

Lawrence Family Development Charter School

355 HAVERHILL STREET (ADMINISTRATION OFFICES)

10 RAILROAD STREET (K-1, K-2, Grade 1)

34 WEST STREET (Grades 2-4)

400 HAVERHILL STREET (Grades 5-8)

580 HAVERHILL STREET (K-2 and Grade 1 for Music, Art and Physical Education)

LAWRENCE, MA 01841

(978) 224-8808 / (978) 258-6210 / (978) 689-9863 / (978) 738-0609



PARENT/STUDENT HANDBOOK

SY'2021-2022

LFDCS is an Equal Opportunity Employer

LFDCS is committed to ensuring that no person shall be excluded from or discriminated against in admission to the school, or in obtaining the advantages, privileges and courses of study of the school because of race, color, sex, gender identity, religion, national origin or sexual orientation

. 603 M.G.L. Chapter. 71 89(1); 603 CMR 1.05(2).

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Lawrence Family Development Charter School

K-1, K-2 & Grade 1 – 10 Railroad Street, Lawrence, MA 01841

Ph: (978) 258-6210



Grades 2-4 ~ 34 West Street, Lawrence, MA 01841

Ph: (978) 689-9863 • Fax: (978) 689-8133

Grades 5-8 ~ 400 Haverhill Street, Lawrence, MA 01841

Ph: (978) 738-0609 • Fax: (978) 738-0634

Dear Parents and Students,

To all new and returning students, welcome to the twenty-seventh year at Lawrence Family Development Charter School. To each student from Kindergarten to grade eight, we wish you a successful year as learners. Our expectations for each of you are to achieve by attention to study, hard work, homework and attendance each day.

Welcome also to the parents of all our students. Thank you for your confidence that our school will provide a quality education for your child(ren) and for accepting your responsibility to partner with us in creating high expectations for your child(ren). We invite you to be a volunteer in our classrooms, to participate in workshops and to serve as leaders on our School Site Council or Board of Trustees.

This Parent-Student Handbook is your guide to our expectations. It contains the rules and regulations we have set to ensure a safe environment where learning can take place. Your support of our attendance, discipline and academic policies and encouragement of your child's achievement through study and homework are essential to their academic success.

Our school has a special mission to involve parents as leaders, volunteers and advocates for the academic success of their child(ren) and all our students. You are encouraged to join the School Site Council where your active voice and participation will help us provide the best in public education in our community.

We wish each of you a great year and hope you will join us in all our activities.

Sincerely,

Joan Thompson
Chair, Board of Trustees

Ralph L. Carrero
Superintendent

Lawrence Family Development Charter School

MISSION STATEMENT

Strong families, working in partnership with the school as advocates for academic achievement, will create an environment where every child has the opportunity to acquire the foundation skills and habits of mind that foster life-long learning, citizenship participation, and personal fulfillment.

Summary of Educational Philosophy

Lawrence Family Development Charter School (LFDCS) is committed to the belief that all children can learn and accepts responsibility to develop models of curriculum, staffing, and professional development to annually increase the level of academic achievement for a student population that enters Kindergarten, often with limited English language skills and/or with limited or no pre-school experience.

The cornerstones for success, established when our school was founded, provide the vision that continues to drive the work of our school. As guiding principles and practices, they are the rallying points for the administration, board and parents which attract quality and like-minded professionals to LFDCS to form a hard-working team focused on providing quality education for students.

1. Parents are a child's first teacher and, as such, accept responsibility for the successful development of the child and transfer of the values of their culture. Recognizing and validating this role, LFDCS allows the positive development of a child's education to continue and expand as children transition from home to the school environment. We strive to understand and value the cultural heritage of our students while providing new skills and education for parents to be effective partners in the culture and expectations of public education.

2. Effective, consistent, professional teaching is key to ensuring student learning. Whenever possible we structure classrooms with student/teacher ratios to 20 students in K-2 through grade 8 and 17 students in K-1. We provide teachers weekly time for grade-level curriculum planning, resources and opportunities for professional development through graduate courses, workshops, seven paid work days for orientation and mentoring for induction and staff development and a three-day new hire orientation specifically for new teachers.

3. Dual-language acquisition is the most effective model for educating young children who are not native English speakers to achieve academically in English-speaking classrooms. Acquiring functional proficiency in two languages enhances cognitive development, promotes understanding and appreciation of cultures, and builds skills to learn and communicate effectively throughout students' lives.

4. Education is not the sole responsibility of schools and is enhanced and enriched in partnership with quality community organizations and resources. LFDCS embraces the broader community of educational and cultural institutions which provide depth and opportunities for students, staff and families. Through a variety of unique and generous partners, LFDCS is able to open doors to vistas and visions beyond our classrooms and our community borders.

Description of School Program

LFDCS is a Commonwealth public charter school open to all residents of Massachusetts. Students are selected by lottery (see Enrollment Policy). The school opened in 1995 and re-chartered for our current five-year term in 2020. Our school also provides bus transportation, school nurses, daily breakfast and lunch, an after-school enrichment program and a Summer Academy.

Academy for Early Academic Preparation (K-1, K-2 & Grade 1) 7:45 a.m.–3:10 p.m.

– 10 Railroad Street

- K-1, four or five- classrooms, based on enrollment, generally limited to an enrollment of 17 students, one teacher and one paraprofessional;
- K-2, four classrooms, one teacher per classroom and one paraprofessional shared for four classrooms;
- Grade 1, four classrooms, one teacher per classroom and one paraprofessional shared for four classrooms.
- Music, Art, MakerSpace STEM and Physical Education are provided once a week.

Lower School (Grades 2-4) 7:45 a.m.–3:20 p.m. – 34 West Street

- four classrooms per grade at the 2nd grade, 3rd grade and 4th grade levels
- Teachers are usually assigned to students for two years which is known as looping for Grades 1/2 or 3/4. This provides students continuity of the education program and attention to student achievement
- All students study academic subjects daily: English Language Arts, including reading, writing, grammar; Mathematics, Science, Social Studies and Spanish.
- Music, Art, Computer Literacy and Project-based Learning and Physical Education are provided once a week.

Upper School (Grades 5-8) 7:45 a.m.–3:30 p.m. – 400 Haverhill Street

- four classrooms for 5th grade and 6th grade
- Grade 5/6 teachers teach all core academic subjects daily: English Language Arts, Math and Social Studies and move with their students for two years; Science and Spanish are taught by specialist teachers
- four classrooms for 7th grade and 8th grade
- Grade 7/8 teachers are hired for expertise and experience in the following subjects and teach all students in their grade level:
 - ◆ English Language Arts
 - ◆ Mathematics
 - ◆ Spanish Language Arts
 - ◆ Science
 - ◆ Social Studies
- Music, Art, Computer Literacy and Project-based Learning and Physical Education are provided once a week.
- LFDCS offers a Guidance/Placement Program for students in Grades 6, 7 & 8 to help prepare them for the high school transition. This program is called *Opening Doors*, and its services include: high school admission test preparation, support with the high school application process, speakers from area schools, school visits, guidance in making appropriate high school admissions choices, resources for parents to understand high school financial aid options and alumni support.

English Language Learners

LFDCS provides services for English Language Learners (ELLs) at every proficiency level. According to state law, an English Language Learner is a “child who does not speak English or whose native or home language is not English, and who is not currently able to perform ordinary classroom work in English.”

LFDCS staff assesses all incoming students to determine whether or not they are in need of additional English language support. Parents/guardians are notified of their child’s English Language Learner status within the first two weeks of enrollment and have the right to request a waiver or to opt-out of ELL instruction. ELLs are entitled to a free and appropriate public education. Federal civil rights laws, namely Title IV of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, require schools to address the needs of ELLs. This includes providing ELLs linguistic and academic supports so that they are able to access the same curriculum and standards as their non-ELL peers. In Massachusetts, G.L.c. 71A provides additional governance around the appropriate identification and instruction of ELLs.

LFDCS uses an SEI/ESL model of English Language Learner instruction. Sheltered English Immersion (SEI) is when a child is immersed in the daily classroom routines and instruction in English, with specialized supports so that they can access the curriculum. General education teachers in Massachusetts must hold an SEI endorsement to teach ELLs. ESL instruction is a time when ELLs get systematic, explicit, specialized instruction in the English language taught by licensed ESL teachers. Both of these components are essential to a strong ELL program. All ELLs at LFDCS are assessed annually on their English language proficiency. Parents/guardians are notified of these scores each year. Once an ELL has attained an adequate level of English proficiency, they will exit the ELL program. LFDCS monitors all ELL students for four years once they have exited the program.

If at any time there is concern about academic progress due to limited language ability, a student may re-enter the ELL program. If you have any questions regarding the ELL program, or your child’s participation in the program, please contact the school’s ELL Coordinator.

Special Education

LFDCS offers special education services in an inclusion classroom model which means learning with peers in regular classrooms. Special education is specially designed instruction and related services. These services may include speech and language therapy, occupational therapy and any additional supports that are necessary to allow the student with a disability to fully participate and make meaningful progress in the curriculum. Full participation means that students with disabilities are entitled to the aids and services needed to assist them in participating in all areas of school life. The determination of eligibility is based on evaluation data and information provided from the parent, classroom teachers and specialists.

If your child has a disability and is found eligible for special education services, an Individualized Educational Program (IEP) will be designed to meet your child's unique needs. A child who is eligible for special education services is entitled by federal law to receive a Free Appropriate Public Education (FAPE). FAPE ensures that all students with disabilities receive an appropriate public education at no expense to the family. In Massachusetts, the special education system is based on the federal special education law, the Individuals with Disabilities Education Act (IDEA), in combination with the state's special education law (MGL c. 71B). Special education laws and regulations protect a student with disabilities and ensure that they get the services and assistance that may be necessary to make meaningful progress in the curriculum.

If you are concerned that your child may have a disability that is affecting their ability to make progress in school, you may request, verbally or in writing, a special education evaluation by contacting the school's Principal, Heads of School or Director of Special Education. The consent of the parent is needed before the child may be evaluated. A Parents' Guide to Special Education and Parent's Rights Brochure are available in Spanish and English on the LFDCS website <http://www.lfdcs.org>. These documents will assist parents in understanding the special education process and the rights of the parents when their child has been referred for or is receiving special education services. LFDCS encourages parents of students with disabilities to become actively involved with The Parent Advisory Council. It offers an opportunity to meet with other parents and hosts four informative workshops a year. Information on Parent Advisory Council meetings and workshops are published on the LFDCS website <http://www.lfdcs.org>

After-School – K-1, 3:10 p.m. – 5:00 p.m.; K-2 & Grade 1, 3:10 p.m.– 6:00 p.m. and Grades 2-6, 3:30-6:00 p.m.
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LFDCS offers an After-School Enrichment Program from 3:10 p.m.–5:00 p.m. for K-1, 3:10 p.m.-6:00 p.m. for K-2 & Grade 1 and 3:30 p.m. to 6:00 p.m. for Grades 2-6, Monday-Friday, for families needing a safe environment for their children at a fee which is communicated yearly in recruitment flyers and on the website. Registration and payment for this program is available online at www.lfdcs.org. There is also a multi-student discount for families with more than one student enrolled. The program consists of:

- Support with homework
- Athletics and intramural competition
- Leadership development
- Academic enrichment opportunities

For a full list of activities, which are updated periodically and subject to change based on students' interest and staff availability, see Enrichment and childcare programs, like the After School Program, are available in the summer time as well. Each year LFDCS sends out a description of the Summer Academy schedule, costs and enrichment opportunities for students. Parents must complete an application to enroll their child(ren). Contact the Extended Day Program Director or the Student Services Coordinator at (978) 689-9863.

SECTION 504

Section 504 is a civil rights law that prohibits discrimination against individuals with disabilities and guarantees that a child with a qualifying disability has equal access to accommodations to ensure academic success and access to the learning environment. To qualify for a 504 Plan there are two requirements: (1) a child has any disability which can include many learning or attention issues; and (2) the disability must interfere with the child's ability to learn in a general education classroom. Under Section 504, fewer procedural safeguards are available to the child with a disability and the child's parents than under the Individuals with Disabilities Education Act (IDEA). Section 504 follows an informal process; parent involvement is not mandated, and schools do not receive additional federal funding for services to qualifying students.

CR 11A GRIEVANCE PROCEDURE POLICY

This Grievance Procedure is established to meet the requirements of the Americans with Disabilities Act. It may be used by anyone who wishes to file a complaint alleging discrimination on the basis of disability in employment practices and policies or the provision of services, activities, programs or benefits by the Lawrence Family Development Charter School (LFDCS). The complaint should be in writing and contain information about the alleged discrimination such as name, address, phone number of complainant and location, date, and description of the problem. Alternative means of filing complaints such as personal interviews or a tape recording of the complaint will be made available for persons with disabilities upon request. The complaint should be submitted by the grievant and/or his/her designee as soon as possible but no later than 60 calendar days after the alleged violation to: Elizabeth Guilbeault, Human Resources Director and ADA Coordinator, 978 224-8808, ext. 116, 355 Haverhill Street, Lawrence, MA 01840. Within 15 calendar days after receipt of the complaint, the ADA Coordinator will meet with the complainant to discuss the complaint and possible resolutions. Within 15 calendar days after the meeting, the ADA Coordinator will respond in writing, and, where appropriate, in a format accessible to the complainant, such as large print, Braille or audiotape. The response will explain the position of LFDCS and offer options for substantive resolution of the complaint. If the response by the complainant does not satisfactorily resolve the issue, the complainant and/or his/her designee may appeal the decision of the ADA Coordinator within 15 calendar days after the receipt of the response to the Board of Trustees or their designee. Within 15 calendar days after receipt of the appeal, the Board of Trustees or their designee will meet with the complainant to discuss the complaint and possible resolutions. Within 15 calendar days after the meeting the Board of Trustees or their designee will respond in writing, and, where appropriate, in a format accessible to the complainant, with a final resolution of the complaint. All written complaints received by the ADA Coordinator, appeals to the Board of Trustees or their designee, and responses from the ADA Coordinator and Board of Trustees or their designee will be kept by LFDCS for at least three years.

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972

Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex in any education program or activity that receives federal funding. To eliminate any existing sex discrimination or to eliminate the effects of the past, LFDCS follows Title IX regulations and assures staff, students and the community of its commitment to remedial action if sex discrimination occurs.

To obtain a Title IX Complaint Form contact Elizabeth Guilbeault, Human Resources Director/Title IX Coordinator at 355 Haverhill Street, Lawrence, MA 01840, 978 224-8808, ext. 116 or download a copy from the school website at www.lfdcs.org under Documents and Forms/Miscellaneous. The Title IX Coordinator handles the following duties: the tasks and responsibilities relating to the implementation and administration of the grievance process, which includes, but are not limited to: providing consultation and information regarding Title IX requirements to potential complainants, distribution of grievance forms to potential complainants, receipt of formal grievances and providing notification to complainants of receipt of the grievance, scheduling grievance hearings, moderation of grievance procedures, notification to all parties regarding grievance decisions, notification of complainants of the right and procedures of appeal, monitoring compliance of all requirements and timelines specified in the grievance procedures, training of staff responsible for grievance procedures, maintenance of grievance and compliance records and files, provision of ongoing training, consultation, technical assistance and information services regarding Title IX requirements, grievance issues and compliance programs, the competencies and skills necessary for the effective administration of the grievance process and related activities. The functions and responsibilities of the Title IX Coordinator are clearly delineated and communicated to all levels of the recipient agency/institution administration and to all employees and students, and the Title IX Coordinator is provided all information and authority or access necessary to enforce compliance requirements.

TITLE I PARENT INVOLVEMENT POLICY

The LFDCS supports the development of a strong partnership between school and home. LFDCS is committed to building a partnership with parents to foster the academic and social development of all students.

- LFDCS will involve parents in the process of school review and improvement through School Site Council meetings, annual surveys and parent participation at Board meetings
- LFDCS will commit to three parent/teacher conferences a year in order to discuss student academic and social progress
- LFDCS will provide home visits to all incoming K-1 families
- LFDCS will hold K-1 workshops throughout the year to educate families on academics, health and nutrition
- LFDCS will hold Parent coffees to allow parents to ask questions and offer input
- LFDCS will conduct an annual parent survey on curriculum, school satisfaction, special programming, communication with staff and workshops available to parents

Parents Right-to-Know

Parents will be notified in writing at the beginning of each school year that they have the right to request information regarding the professional qualifications of the student's classroom teachers and parents will be notified:

- Via the school website, the credentials of teachers
- In writing if their child is being instructed by a teacher who is not highly qualified
- Via the yearly Annual Report, which is posted on the school's website, about the results of the LFDCS' Accountability Plan and the status of the school meeting the requirements of the Every Student Succeeds Act (ESSA) of the U.S. Department of Labor (which replaces the No Child left Behind Act (NCLB))
- In writing if their child is eligible to receive supplementary education services

TITLE I SUPPLEMENT, NOT SUPPLANT POLICY

Title I LFDCS staffing and support programs supplement and do not supplant educational services for our students. LFDCS policies and practices identify specific staff positions to be funded under Title I. Each position provides additional full-time or part-time staff to support student learning in a content area of identified need. Staff identified as Title I instructors provide additional support to regular classroom teachers, supplementing educational services and do not supplant the role, responsibility or budget of regular classroom instruction. Title I funds are used for tutoring which includes Saturday Detention Academy and Summer Academy, and for additional hours of instruction to the regular school day to enhance and supplement the regular school program. The LFDCS Superintendent, Assistant Superintendent, Principal and the LFD, Inc. Director of Finance are responsible for identifying all positions and revenue sources as part of the annual budget planning and approval process. Any positions which are added or deleted require reporting in the Annual Report and communicated to the LFDCS' Board of Trustees. The Title I Supplement, Not Supplant Policy and Procedures are reviewed with all instructional staff at the annual staff orientation in August, which precedes the start of the school year start for students by one week. The policies and procedures are also reviewed individually with each Title I staff member.

EDUCATIONAL EQUITY STATEMENT POLICY

LFDCS's goal is to strive to address the needs of every student in each of our schools, subject to budgetary, space and other limitations. Educational equity for the purpose of this policy is defined as providing all students, as reasonably practical, the high quality instruction and support they need to reach and exceed a common standard. To achieve educational equity, LFDCS will commit to:

1. Systematically, when appropriate, use districtwide and individual school level data, disaggregated by race/ethnicity, gender/gender identity, national origin, language, special education, socioeconomic status and mobility to inform district decision making.
2. Raise the achievement of all students.
3. Graduate all students ready to succeed in a diverse local, national and global community.

In order to reach the goal of educational equity, as reasonably practical, for each and every student, LFDCS shall:

1. Provide every student with access to high quality curriculum, support, and other educational resources.
2. Seek to promote educational equity as a priority in professional development.
3. Endeavor to create schools with a welcoming and inclusive culture and environment.
4. Provide multiple pathways to success in order to meet the needs of the diverse student body and actively encourage, support and expect high academic achievement for each student.

The Superintendent shall include equity practices in the district's strategic plan and goal strategies to implement this policy. The Superintendent, upon request, will periodically report to the LFDCS Board the progress of the implementation of this policy.

EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN POLICY

To facilitate the placement, enrollment, graduation, data collection, and provision of special services for students transferring into or out of the District because of their parents or guardians being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The district believes it is appropriate to remove barriers to educational success imposed on children of military families resulting from frequent moves required by parents' or guardians' military deployment.

Definitions: Children of military families: School aged children, enrolled in kindergarten through 12th grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.

Deployment: The period one month before the service members' departure from their home station on military orders through six months after return to their home station.

Education(al) records: Official records, files, and data directly related to a student and maintained by the school including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

Eligible students are children of military families as well as the children of veterans who have been severely injured and medically discharged, and children of active duty personnel who died on active duty. Children of retired active duty personnel are also eligible to receive services for one year following the discharge due to severe injury, or the retirement or death of an active military parent. The Compact does not apply to children of inactive Guard or Reserves, veterans and retired personnel not included above, or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

The District's responsibilities to eligible students include the following:

- Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
- Upon enrollment of an eligible student, the receiving school must request official records and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).
- Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available. The receiving schools must also initially honor placement of like programs to those of the student in the sending state, including, but not limited to, Gifted and Talented programs, and English as a Second Language programs. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.
- In compliance with federal law, the district will assume financial and programmatic responsibility for the special education programs of students with existing IEPs drafted in other states.

- As appropriate, the District will exercise the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, also as deemed appropriate.
- Students of active duty personnel shall have additional excused absences, as necessary, for visitations relative to leave or deployment.
- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to continue to attend the school in which he or she was enrolled while living with the custodial parent or guardian, without any tuition fee imposed.
- The District high school will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed to facilitate the on-time graduation of the student in accordance with Compact provisions.

EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE POLICY

The purpose of this policy is to ensure the educational stability of students in foster care. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the School Committee is committed to supporting all efforts to ensure that students in foster care have equal access to high-quality, stable educational experiences from preschool (if offered) through high school graduation. Irrespective of the location of a foster care placement, students in foster care will continue to attend their school of origin, unless after a collaborative decision-making process, it is determined to be in the student's best interest to enroll in and attend school in the district in which the student resides in foster care. Enrollment of students in the district where they reside in foster care will take place immediately upon such a determination. The district has designated a point of contact for students in foster care. The district and the point of contact will collaborate with DCF to ensure that students can access transportation and the other services to which they may be entitled.

Best Interest Determination

Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (or, if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when appropriate) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and account for unique factors about the student and his or her foster care placement. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care; however, DCF will finalize the best interest determination if the relevant parties cannot agree on the best school for the student to attend. The district can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. To the extent feasible and appropriate, the district will ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools.

Transportation

The district of origin must collaborate with DCF on how transportation will be arranged and provided to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care. Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster parent(s), etc. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin.

Immediate Enrollment

If it is in the best interest of a student in foster care to leave the school of origin, the student must be immediately enrolled in the district in which he or she resides in foster care. During enrollment of students in foster care, DCF representatives will present the district with a form indicating that the student is in foster care, along with a state-agency identification badge. If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. After enrollment, the district will immediately request available records from the student's previous school. Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to students in foster care (homeless families) on the same terms as families who reside in the district. Accordingly, the district will provide transportation services to school in a manner comparable to the transportation provided for all other students in the district.

HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES POLICY

As required by law, the district will work with homeless children and youth and unaccompanied youth¹ (collectively, "homeless students") as well as their families or legal guardians to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs, school nutrition programs, summer programming and extracurricular activities.

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing, economic hardship or similar reason;
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;

¹ "A homeless child or youth not in the physical custody of a parent or guardian." 42 USC §11434a.

4. Being abandoned in hospitals;
5. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings; and
7. Migratory children living in conditions described in the previous examples.

Students Remaining in Schools of Origin

It is presumed to be in the best interest of homeless students to remain in their schools of origin, i.e. the school that the student was attending at the time he or she became homeless, or the last school the student attended prior to becoming homeless. Homeless students may continue to attend their school of origin for as long as they remain homeless or until the end of the academic year in which they obtain permanent housing. For homeless students who complete the final grade level served by the school of origin, the term "school of origin" shall also include the receiving school in the same school district educating students at the next grade level. Homeless students are entitled to transportation comparable to that provided for all other students attending school in the district. The district will transport students who are sheltered or temporarily residing within the district to the students' school of origin. For homeless students attending a school of origin located outside the district in which the student is sheltered or temporarily residing, the district in which the school of origin is located will coordinate with the district in which the student is sheltered or temporarily residing to provide the transportation services necessary for the student, and these districts will divide the cost equally. Formerly homeless students who find permanent housing mid-school year will continue to receive transportation services until the end of the school year.

Students Enrolling in District Where Sheltered or Temporarily Residing

Parents or guardians may elect to enroll homeless students in the school district in which the student is sheltered or temporarily residing, rather than having the student remain in the school of origin. Enrollment changes for homeless students should take place immediately. If homeless students are unable to provide written proof of their shelter or temporary residence in the district, the homeless liaison will work with the family seeking enrollment to determine homelessness. Information regarding a homeless student's living arrangement shall be considered a student education record, and not directory information. Records containing information about the homeless student's living arrangement may not be disclosed without the consent of the parent or satisfaction of another student-privacy related exemption. If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. After enrollment, the district will immediately request available records from the student's previous school. Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families who reside in the district. Accordingly, the district will provide transportation services to school in a manner comparable to the transportation provided for all other students in the district.

Dispute Resolution

If the district disagrees with a parent or guardian's decision to keep a student enrolled in the school of origin and considers enrollment in the district where the student is sheltered or temporarily residing to be in the student's best interest, the district will explain to the parent, in writing and in a language the parent can understand,² the rationale for its determination and provide parent with written notice of their rights to appeal the district's determination to the Massachusetts Department of Elementary and Secondary Education³. During the pendency of any such appeal, the student should remain enrolled in the school selected by the parent or guardian, receiving transportation to school and access to other available services and programs. The Massachusetts Department of Elementary and Secondary Education's Advisory on Homeless Education Assistance contains additional information about educating homeless students and the appeal process. This advisory is available at the following link: <http://www.doe.mass.edu/mv/haa/mckinney-vento.docx>

Homeless Liaison

The Superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families. The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in locations such as schools, family shelters and soup kitchens. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students. The liaison shall ensure district staff receive professional development and other support on issues involving homeless students.

ENROLLMENT POLICY

The Lawrence Family Development Charter School (LFDCS) enrollment policy replaces earlier policies and meets all expectations of the MA Department of Elementary and Secondary Education.

General Enrollment

LFDCS is a public school operating under a charter granted by the Massachusetts Board of Elementary and Secondary Education and serves students in K-1 through Grade 8. Admission to the school is open to all eligible applicants in grades K-1 through Grade 4 who are residents of Massachusetts and fills vacancies in Grades K-1 through Grade 4; LFDCS does not backfill in grades 5-8. LFDCS does not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language or prior academic achievement when recruiting or admitting students 603 M.G.L. Chapter. 71 89(1); 603 CMR 1.05(2). LFDCS has developed and implemented an approved Recruitment and Retention Plan that targets underserved students. LFDCS's application process is not integrated with that of the Lawrence Public School district.

² Translation of communications of this type is required by Title I, among other laws. See, e.g. 20 USC § 6312.

³ Information about the dispute resolution process managed by the Department of Elementary and Secondary Education can be located here: <http://www.doe.mass.edu/mv/haa/03-7.html>

Parents can obtain an application after January 15 for the upcoming school year by downloading the application from the LFDCS website at www.lfdcs.org which is found under Lottery Info or by picking up an application packet at 34 West Street, Lawrence, MA. LFDCS does not charge an application fee for admission or use financial incentives to recruit students. Included in the application packet are descriptions of the rights of students with diverse learning needs to attend the charter school to receive accommodations and support services, including students who may have disabilities, require special education or are English Language Learners. Information regarding the availability of services is presented including, but not limited to, the school's outreach materials, the LFDCS Student/Parent Handbook and the school's website. LFDCS will not admit students in excess of the school's approved maximum enrollment and growth plan specified in an approved charter amendment in 2010 to increase the number of students from 600 to 800 over a ten-year period ending in 2020. Parent(s) have the right not to have their child's name used in the lottery—for example, a number would be assigned to their child in advance of the lottery. This option is a parent(s)' right under state and federal law ensuring the privacy of the child. If a parent chooses to exercise this privacy right, they are required to check off the box on the attached application form, and a number will be assigned by the Parent Liaison prior to the lottery. Parent(s) of student applicants are informed that the Lawrence Family Development Charter School in accordance with M.G.L. Chapter 71, Section 89(g) shall release the names and addresses of students to a third party mail house upon request unless the parent or guardian of said student objects to disclosure of such information. If a parent of a charter school student and or applicant wishes not to have their child's information released to a third party mail house, the parent needs to check off the box on the bottom of the application form.

Eligibility Criteria for Admittance

Applicants must be a resident of Massachusetts to apply for admission and to attend LFDCS. Every applicant, regardless of sibling preference, residence or non-residence preference must complete an Enrollment Application prior to the deadline to be entered into the lottery. LFDCS also requests that proof of residency be submitted with the Application (verified upon acceptance to the school) in the form of:

1. A Utility Bill (not water or cell phone) dated within the past 60 days
2. A Deed, Mortgage Payment dated within the past 60 days or Property Tax Bill dated within the last year
3. A current Lease, Section 8 Agreement or Landlord Affidavit
4. A W-2 form dated within the year or a Payroll Stub dated within the past 60 days
5. A Bank or Credit Card Statement dated within the past 60 days
6. A Letter from an Approved Government Agency* dated within the past 60 days

*Approved government agencies: Departments of Revenue (DOR), Children and Family Services (DCF), Transitional Assistance (DTA), Youth Services (DYS), Social Security any communications on Commonwealth of Massachusetts Letterhead.

A child who is homeless is considered eligible to apply to the LFDCS lottery regardless of residency documentation, and the application of a homeless applicant will not be dependent on the submission of required documentation. Homeless applicants must provide reasonable proof (depending upon the circumstances or via an affidavit) of residency to receive an admission preference based on where they are temporarily living.

Homeless applicants will receive a residency preference based on temporary residence in the City of Lawrence; however, Lawrence as a prior permanent residence does not provide a residence preference for admission.

Potential students for the K-1 and K-2 programs must submit a birth certificate for proof of being four years old by September 1st (K-1 program) of the enrollment year and five years old by September 1 (K-2 program) of the enrollment year. Potential students in grades 1-4 must submit transcripts or a report card confirming successful completion of the grade prior to the one for which they seek admission by the end of the current school year, or in special circumstances where Summer School is required for graduation, due one week before the first day of school. LFDCS does not require potential students or their families to attend interviews or informational meetings as a condition of application, admission and attendance and does not administer tests to potential students or predicate acceptance for admission on results from any test of ability or achievement. Applications (approved by the Massachusetts Department of Education along with a draft enrollment policy) can be either picked up from the Parent Liaison at 34 West Street, Lawrence, MA or downloaded from the LFDCS website at www.lfdcs.org. After completing and signing the application, the application and proof of residency (confirmed if an admission offer is made) should be scanned and emailed to parentliaison@lfdcs.org or hand-delivered to the Parent Liaison at 34 West Street, Lawrence, MA on or before the application deadline which is the last Friday of February at 4pm. LFDCS will not set any principal application deadlines or hold any enrollment lotteries for student admission for the upcoming school year until after January 1, and shall conclude its principal enrollment process no later than March 15 of each year. LFDCS gives reasonable public notice of at least one month of the application deadline which is the last Friday of February at 4pm and accepts applications in anticipation of a public lottery held on the second Wednesday of March* at 4pm each year. LFDCS publicizes, by January 15 of each year, the date of the lottery and the deadline for applications on its website (www.lfdcs.org), in local newspapers, on local radio programs, in a notice to all current families and in a flyer or poster in local businesses and organizations. Applications will not be accepted after the initial application deadline.

***Depending on the state submission, the deadline for the lottery may be changed to the 1st Wednesday of March.**

Lottery Procedures

LFDCS will determine the number of spaces available each year in each grade. In cases where there are fewer spaces than eligible applicants, applicants shall be accepted for admission by a lottery process. The lottery is held at the LFDCS Upper School gymnasium located at 400 Haverhill Street, Lawrence, MA and conducted in public with a neutral party drawing potential students' names from the applicant pool each year certifying that the process is fair and that the selection is random. During the lottery, LFDCS will post a chart that identifies the number of slots available for grades K-1 through Grade 4. Sibling applicants (children that share a common parent, either biologically or legally through adoption), residents or non-residents of students who attend the school at the time of an offer of admission is made receive a preference for admission over non-sibling applicants.

Applicants who reside in the City of Lawrence receive a preference for admission over non-resident applicants; reasonable proof of current residency is required at the time an offer of admission is made. All applicants will be drawn via the lottery to establish a random lottery order for each grade.

LFDCS draws the lottery using applicant names unless a parent chooses to opt out of having their child(ren)'s name(s) publicly used at which time a number will be assigned, and the parent will be notified of that number in advance. Preference for admission will then be taken into consideration. Admission offers will be made based on the number of seats available for each grade. LFDCS will place the names of applicants not offered admission, following the lottery, in the order they were selected. If the lottery process in a given year fails to adequately draw the sufficient number of applicants for enrollment, the school will hold a subsequent lottery after public notice has been advertised for a month and the required lottery process is followed. If admission was offered to an applicant from the waitlist who is not a sibling of another student who is currently attending LFDCS and would exceed LFDCS charter tuition cap, the applicant should be skipped but kept on the waitlist. In cases where the enrollment of a student who is a sibling of a student who is already attending and LFDCS would exceed LFDCS charter school tuition cap and has not admitted other students prior to admitting the sibling, the sibling may be offered admission and the Commonwealth of Massachusetts will provide tuition for the sibling, subject to appropriation.

Enrollment Process

Once an applicant has been selected through the lottery process, a "Welcome Letter" is mailed to the applicant's address within 3 business days from the date of the lottery. Within 24 hours from the official lottery date, a chart is created with the list of applicants chosen from the lottery, and parent(s) may contact the Parent Liaison at 34 West Street, Lawrence, MA by telephone to confirm that their child has been selected or not selected from the lottery. Parents must notify the school of their acceptance within 10 school days of LFDCS' notification of their child's selection. Once a child is accepted, that child must finalize acceptance. Reasonable proof of current residency or sibling status is confirmed at the time an offer of admission is made. Once selected, LFDCS asks parents and students to meet with the Parent Liaison to finalize paperwork and review the Parent/Student Handbook. LFDCS shall place the names of applicants not offered admission following the lottery on a waitlist for the school year for which the applicant sought admission in the order the names are selected and will take into account sibling preference and resident and non-resident preference, which may change over time. Within 10 business days, a letter is mailed to those on the waitlist for the school year for which the applicant sought admission with an assigned grade and waitlist #. LFDCS will not accept any new applicants and will not process any new applications for a lottery until the initial waitlist is exhausted. If the principal enrollment fails to fill additional admission spaces, LFDCS may repeat the process more than once providing such process is fair and the school gives reasonable public notice at least one month prior to the application deadline. If spaces become available during the school year, LFDCS will repeat the enrollment process to fill these openings meeting the requirements of G.L.c. 70, Chapter 89(n). 603 CMR 105(8).

Waitlists

LFDCS keeps a waitlist for the school year for which applicants sought admission for that year only. Applicants will be drawn from this waitlist during the school year for which the applicant sought admission if any openings occur prior to accepting new applicants according to sibling preference, resident and non-resident preference. If any openings occur in eligible grades, LFDCS will contact families by number rankings while taking into consideration preferences for admission. The order of the applicant's placement on the waitlist may change depending on the preferences that exist at the time an offer of admission is extended, such as an applicant moving up on a waitlist due to sibling status.

If a student or applicant stops attending LFDCS or declines admission, the next available applicant on the waitlist for that grade, subject to preferences at the time of admission, will be offered admission until the vacant seat is filled. No applicant will be admitted ahead of other eligible applicants on the waitlist unless said applicant is either a sibling of a currently-enrolled student or a resident of Lawrence. LFDCS maintains accurate waitlist records including applicant names (first, middle, last), dates of birth, home addresses of residence, telephone numbers, and grade levels of applicants who were part of the lottery but did not gain admission. Applicants accepted from the waitlist for the school year for which the applicant sought admission are notified immediately by telephone and in writing and must notify the school within 3 business days of their acceptance. If an applicant declines an offer of admission, the applicant must reapply if they wish to be considered again for admission. When a student stops attending the school for any reason up to February 15, LFDCS shall fill those vacant seats up to grade 4. LFDCS would draw from the waitlist for the school year for which the applicant sought admission depending on the grade by numerical rank, while also taking into consideration preferences for admission. Vacancies not filled after February 15 will move into the subsequent grade to be filled the following September in grades 1-4. Seats for applicants who have accepted an offer of admission to LFDCS but have never attended are exempt. Students who have withdrawn from the school would need to reapply for admission.

Application for Admission Requirements

The application for admission must be filled out, signed and either scanned and emailed to parentliaison@lfdcs.org or submitted in person to the Parent Liaison to be checked for accuracy along with a copy of the applicant's birth certificate (K-1 and K-2 applicants only) and proof of residency (confirmed upon acceptance). The application does not require submission of the applicant's social security number but requires the signature of one parent/guardian unless a court order indicates otherwise for an individual applicant. The application form includes all student information required by the charter school statute for the waitlist: student name (first, middle, last), date of birth; city or town of residence; grade level; home address and telephone number. The application form states a non-discrimination policy that states: LFDCS does not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language or prior academic achievement when recruiting or admitting students 603 M.G.L. Chapter. 71 89(1); 603 CMR 1.05(2). There is also a notice on the application that states that LFDCS keeps a temporary file of the application packet for those who have been put on the waitlist for the school year for which the student sought admission. This application is kept on file until the last day of school of the school year for which the student sought admission. Before or on that date the parent(s) have the right to receive a copy of these documents; otherwise, the file is destroyed.

Growth Plan Requirements – SY'2020-2021 through SY'2029-2030

LFDCS was approved in 2021 to increase enrollment from 800 to 1,000 students by 2029-2030. LFDCS will increase enrollment in 2023 by 60 students and every year thereafter at 20 students per year until the cap of 1,000 students is reached in 2029-2030. LFDCS will not, in accordance with our growth plan, exceed the total number of students reported in LFDCS's pre-enrollment submission to ESE in the previous spring in accordance with 603 CMR 1.08(5).

ANTICIPATED ENROLLMENT											
Grades Served	SY 2020-21	SY 2021-22	SY 2022-23	SY 2023-24	SY 2024-25	SY 2025-26	SY 2026-27	SY 2027-28	SY 2028-29	SY 2029-30	IDEAL COHORT SIZES
K-1	80	84	102	102	102	102	103	104	104	104	100
K-2	81	79	102	102	102	102	102	102	103	103	100
1	81	80	100	100	101	102	102	102	101	102	100
2	83	81	80	100	100	101	102	102	101	101	100
3	84	81	80	80	100	100	100	101	101	100	100
4	82	83	80	80	80	100	100	100	100	101	100
5	80	82	81	79	79	78	98	99	99	98	100
6	77	80	80	81	78	78	77	97	98	98	100
7	74	76	79	79	80	77	77	77	97	97	100
8	75	74	76	77	78	79	77	76	76	96	100
TOTAL Enrollment	797	800	860	880	900	920	940	960	980	1000	1000

The figures provided above are projections and are subject to change based on natural fluctuations in enrollment that may occur (i.e., retentions). The primary entry point is in Grade K-1, but LFDCS will backfill up to grade 4 (see green-shaded cells).

Glossary

Siblings are potential students who currently have a sibling attending the charter school at the time of the lottery. Siblings are children that share a common biological or legal parent or legally through adoption as opposed to children who may live in the same house but do not share a common parent. If a student moves out of the city but remains enrolled, that student's sibling has preference in the admission even though they are non-residents at the time of the application.

Residents are students that live in the city in which the charter school is located. Residents enrolled in district, charter, private or parochial schools get equal preference. Students must be residents of the city at the time of application.

Non-Residents are students who live in Massachusetts but outside the city in which the charter school is located.

K-1 TOILETING POLICY

Typical students are required to be toilet trained prior to entering the K-1 program at LFDCS. Pull-ups are not allowed. In the event of a toileting accident and the child is unable to change themselves (a change of clothes must be provided on the first day of school), the parent will be required to come and assist their child. In accordance with the American's with Disability Act (ADA) documented medical needs qualifying under a 504 Accommodation Plan specifically related to toileting will be discussed and evaluated on an individual basis.

SCHOOL ATTENDANCE POLICY

LFDCS expects children to be present at school and ready to learn every day. The school year is comprised of 180 days for students. Daily attendance is required. Student achievement suffers when a child is absent, and this may affect grades for that marking period and/or the entire school year. All students are required to attend school a minimum of 95% or higher of the school year. Any student that exceeds 5 days of unexcused absences from school is required to attend Summer Academy. Any student that is absent fourteen (14) absences in a school year (whether the absence is excused or unexcused) may be retained in that grade the following school year if there is an available seat.

- When a student is absent, the parent must call the school in the morning before 9:00 a.m. The day the child returns to school, a doctor's note must be submitted to the homeroom teacher within 48 hours.
- Without a written doctor's note, the absence is considered unexcused. Excused absences will be allowed only in the case of illness and family emergencies such as:
 - ◆ Death in the immediate family (up to three (3) days)
 - ◆ Religious holiday
 - ◆ Illness (doctor's note required)
 - ◆ Court summons/appearance
 - ◆ High School interviews and visits (grade 8 students only)
 - ◆ Suspension
- Heads of School will review absence totals at the end of each month. Teachers will review absence totals at Parent Conferences.
- The school discourages absences due to doctors' appointments. Please try to schedule necessary appointments either before school or after school.
- Students that are absent from school are not eligible to participate in after-school activities.
- The school calendar is published at the start of the school year. Please make travel arrangements accordingly as the school discourages absences due to extended vacations or vacations planned for weeks that school is in session.
- In cases of extended absences due to travel or family reasons, a student may forfeit their seat at the school without a serious, documented medical or family emergency explained in writing, in advance, to the Principal. Students in violation of the attendance policy will be required to attend Summer Academy/and or grade retention. Supplemental packets for educational programming will not be provided. Students will be required to make up lost learning upon their return to school. All such cases will be reviewed, and a decision will be made by school administration as to excusing the student from the school. Please note that any student who violates the attendance policy for a second consecutive school year will not be eligible for Summer Academy and will be required to repeat the school year.

SCHOOL TARDINESS POLICY

Students who arrive late to class are a disruption to other students who are learning and miss core learning which is important to our curriculum. Out of respect for classmates and teachers, it is important to arrive on time every day.

- Students are expected to be in homeroom by 7:45 a.m. Students arriving after 8:00 a.m. must obtain a late slip from the receptionist
- A student who arrives tardy must bring a note from home that morning or on the next day of school. It is the responsibility of parents to ensure arrival by 7:45 a.m.
- Students who arrive more than three times tardy will be ineligible for the Perfect Attendance award.
- Students who arrive late on days of field trips may miss the field trips.

- Students who arrive 8 times tardy will be charged an unexcused absence which counts toward their total absences, and will impact the count of absences towards Summer Academy.
- If a student arrives after 10:00 a.m., it counts as an unexcused absence toward their total absences.

ARRIVAL AND DISMISSAL POLICY

Arrival

LFDCS opens at 7:30 a.m. with breakfast and staff supervision. No child should be dropped off prior to 7:30 a.m. The building will not be open, and it is unsafe.

Morning Bus Arrival

Ramon Transportation will drop students off as follows:

K-1, K-2, Grade 1	Railroad Street side entrance; no earlier than 7:30 a.m.
2 – 4	34 West Street entrance; earliest 7:30 a.m.
5 – 8	At Bradford Street entrance; earliest 7:30 a.m.

Dismissal

- Each building will notify parents of end-of-school policies.
- End of day dismissal is at:

K-1, K-2, Grade 1	3:10 p.m.
Grades 2 – 4	3:20 p.m.
Grades 5 – 8	3:30 p.m.

Parents are expected to pick up their child promptly at 3:10 p.m. at the Academy, 3:20 p.m. at the Lower School and 3:30 p.m. at the Upper School.

It is the general policy of the LFDCS that students will not be dismissed from school before the end of the day. Exceptions to this policy require written permission for dismissal by the parent. Parents should note that to prevent miscommunication, dismissal changes cannot be made within 30 minutes before dismissal takes place.

All drop-offs for the Upper School will be on Bradford Street because there will be no one at the desk to answer the door until after 7:30 am. All parent pickups and walkers at the Upper School will be dismissed on the Bradford Street side of LFDCS.

Please note that Bradford Street is one way from 3pm to 4pm only. Please enter Bradford Street from Broadway during this time and wait outside for your child(ren).

Early dismissal procedure

- Child brings written note of early dismissal to homeroom teacher in the morning.
- Parents report to the front desk upon arrival to pick up their child. The child will be paged.
- Parents sign the child out of classes for that day.
- Students that are dismissed prior to 12:00 p.m. will be considered Dismissed Absent (DA) and will be addressed through the School Attendance Policy. Early dismissal without prior notice disrupts the routine of the classroom. Please refrain from unnecessary early dismissals.

NO child will be released from school to anyone other than the parent.

CHARTING ACADEMIC PROGRESS POLICY

LFDCS has four marking periods each year to monitor the progress of students toward academic proficiency in all subjects and to document attendance, effort and discipline. Our expectations for parent-teacher communication are as follows:

- **1ST MARKING PERIOD ENDS NOVEMBER 5 (CONFERENCES WEEK OF NOVEMBER 8)** - *All parents will conference with teachers. Early identifier for Summer Academy referral.*
- **2ND MARKING PERIOD ENDS JANUARY 21 (CONFERENCES WEEK OF JANUARY 24)** - *All parents will conference with teachers. Follow up letter for identifier for Summer Academy referral.*
- **3RD MARKING PERIOD ENDS APRIL 1 (CONFERENCES WEEK OF APRIL 4)** - *All parents will conference with teachers. Final decision for mandatory Summer Academy.*
- **4TH MARKING PERIOD (LAST DAY OF SCHOOL)**

Note to Parents: Any student that who has been identified for a potential referral for Summer Academy is required to cooperate with the school in providing additional academic services that require student attendance in the Saturday Detention Academy and may include after-school tutoring and one-on-one assistance until such time that the student has attained grade-level proficiency.

Summer Academy

If a student is not approaching proficiency at the end of the first marking period, it is likely the student will be required to attend Summer Academy for Academic Intervention. This Parent-Student Handbook alerts parents that they should not make vacation plans during these four summertime weeks. Students not attending required Summer Academy and who do not attain state benchmarks the following year, may be retained.

Promotion Guidelines

It is the expectation of LFDCS that all students will meet state benchmarks for proficiency in all subjects. Our report card will score student progress according to the state rankings (shown with numerical percentages).

- A Advanced** (higher levels of thinking, above grade level) 95-100% of time
- P Proficiency** (demonstrates skills and content understanding) 80-94% of time
- H-NI High-Needs Improvement** (demonstrates an understanding of skills and content information more than not) 70-79%
- L-NI Low-Needs Improvement** (demonstrates proficiency some of the time, but continues to have problems demonstrating consistent understanding of concepts) 60-69%
- W Warning** (unable to demonstrate understanding of skills and content)

Students must attend school at least 95% of the time (5 unexcused absences or more will require Summer Academy attendance and may be cause for retention). Students who are not meeting academic requirements may be required to attend Summer Academy to maintain their level of progress.

Honor Roll Status

Students that achieve a grade of academic excellence in all subjects (English Language Arts, Mathematics, Social Studies, Science, Spanish, Computer Literacy, Physical Education, Music and Art) will be recognized with honor roll status:

High Honors - A numerical grade of 90 or higher

Honors - A numerical grade of 80 to 89

Model Student Status

	Criteria
A	Completes in-class work regularly without reminders including Do Nows, Independent Work, Open Responses, Assessments
B	Completes all homework - has not missed more than 1 assignment
C	Supports learning by remaining independently-focused during instructional period rating a 3 or 4 on the below rubric: <ul style="list-style-type: none">• Zero Redirects – 4 rating• One Redirect – 3 rating• Two to Three Redirects – 2 rating• Four or more Redirects – 1 rating Student should not have more than one blue slip in the quarter.

SCHOOL HOMEWORK POLICY

LFDCS recognizes that there is an intrinsic relationship between academic achievement and the time, energy and effort students spend working on classwork assigned by the classroom teacher. Homework is a continuation of instruction and the opportunity to practice the lessons taught and provides students with the opportunity to apply prior learning – enhancing and reinforcing the instruction in the classroom.

Student Responsibilities:

- Students in grades 5-8 are responsible for copying their homework assignments each day for each subject area in their Agenda book (a weekly notebook to list assignments).
- Students are responsible for completing their homework to the best of their ability, and returning it to the teacher at the beginning of each class.
- All homework should be completed independently without the help from a parent.
- Any assignment that is copied from another is considered plagiarism and will be subject to disciplinary action.

Consequences for not turning in homework:

- Students in grades 5-8 and in grade 4 (beginning third term) will be graded on homework completion across all subject areas as 15% of their grade. In each subject area, students who complete their assignments will be awarded 2 points, students who partially complete assignments will be awarded 1 point and students who fail to complete any portion of the assignment will receive 0 points as part of their daily homework grade. If homework is made up after the due date, students will receive 1 point towards their grade.
- Failure to complete homework regularly will result in lowered grade averages, preventing honor roll and high honor roll grade status. However, students who regularly complete homework as proof of practice of their skills will have improved grades for their effort.
- Students who miss homework 5 times in a quarter will not be considered for a Model Student award.

Parent Responsibilities:

- Check your child's backpack every day to find notes or communication from the school.
- For students in grades 5-8, ask to see the Agenda book and what is assigned for homework.
- Provide a place free from distraction (television, video games, etc.) to complete homework.

- Ask to see homework before the child puts it in their backpack to take to school (parents are not expected to know if the homework is done correctly, but they may ask the child to tell them what the assignment was about and get a sense that they understood and completed it.).
- Support school policies and expectations for homework completion and consequences.

Grade	Minutes Per Day		Days of the Week
	Homework	Reading	
K	15-20	15	Monday-Thursday
1 st	15-20	20	Monday-Thursday
2 nd	20-30	25	Monday-Thursday
3 rd	20-45	30	Monday-Thursday
4 th	30-45	30	Monday-Friday
5 th	1 hr.-1 hr. 30 min.	45	Monday-Friday
6 th	1 hr.-1 hr. 30 min.	45	Monday-Friday
7 th	1 hr. 30 min.-2 hrs.	60	Monday-Friday
8 th	1 hr. 30 min.-2 hrs.	60	Monday-Friday

Teachers will also choose books for expected outside reading each week. Students may also self-select from the Lawrence Public Library with review by their teacher.

SCHOOL RECORDS POLICY

All information and data contained in or added to the student record shall be limited to information relevant to the educational needs of the student. Information and data added to the temporary record shall include the name, signature and position of the person who is the source of the information, and the date of entry into the record. Standardized group test results that are added to the temporary record need only include the name of the test and/or publisher and date of testing.

Access

A log will be kept as part of each student's record. If parts of the student record are separately located, a separate log will be kept with each part. The log shall indicate all persons who have obtained access to the student record, stating: the name, position and signature of the person releasing the information; the name, position and, if a third party, the affiliation if any, of the person who is to receive the information; the date of access; the parts of the record to which access was obtained; and the purpose of such access. Unless student record information is to be deleted or released, this log requirement shall not apply to:

- authorized school personnel who inspect the student record;
- administrative office staff and clerical personnel who add information to or obtain access to the student record; and
- school nurses who need to read the student health record.

The student or parent has the right to access the student's record within 10 days after the initial request. Upon request for access, the entire student record regardless of the physical location of its parts shall be made available.

- Upon request, copies of any information contained in the student record shall be furnished to the eligible student or the parent.
- Any student, regardless of age, has the right as stated in Massachusetts law to receive a copy of his/her transcript.
- The eligible student or the parent has the right upon request to meet with professionally qualified school personnel and to have any of the contents of the student record interpreted.

- The eligible student or the parent may have the student record inspected or interpreted by a third party of their choice. Such third party shall present specific written consent of the eligible student or parent, prior to gaining access to the student record.
- Teachers will have access to their own students' records.

Non-Custodial Parents

A non-custodial parent is eligible to obtain access to the student record unless:

- the parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
- the parent has been denied visitation, or
- the parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
- there is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted. In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal. Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access.

The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.

Upon receipt of a court order that prohibits the distribution of information, the school shall notify the non-custodial parent that it will not provide access to the student record to the non-custodial parent.

Privacy and Security of Student Records

- The school principal or his/her designee shall be responsible for the privacy and security of all student records maintained in the school.
- The superintendent of schools or his/her designee shall be responsible for the privacy and security of all student records that are not under the supervision of a school principal, for example, former students' transcripts stored in the school department's central administrative offices or student records of school-age children with special needs who have not been enrolled in a public school.
- The principal and superintendent of schools shall insure that student records under their supervision are kept physically secure, that authorized school personnel are informed of the provisions of state regulations and know the importance of information privacy and confidentiality; and that any computerized systems employed are electronically secure.

K-8 Transfers

If a student moves from LFDCS to another school, parents are encouraged to complete a Withdrawal Form with the Parent Liaison. Following the completion of this form, LFDCS will send copies of cumulative records to the recipient's school when requested. LFDCS will retain originals for two years and then destroy originals.

Grade 8

Following graduation, records will be sent to the recipient school. Records will be maintained for two years. Parents may receive the originals no sooner than one year after transfer. Individualized Education Plans, (IEPs) are considered temporary records and shall be destroyed no later than seven years after the student transfers, graduates or withdraws from the school system.

LFDCS recognizes confidentiality and privacy rights of families. A copy of the Family Educational Rights and Privacy Act (FERPA) is available for your review from the Heads of Schools.

GRADE 8 GRADUATION REQUIREMENTS POLICY

To receive a graduation diploma* from eighth grade and transition to high school, students must satisfactorily accomplish the following:

1. Complete all required work, and, at a minimum, approach the standards of our grading system for the five core subject areas of: English Language Arts, Mathematics, Social Studies, Science and Spanish as aligned with Massachusetts Curriculum Frameworks.
2. Present a portfolio of work to a panel of judges, which may include a member of the teaching staff and one outside evaluator. The portfolio will include:
 - ELA – essay, following rubric presented by teacher;
 - an essay describing themselves and their personal goals for attending high school;
 - an essay describing a community service experience written in Spanish
 - a sample of a piece from Math that demonstrates best work; explain lesson and what learned;
 - an example of artistic work;
 - a sample of best work in Social Studies, meeting standards in content and writing or examples from the inquiry-based Science project;
 - an oral presentation that demonstrates the ability to express ideas clearly in Spanish
3. Complete a total of 30 hours of community service to be documented during seventh grade (15 hours) and eighth grade (15 hours). The community service must be meaningful, help the community, must be related to a service-learning project and must be approved by the Head of Upper School. Attain at least 95% attendance throughout the year, as required by the Department of Secondary and Elementary Education. Students who do not attain 95% attendance may be subject to Summer Academy. Parents should note that: Chapter 76, section 1 of the Massachusetts General Laws states that all children between the ages of six and sixteen must attend school.
4. Complete application or plan and be accepted by a high school.
5. Meet the school's attendance requirements. A school district may excuse up to seven day sessions or fourteen half-day sessions in any period of six months. In addition to this law, each school may have its own attendance policy with which parents/guardians should be familiar.

6. For students with an Individual Education Plan, the school will consult the IEP for details of modified exit standards. In addressing the Standards and Benchmarks of our curriculum, students are evaluated on their work:
- **English Language Arts:** have the ability to use vocabulary and show growth in oral and written work according to grade level benchmarks;
 - **Mathematics:** ability to reason, draw inferences and employ computation skills in measurement, algebra and problem solving;
 - **Social Studies:** acquisition of core knowledge in history to relate study of the past to its relationship with the present;
 - **Science:** ability to pursue questions about our world, compare results and explain findings;
 - **Spanish:** ability to use vocabulary and show growth in written and oral Spanish according to established benchmarks.
 - **Physical Education:** acquire the knowledge and skills necessary to perform a variety of physical activities and maintain physical fitness.
 - **Computer Literacy:** ability to operate a computer and to understand the language used in working with operating systems
 - **Music:** ability to read music and understand the fundamentals of music and the principal means of musical expression, including musical tones, rhythm, tempo and dynamics.
 - **Art:** develop and appreciation for and ability to create art using a variety of media and introduce students to well-known artists.

A	-	Advanced
P	-	Proficient
NI	-	Needs Improvement
W	-	Warning
NA	-	Not Assessed

*only one diploma will be printed per student with the legal name on record with the school. Any changes to names should be submitted to the school as soon as possible along with required legal documentation of the name change.

SCHOOL LIBRARY/MEDIA CENTER POLICY

The library/media center, is a valuable resource, which is supplemented with technology in the classroom. The library/media center space and its collection of materials providing a resource for students, teachers, staff and parents to enrich and promote literacy. The library/media center and technology resources provide opportunities for enjoyment and learning, but these cannot take place if the library is not used properly. Everyone in the LFDCS community is expected to understand and follow the rules and procedures of our library/media center and of the technology which we provide to extend learning. These are a vital part of the learning that takes place at our school.

Opportunities:

- **Students:** The Academy for Early Academic Preparation and the Lower School students will access the library/media center with their classroom teacher. Upper School students will utilize the library/media center with classroom teachers as participants in various group projects, tutoring or after-school program activities and providing students with the opportunity to choose and check out a book to bring home and to select available materials to supplement class study.

Certain devices, such as electronic readers (E-readers) are available for students to sign-out. Parents are required to sign permission slips accepting responsibility of returning the devices back to school on the agreed-upon return period.

- **Parents:** Borrowing library books can be a great way for parents to share in and encourage their child's literacy. Time set aside each week for discussions of stories, pictures and facts that the child learns through school library books is an effective way to support a child's learning.

Expectations:

- **Students:** Library/media center materials are the valuable property of the entire school community; therefore, each user is expected to treat resources with respect. Due to the value of the library/media center's contents, the school discipline code will be strictly enforced during class time here. This includes loss of library/media center privileges for the day or the following week. If a student, parent, and library aide agree that the student may take out books or devices; all three also agree that the cost of replacement for the book or device will be paid by the student's family if a book is lost or damaged while under that student's care.
- **Parents:** Parent help is necessary for the orderly circulation of library books and/or other resources. Since privileges are a vital to exploring learning, and LFDCS encourages parents to monitor their child's use of the library and devices. Parents can help their children to remember deadlines for the return of books or devices, keep them clean and safe, and spend time looking at and reading to them at home. Their signature on the Library/Media Center contract signifies their pledge to supervise their child's use of the resources and their agreement to replace any book, device or materials lost or damaged while under their child's care.

Please see the Student/Parent Nook or Kindle E-Reader or Chromebook (emergency shut down only) Agreement in the back of this handbook.

ACCEPTABLE USE POLICY (OF TECHNOLOGY)

LFDCS is committed to producing technology-literate students ready for the demands of an ever-changing society. As with any other provided materials, LFDCS uses technology resources responsibly to promote good and safe habits and to ensure their longest possible lifespan. In order to preserve the privileges of using this system, as school community members (students, staff, administrators, parents, etc.), certain guidelines are expected.

To graduate technology-literate students, LFDCS manages curriculum materials and academic resources for students on a Learning Management System (LMS) licensed by LFDCS. The LMS used at LFDCS is called *Schoology* which also integrates with G Suite for Education. Accounts for both *Schoology* and G Suite for Education are provided by LFDCS. Using the LMS and G Suite for Education, students experience a 21st century learning environment where they engage with their learning materials and efficiently design their own digital portfolios. The use of technology and the Internet is a privilege, not a right. Inappropriate use of LFDCS technology and digital resources will result in cancellation of those privileges and could result in disciplinary action by the school or criminal prosecution. Contained in this document are the rules and policies which students must follow in order to use technology at LFDCS. Before signing and returning the permission form, located in the back of this manual, students and parents should carefully read this agreement.

Computer/Electronic Devices/Network Usage

Security

- Students are only granted access to local computers or devices such as Chromebooks or iPads, in labs and classrooms. In these instances, they have no inherent rights to use the internal network resources.
- Beyond their granted access level, students do not bypass, attempt to change security measures in place, or in any way attempt to gain unauthorized access to the network systems.
- Any student identified as a security risk or as having a history of problems with other computer or network systems, may be denied access to computer systems.
- All users of the Learning Management System (LMS) and the school's G Suite for Education account are responsible for maintaining the security of user names, passwords and any other access credentials assigned.

Privacy

- Curriculum resources posted to the LFDCS network and LFDCS G Suite for Education are the property of LFDCS.
- To maintain system integrity, all communications (electronic or not) are monitored and reviewed.
- All violations will be reported to the appropriate administrator and dealt with in accordance with the consequences section of this document.
- Without permission, students may not record or take pictures using cell phones, personal or school devices, of other students or any staff members without permission.
- LFDCS has the right to inspect all electronic messages and other forms of communication, including email, LMS messages, and text messages.

Technology and Digital Resources

- Technology and digital resources are defined as all educational applications, including printing, scanning, internet usage, educational services and websites, and all forms of communication or storage from a computerized system.
- Students will not attempt to manipulate system resources by adding or removing programs, hardware or peripherals of any kind. All school-owned electronic devices may be inspected and breaches of policy will be subject to disciplinary action.

Etiquette:

All students are expected to abide by the generally accepted rules of the network. The following list is not exhaustive but highlights some LFDCS expectation. All users on the LFDCS network will:

- Use school appropriate language and/or images in all communication.
- Avoid using sarcasm, bad language, threats, or name-calling in all communications.
- Demonstrate the same good moral school behavior online as they would in all face-to-face school settings.
- Protect all personal information (name, address, phone numbers, photos, etc.) of self and peers over the Internet.
- Assume that e-mail is not secure or confidential.
- Use proper grammar and be mindful of correct spelling.
- Respect other people's privacy regarding mail or files.

Banned Activities:

- LFDCS computer systems may not be used to violate copyright laws, perform acts of plagiarism or engage in any other illegal activities.
- Account credentials and/or passwords may not be given to anyone other than the user to whom they were assigned.

- Students may not record or take pictures using cell phones, personal or school devices, of other students or any staff members without permission.
- All use of the internet while at LFDCS may not be used for any activity other than school-directed academic activities and/or other LFDCS-affiliated activities.
- Vandalism: vandalism is defined as any malicious attempt to harm or destroy the data/character of another user, the Internet, or any network connected to the Internet backbone which includes, the creation and/or uploading of programs designed to cause malice (virus, spyware).

The administration and faculty at LFDCS may request of the system administrators to revoke or suspend specific users' accounts if they feel vandalism has occurred.

- Prohibited Internet/Email Usage: The use of Internet and e-mail access must be in support of education and research in accordance with the educational objectives of LFDCS. Prohibited use of Internet/email usage includes, but is not limited to, the following:
 - The Internet/email may not be used for any social media streaming content without express permission. Social media include Facebook, Twitter, online radio, etc.
 - Students may not lend their Internet/account password to other users or use another person's account.
 - The Internet/email may not be used for commercial or non-profit purposes or political lobbying.
 - School computers may not be used to purchase items or register in contests online.
 - Students may not in any way attempt to destroy another user's data on the Internet including the creation or uploading of viruses or malware of any kind.
 - The Internet/email may not be used to transmit any material in violation of any U.S. or state regulation. This includes, but is not limited to, the transmission of copyrighted material; material that glorifies violence, is threatening, racist, sexist, pornographic and is obscene material or material protected by trade secret.
 - The Internet/email may not be used to participate in any non-educational "chat rooms." Use of other LFDCS networks or computing resources must comply with the rules of that network.
 - Students should not expect e-mail or Internet usage confidentiality; use of the LFDCS systems constitutes consent to the monitoring of all transmissions and Internet usage and is conditional.

CONSEQUENCES

1. Violations of any guideline presented above may result in immediate termination of Internet and technology access privileges. In addition, violations of this Acceptable Use Policy (of Technology) may result in temporary, long-term or permanent suspension of the student's privileges.
2. Unless otherwise determined by members of the school administration, progressive discipline will be used for violations of the guidelines listed above:
 - A. **First Offense:** The student will lose their access to LFDCS technologies for one week.
 - B. **Second Offense:** The student will lose their access to LFDCS technologies for one month and their parents meet with Head of School.
 - C. **Third Offense:** The student will not be able to use LFDCS technologies for the remainder of the school year and their parents meet with the Principal

The severity of the infraction may exempt the progressive discipline listed above and lead directly to discipline and consequences as determined by members of the school administration.

3. **In addition to suspension or termination of access privileges, student infractions may result in disciplinary action including suspension and expulsion from the school.** Unlawful use of computers/any network/or the Internet under federal or state law may subject the user to criminal prosecution.
4. Access to the LMS/Google will be disabled or suspended for users who display inappropriate behavior per the LFDCS Acceptable Use Policy and other guiding policies that define appropriate conduct for LFDCS students. Students who misuse the LMS will be referred to the LFDCS administration.
5. Students will be notified of each alleged violation of the computer/network/Internet Acceptable Use Policy and will be given an opportunity to respond to the allegation.

Release of Responsibility

LFDCS makes no warranties of any kind, whether expressed or implied for the service it is providing. The school will not be held responsible for any damages that students suffer due to the loss of data resulting from delays, non-deliveries or service interruptions.

LFDCS will not be held liable for any losses, obligations, injuries, damages, death, incidental or consequential damages attorneys' fees or liabilities of any kind for which a student may acquire or hereafter accrue stemming from usage of the Internet. Use of any information obtained via the Internet is at the user's own risk. LFDCS will not be responsible for the accuracy or quality of information obtained through its Internet services. It is impossible to restrict access to all controversial materials found on the Internet, and LFDCS will not be held responsible for materials acquired using this method.

Students must immediately report to a teacher if they observe or are unwillingly involved in anything which violates the LFDCS Acceptable Use Policy. Should students encounter inappropriate materials/communications by accident or witnessed others doing so, they are obligated to report it to a teacher or staff member immediately. Students must be prepared to be held accountable for actions and for the loss of privileges which actions may produce. When in doubt, please ask a teacher or the Network Administrator.

Please see Student/Parent Acceptable Use (of Technology) Agreement in the back of this handbook.

UNIFORM POLICY

Students are to dress and groom in a manner that conforms to the reasonable and acceptable standards of health, safety and cleanliness, which will not cause a disruption of the educational process, and is not offensive and/or does not endanger the health, safety and welfare of the student or others. Feet must be covered at all times.

Students are prohibited from wearing clothing, jewelry and/or accessories that have slogans, comments or designs that are obscene, lewd or vulgar; are directed towards or intended to harm, harass, threaten, intimidate, or demean individual groups or individuals on the basis of sex, gender, sexual orientation, race, color, ancestry, national origin, ethnicity, religion, disability, genetic information, or gender identity; and/or advertise alcoholic beverages, tobacco products or illegal drugs.

	Grades 7-8	Grades 5-6	Grades K-1-Grade 4
Shirts (All shirts must be tucked in)	White button down shirt White button down blouse	White blouse with collar White shirt with collar White button-down shirt White button-down blouse White turtleneck White polo	
Jackets	Navy blazer (school logo patch),	not applicable	
Sweaters, Vests, Sweatshirts	Navy blue sweater Navy blue sweatshirt (LFDCS logo – no hoods) Navy blue vest		
Bottoms	khaki trouser pants with belt loops (no jeans) Plaid #60 skirt	navy trouser pants with belt loops (no jeans) Plaid #60 skirt	navy trouser pants with belt loops (no jeans) Plaid #60 jumper
<u>Gym Uniforms</u> <i>(required once per week) on student's gym day)</i>	Navy blue sweatshirt or navy blue t-shirt with the school logo Navy blue sweatpants with the school logo No windbreakers in gym classes White or black sneakers (without any decorations). <i>To participate in gym, students are expected to come in full gym uniform.</i>		
Socks	Black, blue or white socks White or blue tights (No footless tights or leggings allowed)		
Shoes	Black shoes only (no sneakers)		
Accessories Jewelry (not recommended)	Watches and earrings no larger than the size of a quarter) (Smart watches are not allowed) <i>If a student wishes, a light chain (tucked into shirts) may be worn.</i>		
Hair/Makeup	No makeup, hair paint, hair shaved into a design		
Piercing	No facial or body piercing (tongue, lips, nose, chin, eyebrows)		
Other	All shirts must be tucked in No hats, large headbands or bandanas		

Students may not come to school shirtless, bottomless or shoeless. All students dressed in accordance with this policy should not experience student or staff repercussions related to their apparel regardless of how their clothing coincides with their body type, gender, sex, sexual orientation, race, color, ancestry, national origin, ethnicity, religion, disability, genetic information, or gender identity.

Parents/guardians will be notified if a student has arrived to school in clothing that is not suitable for school, and the student will be provided with a school issued suitable item of clothing to wear (e.g., sweatshirt or t-shirt from the Parent Liaison) during the course of the school day, asked to turn clothing inside out, sent home to change their clothing or to borrow clothing from a classmate/friend to wear during the course of the school day.

Students are expected to follow all school rules with respect to wearing any protective clothing, safety glasses or other protective or safety equipment that may be required for participation in specialized programs.

The Superintendent or designee shall train staff about this policy to ensure equitable and consistent application of this policy. Any discipline that is to be imposed for a violation of this policy shall be administered by the Superintendent.

Parents: All students are expected to wear their uniform to school every day. If a student arrives out of uniform, parents will be notified and asked to bring in the student's uniform. After one warning, students in violation will get a missed recess in grades K-4 and a detention in grades 5-8. Students are expected to arrive at school looking neat and clean. All shirts must be tucked in and all shoelaces tied. Students should be dressed according to the weather. During winter months, children should wear hats, mittens, coats and boots (students are expected to change into normal school shoes once they arrive at school).

Information on Purchasing School uniforms Parents will receive notice about where to purchase uniforms from the Parent Liaison. The Parent Liaison will coordinate LFDCS onsite opportunities for the purchase of uniforms.

Parents: Please do not purchase oversized pants or shirts for your child to wear to school. Clothes must reflect an environment conducive to a serious educational setting

DISCIPLINE POLICY (CODE OF CONDUCT)

The LFDCS believes in a positive environment where children and their families, teachers, staff and administration can feel safe, accepted and respected at all times. Implicit in the mission of the LFDCS is the appreciation of the value of assuming responsibility for personal choice and behavior. Explicit in its mission statement is that education of children is a shared responsibility between parent, school and community.

All children are entitled to a secure, healthy, substance free atmosphere where they will receive a solid quality education and positive reinforcement as they grow as individuals and productive members of our community and our world. In order to maintain such an environment, the LFDCS establishes and enforces certain behavioral expectations from every member of our community with the hope that a collaborative effort between parent, child and teacher will foster a child's sense of choice and self-awareness.

These expectations are to be maintained at all times when participating in any and all school activities during and after the school day.

<u>Expectations</u>	<u>Example</u>
1. Students will act in a safe manner.	Walking in the halls; keeping hands to self; speaking softly at all times; not bringing dangerous objects, materials or substances to school. Children will not throw snowballs or any other object that may cause injury.
2. Students will be respectful of each other at all times.	Using appropriate language (in writing and verbally); awareness of each other's space; tolerating and appreciating each other's opinions. Children will not vandalize school or another's private property.
3. Students will demonstrate persistence and hard work toward mastering high academic standards.	Paying attention in class; participating in all learning activities; striving to earn high grades on grade-level benchmarks; working cooperatively with classmates and teachers.
4. Children will complete assignments and homework on time and will not interrupt the learning process for other students in class or anywhere in the school.	Arriving at school on time; having a positive attitude and showing effort in class; listening to teachers; following directions; and completing work on time.

Unacceptable Behavior

The following actions are deemed to be unacceptable behavior:

- ◆ Leaving classroom or building without permission;
- ◆ Failure to follow library or Acceptable Use Policy (AUP) with Technology policies;
- ◆ Using inappropriate language in writing or verbally;
- ◆ Interrupting the learning process in speech, manner, writing or assembly;
- ◆ Plagiarism, other cheating;
- ◆ Unexcused absence from school;
- ◆ Tardy arrival at school;
- ◆ Unapproved early dismissal from school;
- ◆ Inappropriate dress in school and at school-related activities;
- ◆ Inappropriate behavior in the school cafeteria;
- ◆ Failure to complete assigned class work, homework, projects, papers and other reasonable requirements set forth by teachers;
- ◆ Selling toys, snacks or other items;
- ◆ Any other behavior that distracts from the learning process.

The following behaviors are considered serious threats to the orderly operation of our school and may include notification of police or judicial authorities:

- ◆ Defaming, deriding, or discriminating against another on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, gender identity, disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language or prior academic achievement;
- ◆ Hazing;
- ◆ Assault and battery or the threat of harm to another student, staff member or any other person considered a part of and working for the collective good of the school community;
- ◆ Vandalism, theft or destruction of school property and equipment used in school-related activities;
- ◆ Misuse or abuse of technology (computers) and library media resources;
- ◆ Bringing dangerous objects to school; throwing dangerous objects;
- ◆ Engaging in or promoting any behavior or activity that poses a threat to the safety and well-being of persons within the school community.

ACADEMY FOR EARLY ACADEMIC PREPARATION AND LOWER SCHOOL PROCEDURES

STEP 1

Verbal warning

A time-out or break such as walking to the water fountain or sitting in a designated place

STEP 2

Repeated Offenses

- ✓ Meeting with Head of School – Discipline log
- ✓ Teacher required to contact parent
- ✓ Create classroom plan to address behavior with the Head of School and the Teacher

STEP 3

Mandatory Meeting with Parent, Teacher, and Head of School - Review of Multiple

Discipline Issues. At this time detention may be issued by the Head of School with 4th grade students. If detention is issued, students will not be permitted to do homework but will write a reflective essay regarding their disciplined behavior and signed by the parent who is picking up the student.

STEP 4

Suspension

- ✓ continued or serious violation of School Policy
Students engaging in acts of aggression will be removed from the classroom to a separate supervised area if necessary. As defined in MGL Chapter 71 Section 37H 3/4, the Principal will notify the Superintendent in writing, which can be by electronic means, of any suspension of a student in K-1-Grade 3 prior to the suspension.

UPPER SCHOOL PROCEDURES

The Upper School has a system of discipline that promotes a climate of respect for self, school and others. Students at the Upper School are expected to exhibit the appropriate forms of self-control expected of all children at LFDCS. The discipline system emphasizes student responsibility for one's self, which is appropriate as the children move up from the lower grades.

When a student violates the code of conduct, the student will receive a "Blue Slip" discipline note which records the infraction. Teachers will give one verbal warning before issuing a "Blue Slip;" thus, a student has an opportunity to correct the behavior before getting the discipline note.

The "Blue Slips" are held by teachers and are given to the homeroom teachers at the end of each day. If a student receives three or more "Blue Slips" during a week, the homeroom teacher will give the "Blue Slips" to the Head of School. These "Blue Slips" will be reviewed by the Head of School and once approved, will result in an after school detention. Parents will be notified by telephone of these detentions by the Head of School or designee. Any student receiving three "Blue Slips" prior to the end of a week may earn additional "Blue Slips" and face additional disciplinary consequences should three or more "Blue Slips" be earned before the end of the week. The Head of Upper School will notify the Special Education Director if any student being provided services under an IEP receives three "Blue Slips" before imposing a detention or contacting the parent. All detentions issued by the Head of School are recorded in a Student Discipline Log. These are part of a student's record at LFDSCS.

It is important for both parents and students to understand that Discipline Logs are required by many high schools as part of the admissions process and will be made available to any school requesting student records as part of the admission process to high school.

STEP 1

Verbal warning

A time-out or break such as walking to the water fountain or sitting in a designated place

STEP 2

Repeated Offenses

- ✓ Blue slip and discipline log/inform Head of School
- ✓ Teacher required to contact parent
- ✓ Create classroom plan to address behavior with the Head of School and the teacher

STEP 3

Detention (to be signed by parent)

- ✓ Issued by the Head of School
- ✓ Parent conference to be scheduled with parent, teacher and Head of School Detention to follow phone notification on following day

STEP 4

Mandatory Meeting with Parent, Teacher, and Head of School - Review of Multiple

Discipline Issues. At this time detention may be issued by the Head of School. If detention is issued, students will not be permitted to do homework but will write a reflective essay regarding their disciplined behavior and signed by the parent who is picking up the student.

STEP 5

Suspension

- ✓ continued or serious violation of School Policy
Students engaging in acts of aggression will be removed from the classroom and moved to a smaller supervised area. Parents will be called to discuss the incident and to determine the length of the suspension.

CONSEQUENCES

Under M.G.L. c. 71, § 37H¾ in every case of student misconduct, administrators will use discretion in deciding the consequence for an offense; consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until other alternatives have been tried.

Consequences for lesser offences could include, but are not limited to: verbal warnings, written warnings, reprimands, detentions; loss of privileges—such as, extracurricular clubs or activities and attendance at school-sponsored events; changing the student’s classroom or seat; calling parent(s) to schedule a meeting to discuss the behavior; in-school suspension; or out-of-school suspension. Any suspension will include the appropriate due process procedures.

Some behaviors are serious enough to warrant a strong response such as suspension or expulsion: being in possession of a dangerous weapon or a controlled substance; any act of vandalism; an assault on or threat to any school personnel; an assault on another student; or any act of violence will be subject to expulsion by the Principal. M.G.L. c. 71, §§ 37H and 37H1/2

Bullying, harassment, and discrimination toward any student or school staff may result in suspension or expulsion as outlined on page 34.

ALTERNATIVES TO SUSPENSION

In every case of student misconduct for which suspension may be imposed, a principal shall exercise discretion in deciding the consequence for the offense; consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs—such as, mediation, conflict resolution, restorative justice and community service (in-school). Writing an essay related to the offense, apology letters and/or other writings may be assigned as alternative consequences.

DETENTION

Detention is staying after school with a teacher or Head of School. It is usually for one hour, depending on the student’s age and grade. During this time students may be required to write an essay related to the offense, apology letters and/or other writings may be assigned. Some offenses that may earn a detention are talking back to a teacher or administrator, cursing, walking around the building without permission, throwing things; other examples are listed on page 31.

SUSPENSIONS AND EXPULSIONS

Under MGL Chapter 71 Section 37H 3/4 the Principal, Head of School, Superintendent or other person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall exercise discretion; consider ways to re-engage the student in the learning process; and avoid using expulsion as a consequence until other remedies and consequences have been employed.

In-school Suspension means removal of a student from regular classroom activities, but not from the school premises, for no more than ten consecutive school days, or no more than ten school days cumulatively for multiple infractions during the school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. In-school suspension for ten days or less, consecutively or cumulatively during a school year, shall not be considered a short-term suspension under these regulations.

Some of the behaviors that may earn a suspension for disciplinary offenses are fighting; leaving the building; hitting or any aggressive touch of another person; refusal to do school work; other examples are listed beginning on page 31. Students may serve in-school suspension in another classroom (not his/her own grade) or in a supervised office, library, classroom, or other available space. An in-school suspension of more than 10 cumulative days in a school year will be subject to the procedures for long-term suspension.

Out-of-school suspension is a temporary exclusion from the activities of the regular classroom and school when it is considered appropriate by the administrator.

The Head of School should contact the parent to meet so the Head of School can hear and consider information regarding the alleged incident for which the student may be suspended, provide the student time to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the Head of School will discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The Head of School will provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Head of School should consider in determining consequences for the student. Prior to imposing an out-of-school suspension of 10 days or less in a school year, an administrator will provide the student and his/her parent oral and written notice and an opportunity to participate in an informal hearing.

Short-term Suspension means the removal of a student from the school premises and regular classroom activities for ten consecutive school days or less. A principal may, in his or her discretion, allow a student to serve a short-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

Long-term Suspension means the removal of a student from the school premises and regular classroom activities for more than ten consecutive school days, or for more than ten school days cumulatively for multiple disciplinary offenses in any school year. A principal may, in his or her discretion, allow a student to serve a long-term suspension in school. Removal from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. Except for students who are charged with a disciplinary offense set forth in M.G.L. c. 71, § 37H(a) or (b), or M.G.L. c. 71, § 37H ½ no student may be placed on long-term suspension for one or more disciplinary offenses for more than 90 school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed. Some of the behaviors that may earn a suspension for disciplinary offenses are fighting; leaving the building; hitting or any aggressive touch of another person; refusal to do school work; bullying/harassment; other examples are listed beginning on page 31.

Under the Due Process outlined on page 38, **students facing a suspension of greater than 10 days** have enhanced procedural rights. Massachusetts law authorizes the suspension/removal from school for a maximum of 90 days, with the exception of conduct covered by M.G.L. c. 71, §§ 37H and 37H1/2 (Being in possession of a dangerous weapon; in possession of a controlled substance; any act of vandalism; an assault or threatening any school personnel; an assault on another student; or any act of violence).

Some of the behaviors that may earn a suspension are fighting; leaving the building; hitting or any aggressive touch of another person; refusal to do school work; other examples are listed beginning on page 31.

- If the student may be placed on long-term suspension following the hearing with the Head of School: the rights set forth in 603 CMR 53.08 (3)(b); and the right to appeal the Head of School or Principal's decision to the Superintendent.
- The Head of School will make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct a hearing without the parent present, the Head of School must be able to document reasonable efforts to include the parent. The Head of School is presumed to have made reasonable efforts if the Head of School has sent written notice and has documented at least two attempts to contact the parent in the manner specified by the parent for emergency notification.
- Written notice to the parent may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and parent.
- According to regulations, a Head of School/Principal may not impose a long-term suspension "without first providing the student and the parent oral and written notice, and providing the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing."

According to regulations, a Head of School/Principal may not impose a long-term suspension "without first providing the student and the parent oral and written notice, and providing the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing."

Both types of suspension include Due Process provisions on page 38.

- If a decision by an administrator, following the parent meeting, results in suspension of a student for more than 10 cumulative school days for the school year, the student may appeal the decision to the superintendent.
- In order to do so the student or parent must file a notice of appeal with the superintendent within five (5) calendar days unless the student or parent requests an extension of up to seven additional calendar days, in which case the superintendent shall grant the extension.
- The superintendent shall make a good faith effort to include the parent in the hearing. The superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent shall send written notice to the parent of the date, time, and location of the hearing.
- The superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.
- The student shall have all the rights afforded the student at the principal's hearing for long-term suspension under 603 CMR 53.08(3)(b).
- The superintendent shall issue a written decision within five calendar days of the hearing which meets the requirements of 603 CMR 53.08(3)(d)1. through 4.

- If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the principal, but shall not impose a suspension greater than that imposed by the principal's decision.
- The decision of the superintendent shall be the final decision of the school district, charter school, or virtual school, with regard to the suspension. The decision of the superintendent constitutes the final decision of the school district.

Expulsion means the removal of a student from the school premises, regular classroom activities, and school activities for more than 90 school days, indefinitely, or permanently, as permitted under M.G.L. c. 71, § 37H or 37H½ for:

- possession of a dangerous weapon;
- possession of a controlled substance;
- assault on a member of the educational staff; or
- a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, § 37H or 37H½.

REFERRAL TO THE POLICE

School officials generally report suspected criminal conduct that occurs at school or school-related events to the police. Such conduct includes, but is not limited to, possession of weapons such as guns or knives, possession of a controlled substance, and significant incidents of bullying, assault, vandalism, and theft. Reporting suspected criminal conduct is separate from any disciplinary action that school officials may take based upon the same conduct.

BEHAVIOR WARRANTING AN EXPULSION HEARING

- 1) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or knife, or a controlled substance as defined in Chapter 94C--including, but not limited to: marijuana, cocaine, heroin, or prescription drugs--may be subject to expulsion from the school by the Principal.
- 2) Any student who assaults or threatens a Principal, Head of School, teacher, paraprofessional or other school staff on school premises or at school-sponsored or school-related events (including athletic games) or in relation to their role as staff, may be subject to expulsion from the school by the Principal.
- 3) Any student that assaults another student or is engaged in an act of violence may be subject to expulsion by the Principal.
- 4) Any act of vandalism by a student or student that is engaged in an act of vandalism is subject to expulsion by the Principal.

EMERGENCY REMOVAL

Nothing in 603 CMR 53.00 shall prevent a Principal from removing a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. The temporary removal shall not exceed two school days following the day of the emergency removal, during which time the principal shall:

(a) Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters set forth in 603 CMR 53.06(2);

(b) Provide written notice to the student and parent as provided in 603 CMR 53.06(2);

(c) Provide the student an opportunity for a hearing with the principal that complies with 603 CMR 53.08(2) or (3), as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and parent.

(d) Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of 603 CMR 53.08(2)(c) and (d) or (3)(c) and (d), as applicable.

(2) A principal may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

DUE PROCESS

For long- or short-term suspension or an expulsion, the student is entitled to a hearing on the charge and the parent has an opportunity to participate in such hearing. Nothing in state regulations will prevent a school administrator from conducting an investigation, including student interviews, of a school-related disciplinary incident.

For a short-term suspension:

(a) The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the principal will discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also will have an opportunity to present information, including mitigating facts, that the principal should consider in determining whether other remedies and consequences may be appropriate as set forth in 603 CMR 53.05. The principal will provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

(b) Based on the available information, including mitigating circumstances, the principal will determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

(c) The principal will notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as provided in 603 CMR 53.13(1). The determination will be in writing and may be in the form of an update to the original written notice.

(d) If the student is in a preschool program or in grades K through 3, the principal will send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

For in-school suspension:

- (a) The principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.
- (b) The principal may impose an in-school suspension for a disciplinary offense under 603 CMR 53.10, provided that the principal follows the process set forth in 603 CMR 53.10(3) through (5) and the student has the opportunity to make academic progress as set forth in 603 CMR 53.13(1).
- (c) The principal will inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal will inform the student of the length of the student's in-school suspension, which will not exceed ten days, cumulatively or consecutively, in a school year.
- (d) On the same day as the in-school suspension decision, the principal will make reasonable efforts to notify the parent orally as soon as possible of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal will also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least two attempts to do so, such attempts will constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.
- (e) The principal will send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal for the purpose set forth in 603 CMR 53.10(4), if such meeting has not already occurred. The principal will deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or other method of delivery agreed to by the principal and the parent.

For a long-term suspension:

- (a) The purpose of the hearing is the same as the purpose of a short-term suspension hearing.
- (b) At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student will have the following rights:
- In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;
 - The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
 - The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; and
 - The right to cross-examine witnesses presented by the school district; and
 - The right to request that the hearing be recorded by the principal, and to receive a copy of the audio recording provided to the student or parent upon request.

- If the student or parent requests an audio recording, the principal will inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

(c) The principal will provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

d) Based on the evidence, the principal will determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as set forth in 603 CMR 53.05, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The principal will send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or other method of delivery agreed to by the principal and the parent. If the principal decides to suspend the student, the written determination will:

- Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
- Set out the key facts and conclusions reached by the principal;
- Identify the length and effective date of the suspension, as well as a date of return to school
- Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as provided in 603 CMR 53.13(4)(a)
- Inform the student of the right to appeal the principal's decision to the superintendent or designee, but only if the principal has imposed a long-term suspension. Notice of the right of appeal will be in English and the primary language of the home if other than English, or other means of communication where appropriate, and will include the following information stated in plain language:
 - the process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five calendar days of the effective date of the long-term suspension; provided that within the five calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven additional calendar days; and that
 - the long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.

(e) If the student is in a public preschool program or in grades K through 3, the principal will send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.

A student who is placed on long-term suspension following a hearing with the principal will have the right to appeal the principal's decision to the superintendent. Long-term Suspension means the removal of a student from the school premises and regular classroom activities for more than ten consecutive school days, or for more than ten school days cumulatively for multiple disciplinary offenses in any school year.

- The student or parent will file a notice of appeal with the superintendent within the time period set forth 603 CMR 53.08 (3) (d) 5.a. If the appeal is not timely filed, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

- The superintendent will hold the hearing within three school days of the student's request, unless the student or parent requests an extension of up to seven additional calendar days, in which case the superintendent will grant the extension.
- The superintendent will make a good effort to include the parent in the hearing. The superintendent will be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent will send written notice to the parent of the date, time, and location of the hearing.
- The superintendent will conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence will be. The superintendent will arrange for an audio recording of the hearing, a copy of which will be provided to the student or parent upon request. The superintendent will inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.
- The student will have all the rights afforded the student at the principal's hearing for long-term suspension under 603 CMR 53.08(3)(b).
- The superintendent will issue a written decision within five calendar days of the hearing which meets the requirements of 603 CMR 53.08(3)(d)1.-4. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the principal, but will not impose a suspension greater than that imposed by the principal's decision.
- The decision of the superintendent will be the final decision of the school district, charter school, or virtual school, with regard to the suspension.

Education Services and Academic Progress:

- Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion will have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The principal will inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed.
- Any student who is expelled or suspended from school for more than ten consecutive days, whether in school or out of school, will have an opportunity to receive education services and to make academic progress toward meeting state and local requirements, through the school-wide education service plan:
 - The Principal will inform the student and parent in writing a written description of available educational services at the time the student is expelled which would include an assigned personal tutor at a neutral site and access to the Learning Management System in order to make academic progress during the period of expulsion. The notice will list the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information. The notice will be in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate.

- When a student is expelled and applies for admission to another school for acceptance, the Superintendent of the sending school will notify the Superintendent of the receiving school of the reasons for the pupil's expulsion and that school will either admit the student to its school or provide educational services to the student in an education service plan.
- For each student expelled or suspended from school for more than ten consecutive days, whether in school or out of school, the school district will document the student's enrollment in education services. For data reporting purposes, the school will track and report attendance, academic progress, and such other data as directed by the Department of Education.

DISCIPLINE OF SPECIAL NEEDS STUDENTS POLICY

All students and parents are provided with a Parent-Student Handbook that includes a Code of Conduct at the beginning of each year or upon entrance into LFDOS. The Code of Conduct includes information about procedural safeguards such as the opportunity for a hearing. When a student with disabilities exhibits unacceptable behavior(s) and disciplinary action requires removal from the classroom for an extended period of time and/or suspension, the following procedures shall be followed:

1. The child is informed of the specific behavior(s) that resulted in removal from the classroom and/or disciplinary action.
2. The child is given the opportunity to explain their behavior and provide additional information to clarify the situation and/or behavior.
3. The Head of School will meet with the child to review the behavior problem and will provide positive alternatives for the negative behavior.
4. If a child is suspended from school, the parent is notified in writing of the offense. The length of the suspension and any other action is to be considered by the school. A Suspension Log is maintained at each school where the student's name, date of offense and date(s) of suspension is recorded. When a child reaches their 7th day of suspension within a school year, the Head of School notifies the Special Education Director in writing. The Special Education Director, in consultation with the Principal, teacher(s) and parents, determine if an IEP Team meeting should convene at this time (this determination can also be made at an earlier threshold of suspensions). If a child reaches their 10th day of suspension, parents will be notified of a decision to change placement for disciplinary reasons and of procedural safeguards. The IEP Team must reconvene. If ongoing removal from their general and special education program is necessary, an alternative education setting(s) must be identified. If a parent does not agree with the proposed change in setting, the child will be entitled to remain in their last agreed upon program pending resolution of the dispute.
5. At this meeting the Team will: determine the relationship between the disability and the behavior and consider the following:
 - Was the IEP being implemented?
 - Is the placement appropriate?
 - If there was a behavioral intervention plan, was it properly implemented?
 - Does the student understand the impact and consequences of their behavior?
 - Can the student control the behavior?

6. If the Team determines that the behavior IS a manifestation of the disability(ies), then the school takes immediate steps (with the consent of the parent) to correct the IEP, the placement, or the behavioral intervention plan. If the student does not have a behavioral plan in place, the school must conduct a functional behavioral assessment and develop a behavioral plan.
7. If the Team determines that the behavior IS NOT a manifestation of the disability, then the Principal may suspend or expel the student consistent with policies applied to any student without disabilities, except that the school must still offer an appropriate education program to the student with disabilities which may be an alternative educational setting. The Principal will inform the Special Education Administrator should this be the determination, so that arrangements can be made to offer special education services.
8. The Principal provides written notice to the parent of all rights to appeal and to extend a hearing. If the parents choose to appeal, during the appeal the student “stays put” in the placement on the last accepted IEP or the interim alternative placement, unless the parent and school agree otherwise.
9. In situations where suspension for 10 day or more is considered for a student who is NOT identified as having a disability, it is important for the Principal to be aware of procedural safeguards, outlined as follows:
 - If, prior to the disciplinary action, the school had knowledge that the student may be a student with a disability, then the school makes all protections available under special education to the student until and unless the student is subsequently determined not to be eligible. We would consider “prior knowledge” to be:
 - a. The parent had expressed a concern in writing;
 - b. The parent had requested an evaluation;
 - c. School staff had expressed concern that the student had a disability.
 - If the school had no reason to consider the student disabled and the parent requests an evaluation subsequent to the disciplinary action, the school will conduct an expedited evaluation to determine eligibility. The Principal will forward the request for an expedited evaluation to the Special Education Director along with pertinent documentation. The Special Education Director will forward a consent to conduct an evaluation to the parent. A phone call will be made by the Special Education Director to the parent to ensure they understand the reasons for the expedited evaluation and to emphasize the importance in returning the consent immediately. An expedited evaluation will generally be completed within 15 days rather than 30 days or sooner if possible.
 - If the student is found eligible for special education services, they receive all procedural protections subsequent to the finding of eligibility. The IEP Team will include the Special Education Director, Principal or Head of School, classroom teacher, special education teacher, parents and the parent liaison.
10. **SPECIAL CIRCUMSTANCES:** If the conduct for which the student is being disciplined involves “special circumstances,” the district on its own authority, or on the authority of a hearing officer may remove the student to an Interim Alternative Educational Setting (IAES) for up to 45 school days, regardless of the manifestation determination. 34 CFR § 300.530(g). “Special circumstances” includes:
 - carrying a weapon to or possesses a weapon at school, on school premises or to or at a school function under the jurisdiction of a state or local educational agency (district);

- knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises or at a school function under the jurisdiction of a state or local educational agency;
- “substantially likely” to injure him/herself or inflicts serious bodily injury upon another person while at school, on school premises or at a school function under the jurisdiction of a state or local educational agency. 34 CFR § 300.530(g). Serious bodily injury, as defined in 18 U.S.C. § 930, is a bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty. 34 CFR § 300.530(i)(3).

Interim Alternative Educational Setting

An Interim Alternative Educational Setting (IAES) as described in this section must be a setting in which a student would:

- continue progress in the general curriculum
- continue to receive services/modifications included in the current IEP, and
- include services/modifications designed to address behavior as a part of a Behavior Intervention Plan (BIP)

Interim Alternative Educational Setting allows a student to continue to receive IEP services, provides services to ensure behavior does not recur, and enables the student to show progress in the general curriculum. When the school recommends an IAES due to dangerous weapons or drugs, the IEP Team would determine the IAES and all procedural safeguards apply. The school’s request must meet the following criteria to establish that the student is dangerous:

- There is substantial evidence that maintaining the current placement is likely to result in injury to the student or others.
- Reasonable steps have been to minimize likelihood of harm, including the use of supplementary aids and services.
- The student’s current IEP is appropriate.

When the IAES is recommended, the IEP team must meet within 10 business days of this decision. The purpose of this meeting would be to conduct a Functional Behavior Assessment, (FBA), if one has not already been done. A Behavior Intervention Plan (BIP) would need to be developed and implemented as soon as practicable after this meeting.

If a student already has a BIP, the purpose of this meeting would be to review and modify the plan as appropriate. In addition, the IEP team must meet within 10 school days of the decision to conduct a manifestation determination.

CELL PHONE POLICY

It shall be the policy of LFDCS that no student may have a cell phone and/or smart phone watch (while in school or after school). Cell phones and/or smart phone watches may not be in their locker, desk, book bag or in possession of the student. Cell phones and/or smart phone watches are disruptive to learning time, are easily lost or stolen and could be used for inappropriate calls. LFDCS recognizes a parent’s right to request a waiver from this policy in specific, extenuating circumstances which impact student safety. A parent may request a waiver, signing an acknowledgement that the student may not use the phone and/or smart phone watch or produce it visibly during the school day and sign a waiver of liability to LFDCS if the cell phone and/or smart phone watch should be lost or stolen.

If a student is found to have a cell phone and/or smart phone watch in their possession, the cell phone and/or smart phone watch will be confiscated by the Head of School and turned over to the Principal. In this case, the school will be responsible for the safety of the phone and/or smart phone watch when it is confiscated. However, for non-confiscated cell phones and other devices, if such items are lost or damaged, the school has no responsibility.

Policy Violation:

- 1st offense – device confiscated and returned to the parent
- 2nd offense – device confiscated and returned to the parent at the end of the term
- 3rd offense – device confiscated and returned to the parent at the end of the school year.

HAZING POLICY

Any student or organization participating in hazing as defined by the state statute shall be disciplined appropriately and reported immediately to the local police department for action.

FIRE-SETTING POLICY

The Commonwealth of Massachusetts and Lawrence City Council have established new regulations regarding use of fire-setting equipment (matches, lighters, etc.) on school property. This behavior will be immediately referred to the police department for action and may result in suspension.

SCHOOL LOCKER POLICY

Student lockers are the property of LFDCS. Lockers are subject to search and inspection at any time, without notice, by authorized school personnel or law enforcement.

SCHOOL BUS POLICY

LFDCS provides—without cost—bus transportation to and from school for all families who qualify for public transportation. In order to be eligible for bus transportation, families must live at least 1.5 miles from the school. We expect every student and family to respect this privilege. Students who live outside the school district (outside of Lawrence) do not qualify for school bus transportation because they are considered “choice program students.” Students at the Upper School that are provided busing have the responsibility to get on the bus. While the school provides busing supervision, the school is not responsible for students choosing not to ride the bus.

All students should familiarize themselves with the system-wide policies given to them at the beginning of the year. Persistent disregard of these rules may result in a loss of the pupil’s pass and privileges. All students are expected to remember and practice the emergency exit procedures as demonstrated during the year. Bus behavior for field trips is the same as for regular transportation:

Whether riding the regular school bus, field trip bus or bus to classes throughout the school day, students are expected to follow established rules and regulations. In the interest of safety and pleasantness of journey, the following rules must be strictly adhered to:

- a) Students are expected to enter and leave the bus in an orderly single line; no running, pushing, or shoving allowed.
- b) Students will fill the seats from the front to the rear, the first aboard going to the front (unless otherwise directed).
- c) Students will sit two or three in a seat as directed, facing the front of the bus.

- d) Students will keep hands away from the windows and feet out of the aisles.
- e) Students will not distract the driver with loud noise or boisterous behavior.
- f) Students will remain seated until the bus comes to a full halt (unless otherwise directed to stand in the aisle).
- g) Windows may be opened only by an adult. In the event any windows are open, students will not throw objects out of them or put their head, arms, or feet out the windows.
- h) Students must never litter or throw objects within the bus.
- i) Buses will be unloaded from front to rear, allowing those students sitting in front to leave the bus first.
- j) Students will not enter the bus unless the driver is present (unless otherwise directed to do so).
- k) Students are expected to obey and cooperate with the bus driver and bus monitor.
- l) Students are expected to exhibit proper behavior at all bus stops--staying out of the road, respecting private and personal property.
- m) Any child exhibiting inappropriate behavior on any bus may forfeit their seat at this school.

All regulations regarding student behavior while riding a school bus apply at all times to all destinations—including transportation to physical education class, to field trips, to music instruction at Phillips Academy and during visits to secondary schools.

Consequences:

- 1. **Verbal Warning** – Documentation submitted to the Head of School and the Parent Liaison contacts the parent.
- 2. **2 days off bus** – Parents will meet Head of School.
- 3. **1 week off bus** – Parents will meet with Head of School and Principal.
- 4. **Student forfeits seat on bus.**

CAFETERIA POLICY

LFDCS provides breakfast for students before the start of each school day—from 7:05 a.m. to 7:45 a.m. Parents who want their children to have breakfast at school must drop them off before 7:30 a.m. The school has a Wellness Policy ensuring for the proper nutrition of all students. A list of acceptable and unacceptable food, beverages and snacks will be posted in the cafeteria, posted on the school website and mailed home to parents. Students who arrive late will receive a cereal or a breakfast bar to bring to class.

Cafeteria Rules:

- 1. Enforcement of the Wellness Policy;
- 2. Students are to line up and wait their turn to be served;
- 3. Students are to be polite and respectful at all times;
- 4. Any throwing of food or other items will result in disciplinary action;
- 5. Students are responsible for their own trash--please leave your table neat and clean;
- 6. Place all trash in the proper trash cans ;
- 7. If you spill food, please clean it up--get the assistance of the custodian if necessary;
- 8. Students are not allowed to take food outside of the cafeteria.

Violations of cafeteria rules will result in disciplinary action. The LFDCS Food Services Department provides students with free breakfast and lunch at no cost as a result of the school's qualifications with state and federal guidelines.

WELLNESS POLICY

The Board of Trustees recognizes the relationship between student well-being, health and wellness and student achievement as well as the importance of comprehensive wellness policies. The Board of Trustees is committed to protecting children's health, well-being and ability to learn to their fullest potential by supporting a school environment that promotes healthy choices and fosters lifelong habits with respect to eating and physical activity. Therefore, the Board of Trustees has adopted this policy to serve as a guideline for carrying out LFDCS's objectives in this arena.

A. Wellness Advisory Committee ("WAC")

1. Purpose

The purpose of the Wellness Advisory Committee (WAC) is to ensure that LFDCS has an established group of school staff and concerned community representatives to recommend, review, and help implement policies addressing school nutrition, nutrition education, physical activity and related issues that affect student health.

2. Scope and Application

a. Establishment

The WAC shall encourage development of a program that actively promotes wellness in LFDCS and to maximize LFDCS' opportunities for grant awards. As the Superintendent's designee, the Director of Nutritional Services shall appoint committee members, including a designee to serve as a liaison between the WAC and school administration, and ensure the active functioning of the WAC. The WAC shall include at a minimum representatives from a wide range of school health and health-related disciplines, including school nurses, school nutrition and physical activity staff, community agencies serving youth, parents, students and members of the Board of Trustees.

- Appointees to the maximum extent possible shall reflect the cultural, linguistic and ethnic composition of the community. To the extent feasible, appointees shall include representatives of local boards of health, school physicians, and local health care providers, such as hospitals and primary care providers.
- The WAC shall be advisory to the Board of Trustees.
- The WAC shall meet at least four times a year.
- WAC reports, as well as minutes of the meetings, including the names of attendees, shall be maintained and shall be provided to the Department of Public Health or the Department of Elementary and Secondary Education upon request.

b. WAC Functions

The WAC, on an annual basis, shall recommend and/or review LFDCS' policies to promote student wellness, such as those addressing health education and services, school nutrition, the nutrition environment, physical education and opportunities for physical activity around the school environment. Such policies shall include:

- goals and objectives for the coming year, which shall be observable and measurable;
- a process for evaluating the progress to be made in the coming year in reaching the annual goals and objectives, which may include the use by LFDCS of a self-assessment tool;
- any recommendations concerning the establishment or functioning of wellness teams and initiatives.

- a proposal to school administration and the Board of Trustees on an annual basis of a copy of the policies developed, including goals and objectives for the coming year.

The report shall include:

- an action plan which details ways in which the WAC may work with school personnel, including school nurses, to achieve the annual goals and objectives;
- ways that LFDCS and the WAC might best monitor and evaluate progress toward reaching the annual goals and objectives;
- ways of developing community support for school wellness initiatives and coordinating school and community initiatives on physical activity and nutrition;
- an assessment of the accomplishments of the previous year and identification of work still needed in order to accomplish the previous year's goals and objectives; and
- a review of membership and membership participation in the previous year and, as appropriate, a request to school administration for replacements.

In setting goals and objectives, the WAC shall consider:

- suggestions and recommendations from students, parents, teachers, school nurses, school administrators, nutrition and physical education staff and other interested parties;
- input from all those affected by the goals or objectives, to the maximum extent feasible; and
- general public health data, such as student health needs assessments; assessments and indicators of student health status and health awareness; information from health providers and public health officials as to causes of morbidity and mortality and possible methods of prevention; and data indicating the effect of health status on academic performance.
- information about current programs and practices that might have a bearing on student health, such as: BMI screening data; status of food nutrition and nutrition education programs, and food consumption patterns, including breakfast and lunch program participation; meaningful opportunities for physical activity, including the amount of time and the quality of the opportunities provided for physical activity through physical education, recess and travel to and from school; and status of current school health and behavioral health services and health education programs.

B. Development of Guidelines

Upon adoption of Wellness policies, school administration, in consultation with the WAC will develop implementation procedures. School administration will review the policies and related implementation procedures and share expectations with staff on an annual basis to ensure implementation and adherence.

C. Nutrition

LFDCS's goal is that all students will have opportunities, support and encouragement to make healthy nutrition choices throughout the school day through meals, snacks and beverages provided as part of the school meal program, at other times during the school day such as through food and nutrition education integrated in the health education curriculum and in school events taking place outside of school hours.

The food service program will provide students with access to a variety of affordable, nutritious and appealing foods and beverages that:

- Meet the health and nutrition needs of students and adhere to or exceed the USDA School Meal regulations;
- Meet the Massachusetts School Nutrition regulations, as applicable;
- Accommodate the religious, ethnic and cultural diversity of the student body in meal planning;
- Provide clean, safe and pleasant settings and adequate time for students to eat; and a minimum of 20 minutes for lunch and a minimum of 10 minutes for breakfast, after sitting down; and
- Ensure that no student need go hungry while in school

LFDCS will participate in available federal school meal programs including the school breakfast program, national school meal program; and, to the maximum extent practicable, summer food service program, fruit and vegetable snack program, and child and adult care food program. School administration will ensure that LFDCS adheres to the nutritional standards set by the Massachusetts Department of Public Health for competitive foods and beverages including vending machines, a la carte items offered in school cafeterias, school-sponsored or school-related events. In addition, LFDCS will maintain the same Massachusetts standards for concession stands, booster sales, fundraising activities and school-sponsored or school-related events.

D. Physical Education and Physical Activities

LFDCS's goal is that all students will have opportunities, support and encouragement to be physically active on a regular basis throughout the school day through physical education (PE) classes, and before and after school activities in athletics and physical activity integrated into the academic curriculum where appropriate. Additionally, weather permitting there will be daily recess periods with active play for grades K-1-4. The Health, Physical Education and Athletics departments will provide all students, including students with disabilities, special health care needs, and those in alternative educational settings, with access to a variety of opportunities for physical activity. These activities will:

- Adhere to or exceed the Massachusetts Comprehensive Health Curriculum Framework and the National Association for Sport and Physical Education Standards;
- Ensure that students learn skills for lifelong activities; and
- Provide students with the opportunity to participate in physical activity through a range of programs including but not limited to, intramurals and competitive interscholastic athletics, and activities that are available to all students, regardless of skill level, such as intramurals and physical activity clubs.
- LFDCS will ensure that physical education is taught by qualified educators who are certified by the Commonwealth of Massachusetts to teach physical education. In addition, as part of a quality physical education program, all physical education teachers will be expected to participate regularly in professional development activities.
- Students will not be kept from recess or excluded from a Physical Education class except if the removal is necessary to protect the health, safety and welfare of the student, other students and staff or the permission of the student's parent/guardian has been given for the student's removal or exclusion.

- Physical activity or recess will neither be denied nor required as a form of punishment. All students in grades K-8 will have recess supervised by trained staff, preferably outdoors, during which the schools will encourage moderate to vigorous physical activity verbally and through the provision of space and equipment. Students will not be denied recess to conference with teaching staff, finish projects or make up work unless under unusual circumstances.
- Students and staff will be encouraged to engage in active transportation (walking, bike riding, etc.) to and from school and to support a healthy and active lifestyle from an early age by working to make bicycling and walking to school a safer and more appealing mode of transportation.

E. Health and Nutrition Education and Promotion

1. LFDCS's goals for health education activities:
 - Students will receive encouragement, support, and education to adopt and maintain healthy behaviors through health education, including nutrition education and social emotional learning.
 - Students receive health education that teaches the skills they need to adopt and maintain healthy behaviors.
 - Students receive consistent health messages from all aspects of the school program.
 - Health education curriculum standards and guidelines address both nutrition and physical education.
 - Nutrition is integrated into the health education curriculum. Staff who provide health and nutrition education will have appropriate training.
 - Health and nutrition education curriculum will be aligned to the Massachusetts Comprehensive Health Curriculum Framework, National Health Education Standards and the National Sexuality Education Standards and will establish linkages between health education, school meal programs and related community services.
2. Kindergarten through grade 5 staff will attend district health education training.
 - LFDCS will ensure that staff are qualified educators prioritizing health education.
 - LFDCS's administration will provide training to enable school staff to value and promote physical health and nutrition education, healthy eating and opportunities for students to be physically active, and will ensure that school staff adheres to the Wellness policies and related administrative guidelines and procedures.
 - Nutrition promotion will support and enhance classroom nutrition education.
 - Under the direction of the STEM Coordinator, LFDCS school gardens will be maintained as a health and nutrition resource and all gardens will include edible fruits and vegetables and use organic practices.

RESTRAINT POLICY

Introduction

The Commonwealth of Massachusetts Department of Education has issued specific regulations concerning the use of physical restraint on students at publicly-funded elementary and secondary education programs found at 603 CMR 46.00 et seq. These regulations apply to all students, including regular education students, collaborative students and students with disabilities. The LFDCS Board, the Superintendent and all school administrators and staff are committed to ensuring that the use of physical restraint on LFDCS students strictly adheres to these regulations.

Purpose

The purpose of the physical restraint policy is to ensure that every student in the LFDCS school system is free from the use of physical restraint that is inconsistent with 603 CMR 46.00 Physical restraint shall be used with extreme caution only in emergency situations or last resort and after other lawful and less intrusive alternatives have failed or been deemed inappropriate.

The two goals are:

1. To administer physical restraint only when needed to protect a student and/or member of the school community from assault or imminent, serious, physical harm; and
2. To prevent or minimize any harm to the student as a result of the use of physical restraint.

Nothing in 603 CMR 46.00 pursuant to M.G.L. c. 69, § 1B, and c. 71, § 37G or this school's policy precludes any teacher or employee of the school system from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm. In addition, nothing in these regulations should interfere with or prohibit law enforcement, judicial authorities or mandated reporter responsibilities.

Definitions: As used in 603 CMR 46.00, these terms shall have the following meanings:

1. Physical restraint may be defined as “the use of bodily force to limit a student’s freedom of movement.”
2. Physical escort may be defined as a temporary “touching or holding a student without the use of force for the purpose of directing the student.” Physical escort is not physical restraint

When Physical Restraint May Be Used:

1. Physical restraint may be used when non-physical interventions have been attempted without success or when it is apparent that they would not be effective. It may only be used when a student’s behavior poses a threat of imminent, serious physical harm to self and/or others.
2. Physical restraint shall not be used as a means of discipline or punishment or as a response to property destruction, disruption of school order, refusal to comply with a program rule or staff directive or verbal threats when those actions do not constitute a threat of assault or imminent, serious physical harm. A person administering physical restraint shall use the safest method available and shall discontinue the restraint as soon as possible.
3. The student's physical status shall be monitored continuously and the restraint will be terminated immediately if the student demonstrates physical distress. Persons who administer physical restraint shall review and consider any known medical or psychological limitations for individual students.

4. A school staff member who uses a physical restraint on a student must use the safest method available which is most appropriate to the situation at hand, and the method for which that staff member has been trained. Staff shall review and consider any known medical or psychological limitations and/or behavior intervention plans regarding the use of physical restraint upon an individual student.
5. No physical restraint may be used which prevents a student from speaking or breathing, and must be used in such a way as to prevent or minimize physical harm. If, at any time during the restraint, the student demonstrates significant physical distress, the restraint shall be removed immediately.
6. A physical restraint must be discontinued as soon as possible when it has been determined that a student no longer poses a risk of harm to self or others.
7. Following the use of a physical restraint, the building Principal or a designated program staff member will meet with the student to address the behavior which prompted the restraint, and will also review the incident with the staff members who were involved and determine whether follow-up is needed for students who may have witnessed the incident.
8. Physical restraint regulations do not prohibit any individual from reporting a crime committed by a student to local law enforcement or other state agencies. Law enforcement officers, school security staff, or judicial authorities are not prohibited by this regulation from the exercise of their responsibilities, which may include the physical detainment of a student or other person alleged to have committed a crime or who poses a security risk.
In addition, an individual who is a mandated reporter under M.G.L. c. 119, § 51A is not prohibited by this policy from complying with their responsibility to report neglect or abuse to the appropriate state agency.
9. Parent(s)/guardian(s) are encouraged to voluntarily notify their child's IEP Team, Section 504 team, or building principal of all medications their child takes on an ongoing basis. Failure to do so will likely hamper the ability of school personnel to de-escalate problem behaviors.
10. Nothing in the regulations precludes a teacher or other staff member from using reasonable force to protect students, themselves or other persons from assault or imminent, serious physical harm.

Training Requirements

Within the first month of each school year, the Superintendent/Principal or their designee will provide all staff with policy and procedural information regarding de-escalation strategies and physical restraint. Employees hired after the start of the school year will receive this information within a month of their employment. This training will address:

1. The school's physical restraint policy.
2. Interventions that may preclude the need for physical restraint, including de-escalation strategies.
3. Types of restraints and related safety considerations.
4. Administering physical restraint in accordance with known medical or psychological limitations or behavior plans of individual students.
5. Identification of staff who have received in-depth training in the use of physical restraint,

The Superintendent/Principal shall identify program staff that is authorized to serve as school-wide resources to assist in ensuring proper physical restraint. Initially, these staff members will participate in in-depth physical restraint training of sixteen (16) hours in length.

They will then have review sessions to reinforce practices and procedures annually. Whenever possible, these trained staff members will be called upon to administer necessary physical restraint.

Reporting Requirements and Follow-Up Procedures

All instances of physical restraint will be reported as specified in 603 CMR 46.06 (2). The staff member who administered the physical restraint shall verbally inform the Superintendent/Principal or their designee as soon as possible, and shall submit a Restrictive Procedures Report (found in the Emergency Manual) no later than the next school working day (The Superintendent/Principal shall maintain an ongoing record of all reported instances of physical restraint, which shall be made available for review by the Department of Education, upon request). The Superintendent/Principal or their designee shall verbally inform the student's parents or guardians of the restraint as soon as possible. A written report, in the native language of the parents or guardians shall be mailed to them, postmarked no later than three school working days following the incident. When a physical restraint has resulted in a serious injury to a student or staff member, or when an extended restraint (more than 20 minutes) has been administered, the school shall provide a copy of the written report to the Department of Education within three days of the incident. A copy of the record of physical restraints maintained by the Superintendent/Principal for the thirty-day period prior to the reported restraint shall also be submitted.

Complaint Procedures

Parents or guardians who have a complaint regarding physical restraint procedures may request a meeting with the Superintendent/Principal to discuss their concerns. If the parents'/guardians' issues are not resolved at this level, they may request an Executive Session hearing with the School Board.

REFLECTION ROOM POLICY

The Reflection Room is a separate room (a designated room located at the Academy for Early Academic Preparation and the Lower School) which is used to redirect behavior that is unacceptable in the classroom, cafeteria, library, playground or on other school grounds. The student will be removed from the area where they are having difficulty and brought to the Reflection Room to regain self-control and safely de-escalate. The use of a separate room for students experiencing unacceptable behavior is based on amended regulations approved by the Massachusetts Board of Elementary and Secondary Education which took effect on January 1, 2016 which states that "Time-out shall mean a behavioral support strategy developed pursuant to 603 CMR 46.04(1) in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member and shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed." Possible behaviors which may cause a student to have time out in the Reflection Room include: throwing or pushing furniture or materials that may harm the student or others; inappropriate verbal outbursts such as yelling or cursing; refusing to stay in the classroom; physically hurting themselves or others; refusing to do work in a way that causes disruption or preventing others from learning. A staff member will monitor the student using the Reflection Room, and the student will be seen and heard at all times. The student will be signed in on a sheet listing the time in and the time out as well as the reason for the visit. The staff member will initial their log entry.

If a child visits the Reflection Room, parents will receive notification at the end of the day from the Head of School, placed in their child's take-home folder. In most cases, a student will become calm in two or three minutes, and a timer will be set outside the room for three minutes. In rarer cases, it may take more than two or three minutes to de-escalate but not longer than fifteen minutes for which a log will be kept of time in and out. Before a student is escorted to the Reflection Room the teacher attempts to redirect the student, reminds student of classroom rules and expectations, uses CPI skills to attempt de-escalation within the classroom, asks for assistance and notifies the Head of School. The staff member who administered the physical restraint shall verbally or via email inform the Head of School as soon as possible and shall submit a Reflection Room Report (found on the LFDCS internal p-drive) no later than the next school working day. The Head of School shall maintain an ongoing record of all uses of the Reflection Room. The Head of School shall verbally inform the student's parents or guardians of the use of the Reflection Room as soon as possible. A written report, in the native language of the parents or guardians should be sent home no later than three school days following the incident.

BULLYING AND HARRASSMENT PREVENTION & INTERVENTION POLICY

Lawrence Family Development Charter School is committed to providing a safe education for everyone and we will do whatever it takes to stop any form of harassment. Every complaint of harassment will be promptly investigated. If it determines that harassment has occurred, it will take appropriate action to end the harassment and to ensure that it is not repeated. Confidentiality will be maintained to the extent consistent with the school's obligations under law. It is the policy of LFDCS to meet the requirements of the Americans with Disabilities Act, Bullying, Discrimination and Harassment Policies. LFDCS is committed to maintaining a school environment where students and staff members, including and not limited to educators, administrators, school nurses, cafeteria workers, custodians, athletic coaches, advisors to an extracurricular activity and paraprofessionals, are free from bullying, harassment and cyberbullying and the effects thereof. Certain individuals may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics.

In consultation with teachers, school staff, its wellness committee, school Board Trustees (volunteers), administrators, community representatives, local law enforcement (Lawrence Police Department), students, parents and guardians, LFDCS has identified the following steps to create a safe, supportive environment for vulnerable populations in the school community and provide all students with the skills, knowledge and strategies to prevent or respond to bullying, harassment or teasing. LFDCS will notify parent(s), guardian(s) and/or staff members who have been targets of bullying of the availability of the Department of Secondary and Elementary Education's (ESEs) problem resolution system and will assist these parent(s), guardian(s) and/or staff member(s) in understanding the problem resolution process. Data reporting and collection obligations (SSDR reports) require LFDCS to collect and report the following data to ESE: 1) the number of reported allegations of bullying or retaliations; 2) the number and nature of substantiated incidents of bullying and retaliation; 3) the number of students and/or staff members disciplined for engaging in bullying or retaliation and 4) other information required by ESE who in turn will analyze the data and issue a report annually to the legislature which contains statewide aggregated data on the nature and frequency of bullying in schools.

At least once every four years beginning in SY'2018-2019, LFDCS will administer a Department of Elementary and Secondary Education-developed student survey to assess school climate and the prevalence, nature and severity of bullying in our school.

LFDCS will use survey results to assess the effectiveness of bullying prevention curricula and instruction and identify long-term trends and areas of improvement and will make its findings available to school officials. After the administration of a bullying survey to grades 4-8 and following a process as listed above for input on the policy, the Bullying Prevention and Intervention Plan (the Plan) will be adopted by the LFDCS School Board as stated herein.

The LFDCS Principal is responsible for the implementation and oversight of the Plan except when a reported bullying incident involves the Principal or Head of School as the alleged aggressor. In such cases, the Superintendent or designee will be responsible for investigating the report and other steps necessary to implement the Plan. If the Superintendent is the alleged aggressor, the President of the Board of Trustees or its designee shall be responsible for investigating the report and other steps necessary to implement the Plan, including addressing the safety of the alleged target.

Acts of bullying and cyberbullying are prohibited:

- on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school; or through the use of technology or an electronic device owned, leased or used by a school district or school, and
- at a location, activity, function or program that is not school-related through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the acts create a hostile environment at school for the target or witness(es), infringes on their rights at school or materially and substantially disrupts the education process or the orderly operation of a school.

A. Definitions

Aggressor is a student or a member of school staff who engages in bullying, cyberbullying or retaliation towards a student.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or a member of school staff of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

Cyberbullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers and the Internet. It includes, but is not limited to, email, instant messages, text messages and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

Harassment has some of the same characteristics as Bullying. It is different in that it usually includes communication such as, jokes, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct which offends or shows disrespect to someone's race, color, religion, national origin, age, gender, sexual orientation or disability.

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal or harassment directed against a student or staff member who reports bullying, provides information during an investigation of bullying or witnesses or has reliable information about bullying.

School Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, athletic coaches, advisors to extracurricular activities, support staff or paraprofessionals.

Target is a student or staff member against whom bullying, cyberbullying or retaliation has been perpetrated.

B. Bullying and Retaliation Are Prohibited and Will Lead to Discipline

LFDCS absolutely prohibits bullying, cyberbullying and retaliation as defined above. Students and/or staff members who engage in bullying or retaliation will be subject to disciplinary action; however, disciplinary action taken must balance the need for accountability with the need to teach appropriate behavior. The range of disciplinary action includes, but is not limited to, one or more of the following: verbal warnings, written warnings, reprimands, detentions, short-term or long-term suspensions or expulsions from school as determined by the Principal or designee and/or LFDCS Board, subject to applicable procedural requirements. Nothing in this policy is intended to prevent the school administration and/or LFDCS Board from taking disciplinary action against a student or staff member for conduct that does not meet the definition of bullying or cyberbullying, as defined above, but never the less is inappropriate for the school environment.

Bullying, retaliation, and harassment are managed by the school in the same ways.

Bullying and Harassment are prohibited:

- on school grounds, property immediately adjacent to school grounds, at a school sponsored or school-related activity, function or program on or off school grounds, at a school bus stop.
- on a school bus or other vehicle used by a school district or school.
- through the use of technology or an electronic device owned or used by a school even at a location, activity, function or program that is not school-related.
- if the bullying/harassment creates a hostile environment at school for the victim, infringes on the rights of the victim at school, or materially and substantially disrupts the education process or the orderly operation of a school.

Any individual who believes he/she has been harassed or who has witnessed or learned about the bullying/harassment of another person in the school environment should inform a teacher or Head of School as soon as possible. If a student feels that you are being harassed or bullied, steps to be taken may include:

- • Tell the person to stop. "Stop ____ me!"
- • Tell the harasser/bully how you feel. "It makes me feel ____"
- • Tell a trusted adult in the school as soon as possible. Telling an adult should be your first step if you are uncomfortable talking to the harasser/bully. Tell the adult the actions of the harasser/bully (how, where, when, what, and any witnesses) and your responses and actions. The adult will tell the Head of School who will want to talk to you.

C. Annual Staff Training on the Plan

Annually during in-service professional development week, LFDCS trains every staff member in recognizing the signs of bullying and how/when to report bullying to an administrator when a student, staff member or student discloses bullying. They also learn about bullying's prevalence through its statistics and recognizing the signs of bullying. A component of Crisis Prevention Institute (CPI), a mandatory training for all staff during in-service professional development week, helps staff focus on preventing student conflict by managing the learning environment, minimizing negative behaviors and recognizing when a student may be starting to present escalated behaviors. Most importantly, this includes how to de-escalate a situation before it disrupts and affects other students. This training for all LFDCS staff on the Plan includes staff duties under the Plan, an overview of the steps that the Principal or designee will follow upon receipt of a report of bullying or retaliation and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years. To further bullying prevention and in an effort to address social-emotional learning, LFDCS has adopted the building-based social-emotional program. This approach empowers educators with effective practices and tools to teach leadership to every student and create a culture of student empowerment. Through the learning, practicing and implementation of seven healthy habits, students learn how to become a community of learners where they support, not bully, each other. As part of this program, parents learn about the building-based social emotional programs at Board Meetings, Parent Advisory Council meetings and Parent Coffees, and are given the seven healthy habits to use at home (translated).

D. Ongoing Professional Development

The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication and respect for differences.

- Professional development builds the skills of staff members to prevent, identify and respond to bullying. As required by M.G.L.c.71,§37O, the content of LFDCS professional development will be informed by research and will include information on:
- developmentally-(or age-) appropriate strategies to prevent bullying;
- developmentally-(or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;

- information regarding the complex interaction and power differential that can take place among a target and witness(es) to the bullying;
- research findings on bullying, including information about specific categories of students and/or staff members who have been shown to be particularly at risk for bullying in the school environment;
- information on the incidence and nature of cyberbullying; and
- Internet safety issues as they relate to cyberbullying.

Professional development addresses ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This includes a particular focus on the needs of students with autism or students whose disability affects social skills development. Additional areas identified by LFDCS for professional development include:

- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management and empathy for others;
- engaging students in school or classroom planning and decision-making and maintaining a safe and caring classroom for all students;
- engaging staff and those responsible for the implementation and oversight of the Plan to distinguish between acceptable managerial behaviors designed to correct misconduct, instill accountability in the school setting and bullying behaviors.

E. Access to Resources and Services

LFDCS promotes a positive school climate by ensuring that the underlying emotional needs of the target, their family and others are addressed. In order to enhance LFDCS's capacity to prevent, intervene early and respond effectively to bullying, below are strategies and services which reflect understanding of the dynamics of bullying and provides approaches to addressing the needs of targets. LFDCS plans and strategies include classroom lessons on wellness, citizenship and leadership, and as needed, the school refers students for appropriate services who are targets and family members of those students as reflected in this Plan. LFDCS uses significant grant resources to implement a school-wide building-based social emotional program to engage students, staff and families in wellness in order to avoid incidents of bullying and harassment.

This includes a review of current staffing and professional development programs that support the creation of positive school environments by focusing on early interventions and intensive services. The building-based social emotional program includes three building-based social emotional program steering committee leaders and three building-based social emotional program committee members selected from each of the three buildings. These members help to shape the mapping of resources and develop recommendations and action steps to fill resource and service gaps.

Connected to the building-based social emotional program efforts are new curricula, the engagement to provide services including Community Service Agencies (CSAs) for Medicaid eligible students.

Summer in-service safety plans for students who have been targets of bullying or retaliation helps all school staff to understand and offer social skills programs to prevent bullying by offering education and/or intervention services for students exhibiting bullying behaviors. In the case of students with disabilities and as required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines if a student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment or teasing because of his/her disability, the Team considers what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment or teasing. Through LFDCS's tier 3 process students involved with bullying are referred for outside services that provide direct services at LFDCS.

F. Academic and Non-Academic Activities

LFDCS provides age-appropriate instruction on bullying prevention in each grade that is incorporated into the curricula through The building-based social emotional program and through our Physical Education and Science curricula. Academic and non-academic curricula is evidence-based as part of instruction for classroom approaches, whole school initiatives and focused strategies for bullying prevention and social skills development. Resources from the Department's website at <http://www.doe.mass.edu/ssce/bullying/> include social and emotional learning guidelines. Specific bullying prevention approaches to develop skills include:

- empowering students to take action by knowing what to do when they witness other students or school staff engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications; and
- engaging students in a safe, supportive school environment that is respectful of diversity and difference.
- the building-based social emotional program wellness initiative teaches students about the student-related sections of the Bullying Prevention and Intervention Plan and assists all school staff to:
 - setting clear expectations for students and establishing school and classroom routines;
 - creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
 - using appropriate and positive responses and reinforcement, even when students require discipline;
 - using positive behavioral supports;
 - encouraging adults to develop positive relationships with students;
 - modeling teaching and rewarding pro-social, healthy, and respectful behaviors;

- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

G. Collaboration with Families

Resources for families and communication at events are essential aspects of effective collaboration. LFDCS informs parents or guardians about the bullying prevention and intervention curricula including: (i) how parents and guardians can reinforce the curricula at home and support LFDCS; (ii) the dynamics of bullying; and (iii) online safety and cyberbullying.

As part of its long history of parent engagement, LFDCS uses collaboration with parents leading to appropriate responses to bullying based on age, climate, socio-economic factors and linguistic and cultural make-up of students and parents. The building-based social emotional program and other bullying prevention efforts include strategies to engage and collaborate with students' families in order to increase the capacity of LFDCS to prevent and respond to bullying. These programs are offered in collaboration with School Site Council meetings, Special Education Parent Advisory Council meetings and Parent coffees.

H. Notification Requirements

Each year LFDCS will inform parents or guardians of enrolled students and staff members about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety (also available on our website at www.lfdcs.org). LFDCS will send parents written notice each year about the Plan and LFDCS's Internet Safety Policy included in the Parent/Student Handbook. All notices and information made available to parents or guardians are available in the language(s) most prevalent among parent(s), guardian(s) and staff members and posted on its website. Consistent with state and federal laws and the policies of LFDCS, no person shall be discriminated against in admission to a public school or any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, national origin, creed, sex, ethnicity, sexual orientation, gender identity, disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language or prior academic achievement. Nothing in the Plan prevents LFDCS from taking action to remediate discrimination or harassment based on a person's membership in a legally-protected category under local, state or federal law, or school or district policies. In addition, nothing in the Plan is designed or intended to limit the authority of LFDCS to take disciplinary action or other action under M.G.L.A. c. 71,, §§ 37H or 37H½, other applicable laws, or local school or district policies in response to violent, harmful or disruptive behavior, regardless of whether the Plan covers the behavior. The LFDCS Employee Manual provides annual written notice with sign off on aggressive behavior, bullying and retaliation which are strictly prohibited.

I. Problem Resolution System

Chapter 86 of the Acts of 2014 amended Section 37O of chapter 71 of the General Laws to include (g) (v): The Plan shall inform parents or guardians of the target about the Department's problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system.

This information will be made available in both hard copy and electronic formats: Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information are also available at the Superintendent's office.

J. Relationship to Other Laws

Consistent with state and federal laws, and the policies of LFDCS, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, religion, ancestry, national origin, sex, socioeconomic status, academic status, gender identity or expression, physical appearance, sexual orientation, or mental, physical, development or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally-protected category under local, state or federal law or school or district policies. In addition, nothing in the Plan is designed or intended to limit the authority of LFDCS to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, M.G.L. c. 71, §§41 and 42, M.G.L.c 76 § 5, or other applicable laws, or local school or district policies, or collective bargaining agreements, in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

K. Safety

The Principal or designee will create a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The Principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary. The Principal or designee will implement appropriate strategies for protecting from bullying or retaliation of a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

L. Policies and Procedures for Reporting and Responding to Bullying and Retaliation

Any person who believe that they or someone else has been targeted by bullying, should speak to a trusted adult such as the Principal, Head of School, or a teacher as soon as possible so that the proper actions can be taken. **Every complaint will be investigated.** Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded or in writing. A school or district staff member is required to report immediately to the Principal or designee, or to the Superintendent or designee when the Principal or Head of School is the alleged aggressor, or to the President of the School Board or designee when the Superintendent is the alleged aggressor, any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians or other individuals who are not school or district staff members, may be made anonymously.

LFDCS will make a variety of reporting resources available to the school community including, but not limited to, a Bullying Prevention and Intervention Report. LFDCS will: 1) include a copy of the Bullying Prevention and Intervention Report in the beginning of the year packets for students and parents or guardians; 2) make it available at the Receptionist's desk, the school nurse's office, and other locations determined by the Principal or designee; and 3) posted on the school's website. The Bullying Prevention and Intervention Report will be made available in the most prevalent language(s) of origin of student(s) and parent(s) or guardian(s).

Reporting by School Staff: An LFDCS staff member will report immediately to the Principal or designee, or to the Superintendent or designee when the Principal or the Head of School is the alleged aggressor, or to the President of the School Board or designee when the Superintendent is the alleged aggressor when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report as provided does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

Responding to a Report of Bullying by School Staff: LFDCS has policies and procedures to address how it responds and resolves bullying of a student by a school staff member. These address safety planning, notification to parent or guardians and others, investigation and response areas that are addressed when a student is alleged to have been bullied by another student. As needed, LFDCS seeks legal counsel to develop and administer these policies and procedures. Of key importance are the steps of investigation, the need for the aggressor, target and witnesses to be truthful, and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action. All data related to bullying, aggression and harassment are tracked in the LFDCS student management system and reported swiftly via SIF to the Department of Elementary and Secondary Education.

Reporting by Students, Parents/Guardians and Others: LFDCS expects students, parents/guardians and others who witness or become aware of an instance of bullying or retaliation involving a student or staff member to report it to the school Principal or designee or Superintendent or designee when the Principal or Head of School is the alleged aggressor. Any individual may make an anonymous report of bullying or retaliation; however, no disciplinary action may be taken against a student or staff member solely on the basis of an anonymous report. A student or staff member who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.

Students, parents or guardians and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the Principal or designee, or the Superintendent or designee when the Principal or assistant Principal or the President of the School board when the Superintendent is the alleged aggressor.

Reporting to Parents/Guardians: Upon determination that bullying or retaliation has occurred, the Principal or designee will notify the parent/guardian of the target and or the student aggressor of this finding and of the school's procedures for responding to it.

If the alleged target and alleged aggressor attend different schools, the Principal receiving the report shall inform the Principal of the other student's school or school staff's school, who shall notify the student's parents or staff member of the report and procedures. There may be circumstances in which the Principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

Reporting to Local Law Enforcement: At any point after the receipt of a report of bullying or retaliation, or during or after an investigation, if the school Principal or designee has a reasonable basis to believe that the incident may involve criminal charges which may be pursued against the aggressor, the school Principal or designee will notify the local law enforcement agency.

Notice will be consistent with the requirements of 603 CMR 49.00 and locally-established agreement with the local law enforcement agency. In addition, if an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, charter school, non-public school, approved private day or residential school or collaborative school, the Superintendent of the LFDCS or designee will notify local law enforcement if they believe that criminal charges may be pursued against the student aggressor. In making this determination, the Principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the Principal or designee deems appropriate.

Reporting to Administrator of Another School District or School: If an incident of bullying or retaliation involves students or staff members from more than one school district, charter school, non-public school, approved private day or residential school or collaborative school, the Principal or designee first informed of the incident will promptly notify by telephone the Principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

M. Investigation

The school Principal or designee shall investigate promptly a report of bullying or retaliation, giving consideration to all circumstances at hand, including the nature of the allegations, the staff member and the ages of the students involved. The following are general guidelines for responding to a report of bullying or retaliation. The guidelines will be adapted as necessary to respond appropriately to the complaint.

- The investigation should take no more than 15 calendar days.
- Within the 15 days the principal or administrator will meet with the complainant to discuss the complaint and possible resolutions.

Within 15 calendar days after the meeting, the investigator will respond in writing, and, where appropriate, in a format accessible to the complainant. The response will explain the position of LFDCS and offer options for substantive resolution of the complaint.

Pre-Investigation: Even before fully investigating allegations of bullying or retaliation, school personnel will consider whether there is a need to take immediate steps to support the alleged target and/or protect the alleged target from further potential incidents of concern. In taking any such action, however, the rights of both the alleged target and alleged aggressor must be considered.

Written statement of the complaint: The investigator will seek to determine the basis of the complaint, gathering information from the complainant, including such matters as: what specifically happened, who committed the alleged acts, who was present or may have information about the events, when the events occurred (date, time of day) and where the events occurred. It is helpful to have these facts in writing. The Principal or designee (or whoever is conducting the investigation) will remind the alleged student aggressor, target, and witnesses of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action. If age appropriate, the complainant may be asked to put the complaint in writing and to sign and date it. If the complainant cannot or chooses not to write a complaint, the investigator will record the allegations, read them to the complainant to confirm accuracy and ask the complainant to sign the document. If the complainant cannot or chooses not to sign, the investigator may sign and date the document her/himself.

Interviews: Once the allegations of the complainant are established, the investigator will gather other evidence, which often involves interviews of the alleged aggressor and/or other witnesses.

If appropriate, the investigator should remind the alleged aggressor and witnesses that retaliation against persons whom they believe might have reported the incidents or cooperated with the investigation is strictly prohibited and will result in disciplinary action.

N. Determination

The Principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the Principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The Principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary. Depending upon the circumstances, the Principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or student aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development. The Principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the Principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations. The Principal or designee shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination.

O. Taking Disciplinary Action

If the Principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior.

The range of disciplinary action for student or staff includes, but is not limited to, one or more of the following: verbal warnings, written warnings, reprimands, detentions, short-term or long-term suspensions or expulsions from school as determined by the Principal or designee and/or LFDCS Board, subject to applicable procedural requirements Due Process as outlined in the Parent-Student Handbook will be applied, including the process of appeal.

Discipline will be consistent with the Plan and with the school's or district's code of conduct. Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline. If the Principal or designee determines that a student or staff member knowingly made a false allegation of bullying or retaliation, that student or staff member may be subject to disciplinary action. A student suspension may also include a move of the complaine to a classroom or space that does not include the complainant. If the response by does not satisfactorily resolve the issue, the complainant and/or his/her designee may appeal the decision of the ADA Coordinator within 15 calendar days after the receipt of the response to the board of trustees or their designee.

P. Responses to Bullying

If bullying or retaliation is substantiated, the school will take steps reasonably calculated to prevent recurrence and ensure that the target is not restricted in participating in school or in benefiting from school activities. As with the investigation, the response will be individually tailored to all of the circumstances, including the nature of the conduct and the age of the students involved and/or the staff member. In addition to taking disciplinary action, the following are examples of steps that may be taken to prevent the recurrence of bullying or retaliation:

- hold parent conferences;
- transfer a staff member or a student's classroom or school;
- limit or deny staff or student access to a part, or area, of a school;
- enhance adult supervision on school premises;
- provide relevant educational activities for staff members or individual students or groups of students. Nurses and others in the school setting who have been trained to work with students or staff members on interpersonal issues may be helpful in providing such programs.
- provide a personalized Action Plan and directives for future conduct, including providing the target with a process for reporting any concerns about future conduct immediately. It is critical to involve the student and/or staff member in creating an action plan that involves a reporting process that works for that particular student and/or staff member.
- arrange for communication between the parties, if appropriate, to assist them in resolving issues which have arisen between them (such an approach will be used cautiously since communication can sometimes exacerbate, rather than alleviate, the target's concerns and since the conduct often involves an imbalance of power.)
- provide counseling (or other appropriate services) or referral to such services for the target and/or the aggressor and/or for appropriate family members of said students and/or staff member.
- develop safety plans, provide social skills programs and refer to outside services as needed.
- provide discipline procedures for students with disabilities as governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

Q. Promoting Safety for the Target and Others

The Principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the Principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur. Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the Principal or designee will work with appropriate school staff to implement them immediately.

R. Skill-building Approaches

Upon the Principal or designee determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O (d) (v). Skill-building approaches that the Principal or designee may consider include:

- offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;
- providing relevant educational activities for individual students or groups of students, in consultation with appropriate school personnel;
- implementing a range of academic and non-academic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- adopting behavioral plans to include a focus on developing specific social skills; and
- making a referral for evaluation.

S. Closing the Complaint and Possible Follow-Up

If a complaint is substantiated, the Principal or designee will promptly provide notice to the parent/guardian of the target and/or target and the aggressor. Notice will indicate what action is being taken to prevent any further acts of bullying or retaliation. Specific information about disciplinary action taken generally will not be released to the target's parents or guardians unless it involves a "stay away" or other directive that the target must be aware of in order to report violations. If appropriate, within a reasonable time period following closure of the complaint, the Principal or designee will contact the target to determine whether there has been any recurrence of the prohibited conduct. LFDCS will retain a report of the complaint, containing the name of the complainant, the date of the complaint, investigator, school, a brief statement of the nature of the complaint, the outcome of the investigation and the action taken. If the parent(s) are not satisfied with the investigation, after meeting with the Principal or designee, they may then meet with the Superintendent and if still not satisfied, meet with the President of the LFDCS Board of Trustees. If the response by the President of the LFDCS Board of Trustees does not satisfactorily resolve the issue, the complainant and/or his/her designee may appeal the decision of the ADA Coordinator within 15 calendar days after the receipt of the response to the board of trustees or their designee.

USE OR POSSESSION OF VAPING AND/OR TOBACCO POLICY

LFDCS is committed to having a smoke, vaping and tobacco-free environment for all members of the school community; therefore, use or possession of tobacco or vaping products on school property or at school-sponsored events is strictly prohibited. Student violations will result in the following consequences:

1st Offense:

- ◆ Parent/legal guardian notified by letter and phone;
- ◆ Participation in a 4-session after-school tobacco and vaping education class with proof of completion required;
- ◆ Notification of sports and activity directors, resulting in enforcement of extra-curricular regulations.

2nd Offense:

- ◆ Parent/legal guardian conference;
- ◆ Suspension for 2 days;
- ◆ Participation in a 4-session after-school tobacco and vaping education class with proof of completion required;
- ◆ All student privileges suspended during the 2-day school suspension.

3rd Offense & Thereafter:

- ◆ Parent/legal guardian conference;
- ◆ 5 afternoons of school service in a non-hazardous environment;
- ◆ 5-day in-school suspension, completion of schoolwork, including suspension of all student privileges for the quarter;
- ◆ Completion of an extensive project on a tobacco-related issue--such as, interviews of adults with emphysema, followed by a presentation to students with proof of completion required.

SUBSTANCE USE PREVENTION AND EDUCATION POLICY

LFDCS complies with [*An Act Relative to Substance Use, Treatment, Education and Prevention*](#) that was signed into law on March 14, 2016, as Chapter 52 of the Acts of 2016. This law dictates that each public school has a policy regarding substance use prevention and the education of its students about the dangers of substance abuse. LFDCS, through its Parent/Student Handbook, notifies parents (or guardians) of all students attending the school of the policy and resources, which are also posted at www.lfdcs.org. The policy is approved by the LFDCS Board of Trustees and filed with the Massachusetts Department of Elementary and Secondary Education.

LFDCS's policy follows the recommendations and guidance from the Massachusetts Department of Public Health and the Massachusetts Department of Education for its substance use, prevention and education for students and staff. The Massachusetts Substance Abuse Directory (<http://www.mass.gov/eohhs/docs/dph/substance-abuse/oyyas-directory-digital.pdf>) helps to guide the work of leadership, the school nurses and the Wellness Committee. The Substance Abuse Directory is segmented to address Youth and Young Adult Substance Use Services.

The directory lists licensed and/or funded by the Massachusetts Department of Public Health and free and confidential assistance for people of all ages is found at its helpline: 1-800-327-5050.

Additionally, the Wellness Committee guides its work using the newest edition of the publication, **Preventing Drug Use among Children and Adolescents: A Research-Based Guide for Parents, Educators, and Community Leaders, Second Edition**

(<https://www.drugabuse.gov/sites/default/files/preventingdruguse.pdf> and www.drugabuse.gov).

These resources provide questions and answers, program information, expanded references and resources, and materials related to the consequences, prevention and treatment of drug abuse . LFDCS policy and student resources and professional development programs on substance use prevention includes: clearly defined goals; community, parent/guardian, teacher and student involvement; strategies to encourage communication among students, parents/guardians, teachers and administrators; implementation of an evidence-based substance use prevention curriculum for grades 5 to 8; prohibitions against substance use as well as discipline and enforcement provisions; intervention provisions and treatment opportunities; and a timetable for periodic review and revision of the policy.

This policy is organized according to the six elements of a [*Safe and Supportive Schools Framework*](#): Leadership; Professional Development; Access to Resources and Services; Academic and Non-Academic Strategies; Policies, Procedures, and Protocols; and Collaboration with Families.

Policy and Procedures

It is the policy of LFDCS that the following actions are strictly prohibited and will result in disciplinary action:

- Students' use, possession of or being under the influence of cannabis (CBD) candy or other edibles, oils or other related products, illegal drugs, narcotics and/or alcohol on school property, on school buses, at school bus stops, and/or at school-sponsored or school-related functions.
- Students sale, distribution, or attempted sale or distribution of vaping materials, cannabis (CBD) candy or other edibles, oils or other related products, illegal drugs, narcotics and/or alcohol on school property, on school buses, at school bus stops, or at school-sponsored or school-related functions. Use of prescription drugs outside of doctors' orders is not tolerated.

The following procedures will be utilized in any case where a student (for staff members, see LFDCS Employee Policy Manual) is suspected of engaging in any of the prohibited conduct enumerated in the paragraphs above:

- will be referred to the Head of School, who will notify the Principal
- the Head of School or Principal may contact the school nurse concerning the case. If the nurse or other medical professional determines that physical symptoms may be present after speaking with the student and evaluating the symptoms, the nurse or other medical professional will make recommendations to the Head of School or Principal
- the Head of School, if reasonably possible, will notify the student's parent(s) or legal guardian(s)
- the Head of School will inform the student, in the presence of their parent(s) or legal guardian(s) if reasonably possible, of the conduct prohibited in which the Head of School believes the student has engaged
- the student will have the opportunity to respond to the Head of School
- after considering the evidence, if the Head of School believes a violation has occurred, the Head of School may suspend the student

- the length of the suspension will be determined by the Head of School taking into account the age of the student and nature of the violation
- following the meeting with the Head of School and the Principal, the student will be released from school and, as a general rule, will be released only into the care of their parent(s) or legal guardian(s) or other responsible adults designated by the student's parent(s) or legal guardian(s)
- prior to the student's return to school and as a condition of their return to school, the parent(s) and/or legal guardian(s) and the student must meet with the Head of School and/or other staff for the purpose of determining a specific plan of intervention and/or support services should the parent(s) or legal guardian(s) fail to cooperate with the school authorities at any point in this procedure, the school authorities may find it necessary to pursue a CHINS or a care and protection action

Students found in possession of illegal drugs, narcotics, or drug paraphernalia while on school property, on a school bus, or while attending school-sponsored or school-sanctioned functions will be reported to the police. For those students who are involved in LFDCS extracurricular activities, violations of this policy may jeopardize their continued participation in those activities, as more fully outlined in the Parent/Student Handbook.

Leadership

Leadership at all levels will play a critical role in developing and implementing the substance prevention and education policy. This is accomplished by utilizing a team approach involving school administrators, school board members, educators, nurses, students, families and outside agencies. Taking a leadership role in investigating resources and monitoring is the LFDCS's Wellness Advisory Committee, which is comprised of school leaders who design, implement and oversee these programs. The Committee reviews health and wellness needs, plans and delivers parent programs (Parent Advisory Council) and via the physical education and science curriculum will guide classroom instruction on substance use, prevention and education. The Wellness Advisory Committee also is involved with professional development for staff, especially during teachers' back-to-school orientation which occurs for five days before the first day of each school year.

Professional Development

LFDCS staff are provided training opportunities to ensure they are aware of policies and procedures for alcohol and substance use prevention, education and intervention. To supplement professional development for staff and the delivery of services to students and their families, LFDCS contracts with contracted services/counselors which allows for a continuum of services during the school year. Contracted services provides also conduct professional development for teachers during its back-to-school orientation. This annual training on the early warning signs and behaviors that indicate a student may be experiencing substance use problems, as well as referral systems and other protocols to follow. Qualified LFDCS staff is trained to administer a verbal screening tool to screen students for risk of substance use related problems.

Curricula

LFDCS students in grades 5-8 are presented with a health and wellness curriculum (such as *Healthy Lifestyle Choices*), an evidence-based substance use prevention curriculum in combination with a bullying prevention program, the school also has a Model student program which reflects school's character education development and expectations. This substance use prevention and the education of its students about the dangers of substance abuse curriculum is woven into the school day with a particular emphasis placed on weekly classes.

Access to Resources and Services

LFDCS conducts home visits for new students enrolled at the school which helps to link resources and enhances communication. LFDCS's Wellness Advisory Committee identifies and supports the social-emotional needs of students who are in need of assessment, counselling and referral. Community-based providers are available for referral and interventions as needed. With recognition that comprehensive substance use prevention programs involve the use of multiple strategies for education and training, social competency skill development and norms with expectations for behavior the school uses a RTI program to monitor problem identification and referral services which are linked to both academic success and wellness. LFDCS school administrators, working in partnership with the parent liaison and school nurses, play a key role in implementing the design and success of these wellness programs. The Wellness Advisory Committee also link as needed with contracted community agencies as needed to identify and refer students with substance abuse issues.

Academic and Non-Academic Strategies

In accordance with the Massachusetts Comprehensive Health Frameworks the LFDCS provides developmentally-appropriate, evidenced-based alcohol, tobacco, drug education prevention programs in grades 5-8. The Lawrence Family Development presently employs two Nurses who are responsible for various health and wellness initiatives dealing with behavioral health and substance abuse issues. Posted in the school's Learning Management System for LFDCS staff is a link to The [National Registry of Evidence-based Programs and Practices \(NREPP\)](#) is a searchable registry of more than 350 substance abuse and mental health interventions that have been reviewed by the U.S Substance Abuse and Mental Health Services Administration. Students in grades 5-8 will participate in state-mandated *SBIRT (Student Brief Intervention Referral and Treatment)*. This verbal screening tool will be used to help keep all students healthy and provide appropriate prevention, intervention and referral for possible substance abuse by a trained screener.

Policies and Protocols

LFDCS has policies in place for: voluntary admission of drug or alcohol problem, appearing under the influence, distribution or possession of drugs and prohibiting substance or tobacco use on school property or at any school-sponsored or school-related activity, function or program whether on or off school property. Narcan Administration and SBIRT Screening Protocols have been developed and approved by LFDCS's Board of Trustees. Any student charged with a violation of these policies may be expelled or suspended in accordance with LFDCS's Expulsion Policy. School staff will discuss these policies annually with students, and policies are posted on the school's website and in the LFDCS's Parent/Student Handbook which requires parents' signature to ensure they have received the handbook annually.

Collaboration with Families

LFDCS believes that families are essential partners in our efforts to prevent substance abuse. Our school is committed to providing ongoing informational and educational parent programming.

Timetable for policy review and revision The policy is reviewed annual as part of the Parent/Student Handbook review and the review of the Employee Personnel Policy Manual. It is also reviewed in particular instances during the school year as recommended by the Health and Wellness Committee.

EDUCATION OF PREGNANT STUDENTS POLICY

These guidelines were developed to provide direction to staff in dealing with a student who discloses that she is pregnant or thinks she is pregnant and in need of services. The following considerations must be kept in mind when a student makes such a disclosure:

- a. The need/right of the student to confidentiality when seeking pregnancy-related services.
- b. The need/right of parents to be informed by the school in matters relating to their child.
- c. The obligation of the school to respect/protect the needs/rights of students and parents.

At the elementary/middle school level, students usually disclose concerns about pregnancy to the Nurse. If a student discloses to a staff member, she should be referred to the Nurse as soon as possible. At LFDCS students self-refer or are referred to the Nurse by staff that is located in the school.

The Nurse:

- a. Gives the student information about where she can go for a pregnancy test.
- b. Encourages dialogue with parents.
- c. Assesses for sexual abuse, make reports as indicated.
- d. Reports to the Principal.

If the Pregnancy Test is POSITIVE, the Principal works with the Nurse:

- a. Works with student to inform parents as soon as possible.
- b. Encourages follow-up with health provider. It is the responsibility of the health provider to discuss pregnancy options.
- c. In the elementary/middle schools, arranges meeting with student and parent to ensure that prenatal care and other services are initiated early in the pregnancy. The Nurse will arrange a meeting with the student and parent to discuss prenatal care and other services.

The Nurse will remain in contact with the student during pregnancy and after delivery. A major goal is to ensure that the student remains in school or an alternate educational environment.

If the Pregnancy Test is NEGATIVE, the Nurse should:

- a. Inform the Principal.
- b. Encourage dialogue with parents.
- c. Discuss relationships, responsible decision-making, refusal skills, and future goals, developmental issues, AIDS and other STD's, etc.
- d. Encourage ongoing follow-up with health provider to discuss family planning as necessary.
- e. Encourage abstinence which, considering the health risks, is the preferred and underscored option.

In the case of a pregnant student, the student will attend school through the course of the pregnancy, unless the doctor recommends otherwise. In such a case, the school will provide at-home tutoring services until the time the student can come back to school. Marital, maternal or paternal status shall not affect the rights and privileges of students to receive a public education nor to take part in any extracurricular activity offered by the school. *LFDCS has adopted the Massachusetts Department of Public Health adolescent pregnancy policy as its own. A copy follows. Legal Reference: Massachusetts General Law 71:84.* Discipline of students on matters unrelated to school-sponsored activities are prohibited.

No student shall be suspended, expelled, or otherwise disciplined on account of marriage, pregnancy, parenthood or for conduct which is not connected with any school-sponsored activities; provided, however, that in the case of a pregnant student, the school board may require that the student be under the supervision of a physician.

SCHOOL HEALTH POLICY

Child with non-emergency illness:

School is not the setting for children with illnesses. Caregivers (faculty and staff) in the school setting must be able to meet the needs of all students in the classroom. Children should only be in school when they can fully participate in their educational program; therefore, children with the following should stay home or be referred home by the school:

1. If a child has a fever of 100 degrees or above, parents must keep the child home until the temperature has remained normal, without any medication for 24 hours.
2. A child with a persistent cough, excessive discharge of nose or eyes, sore throat (very red), earache, severe headache, general malaise or fever should stay home until the condition subsides.
3. If a child vomits or has diarrhea, parents must keep the child home 24 hours after the condition ends.
4. If a child has impetigo, the child must stay home until all lesions have crusted. The child must be checked by the School Nurse before returning to the classroom.
5. If a child has an undiagnosed rash, please consult a doctor before sending the child to school.
6. If a child has head lice, the child must stay home until treatment has been completed and all nits have been removed. The School Nurse must check the child before returning to the classroom.
7. If a child has conjunctivitis, the child must stay home for 24 hours after taking the first dose of medication.
8. If a child has strep throat, the child must stay at home for 24 hours after taking the first dose of medication. If a child goes to the doctor for a strep test, the child should stay home while waiting for the results of the test.
9. All communicable diseases (i.e., chicken pox, scarlet fever, etc.) must be reported to the School Nurse who will report it to the local Board of Health. Any child who has a communicable disease must report to the School Nurse before returning to the classroom.
10. At the end of the school year, the parent or guardian must pick up any leftover medication within 24 hours after the students are dismissed for the summer.

The School Nurse, according to the Department of Public Health Guidelines, will destroy any medication that has not been retrieved.

11. NEW STUDENTS: Any student entering the school must provide an up to date and complete immunization record and a physical exam that has been completed within the last year, and a completed emergency card as well as a health history form completed and signed by the parent/guardian. No student will be allowed entrance into school without, at the minimum, a complete and up-to-date immunization record.

By following this policy, we hope to provide a healthy environment for everyone in the school community. If your child has a specific chronic condition, the school will make every effort possible to work with you. Please feel free to contact the School Nurses and the administration.

HOME AND HOSPITAL SERVICES POLICY

A student who, due to documented medical reasons, is confined to home or a hospital for not less than fourteen (14) school days during the school year, is entitled to receive home/hospital educational services. A physician's written order must be provided to the school. The Principal and Head of School shall arrange for educational services in the home, hospital or at a neutral site such as the public library. Such services will be provided with sufficient frequency to allow the student to continue their educational program, as long as such services do not interfere with the medical needs of the student. The Principal shall coordinate such services with the Special Education Director for eligible students. Such educational services shall not be considered special education unless the student has been determined eligible for such services, and include services on the student's IEP.

Services may be provided by a LFDCS teacher or paraprofessional, or LFDCS may contract with the hospital to provide the needed services, with another school district to provide the services or with another agency to provide the services. If, in the judgment of the student's physician, a student with an IEP is likely to remain at home, in a hospital or in a pediatric nursing home for medical reasons and for more than sixty (60) school days in any school year, the Special Education Director is required to convene a Team meeting within 10 school days after LFDCS is notified to consider evaluation needs and, if appropriate, to amend the existing IEP or develop a new IEP suited to the student's unique circumstances.

MEDICATION POLICY

Dear Parent/Guardian,

We would like to inform you of the school policy to ensure the health and safety of children needing medication during the school day. Except as noted below, students are not allowed to carry or self-administer medications while on school property. The following must be on file in your child's health record before any medication prescription or over-the-counter medicine can be given at school:

- i. Signed consent form by the parents/guardian to give medication at school. The permission includes--among other things--medication name, dose, time to be given, name of child, what the medication is being given for, and any other medication the child is taking. See school form.
- ii. Signed medication ordered by a licensed prescriber. The written medication order should be taken to your child's doctor for completion and returned to the School Nurse.

Medication should be delivered to school in a pharmacy or manufacturer-labeled container by you or a responsible adult that you designate. Please ask your pharmacy to provide separate containers for home and for school. No more than a 30-day supply of medication should be delivered to school. Medication orders must be renewed as needed and at the beginning of each school year.

Short-term Prescription Medications: For short-term medications and antibiotics (those requiring administration for 10 school days or fewer), the pharmacy-labeled container may be used instead of a licensed prescriber's order. Parent consent form must be provided.

Inhalers/Epi-pens: Students who need to carry their own inhalers or epi-pens must have written self-administration permission from the licensed prescriber and the parent/guardian. If your child has severe asthma or life-threatening allergies, please send in an extra inhaler or epi-pen to be kept in the clinic. It is the responsibility of parent/guardians to provide the school nurse (or designee) in each Lawrence Family Development Charter School building with Epi-Pens (2-required) and/or any other medications necessary to treat their child in the event of an allergic reaction. The school nurse will identify all storage locations for medicines. For Epi-pens, ONLY students who have documented authorization from the physician are allowed to carry their own Epi-pen. Nurses will inform school personnel which students self-carry.

Field Trips and Students that have Asthma: If your child has asthma and has medication available in the school clinic, please be aware that they will not be able to take their medication during the field trip unless the child has permission from their doctor to self-administer. If your child needs asthma medication during the field trip, a parent must accompany them unless they have permission from their doctor to self-administer their inhaler.

Thank you for your cooperation.

Sincerely,
School Nurse, 978 689-9863 x130

HEAD INJURY/CONCUSSION POLICY

Purpose

This policy provides for the implementation of MA 105 CMR 201.000, Head Injuries and Concussions in extracurricular athletic activities. The policy applies to Upper School students who participate in any extracurricular athletic activity. This policy provides the procedures and protocols for LFDCS in the management of and prevention of sports-related head injuries within the school. Review and revision of this policy shall occur at least every 2 years, be included in the Parent-Student Handbook along with any and all related materials and be made available in English and Spanish.

Pre-participation Requirements and Training

Concussion training is a pre-participation requirement for all students and must be completed prior to practice or competition. Annually, the following persons shall complete one of the head injury safety training programs approved by LFDCS:

- Coaches; assistant coaches
- School nurses
- After-School coordinator
- Parents of a student who participates in an extracurricular athletic activity
- Students who participate in an extracurricular athletic activity

This requirement may be met by:

- Completing an approved online program approved by MA DPH and pre-participation questionnaire and providing a certificate of completion to the after-school coordinator.
- Signing an acknowledgement that they have read and understand written materials provided to them by the after-school coordinator.

The After School Enrichment Coordinator will keep all certificates, signed acknowledgements and training session rosters for three years. The training must be repeated every subsequent year. Game officials should also complete an approved training annually and provide LFDCS with verification of completion upon request. Additionally, students who plan to participate in extracurricular athletic activities and their parents must complete and sign the Pre-Participation Head Injury/Concussion Reporting Form prior to each season of participation. The questionnaire will be reviewed by the school nurse prior to athletic participation and placed in the student's health record. The school nurse will provide appropriate follow-up when necessary. Annually, students are also required to provide a physical exam to the school nurses' office. No student shall be medically cleared for participation in extracurricular athletic activities until the school nurse has received and reviewed both the questionnaire and the physical exam. LFDCS may use a student's history of head injury or concussion as a factor to determine whether to allow the student to participate in an extracurricular athletic activity or whether to allow such participation under specific conditions or modifications.

Additional parental requirements: If a student sustains a head injury or concussion during the season, but not while participating in an extracurricular athletic activity, the parent shall complete the Report of Head Injury Form and submit to the school nurse.

Exclusion from Play

- Any student, who during a practice or competition, sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion or loses consciousness, even briefly, shall be removed from the practice or competition immediately and may not return to the practice or competition that day.
- The coach shall communicate the nature of the injury directly to the parent in person or by phone immediately after the practice or competition in which a student has been removed from play due to a head injury, suspected concussion signs and symptoms of a concussion or loss of consciousness.
- The student shall not return to practice or competition unless and until the student provides medical clearance. The coach shall provide the necessary forms for the student to take to their medical provider. These include: Report of Head Injury Form and Post Injury Medical Clearance Form.
- The coach or his or her designee shall communicate, by the end of the next business day, with the After-School Coordinator and school nurse that the student has been removed from practice or competition for a head injury, suspected concussion, signs and symptoms of a concussion or loss of consciousness.

Return to Play

Students must be symptom free and medically cleared in order to return to play. The following individuals may authorize a return to play:

- A duly licensed physician or a nurse practitioner, a certified athletic trainer or a neuropsychologist in consultation with a licensed physician

After-School Enrichment Coordinator Responsibilities:

- participates in the bi-annual review and revision of the policy.
- completes an annual training.
 - ensures the training of coaches, assistants, parents and students
 - maintains certificates of completion, attendance rosters and signed affidavits
 - ensures that the medically cleared list is provided to all coaches, assistants and volunteers and that no student participates without this clearance
 - ensures the Report of Head Injury Forms are completed by parents or coaches and reviewed by the school nurse
 - ensures that athletes are prohibited from engaging in any unreasonably dangerous athletic technique that endangers the health or safety of an athlete, including using a helmet or any other sports equipment as a weapon
 - maintains records of annual trainings, completions, affidavits and/or attendance rosters for three years
 - reports annual statistics to the Department of Public Health:
 - The total number of Head Injury Reports received from both coaches and parents
 - The total number of students who incur head injuries and suspected concussions when engaged in any extracurricular athletic activities

Coach Responsibilities

- The coach completes the annual training and provides the after-school coordinator with a certificate of completion.
- The coach reviews the pre-participation information provided by the school nurse regarding a student's history and/or risk of head injury.

- The coach shall:
 - Identify athletes with head injuries or suspected concussions that occur in practice or competition and remove them from play.
 - Complete the Report of Head Injury Form upon identification of a student with a head injury or suspected concussion that occurs during practice or competition.
 - Promptly notify parent of any student removed from practice or competition and provide same notification in writing or electronically by the end of the next business day.
 - Promptly notify the athletic director and school nurse of any student removed from practice or competition.
 - Teach techniques aimed at minimizing sports-related head injury.
 - Discourage and prohibit athletes from engaging in any unreasonably dangerous athletic techniques that endangers the health or safety of an athlete, including using a helmet or any other sports equipment as a weapon.

School Nurses Responsibilities

The school nurses:

- complete the annual training
- participate in the bi-annual review and revision of the policy
- review all pre-participation questionnaires
- review all annual physical exams
- review all Report of Head Injury reports
- maintain all Pre-assessment questionnaires, physical exams, Report of Head Injury forms and any other pertinent medical information in the student health record
- share on a need-to-know basis any head injury information regarding a student that may impact their ability to participate in extracurricular athletic activities or places a student at greater risk for repeated head injuries
- participate in the re-entry planning for students to discuss any necessary accommodations or modifications with respect to academics, course requirements, homework, testing scheduling and other aspects of school activities consistent with a graduated re-entry plan for return to full academic and extracurricular athletic activities after a head injury and revising the health care plan as needed
- monitor recuperating students with head injuries and collaborate with teachers to ensure that the graduated reentry plan is being followed
- provide ongoing educational materials on head injury and concussion to teachers, staff and students

Record Maintenance

LFDCS shall maintain the following record for three years:

- Verifications of completion of annual trainings
- Pre-participation questionnaires
- Annual physical exams
- Head Injury Reports
- Concussion Return to Play Protocols for injured students

These records will be made available to the Department of Public Health and DESE upon request or in connection with any inspection or program review.

FIELD TRIPS AND OFF-SITE EDUCATION INFORMATION POLICY

LFDCS provides many opportunities for our students's education that involve bus transportation or walking beyond our school facility. These include, but may not be limited to:

- Trips to the Lawrence Public Library; to use the science facilities at Northern Essex Community College in Haverhill, MA, MIT in Cambridge, MA; UMass Lowell in Lowell, MA and other area colleges or to visit local historic sites and museums;
- Walking field trips to parks and places of interest or between the Academy for Early Academic Preparation on Railroad Street, the Upper School on Haverhill Street or the Lower School on West Street.

LFDCS encourages teachers to plan field trips that address state frameworks and enrich students. All field trips or off-site education are an extension of the academic program and all school regulations and expectations apply. Most field trips are paid for by grants but in some cases they may be cost-shared by the school and the parent(s). Parents will receive detailed information in advance of field trips that transport their child *outside* the City of Lawrence. Your signature on the **Forms and Contracts** form grants your child permission to participate in the afore-mentioned activities.

PHOTOGRAPHY AND VIDEOTAPE PERMISSION POLICY

LFDCS documents the activities and special events of each school year in photos that may be displayed at our school, posted on the school website or included in press release articles and occasionally videotapes a classroom lesson for teacher training and for student work be shared within the district for the purpose of teacher training and as explars. Your signature on the **Forms and Contracts** form grants permission for your child to be photographed or videotaped. **If your child should NOT be photographed due to legal, custodial or other issues, please check "Opt out" on the FORMS AND CONTRACTS page.**

SCHOOL VISITORS' POLICY

LFDCS encourages and promotes both parent visitations and guests to visit the school. When children see adults in the school building, it allows them to interpret the importance of learning and how important adults see their education. It also demonstrates to the students how important their parents view their education. Parent interaction with teachers is a vital part of student success when trust is established between the parent and the teacher. Often times it is important that the student see this interaction displayed during the school day. Parents are also encouraged to participate in their child's field trips, be present during class presentations, the science fair and award assemblies. Parents will be invited to come into the school during the times when a child might be experiencing difficulties in class. Guidelines for visiting the school are as follows:

- Parents and visitors must sign in at the front desk and wear a visitors' badge, should always maintain a quiet voice while in the hallways and follow the teacher's instruction while in the classroom. They should also help the school with continuous improvements by offering suggestions at the end of their visit and placing those suggestions in the suggestion box located at the front receptionist desk. All visitors who are volunteering more than 10 hours per year must fill out a CORI form.
- Cell phones should either be turned off or placed on vibrate so it does not interrupt the activity.
- Bathrooms are on the first floor of each building. Please check in with the receptionist first—no visitors are allowed in the students' bathrooms.

STUDENT HEALTH CARE CONSENT FORM

I give consent for my child to receive health care at the Lawrence Family Development Charter School Nurse's office. I authorize the designated health professional to provide necessary treatment for my child. I have completely disclosed all known allergies, chronic illnesses, prior medications or drugs which have resulted in adverse reactions and current medications with respect to my child.

As a Parent, my responsibilities are to:

- ◆ Inform the school nurse of child's allergy prior to the beginning of each school year and as needed.
- ◆ Provide the nurse with a written medical statement from a state licensed healthcare professional, such as a physician or nurse practitioner (Medical Statement to Request Special Meal Accommodations Form can be obtained from the school nurse.)
- ◆ Provide doctor's order and medication if needed at school.
- ◆ Provide doctor's order if milk substitution is needed at school.
- ◆ Meet with school nurse to form a partnership in the students care.
- ◆ Notify the school nurse if a reaction occurs outside of school and update changes to documentation as needed.
- ◆ Replace Epi-pens or other medications before expiration date.
- ◆ Educate child regarding his/her allergy, medication and treatment.
- ◆ Review with your child the student's responsibilities listed below.

I agree to the following, as needed, for appropriate health care:

- ◆ Exchange of medical information between the School Nurse and other health care providers.
- ◆ Identify my child's food allergies to ensure that the school nurse is aware of allergy concerns. Based on responsibilities, the School Nurse will alert all appropriate nutritional services staff members, teachers, volunteers, activity directors or coaches on how to disperse any required medication in the event of a child's allergic reaction.
- ◆ Referral to the student's primary health care provider or other health care provider.
- ◆ In case of emergency, I give permission for my child to be transported to the Lawrence General Hospital emergency room for treatment.

I understand that Massachusetts law, Chapter 112, Section 12F, permits students to be treated in an emergency and gives minors the right to consent on their own to confidential diagnosis and treatment if they have been exposed to certain diseases, such as sexually-transmitted diseases, are pregnant or support themselves and live on their own. Minors may also be able to consent to treatment for substance abuse and mental health problems. I also understand that the Health Center may have policies that encourage minors' involvement in decisions about treatment and sharing information.

Special Note to Parents: Lawrence Family Development Charter School takes every reasonable effort to avoid serving any peanut/tree nut product or byproduct. Only appropriate peanut/tree nut-free food items are allowed for consumption by students. This is the requirement for food provided by LFDCS Nutritional Services and for any food brought in from home. In the event that a student enrolled in LFDCS has any other food allergy, beyond peanut and tree nut, LFDCS will work with parents to take reasonable steps to avoid exposure to that child's particular allergen in anticipation of required documentation.

I have read and completed this consent form for my child. I understand that any questions I have concerning this health service can be answered by calling (978) 689-9863, ext. 130.

Signature of Parent/Guardian

Date

Name of Parent/Guardian (please print)

Work Address

Daytime Phone

Please list people who have your permission to pick up your child when we are not able to reach you:

1. Relative or Friend: _____ Phone: _____

2. Relative or Friend: _____ Phone: _____

3. Relative or Friend: _____ Phone: _____

STUDENT HEALTH HISTORY FORM

Date: _____

Child's Name: _____ Date of Birth: _____

Address: _____

Sex: (please circle one) Male Female

Child's Health Provider

Where do you take your child for medical care? _____

Doctor's Name: _____ Phone Number: _____

Address: _____

Current Medical Problems and Concerns

1. Does your child have any medical problems? YES NO
If yes, what kind of problems? _____
2. Is your child currently taking any medicines? YES NO
If yes, what are the names of the medicines? _____
3. Does your child have any allergies or has your child had a bad reaction to any food,
medication, drug, or immunization? YES NO
If yes, what kind? _____

Health Insurance Information

School nurse services are provided at no cost to you, but in case other health services are needed, we would like to know if you have health insurance. Please provide the following information:

Do you have any of the following types of insurance to cover care for your child?

☐ Private Medical/Health Insurance

Insurance Co. Name: _____

Policy Number _____

Cardholder's Name: _____

Relationship to Child: _____

☐ Mass Health/Medicaid

Card Number: _____

Child's Case Number: _____

(Number that appears under your child's name on Medicaid card)

SCHOOL-HOME CONTRACT

Lawrence Family Development Charter School Mission Statement

Strong families, working in partnership with the school as advocates for academic achievement, will create an environment where every child has the opportunity to acquire the foundation skills and habits of mind that foster life-long learning, citizenship participation, and personal fulfillment.

At LFDCS, we expect our parents to:

- ◆ Attend Student Recognition ceremonies
- ◆ Attend Parent/Teacher conferences
- ◆ Attend School Site Council meetings (once a month)
- ◆ Participate in workshops and other gatherings we may hold during the school year
- ◆ Check the student's backpack every day to find notes or communications from the school
- ◆ Communicate with the classroom teacher as often as possible
- ◆ Meet the expectation of the school attendance policy ensuring student does not fall below the 95% attendance
- ◆ Meet the expectation of the school tardy policy ensuring student arrival by 7:45AM
- ◆ Send a written note to the teacher when student has a dentist/doctor's appointment and will be picked up before dismissal time
- ◆ Send student to school with proper uniform every day
- ◆ Pick up student on time every day

To fulfill our part of the contract, the Lawrence Family Development Charter School will:

- ◆ Organize and provide Recognition Ceremonies for our parents, students and volunteers
- ◆ Assist parents and provide information during Parent/Teacher Conference nights
- ◆ Provide workshops, classes and other programs to benefit parents and the rest of the family
- ◆ Send home invitations, fliers and other bilingual notes to inform parents about upcoming activities
- ◆ Contact parents as often as needed to discuss special action plans to be implemented in school and/or at home
- ◆ Work closely with families implementing structured student settings at home to reinforce and support learning
- ◆ Create a safe and clean learning environment for all children
- ◆ Provide opportunity for parents to express needs and concerns and to be part of the decision-making process
- ◆ Ensure availability of an interpreter to help parents and teachers communicate, when needed

I understand the Lawrence Family Development Charter School's Mission Statement. I also understand the importance of full participation in my child's education as a path to achieve academic excellence. I am willing to support my child's education by working closely with the school as stated above.

Dear Parent(s),

Lawrence Family Development Charter School has undertaken a project to collect reimbursement for health related services it provides to **MassHealth** eligible students. In order to receive these funds, the School must file claims with the Massachusetts Division of Medical Assistance.

If your child is eligible for MassHealth, we are asking your help in providing the information necessary to obtain reimbursement. Please read and sign the section below, and provide the requested information.

I, the parent/guardian of _____ hereby give my consent to the Lawrence Family Development Charter School and/or its assignee to seek payment from MassHealth or other health insurers, for health-related services provided to my child by the Lawrence Family Development Charter School. I give permission to the Lawrence Family Development Charter School to release information to the Massachusetts Division of Medical Assistance (MassHealth) and/or other health insurer identified below, regarding my child's education services, for the purpose of obtaining reimbursement of the cost of those services. In giving consent, I understand that:

- My child will receive a free appropriate education to meet their needs, whether or not I volunteer information about MassHealth benefits.
- I will not pay any charges or experience any loss as a result of billing MassHealth.
- I can change my mind about giving or withholding permission to use this information.

(Signature) (Date) (Home Phone)

Please complete the following information:

Student's Last Name _____ Student's First Name _____ M.I. _____

Student's Home Address: _____

School Name _____ Student Number _____

Student's Sex: _____ M _____ F (Check one) Date of Birth _____

- ☐ My child has never been eligible for MassHealth benefits.
- ☐ My child has been/is currently eligible for MassHealth benefits.
- ☐ MassHealth Identification number _____ (see Picture)
- ☐ My child has been/is currently eligible for other health insurance benefits.

NAME OF INSURER _____ POLICY NUMBER _____

PARENT/STUDENT
ACCEPTABLE USE POLICY (OF TECHNOLOGY) AGREEMENT

Each student agrees to the following conditions:

- Permitted devices for use at LFDCS are: Chromebooks, tablets, desk tops, laptops, netbooks, eReaders, and iPads. Students are not allowed to use personal cell phones or other devices to access 3G/4G networks; only LFDCS' access to Wi-Fi can be used. Chromebooks are available for most grade levels and supplied by LFDCS.
- Each student takes full responsibility for school-owned devices. The school is not responsible for student-owned technology. This includes damage from any viruses contracted from school networks.
- The student will access only files on computer or internet sites which are relevant to the classroom curriculum.
- The student will not use the devices to record, transmit or post photos or videos of a person or persons on the LFDCS campus. Images or video recorded at school must not be transmitted or posted at any time unless permitted by a LFDCS teacher.
- All student products will be reviewed by teacher before uploading to the internet.
- The student will not be allowed to purchase or download any apps/software during the school day.
- Personal devices are not to be used on the bus, in bathrooms, in the cafeteria, in the hallways or at recess (this includes both indoor and outdoor recess).
- The student will comply with teacher or staff requests to shut down the device at any time.
- The student realizes that processing or accessing information on school property related to "hacking", altering, or bypassing network security policies is in violation of the AUP policy and will result in disciplinary actions.
- The student understands that printing from personal technology devices will not be possible at school.
- The student will continue to be educated about responsible and ethical use of technology.
- Investigations will be conducted as needed to assure students meet the code of conduct when using technology, screenshots and other evidence to texting or improper use of technology may include taking screenshots to collect evidence of behavior.

Students must immediately report to a teacher if they observe or are unwillingly involved in anything which violates the LFDCS Acceptable Use Policy. Should students encounter inappropriate materials/communications by accident or witnessed others doing so, they are obligated to report it to a teacher or staff member immediately. Students must be prepared to be held accountable for actions and for the loss of privileges which actions may produce. When in doubt, please ask a teacher or the Network Administrator.

Student Agreement

As a user of the Lawrence Family Development Charter School's computers and the Internet, I have read the **LFDCS Acceptable Use Policy (of Technology)**. I understand and will abide by all aforementioned policies. I understand the above consequences and agree to abide by all the rules set forth in this document. I have addressed the Network Administrator and School Administration with any questions regarding these policies prior to signing this release.

Parent Agreement

As a parent or guardian of this student, I have read and understand the **LFDCS Acceptable Use Policy (of Technology)** and aforementioned policies. I further understand that the privilege of Internet access at the school is designated for educational purposes and agree to any disciplinary decisions made by the Network Administrator and School Administration. I hereby give my permission for my child to use computer/Internet resources in accordance with the educational objectives of LFDCS and this policy.

- ☐ *I understand and will abide by the above AUP policy guidelines. I further understand that any violation is unethical and will result in the loss of my network privileges as well as other possible disciplinary action.*

Parent or Guardian Name (Please print)

Student Name (Please print)

Parent or Guardian Signature

Student Signature

Date

Date

PARENT/STUDENT EDUCATIONAL TECHNOLOGY USAGE
PROVIDED BY LFDCS CONSENT AGREEMENT

What is Schoology? -- *Schoology* is an online Learning Management System (LMS) used in grades 5 through 8. Through *Schoology*, students access school information in and outside of school and communicate with teachers through the *Schoology* messaging system.

LFDCS Student *Schoology* Accounts provide access to the following tools:

- Message: Allows students to send communicate with their teachers
- Calendar : Allows students to view school events and due dates of quizzes and assignments
- Materials and Grade: Enables students to submit assignments and receive comments and grades from teachers
- Updates: Allows students to read classroom announcements to organize and manage school events and schedule

What is G Suite for Education? -- LFDCS provides *G Suite for Education* accounts for students who use the LMS and other digital resources. With LFDCS Google account, students have secure access to a variety of digital resources. Students in grades 4 through 8 also have access to Google apps, such as Drive, Doc, Slides, and Form to complete school projects.

LFDCS Student Google Accounts provide access to Google Drive and the apps listed below. Google Drive allows student to store and share files online. With their Google Account, students can use the apps below to create their digital documents:

- Google Docs - A word software which is similar to Microsoft Word
- Google Slides - A multimedia presentations tool that is similar to Microsoft PowerPoint
- Google Sheets - An electronic spreadsheet tool that is similar to Microsoft Excel
- Google Forms - A digital form tool that allows users to create surveys to gather, organize and analyze data

Schoology integrates with *G Suite for Education*. Students using both tools can conveniently organize their learning materials and efficiently design their own digital portfolios. *Schoology* also serves as a platform to share other education technology to engage, support and extend students' learning experience.

Other Education Technology Resources: Throughout the year and in upcoming school years, LFDCS may use various educational technologies and create accounts for students, such as TypingClub and Glogster EDU. Student privacy is a priority; all resources managed by the district are verified COPPA and FERPA compliant. Wherever possible, student information is limited to authenticating only through *G Suite for Education* and not shared directly with educational technology providers.

Guidance on Email Communication for Students

- Students will be able to message school-related questions to teachers through *Schoology* only.
- Teachers will respond by the end of the next school day. Teachers are NOT required to respond outside of the school day, but they may if they choose. An unanswered email will not excuse students from turning in an assignment on time.
- When working at home, students should use Google Drive to store and save anything they want to add to a paper or project at school.
- For safety reasons, to upload files, students cannot bring cameras, phones or other devices to class

☐ ***I have read and understand LFDCS Program for Educational Technology Use. I consent to allow the student named below to use the educational technology provided by LFDCS. I understand that accounts may be created for the student using a LFDCS provided username. Student names are only shared with educational technology providers who are COPPA and FERPA compliant.***

Parent or Guardian Name (Please print)

Student Name (Please print)

Parent or Guardian Signature

Date

Student Signature

Date

PARENT/STUDENT CHROMEBOOK AGREEMENT

Lawrence Family Development Charter School is pleased to inform you that your child may have the privilege of using an LFDCS assigned Chromebook. This program is to help students complete teacher assigned schoolwork at home, encourage additional reading at home during weekends and school vacations, and for use during an emergency shut down. Accepting use of the Chromebook is a responsibility for student and family. Please read and consider all of the following expectations, and if you agree to them, please sign the consent form, have your child sign their section and return to your child's teacher.

LFDCS Chromebook Consent Agreement:

- Do not mark the Chromebook or its case in any way with markers, stickers, etc. Do not remove the barcode identification label.
- Do not insert foreign objects in the ports (openings); use care when installing the charger in the port.
- There should never be any food or drink consumed when using the Chromebook, as spilled substances can cause serious damage.
- Hands should be clean and dry when using the Chromebook; use a soft, dry cloth to wipe screen.
- Use of the Chromebook is solely for LFDCS students to whom it is issued. It is not meant to be used by any other person, including family members.
- Parents are responsible for supervising use of the Chromebook and ensuring its safe return to school. Chromebooks must be returned to school in working conditions at the end of the school year or as required by the school.
- You are provided insurance for \$50 which will cover one repair of the Chromebook. After that, or if the Chromebook is not returned when required in working condition, there will be a \$400 replacement cost to you. Please include a check for \$50 with this consent agreement payable to LFDCS. This amount is nonrefundable.
- Use of the Chromebook is restricted to materials installed or provided by LFDCS for school work only.

PARENT AGREEMENT:

PLEASE READ THE FOLLOWING, AND SIGN IF YOU WISH YOUR CHILD TO HAVE USE OF THE CHROMEBOOK AT HOME:

- I have read the above expectations and will adhere to them.
- I will supervise the use and safety of the Chromebook in my home.
- I accept financial responsibility for any damage or loss which may result from my child's use of the Chromebook.
- I am attaching a check for \$50 for my insurance. I understand this is a nonrefundable cost for insurance. I also understand that without the payment of the \$50 for insurance, my child will not be issued a device to bring home.

Parent Signature

Date

Address

Best phone contact

STUDENT AGREEMENT:

- I have read the LFDCS Chromebook Consent Agreement above and understand my responsibilities.
- I agree to comply with all policies.
- I understand I may lose my Chromebook privileges as a result of inappropriate or irresponsible behavior and will be financially responsible for intentional damage or loss of the school's Chromebook not being returned in working condition.

Student Signature

Date

Lawrence Family Development Charter School

FORMS AND CONTRACTS

To ensure that parents are aware of all policies that apply to our students and our expectations for high academic achievement, student behavior and daily school attendance, please sign and return this form with each child who attends LFDCS.

The policies in this handbook are enforced both on and off school grounds, during school and at any school-related function, including any transportation to events.

PARENT/STUDENT HANDBOOK CONTRACT

Please read and discuss the Parent/Student Handbook with your child. By signing below, you acknowledge receipt of the handbook and accept our school policies.

SCHOOL LIBRARY/MEDIA CENTER CONTRACT

By signing below, you acknowledge receipt of information about library/media center opportunities and expectations as outlined in the handbook.

PARENT/STUDENT ACCEPTABLE USE POLICIES FOR COMPUTERS, INTERNET & E-MAIL

By signing below, you acknowledge receipt of information about computer opportunities, appropriate use and expectations as outlined in the handbook.

STUDENT FIELD TRIPS AND OFF-SITE CLASSES

Field trips and travel to gym classes, the local library and between buildings is part of our academic day. By signing below, you acknowledge receipt of this information and notification that you will receive prior notice for "out-of-community" field trips.

STUDENT PHOTOGRAPHY & VIDEOTAPE PERMISSION

Permission for your child to be photographed or videotaped for newspapers, our annual report and other school activities and for student work to be shared within the district for the purpose of teacher training and as explains ☐ Opt out

SCHOOL-HOME CONTRACT

By signing below, parent and child acknowledge receipt of the School-Home Contract and agree to support its goals.

THE FORMS LISTED BELOW MUST BE FILLED OUT, SIGNED BY A PARENT AND/ OR STUDENT (WHERE APPLICABLE) AND RETURNED THE FOLLOWING DAY AFTER RECEIVING THIS HANDBOOK (Please check)

- | | |
|---|--|
| <input type="checkbox"/> Student Health Care Consent Form | <input type="checkbox"/> Parent/Student Acceptable Use Policy (for Technology) Agreement |
| <input type="checkbox"/> Student Health History Form | <input type="checkbox"/> Parent/Student Educational Technology Usage Provided by LFDCS Consent Agreement |
| <input type="checkbox"/> MassHealth Form (if applicable) | <input type="checkbox"/> Parent/Student Chromebook Agreement |
| <input type="checkbox"/> Forms and Contracts | |

Student's Name (please print)

Grade

Student Signature

Date

Parent/Guardian Signature

Date