones. This app will be your connection with what is happening at EBLs on a daily basis whether it be a whole school message or a weekly newsletter or message from your student's teacher. Parents will find within this app a daily/monthly calendar of events, weekly newsletters and a resource page that will answer your questions and provide you links to lots of resources. Through Parent Square you will also receive school emails and text messages. You will need to opt out of this option if you do not want to receive school emails and text messages.

Emergency Situations

EBLS has an emergency management plan in place, built upon the K12 Standard Response Protocol and coordinates emergency situations with USU and other local agencies. All staff and teachers are aware of this plan and have specific duties and responsibilities. As a routine part of this plan, students participate in regular safety (fire/earthquake) drills. Emergency information must be filled out at the beginning of each new school year. In most cases, if the school is under an alert, any parents approaching the school will be greeted at the door and allowed to check out their child and wait outside while staff retrieve the child from class.

In the event of a natural disaster or other emergency requiring a school closure, EBLs will contact families via ParentSquare, post a notice on the school website, and have a recorded message on the school's answering machine. If an emergency requires parents to pick-up their children, EBLs will notify them through various communication systems (home phone, cell phone, local radio, email, etc.). In the event that a student needs to be picked up due to an emergency, EBLs requests that parents:

- Wait for the child to be released by an EBLs faculty/staff members
- Follow instructions received through the ParentSquare or other messaging systems

Parent Concern Procedures

In our day-to-day communication with parents, we strive to resolve issues as they arise. However, from time to time a parent may feel that an issue has not been addressed or resolved in a satisfactory manner and may wish to pursue the matter further. All issues should be addressed initially at the level closest to the event to achieve resolution. The resolution of a concern should proceed using the following steps (in order of escalation):

1. Arrange a meeting with the person(s) to whom the concern is directed. If additional information or discussion is needed, proceed to step 2.
2. Contact the main office to arrange a meeting with the Director/Principal. If additional information or discussion is needed, proceed to step 3.
3. Contact the Governing Board chair ([see contact info here](#)) to arrange a working meeting with two selected board members based on the area of concern. This discussion is to focus on problem solving with a small group of invested parties. If additional information or discussion is needed, or the group feels this needs to be escalated to the board, proceed to step 4.
4. Parents may file a complaint with the board by sending a message to board members ([see contact info here](#)) or contact the board secretary to make a public comment in a board meeting.

Student Telephone Use

School phones are not intended for informal student use. The use of phones is restricted for emergencies and with the permission of faculty/staff. Cell phone use by students is prohibited during the school day unless approved by the faculty/staff. Smart watches can be worn as long as they do not become a distraction.

ASSESSMENT & ACCOUNTABILITY

Student Education Plan (SEP) Conferences

SEP Conferences are held three times per year. Conferences provide the parent, child, and teacher an opportunity to discuss progress, exchange information, review student work, and set goals. To maximize the effectiveness of the time during the SEP Conference, here are some steps to follow:

Things to Do In Preparation for the SEP Conference:

- Prepare questions in advance.
- Are there special topics or particular issues that concern you?
- What information about your child, your family, etc. might be helpful for the child's

teacher to know?

Questions to Ask Your Child Before the SEP Conference:

- How do you feel about school? What has gone well?
- What has been a challenge?
- What activities do you like at school?
- Is there anything in particular we need to talk to your teacher about?

During the SEP Conference

- Arrive promptly. Allow for the maximum time available to discuss your child's progress and needs.
- Ask clarifying questions if you are unclear about anything the teacher tells you.
- Relax! You and the teacher both have the same goal: a confident, successful child. SEP Conferences are an important step in reaching that goal.

Special Education Students with Disabilities

EBLS functions as a public school and provides special education and related services to students identified as special needs. The school complies with all applicable federal and State of Utah laws in providing services for students with disabilities; including but not limited to Section 504 of the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Act (IDEA).

Identification, Location, and Evaluation of Students Suspected of Having Disabilities

EBLS has policies and procedures to ensure that all students enrolled at the school who are suspected of being a student with a disability or who are in need of special education services, regardless of the severity of the disability, are identified, located, and evaluated. This includes a practical method for determining which students are currently receiving special education or special education and related services, and a referral process for the evaluation of new students. To review the EBLS Special Education Policies please visit:

<https://cehs.usu.edu/edithbowen/files/governance/EBLS-SPED-Policies-Procedures-2023.pdf>

Child Find Procedures

Students who are in need of special education and related services are found through the following methods:

- Enrollment application
- Registration procedures

- Phone call to previous school, if applicable
- Child Find notices in parent communication
- Vision and hearing screenings
- Speech and language screenings
- Teacher collaboration through PLC's and RtI group determination
- Tier 2 system
- Teacher and/or parent referrals
- Collection and analysis of student information
- Following the USBE Transfer Student Checklist

Referral procedure for students suspected of having a disability

- Response to Intervention (RtI), a three-tier model, is implemented by regular classroom teachers
- Tier 2 System: Students who are struggling receive additional instruction from the classroom teacher(s) or a qualified intervention teacher in the classroom. The Tier 2 team, which includes the child's teacher, considers the data from the child's progress monitoring. The team uses the data to make decisions about whether to continue tier two instruction, return the child to tier one, or refer the child for evaluation.
- A parent may refer their child for evaluation if they suspect their child has a disability at any point.

Individual Education Programs (IEP)

EBLS will collaboratively develop and implement IEP's for students with special needs and ensure that special education students receive services in a manner that is consistent with their IEP and applicable laws and regulations.

English Language Learners (ELL)

EBLS is required to test all students with the influence of a language other than English in the home as indicated on their registration documents. The initial screening test determines which students may be eligible for English language instruction. Results of this screening will assist in determining appropriate program placement for students. If a student is identified as limited English proficient (LEP) he/she will take the WIDA (World-Class Instructional Design and Assessment) assessment annually until reclassified as fluent in English.

Section 504 is a federal civil rights law that protects students with disabilities from discrimination in schools that receive federal funding. It ensures that all students have equal access to educational opportunities, programs, and activities.

Students may qualify for a Section 504 Plan if an evaluation shows that they have a physical or mental impairment that substantially limits one or more major life activities, such as learning, concentrating, reading, or walking.

A 504 team, which includes parents/guardians and school staff who know the student, works together to identify needed supports or accommodations to help the student fully participate in school. At Edith Bowen Laboratory School, Section 504 plans are overseen by our Director, Nate Justis. Records are kept confidential and secure, and 504 teams meet each year (or sooner if needed) to review the plan and make any necessary updates. The purpose of Section 504 is to remove barriers and provide equal access so that every student has the opportunity to succeed.

Utah State Office of Education Website, where this document may be down loaded as a PDF file:
https://schools.utah.gov/studentservices/_studentservicesprograms/_studentandfamilyrights/section504

For more information see the links below or contact Nate Justis, (435) 797-3088.

Grading & Reporting

Students will be graded based on mastery of the Utah Core Standards. During Fall, Winter, and Spring trimesters students will receive a progress report showing mastery in each content area (English Language Arts, Math, Science, Social Studies, Visual Arts, Movement, Music, Media, and Spanish). Along with mastery in content areas, students will be evaluated on their progress in leadership skills and EBLs values. Additionally, students' scores on school-wide benchmark assessments will be distributed to parents with information to interpret those scores. Parents are encouraged to meet with teachers regarding student reporting and stay actively involved in students progress.

CURRICULUM

General Curriculum

At Edith Bowen Laboratory School we teach the standards as outlined in the Utah Core Standards. Students receive regular instruction in Math, Language Arts, Science, and Social Studies. Additionally we support the development of the whole child by teaching Visual Arts, Music, Movement, Spanish, and Media on a weekly basis. Within classrooms teachers may do other specialized projects that focus on STEM, Arts Integration, or Project Based Learning with relation to the content area

Response to Intervention

The EBLS Response to Intervention (RtI) program is designed to assist students at all instructional levels, and to provide support to students who are struggling in Tier 1 instruction. Students meet with highly qualified educators during two 30-minute blocks of time Monday through Thursday. During RtI, students are working on mastering or extending previously taught content while focusing on specific skills to improve learning. RtI groups are based on Common Formative Assessments and are fluid in adjusting students levels based on progress within the groups.

For more details on our RtI Program see our complete [RtI Policy](#)

Gifted Policy

The community of learners at Edith Bowen Laboratory School (EBLS) respects the potential of its individual learners and is committed to developmentally appropriate education, applied research, and innovative educational practice. Developmentally appropriate education implies that learners come to EBLS at different places in their personal development regardless of their age. Learning opportunities at EBLS will be responsive to those individual differences, focusing on the need for students to grow within the curriculum rather than merely to meet grade-level benchmarks.

For more details see the [6000 Gifted and Talented Policy](#)

Title I

Edith Bowen Laboratory School uses Title I Targeted Assist funds to reach identified students during Response to Intervention times. Currently students with IEP's are served by licensed educators with specialized skills in instructing struggling students. Our goal is to serve those students who are not meeting benchmark goals that do not qualify for an IEP by servicing them with small group instruction by highly qualified teachers. These pull-out groups will happen during two 30-minute blocks per day, one for ELA and one for math. The most qualified instructor will teach these identified students, if the aide is not the most qualified they may take the place of the regular education teacher in order for that teacher to work with Title I students.

Edith Bowen Laboratory School regards parental involvement vital to the academic success of student. Parents are the initial teachers of their children and serve as partners with the school in helping their children achieve academic success.

For more details see the [Edith Bowen Title I Policy and Procedures](#)

Assessment

Edith Bowen Laboratory School conforms with all state requirements for standardized assessments.

- Students in grades 3-6 take the RISE assessment at the beginning, middle and end of the year.

- Students in grades K-6 are given the grade-level appropriate Acadience Reading assessments at the beginning, middle and end of the year.
- Students in grade K-3 are given the Acadience Math assessments at the beginning, middle and end of the year.
- Students in Kindergarten are given the Kindergarten Skills Assessment that was developed by Edith Bowen faculty to measure their progress through Kindergarten standards in a developmentally appropriate testing situation.

All assessment results will be reported to parents and beginning, middle and end of year SEP conferences. For more information contact your child's teacher or the Assessment Director, Laura Reina (435)797-3528.

PARENT INVOLVEMENT

Volunteering

EBLS encourages families to contribute to our school community. There are many in-school and out-of-school activities that require parent involvement. The EBLS PTA helps coordinate these activities. Opportunities for parent involvement are listed below.

Classrooms

EBLS welcomes parent volunteers in the classroom when their involvement enhances the learning environment and does not disrupt instruction. Please check with each individual classroom teacher for ways to volunteer and assist in the classroom.

Parent Teacher Association (PTA)

Joining the EBLS PTA is a great way to get involved. The PTA sponsors many of the school activities that take place throughout the year (Pool Party, Red Ribbon Week, School Carnival, Teacher Appreciation Week, etc.) but in order to make these activities a success; they need parents to help out! For more information about the EBLS PTA, including membership forms and activity information, please visit the [EBLS PTA webpage](#).

Governing Board

The Governing Board (Board) represents EBLS by:

- Determining the curriculum to be promoted at the school as established in the USOE Core Curriculum and the Utah State Board of Education

- Establishing and/or approving policy related to public education
- Promoting coordination of programs of mutual interests between the Utah State Board of Education, USU, local school districts, and EBLs patrons
- Approving plans supported by special appropriation of public education funds
- Approving issues related to school finance and budget

There are currently two elected positions open on the Board; one from a member residing within the boundaries of Logan City School District and the other from a member residing inside the Cache County School District. Both terms are for two years and the members must be a parent of an active student at EBLs. Please note that a parent must have their child enrolled at EBLs during the entire two-year term to be eligible for the position.

Community representatives will serve in an alternating, two-year terms, and limited to three consecutive terms as follows:

Election Dates (May)	Elected Position
Odd-numbered years, (2015, 2017, 2019 etc.)	Parents from Cache County of outside boundaries
Even-numbered years, (2016, 2018, 2020, etc.)	Parents from Logan City boundaries

To nominate someone for the parent elected position, a form must be filled out and returned to the school office by 4:30PM on April 15th of each school year. If the 15th falls on a weekend, then the form needs to be returned by the following Monday. Forms can be found on the [EBLS Board webpage](#).

Nominees will be contacted by the school administration to verify their willingness to participate in the election. A ballot will be sent via email to current EBLs families during the third week of April. Ballots must be returned in person by the first Friday in May. Absentee ballots can be requested up to two days prior to the election ballot deadline.

Edith Bowen Laboratory School Governing Board Meetings

Edith Bowen Laboratory School Governing Board meetings are held on the first Thursday of every other month beginning the month of September and ending the month of May. Meetings are held at 3:30 PM. All patrons are welcome to attend and are encouraged to speak at these meetings provided that you first notify the Governing Board Secretary at (435) 797-3088 to arrange a time to be placed on the agenda.

For the EBLs Board Bylaws, please visit the [EBLS Board webpage](#).

School Community Council

The purpose of the SCC is to build effective communication between parents and school employees, as well as provide parents with an opportunity to become actively involved in EBLs. The duties of the SCC include:

- Developing a School Improvement Plan
- Developing a School LAND Trust Plan
- Assisting in the development and implementation of a Staff Development Plan
- Advising and making recommendations to school and district administrators

The SCC has two open parent member positions each year. These positions each have a two-year term. A form must be filled out to nominate a person for an office. Copies of the form can be found on the [EBLS School Governance, Policies, and Reports webpage](#) or in the school office and returned to the school office. Elections are held in the spring, and deadlines for nominees and voting will be emailed out to all EBLs parents. Nominees will be contacted by the school administration to verify their willingness to participate in the election. A ballot will be sent via email to current EBLs families. Absentee ballots can be requested up to two days prior to the election ballot deadline.

For more information about the SCC, please visit the [EBLS SCC webpage](#).

Fundraising

EBLS believes that children should not be involved in the selling of goods door to door. The EBLs PTA will address most of the fundraising needs and has programs available for this purpose. To learn more about these programs, please visit the [EBLS PTA webpage](#).

Donations

The money that charter schools receive from federal and state of Utah sources is inadequate to meet all the financial needs of EBLs, especially in extracurricular areas. Donations of cash, equipment, or supplies may be made to the school. Donations will be receipted and accounted

for in accordance to USU policies and procedures, as well as processed through the USU Development Office. All donations are considered charitable and are tax-deductible.

Teton Science School

Teton Science School (TSS) is held each fall for the 5th grade students. This program is an important part of the 5th grade curriculum at EBLs. Parents are asked to make a donation to pay for their child's participation. Money received from federal and state resources cannot be used to fund this program. Donations to fund this program are encouraged and will be processed in the same manner as all other school donations. This is not a fee or tuition. Pledge or donations can be made in the school office.

San Juan River Experience

Our sixth graders kick off the year by spending 5 days in southern Utah with our San Juan River Experience.. This is a culminating experience students work towards from the time they enter kindergarten and builds upon their fifth grade experiences at Teton Science School. Students spend their first night camping near Monticello, Utah learning about the Colorado Plateau and getting prepared for the river. They then spend two nights and three days camping and rafting the gentle currents of the San Juan River from Sand Island Campground (near Bluff) to Mexican Hat, Utah (map). Along the way, students explore Ancestral Puebloan ruins and pictographs--immersed in the ancient civilizations aspect of the social studies curriculum and astronomical and ecosystem components of the science curriculum. There are also multiple math connections and a strong writing component.

Professional river guides supervise our sixth graders along with four EBLs faculty members, bringing the student to adult ratio to about 3:1 while we are on the river. All students will be required to wear Type V life jackets (which are provided) at all times on the water. Students will be assigned to boys and girls tents with five to six students in each tent and chaperones in separate tents nearby. We chose September for this field experience for the lower, stable river flows, and cooler temperatures.

Ryker Dattage Outdoor Education

The Ryker Dattage Fund has been established so that contributions may be made for outdoor education opportunities and place-based learning.

GENERAL INFORMATION

Visitors

Parents, you are welcome anytime, within reason. However, it is expected that any person entering the school will check in at the office and receive a visitor pass or badge. If you desire more than to just visit, such as a conference with your child's teacher or the principal, please call ahead to schedule a convenient time to meet. Parents need to respect teachers' time prior to school each day as teachers are preparing for students' arrival.

Campus Safety Guidelines

The safety of our students is of highest priority. EBLs welcomes your interest in the school and in your child's educational experiences. Therefore, any visitors to the campus, including parents, must sign in and out in the office whether they are visiting or volunteering at the school. This includes visiting for outside activities such as recess supervision. Visiting minors must be with their parent at all times and must not be left unattended.

Anne Carroll Moore Children's Library

The Anne Carroll Moore Children's Library (Moore Library) serves the students and faculty/staff of EBLs. As part of the USU Merrill Cazier collection, the library can also be used by USU faculty/staff and students.

EBLS students, with signed permission forms on file, may check out books for a two-week period. The library reserves the right to restrict the number of books taken at one time. Moore Library patrons are charged the same fines as the USU Library patrons. All students are expected to pay for damaged, late, or lost books.

The Moore Library is open from 8:00AM to 4:00PM, Monday through Friday, unless otherwise noted on the school calendar. The library is open for limited hours during the summer, contact the library for those details (435)797-3093.

For more information, please see [Policy 3170](#) for more details.

Lost & Found

Lost and found items are placed on the bookshelf in the school office. Unclaimed items will be taken to a charitable organization every two weeks. All items such as sweaters, jackets, lunch boxes, backpacks, etc. should be labeled with the child's first and last name for easy identification. If items are labeled we will return them to the student's locker.