

# Elementary Learning Collaborative



## 2018-19 Handbook

Elementary Learning Collaborative

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Forest Lake Elementary NASA Explorer School

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## Mission Statement

The Elementary Learning Collaborative, in partnership with families and the community, develops through the integration of advanced content, overarching concepts, and in-depth learning experiences the potential and talents of all students while promoting a growth mindset.

## Vision Statement

Prepare students for future academic and personal success.

## Goals:

Plan and prepare activities that develop and strengthen:

- Executive function and self-regulation skills.
- Critical thinking and higher order thinking skills.
- A growth mindset.
- The potential and talents of all students.
- Communication and collaboration skills.

Differentiate instruction to meet the needs of all students.

Provide learning opportunities that allow students to learn something new each day.

## Program Overview

The Elementary Learning Collaborative at Forest Lake Elementary builds its foundation upon Joyce VanTassel-Baska's Integrated Curriculum Model as developed by the College of William and Mary's Center for Gifted Education. This unique magnet program is designed to meet the needs of, and challenge students that demonstrate the potential for high achievement. The advanced and rigorous curriculum is delivered at an accelerated pace. In addition to all of the benefits of the NASA Explorer School program already offered at Forest Lake Elementary, students in the Elementary Learning Collaborative will be immersed in units of study that provide an interdisciplinary approach to instruction. Students will participate in learning experiences that teach and encourage the application and development of 21st century learning skills: communication, collaboration, critical thinking, and creativity. In-depth instruction in all curricular areas will be supported through inquiry, research, authentic problem and project-based learning activities as well as through supplementary speakers, and field studies.

Forest Lake Elementary NASA Explorer School and the Elementary Learning Collaborative ... just around the corner, but worlds apart!

## 21st Century Skills and Integrated Curriculum Model

### 21<sup>st</sup> Century Skills

- **Literacy Skills:**
  - Information Literacy, Media Literacy & Technology Literacy
- **Life Skills:**
  - Flexibility, Initiative, Social Skills, Productivity & Leadership
- **Learning Skills:**
  - Critical Thinking, Creative Thinking, Collaborating & Communicating

### Integrated Curriculum Model

- **Advanced Content:**
  - In-depth, Advanced reading, Primary Sources & Advanced skills
- **Process-Product:**
  - Elements of Reasoning, Research, Problem-based Learning & Inquiry Skills
- **Overarching Concepts:**
  - Change, Systems, Patterns, & Cause and Effect

## Richland Two Magnet Statement

Richland School District Two is committed to providing your child with a quality education. Please keep in mind that each of the District's magnet programs offer a distinct learning curriculum. The program's learning curriculum meets the needs of many, but not all students. In order to ensure that your child receives a quality education, the District will periodically review your child's progress in the magnet program to ensure that the program meets the learning needs of your child. If the magnet program's curriculum or other aspects of the program do not meet your child's learning needs, the District will transfer your child to another school within the District that more appropriately meets his/her learning needs. The District will consider relevant information provided by a student's parent/guardian, as well as relevant information provided by administrators and staff members of the magnet program, prior to transferring a student out of a magnet program.

## Forest Lake Elementary Student Expectations

Forest Lake Elementary observes the discipline policies as set forth in the Policies and Procedures of the Richland School District Two (RSD2) Manual. These policies are available for review in the school office.

All students at Forest Lake Elementary are expected to SOAR (be **S**afe, **O**n task, **A**lways respectful, and **R**esponsible) at all times. Teachers at Forest Lake use the format of the SOAR matrix to develop standards for class procedures. Procedures are modeled and taught to all students at the beginning of the year and reinforced throughout the year. Teachers will keep families informed of students' adherence to classroom procedures. Repeated failure by a student to comply with the classroom procedures will require a parent - teacher/magnet lead conference. These conferences have the dual purpose of identifying the cause for the misbehavior and helping the student recognize appropriate behaviors.

## Elementary Learning Collaborative Student Expectations

As a member of the eLc community, I am expected to:

- Follow all Richland Two, Forest Lake Elementary, and classroom procedures, policies, and practices.
- SOAR - I will be **S**afe, **O**n task, **A**lways respectful, and **R**esponsible at all times.
- Give my personal best.
- Complete all activities, projects, and class/homework as expected and on time.
- Participate in the group life of the class.
- Uphold the *District Elementary Magnet Behavior & Character Code*

## Richland Two Elementary Magnet Behavior & Character Code

As an Elementary Magnet student, I know there is an expected code of conduct. Therefore, I promise myself, my peers, my family, my teachers, and other members of the faculty and staff that: ***As a magnet student I will abide by District policy, all school rules, classroom rules/regulations, and display positive character at all times. I realize that failure to do so may result in my dismissal from the program.***

The Elementary Learning Collaborative promotes a safe and orderly school climate that contributes to an educational environment conducive to the high academic expectations for every student. Compliance and cooperation with the District Elementary Magnet Behavior and Character Code will diminish interference with the academic progress of all students. Accumulated behavioral infractions will lead to probation and/or exclusion from major field studies, or from the program entirely.

## Elementary Learning Collaborative Family Expectations

Families of students in the Elementary Learning Collaborative are expected to:

- ❑ Understand that students are expected to complete on and above grade level assignments.
- ❑ Accept and reinforce the high academic standards set for students in the Elementary Learning Collaborative.
- ❑ Ensure that students come to school rested and prepared for class.
- ❑ Support the school uniform
- ❑ Be available for conferences when requested by your child's teacher.
- ❑ Take an active role in your child's education by staying involved in his/her daily learning.
- ❑ Communicate concerns and questions to your child's teachers.
- ❑ Parents that do not live within Forest Lake's attendance zone must provide transportation to and from school. Children are required to arrive and depart school on time. Noncompliance with any of the below may result in students being removed from the magnet program and returned to their home school:
  - Excessive morning tardiness (after 8:10 am).
  - Early afternoon dismissals (before 2:45 pm)
  - Late pick-ups (after 3:00 pm)
- ❑ Support and help your child follow Richland Two's Elementary Magnet Behavior and Character Code by discussing it with your child and helping him/her understand all student expectations..
- ❑ Follow all Richland District Two, Forest Lake Elementary, and Elementary Learning Collaborative policies, procedures, and practices (transportation, uniform dress code, arrival/dismissal, attendance, tardies, etc.).

## Curriculum

The materials and curriculum being used in the Elementary Learning Collaborative are based on research conducted by Joyce VanTassel-Baska at the College of William and Mary's Center for Gifted Education. The Integrated Curriculum Model is designed to respond to gifted learners' characteristics of precocity, intensity, and complexity through its three dimensions of advanced content, higher level processes and product development, and interdisciplinary concepts, issues, and themes. Although designed for students identified as gifted, it is equally effective with students that demonstrate the potential for high achievement.

A variety of English Language Arts, Math, and Science units created by the College of William and Mary's Center for Gifted Education support and supplement South Carolina state standards.

The instruction style and strategies incorporated by the teachers in the Elementary Learning Collaborative encourage a [growth mindset](#) in their students. People with a growth mindset believe that they can develop their intelligence over time (Blackwell, Trzesniewski, & Dweck, 2007; Dweck, 1999, 2007). Possession of a growth mindset helps students come to love challenges, enjoy effort, be resilient, and to value their own improvement. It also leads not only to short-term achievement but also long-term success.

## Community Building

Each day, students will be involved in community and team building activities. All Forest Lake students learn life skills and leadership traits through the incorporation of [The Leader in Me: 7 Habits](#) and through [Sanford Harmony](#) - a classroom character education program. Collaborative activities and student presentations allow students the opportunity to put into play these important skills.


### Assessments

- Teams plan together to ensure that tests are spread out over time.
- Teachers will also use some common assessments in each grade.
- These may come from MasteryConnect, ReadWorks, or math assessments provided by the district.
- All assessments are used to measure mastery of content that has been taught and practiced.
- We do not use assignments that require parent involvement (ie: homework, reading logs, 100% home projects etc.) for grades.

### Grades

- Students will receive a minimum of six grades in each subject each nine weeks.
- At least three for each subject area by interim time.
- The quarterly average will reflect a variety of graded opportunities (ex: projects, quizzes, tests, class work, research, publications).
- Grades are imported into PowerSchool each Tuesday
- Families will be informed of a student's level of work if it is not on grade level.

### Grading of Above Grade Level Material

- Work that has a identified and is recognized to be above grade level (ReadWorks passages, Lexiled Big Universe tests, etc.) will be scored to reflect the actual grade and the adjusted grade.
  - The adjusted grade is what will be recorded in PowerSchool
  - Grade 2 - 5 = The grade will be increased by 10 points.
  - Both grades will be shown on the assessment and will be written like this:  
 $77/C + 10 = 87/B$  The final grade will be circled  .
  - Kindergarten and First Grade - Grades are not used in these grades. Teachers will share information the using the provided indicators: Met, Not Met, and Progressing and through comments on the report card.

### Homework

Our students will be spending their day working on advanced content at an accelerated pace. Therefore, we believe that children should spend their time at home in activities that allow them to reflect, relax and prepare for the next day. Some homework may be assigned, but will vary by grade level. It should stay within a 10 minutes per grade level framework. Reading for pleasure each night is highly encouraged.

### Field Studies

Field Study information will be provided at the beginning of the year Curriculum Information Night meeting. Updates will be provided to parents throughout the year.

### Magnet Fees

In addition to the regular school fees, students in a magnet program are assessed an additional \$25.00. This money helps offset the cost of the supplementary curriculum materials and resources necessary for implementation of the program. You can access the online fee payment system and pay for fees and field studies by going to [Parent Portal](#).

**Thank you for taking the time to read through both the Elementary Learning Collaborative and the Forest Lake Elementary NASA Explorer School handbooks.**

**By signing the back of the last page of this document, families and students are indicating that they have read, understand, and accept the expectations of Forest Lake Elementary, the Elementary Learning Collaborative, and Richland District Two's Elementary Magnet Behavior & Character Code.**



**Forest Lake Elementary NASA Explorer School and Elementary Learning Collaborative**



### **Richland Two Magnet Statement**

Richland School District Two is committed to providing your child with a quality education. Please keep in mind that each of the District's magnet programs offer a distinct learning curriculum. The program's learning curriculum meets the needs of many, but not all students. In order to ensure that your child receives a quality education, the District will periodically review your child's progress in the magnet program to ensure that the program meets the learning needs of your child. If the magnet program's curriculum or other aspects of the program do not meet your child's learning needs, the District will transfer your child to another school within the District that more appropriately meets his/her learning needs. The District will consider relevant information provided by a student's parent/guardian, as well as relevant administrators and staff members of the magnet program, prior to transferring a student out of a magnet program.

### **Forest Lake Elementary Student Expectations**

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All students at Forest Lake Elementary are expected to SOAR (be Safe, On task, Always respectful, and Responsible) at all times. Teachers at Forest Lake use the format of the SOAR matrix in order to develop standards for classroom behavior and class procedures. Procedures are modeled and taught to all students at the beginning of the year and reinforced throughout the year. Following the Progressive Discipline Log guidelines, repeated failure by a student to comply with the classroom standards and/or procedures will require a parent - teacher and/or lead teacher conference. These conferences have the dual purpose of identifying the cause for the misbehavior and helping the student recognize appropriate behaviors.

### **Elementary Learning Collaborative Student Expectations**

As a member of the eLc community, I am expected to:

- Follow all Richland Two, Forest Lake Elementary, and classroom procedures, policies, and practices.
- SOAR at all time (I will be Safe, On task, Always respectful, and Responsible)
- Give my personal best
- Complete all activities, projects, and class/homework when they are due
- Participate in the group life of the class and in all activities/projects required of me as part of the eLc program
- Uphold the *District Elementary Magnet Behavior & Character Code*

### **Richland Two Elementary Magnet Behavior & Character Code**

As an Elementary Magnet student, I know there is an expected code of conduct. Therefore, I promise myself, my peers, my family, my teachers, and other members of the faculty and staff that: ***As a magnet student I will abide by District policy, all school rules, classroom rules/regulations, and display positive character at all times. I realize that failure to do so may result in my dismissal from the program.***

### Elementary Learning Collaborative Family Expectations

Families of students in the Elementary Learning Collaborative are expected to:

- Reinforce the high academic standards set for students accepted into the Elementary Learning Collaborative.
- Help students come to school rested and prepared for class so they are ready to learn.
- Understand that students are expected to work at a higher level, especially in upper grades. Assessments will be clearly identified as on grade level or above grade level and graded accordingly. *Please see the Forest Lake Assessment and Grading Policy for additional information.*
- Be available for conferences when requested by your child's teacher.
- Take an active role in your child's education by staying involved in his/her daily learning.
- Communicate concerns and questions to your child's teachers.
- Parents that do not live within Forest Lake's attendance zone must provide transportation to and from school. Children are required to arrive and depart school on time. Noncompliance with any of the below may result in students being removed from the magnet program and returned to their home school:
  - Excessive morning tardiness (after 8:10 am).
  - Early afternoon dismissals (before 2:45 pm)
  - Late pick-ups (after 3:00 pm)
- Support and help your child follow Richland Two's Elementary Magnet Behavior and Character Code by discussing it with your child and helping him/her understand all student expectations..
- Follow all Richland District Two, Forest Lake Elementary, and Elementary Learning Collaborative policies, procedures, and practices (transportation, uniform dress code, arrival/dismissal, attendance, tardies, etc.).



### Richland School District Two Elementary Magnet Character Code

#### **Elementary Magnet Behavior & Character Code:**

As an Elementary Magnet student, I know there is an expected code of conduct. Therefore, I promise myself, my peers, my family, my teachers, and other members of the faculty and staff that: ***As a magnet student I will abide by District policy, all school rules, classroom rules/regulations, and display positive character at all times. I realize that failure to do so may result in my dismissal from the program.***

Level Three disciplinary infractions (see Handbook or Richland School District Two website for Board Policy) may result in dismissal from the program. Prior to being dismissed from the program, the student and his parent/guardian will be allowed an opportunity to present any relevant information they would like to share with the magnet school lead teacher, or an appropriate school administrator. Repeated or accumulated behavioral infractions will lead to probation, exclusion from field studies, and/or removal from the the Elementary Learning Collaborative entirely.

By signing and returning this document, my family and I acknowledge that we have read and that we understand the information presented within the handbook and on the last two pages. Moreover, we accept this information an agreement that we must follow in order for the student to maintain his/her status as an Elementary Learning Collaborative student.

Student Name \_\_\_\_\_ Teacher \_\_\_\_\_  
(please print clearly)

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Homeroom Teacher \_\_\_\_\_