

Lawrence Family Development Charter School

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

34 WEST STREET (Grades 2-4)

400 HAVERHILL STREET (Grades 5-8)

LAWRENCE, MA 01841

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



PARENT/STUDENT HANDBOOK

SY'2017-2018

LFDCS is an Equal Opportunity Employer

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).

TABLE OF CONTENTS

Welcome Letter	
School Mission and Philosophy	
Description of School Program.....	1-3
Title 1 Parent Involvement Policy	4
Title 1 Supplement, Not Supplant Policy	4
Enrollment Policy	5-9
K-1 Toileting Policy.....	10
Homeless Policy	10
<u>Expectations for Student Learning</u>	
School Attendance Policy	10-11
School Tardiness Policy	11
Arrival and Dismissal Policy	12
Chartering Academic Progress Policy.....	13
School Homework Policy.....	14-16
School Records Policy	16
Grade 8 Graduation Requirements Policy.....	16-17
School Library Policy	17-18
AUP: Acceptable Use Policy (for Technology)	19-24
<u>Expectations for Student Behavior</u>	
Uniform Policy	24-25
Discipline Policy and Due Process Policy	26-31
Discipline of Special Needs' Students Policy	32-33
Cell Phone Policy	33-34
Harassment Policy	34
Hazing Policy	34
Fire-setting Policy	34
School Locker Policy.....	35
School Bus Policy	35-36
Cafeteria Policy	36
Wellness Policy.....	36-39
Restraint Policy	39-41
Bullying Prevention and Intervention Plan Policy.....	42-48
Use or Possession of Tobacco Policy	49
Substance Use Prevention and Education Policy	49-53
Education of Pregnant Students Policy	53-54
School Health Policy.....	54-55
Home and Hospital Services Policy	56
Medication Policy	57
Head Injury/Concussion Policy, Grades 5-8	58-60
Field Trips and Off-Site Education Information Policy	61
Photography and Videotape Permission Policy	61
School Visitors Policy	62
<u>Forms and Contracts</u> (to be signed & returned to school)	
✓ Student Health Care Consent Form	
✓ Student Health History Form	
✓ School-Home Contract	
✓ MassHealth Consent Form (for eligible students)	
✓ AUP: Acceptable Use (for Technology) Agreement Form	
✓ Personal Nook/Kindle Student/Parent Agreement Form	
✓ Schoology Agreement Form	
✓ BYOT Agreement Form (7 th and 8 th grade only)	
✓ Forms and Contracts Form	

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-third 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,

Raquel Bauman, President
Board of Trustees

Ralph L. Carrero
Director/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

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 with limited English language skills and often 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 administration, board, and parents attracting quality and like-minded professionals to our school who form a hard-working team focused on providing quality education for our 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, five paid work days for orientation and mentoring for induction and staff development.

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 their 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 our students, staff and families. Through a variety of unique and generous partners, our school 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 Lawrence, Massachusetts. Students are selected by lottery (see Enrollment Policy). The school opened in 1995 and was re-chartered for our current five-year term in 2015. Our school also provides bus transportation, school nurses, counseling services, daily breakfast and lunch, an after-school enrichment program and a summer program.

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

– 10 Railroad Street

- K-1, five classrooms, generally limited to an enrollment of 17 students, one teacher and one paraprofessional;
Our K-1, an Early Kindergarten Program opened its doors to our first class in September, 2006 welcoming four-year olds to a full-day program designed to build: readiness to learn, readiness for language acquisition, readiness to read , social-emotional development and physical development
- K-2, four classrooms, one teacher per classroom and two paraprofessionals shared for four classrooms;
- Grade 1, four classrooms and one teacher per classroom

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. The following special subjects are offered once each week: Art, Music and Physical Education

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

- four classrooms for 5th grade and three classrooms for 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 four classrooms for 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
- Grades 7 and 8 students are taught computer literacy skills as a separate class, building upon classroom-based literacy with grade-appropriate technology at all grade levels.
- Music, Art and Physical Education are provided once a week for Upper School students

- LFDCS offers a Guidance/Placement Program for students in Grades 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 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.

Special Education

Lawrence Family Development Charter School 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 on the LFDCS website <http://www.lfdcs.org>

After-School – K-1, 3:15 p.m. – 5:00 p.m.; K-2 & Grade 1, 3:15 p.m.–6:00 p.m. and Grades 2-6, 3:30-6:00 p.m.

The Lawrence Family Development Charter School offers an After-School Enrichment Program from 3:15 p.m.–5:00 p.m. for K-1, 3:15 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 all families of our school needing a safe, environment for their children at a minimum fee of \$50.00 per week. 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
- Leadership development
- Athletics and intramural competition
- 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 www.lfdcs.org and click on After School Information.

Each year the school will send out a description of the Summer School schedule, costs and opportunities for students. Parents must complete an application to enroll their child(ren). Contact the After-School Enrichment Coordinator at (978) 738-0609.

TITLE I PARENT INVOLVEMENT POLICY

The Lawrence Family Development Charter School 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 in Board meetings
- LFDCS will commit to three yearly 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

- Parents will be notified as to the credentials of teachers on the school website
- Parents will be notified in writing if their child is being instructed by a teacher who is not highly qualified
- Parents will be notified 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))
- Parents will be notified in writing if their child is eligible to receive supplementary education services

TITLE I SUPPLEMENT, NOT SUPPLANT POLICY AND PROCEDURES

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 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.

Lawrence Family Development Charter School

ENROLLMENT POLICY

The Lawrence Family Development Charter School (LFDCS) enrollment policy was recently revised and approved on May 8, 2017. This new enrollment policy replaces earlier policies and meets all expectations of the MA Department of Elementary and Secondary Education.

General Enrollment

Lawrence Family Development Charter School (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. 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.

Application Process

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.

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’2016-2017 through SY’2020-2021

LFDCS was approved in 2010 to increase enrollment from 600 to 800 students by 2020. Each year LFDCS increases its enrollment by 20 students and will continue this growth plan to 2020 or until the cap of 800 students is reached. 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).

Grades Served	SY2016-17 (Actual)	ANTICIPATED ENROLLMENT						IDEAL COHORT SIZES
		SY2017-18	SY2018-19	SY2019-20	SY2020-21	SY2021-22	SY2022-23	
K-1	85	79	80	80	80	80	80	80
K-2	84	85	79	80	80	80	80	80
1	84	84	85	79	80	80	80	80
2	84	84	84	85	79	80	80	80
3	84	84	84	84	85	79	80	80
4	84	84	84	84	84	85	79	80
5	52	84	82	81	81	83	84	79
6	54	52	80	79	77	80	80	81
7	50	54	50	79	77	77	80	80
8	55	50	52	49	77	76	77	80
TOTAL Enrollment	716	740	760	780	800	800	800	800

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 Lawrence Family Development Charter School. Pull-ups are not allowed. In the event of a toileting accident, 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.

HOMELESS POLICY

LFDCS remains faithful to its charter enrolling students through a lottery system. It is for this reason that students coming to LFDCS, who fall under the McKinney-Vento Act with respect to homelessness, needing enrollment in school will be considered eligible to apply to the LFDCS lottery for placement. The Parent Liaison at LFDCS will assist homeless students who 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 in the City of Lawrence. Homeless students *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 residency preference for admission.

To the extent possible, students currently enrolled at LFDCS, who are reported to have become homeless, will remain at the school to ensure that the school community provides a stable force during the child's displacement. The Parent Liaison, acting as the Homeless Liaison, after receiving confirmation of the child's location, will work with the Superintendent's office of the municipality where the student is displaced to request and share in the cost of providing transportation for the student to attend LFDCS

If a LFDCS student becomes homeless and is relocated to a community shelter at considerable distance from Lawrence, LFDCS will work with the new resident school system to share in the transportation cost to the new resident school (while they remains homeless). Concerns regarding any student's homeless issue should be reported to the Parent Liaison, who is the Homeless Liaison for the school (978) 689-9863, ext. 140.

SCHOOL ATTENDANCE POLICY

Lawrence Family Development Charter School expects children to be present at school and ready to learn every day. The school year is comprised of 180 days. 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 students that exceed 5 or more days of unexcused absences from school may be required to attend Summer Academy. Whether excused or unexcused, absence from learning is to be avoided. Any student that is absent fourteen (14) absences in a school year will automatically be retained in that grade the following school year.

- 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 note must be submitted to the homeroom teacher.
- Without a call to the school or a 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 family (up to three (3) days)
 - ◆ Religious holiday
 - ◆ Illness (parent note required)
 - ◆ Court summons/appearance
 - ◆ High School interviews and visits (grade 8 students only)
 - ◆ Suspension
- After three absences in one grading period, the parent will meet with the child's Head of School in an effort to improve attendance. Heads of School will review absence totals at the end of each month.
 - 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.

Children who miss more than 5 days or more of school (unexcused) may forfeit their seat at this school. 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 7:50 a.m. must obtain a late slip from the front desk.
- 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 in a given term may remain after school to make up lost learning time for each tardy arrival until the end of that term and will be ineligible for Model Student award.
- Students who arrive tardy more than three times in a term will be placed on the automatic call list for the remainder of that term. A computerized call/text/email will go out daily at 6:15 a.m. to be certain student and parent(s) are aware of the arrival time.
- Students who arrive late on days of field trips may miss the field trips.

ARRIVAL AND DISMISSAL POLICY

Arrival

Lawrence Family Development Charter School opens at 7:05 a.m. with breakfast and staff supervision. No child should be dropped off prior to 7:05 a.m. The building will not be open, and it is unsafe.

Morning Bus Arrival

Trombly Bus Transportation will drop students off as follows:

K-1, K-2, Grade 1	Railroad Street side entrance; no earlier than 7:05 a.m.
2 – 4	34 West Street entrance; earliest 7:05 a.m
5 – 8	At Bradford Street entrance; earliest 7:05 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 Lawrence Family Development Charter School 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 nobody at the desk to answer the door until after 7:30. All parent pickups and walkers at the Upper School will be dismissed on the Bradford Street side of LFDCS. **Please note that starting in SY'2017-2018, Bradford Street will be 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
without PRIOR WRITTEN NOTICE.**

CHARTING ACADEMIC PROGRESS POLICY

Lawrence Family Development Charter School 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 (WEEK OF NOVEMBER 6-9)** - *All parents will conference with teachers. Early identifier for Summer Academy referral.*
- **2ND MARKING PERIOD (WEEK OF JANUARY 22-JANUARY 26)** - *All parents will conference with teachers. Follow up letter for identifier for Summer Academy referral.*
- **3RD MARKING PERIOD (WEEK OF APRIL 2-6)** - *All parents will conference with teachers. Final decision for mandatory Summer Academy.*
- **4TH MARKING PERIOD (LAST DAY OF SCHOOL)**

Please note: Any student that has been identified for potential referral for Summer Academy, parents will be required to cooperate with the school in providing additional academic services that will require student attendance in the Saturday Academy and also include after-school tutoring and one-on-one assistance until such time that the student has attained grade-level proficiency.

Saturday Academy

The Saturday Academy is designed to assist students who are struggling academically by improving skills and attaining grade-level benchmark. Students who are identified as Tier III in ELA or Math and students identified as warning (W) in the prior year MCAS must attend the eleven-week program. Some Saturday Academy experiences are specially designed as pilot projects and open to all students. Parents are encouraged to inquire with their child's teacher or the Parent Liaison about these opportunities.

Saturday Academy runs from 8 am to 12 noon each Saturday beginning in January through the beginning of May. The school will provide specialized teaching and enrichment services that will utilize student support interventions designed to grow the student academically. The school administration may also consider other students who may benefit from such support.

The required parent-teacher conferences are intended to discuss the student's work and progress toward meeting grade-level standards established by the Massachusetts Curriculum Frameworks. Teachers will review with parents specific examples of a student's work from their portfolios to indicate the level and quality of their work. Students are encouraged to attend and explain their work.. The goal is to have students make a connection between the effort of attending Saturday Academy and their school-year mastery of goals.

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 (specific dates in June and July are announced in the spring). 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, Gym, 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. Homework provides students with the opportunity to apply prior learning – enhancing and reinforcing the instruction in the classroom.

Student Responsibilities:

- Students 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) who do not complete homework will remain after school to complete the assignment and parents will be notified. If a student has to stay after school to complete the assignment, that student will not be eligible for the After-School program that day and must be picked up by a parent.
- Each time a student fails to complete homework the student will remain to complete the assignment and will be assigned an additional (writing) assignment.
- If a student misses 5 assignments, students will be required to attend Saturday School (8:00 am – 12:00 noon) or detention, and parents will be asked to sign homework and/or the student Agenda book every night for the remainder of the current term.

Failure on the part of a student to attend Saturday School, if assigned, will require a parent conference prior to re-admittance to the school on Monday.

- If a student misses 10 assignments, they will face disciplinary action of a 1-day suspension.

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 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.
- Once a student earns 10 assignments, they will face disciplinary action of a 1-day suspension, and
- Parents will be required to meet with the school Principal upon the student’s return from suspension.

Minutes Per Day

Grade	Homework	Reading	Days of the Week
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

K-8 Transfers

If a student moves from LFDCS to another school, 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 withdraw 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
 - select 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.

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. Complete application or plan and be accepted by a high school.

4. 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

SCHOOL LIBRARY 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, 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 Nook/Kindle Parent/Student Agreement in the Forms Section of this handbook.

ACCEPTABLE USE POLICY (OF TECHNOLOGY)

Lawrence Family Development Charter School 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 ensure their longest possible lifespan and to promote good and safe habits. In order to preserve the privileges of using this system, as school community members (students, staff, administrators, parents, etc.), certain guidelines are expected.

Contained in this document are the rules and policies which students must follow in order to use technology. Before signing and returning the permission form located on the Forms and Contracts page, students and parents should carefully read this contract.

Computer/Electronic Devices/Network Usage **Acceptable Use Policy**

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.

Privacy

- Curriculum resources posted to the LFDCS network is the property of LFDCS.
- To maintain system integrity, all communications (whether electron 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.

Resources

- Resources are defined as all educational applications (this includes: printing, scanning, Internet usage and all forms of communication or storage from a computerized system).
- Resources are limited to work produced for the purpose of learning at LFDCS.
- 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.

Illegal Activities

- LFDCS computer systems may not be used to violate copyright laws, perform acts of plagiarism or engage in any other illegal activities.
- All users of the Learning Management System (LMS, also called Schoology) and the school's Google Apps for Education account are responsible for maintaining the security of user names, passwords and any other access credentials assigned.
- Access credentials and/or passwords may not be given to anyone other than the user to whom they were assigned.

- LFDCS students are responsible for the accuracy, integrity, and/or legality of the content which they uploaded to the LMS and links in assignments from external websites. When materials are referenced from another source, it must receive a citation and not submitted in assignments as original work if the content is created by another author.
- All users of the LMS must not use the system for purposes other than LFDCS-affiliated activities.
- Only 7th and 8th grade students are allowed to email school-related questions to teachers through Schoology.
- Teachers are NOT required to respond outside of the school day, but may respond if they choose. An unanswered email will not excuse students from turning in an assignment on time.

Etiquette

- Users are expected to abide by the generally accepted rules of network (“Netiquette”). Use of appropriate language or images to communicate.
- Demonstration of good moral and online school behavior (as in all face- to face school settings).
- Not giving personal information (Name, address, phone numbers, photos, etc.) or personal information of other students over the Internet.
- Students will 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.
- Avoid the use of sarcasm in electronic communications.
- Using technology to generate bad language, threats, or name-calling.
- LFDCS has the right to inspect messages and other forms of communication, including text messages.

Vandalism

- The use of the Internet is a privilege, not a right, and inappropriate use will result in cancellation of those privileges and could result in disciplinary action by the school or criminal prosecution.
- Vandalism is defined as any malicious attempt to harm or destroy the data/character of another user; the Internet or any other networks connected to the Internet backbone. This 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.

Schoology and Google Apps Acceptable Use Policy

LFDCS provides a Learning Management System (LMS) called *Schoology* for 5th – 8th grade students. Using *Schoology*, 5th – 8th grade students will be able to:

- Access classroom resources in and outside of classroom
- View classroom announcements
- Submit homework and assignments digitally
- View their grades
- Receive feedback and communicate with teachers via Schoology Messaging
- LFDCS also provides Google Apps for Education for 5th -8th grade students. With an LFDCS Google account, students will be able to use diverse Google apps, such as Google Drive, Google Docs, Google Slides, and Google Sheets to complete their projects.

Using both tools, *Schoology* and *Google Apps*, students will be able to conveniently organize their learning materials and efficiently design own digital portfolios. Having a student access materials and assignments from a computer or other electronic device makes it possible for them to work on the same things at school and home, catch up if they are absent and for parents to know what they are learning in the classroom.

- All users of the LMS/Google must adhere to the LFDCS Acceptable Use of Technology (AUP) policy
- All users in violation of the LFDCS AUP policies or contractual agreements shall be removed from LFDCS accounts and may receive disciplinary action based on the recommendation of the Head of School and/or the school Principal.
- Delivery and access to copyrighted materials in LMS must adhere to guidelines set forth in Intellectual Property policies and comply with copyright laws, even when housed in a secure, password protected site, such as in *Schoology*.

Internet/E-mail Acceptable Use Policy

The use of Internet access must be in support of education and research in accordance with the educational objectives of LFDCS. **Unacceptable use** includes, but is not limited to, the following:

- Use of streaming content (Facebook, Twitter, online radio, etc.) is prohibited.
- Users should not lend their Internet/account password to other users or use another person's account.
- Use for commercial or non-profit purposes or political lobbying is prohibited.
- Use of a school computer to purchase items or register in contests online.
- The malicious attempt to destroy another user's data on the Internet including the creation or uploading of viruses or malware of any kind is prohibited.
- Transmission of any material in violation of any U.S. or state regulation is prohibited. 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.
- Participation in non-educational "chat rooms" is prohibited. Use of other organizations' 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 .

Personal Devices Acceptable Use Policy (7th and 8th grade only)

Eighth grade students are allowed to bring and use their own devices to LFDCS for only educational purposes. The following guidelines must be adhered to by students/parents using a personally-owned device at school. Also, prior to bringing personal devices to school, students and their parents must read and sign a Bring Your Own Technology (BYOT) Agreement.

- Internet access is filtered by LFDCS IT administrators on personal devices in the same manner as on school-owned equipment. If network access is needed, the required connection is to a filtered, wireless network provided by LFDCS.
- Personally-owned devices are the sole responsibility of the owner. LFDCS assumes no responsibility for personal devices if they are lost, loaned, damaged or stolen and only limited time or resources will be spent trying to locate stolen or lost items.
- Each student is responsible for their own device: set-up, maintenance, charging and security. Staff members will not store student-owned devices (other than cell phones) at any time, nor will any school staff diagnose, repair or work on a student's personal device.

- Availability of personally-owned devices will not be used as a factor in grading or assessing student work. Students who do not have access to personal devices will be provided with comparable school-owned equipment or given similar assignments that do not require access to electronic devices.
- Personally-owned devices are only to be used for educational purposes at the direction of a classroom teacher or as stated for specific age groups.
- LFDCS administrators and staff members have the right to prohibit the use of devices at certain times or during designated activities (i.e. MCAS, classroom testing situations, theatrical performances, or guest speakers, etc.) that occur during the school day.
- School personnel reserve the right to inspect students and staff members' devices, including taking screenshots, when issues related to conduct are investigated.
- An appropriately-trained administrator may examine a student's personal device and search its contents, in accordance with disciplinary guidelines.
- If the school issues a student a school-owned device for 1:1 use, students will purchase a lock from the school to protect the device. The cost of this purchase will be returned to the student when the loan period ends, unless the device is lost or damaged.

Please see BYOT Agreement in the Forms Section of this handbook (7th and 8th grades only)

CONSEQUENCES

1. Violations of the guidelines may result in immediate termination of Internet access privileges. In addition, violations of this Acceptable Use of Technology Policy may result in temporary, long-term or permanent suspension of the student's privileges.
2. In addition to suspension or termination of access privileges, student infractions may result in disciplinary action including suspension and expulsion from the school. Consequences for any student will be determined by the Network Administrator in conjunction with members of the school administration. Unlawful use of computers/any network/or the Internet under federal or state law may subject the user to criminal prosecution. Progressive discipline will be used for the violations of the guidelines:
 - First Offense: The student will lose their access to LFDCS technologies as well as permission to use their personal device at LFDCS for one week.
 - Second Offense: The student will lose their access to LFDCS technologies, as well as permission to use their personal device at LFDCS for one month and their parents meet with Head of School.
 - Third Offense: The student will not be able to use their personal device at LFDCS for the remainder of the school year and their parents meet with the Principal
3. 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.
4. 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.
5. Release: 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 or staff member 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 or staff member 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 the Acceptable Use (for Technology) Agreement
in the Forms Section of this handbook.**

Tips for Buying a New Computer

PARENT RESOURCE ONLY

Many parents ask LFDCS for guidance on the purchase of technology devices. The resources below are designed to be a resource only and in no way constitute an endorsement of any product or merchandiser.

LFDCS has wireless capabilities to support student learning and will allow 7th and 8th grade students to bring and use in school laptops, Chromebooks and tablets. Cell phones will not be allowed. Below is a list for parents of helpful suggestions when buying new computers and computer store information.

5 tips for buying a new computer

1. Get information about computers from the three sources
2. Make the amount of RAM (random access memory) your main priority for the purchase of a personal computer
3. Shop for a laptop online and visits stores in person before making a decision
4. Take advantage of weekly store specials
5. Don't get distracted by special offers and extra available parts

Questions to ask when purchasing a new computer

1. Does the computer manufacturer offer a warranty?
2. What is the length of time for the offered warranty?
3. Does the warranty cover both hardware and software issues?
4. What support options (Help Desk) are available? Phone? E-mail? Web? Chat?
5. Is Help Desk support open 24 hours, 7 days a week? If not, what are the hours?
6. Is Help Desk support open on holidays? If not, what days are they closed?

Recommended Device Specification

Laptop	Chromebook	Tablet
Laptop specifications Windows 7, 8 or 10 Memory: 4gb min Display: 14.5" and up Network: wire and Wi-Fi Hard drive: 250gb min Antivirus Extra power adapter (school charge)	Chromebook specification Display 15" Memory 4gb Hard drive: 16gb SSD min	Tablet specifications Keyboard Windows 10 Memory: 4gb min Hard disk 256gb SSD Network: Wi-Fi__33

Computer Store Information

1. Best Buy, <http://www.bestbuy.com/site/electronics/computers-pcs/abcat0500000.c?id=abcat0500000>
2. Amazon, http://www.amazon.com/s/ref=nb_sb_noss?url=search-alias%3Dcomputers&field-keywords=
3. MicroCenter, <http://www.microcenter.com/>
4. Staples, <http://www.staples.com/>
5. Office Depot, <http://www.officedepot.com/a/browse/technology/N=5+9021/>
6. Walmart, http://www.walmart.com/search/?query=computer%20&cat_id=3944
7. Apple, <http://www.apple.com/>
8. Microsoft, <https://www.microsoft.com/surface/en-us>
9. CDW <http://www.cdw.com/LFDCS>

UNIFORM POLICY

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). Please make sure that your child comes to school wearing the following:

Grade 7th & 8th Girls:

- White button down blouse with navy blue blazer (school logo patch), plaid skirt
- Winter (December 1-March 31) – Can wear khaki pants, white blouse, navy blue blazer

Grade 7th & 8th Boys:

- White button down shirt with navy blue blazer (school logo patch), khaki pants

For Girls:

- White blouse with collar or turtleneck (Grades 5-6 must be tucked into skirt)
- Jumper (K-1-Grade 4)
- Navy vest & plaid skirt (Grades 5-6)
- Navy blue sweater or sweatshirt (LFDCS logo) in cold weather, no hooded garments
- Black shoes only (no sneakers)
- Socks/tights (blue or white) – (No footless tights or leggings allowed)
- Winter (December 1-March 31) – May wear navy blue pants in place of jumper or skirt
- Watches and earrings no larger than the size of a quarter are the only allowed jewelry
- Facial or body piercing is not allowed (tongue, lips, nose, chin, eyebrows)
- Make up, hair paint, hair which has been shaved into a design, hats, large headbands and bandanas are not allowed.

For Boys:

- White polo, turtleneck, or button-down shirt, White shirt with collar (tucked into pants)
- Navy blue pants (no jeans)
- Navy blue sweater or sweatshirt (LFDCS logo) in cold weather, no hooded garments
- Black **shoes** only (no sneakers)
- Socks (black or white)
- Watches and earrings no larger than the size of a quarter are the only allowed jewelry
- Facial or body piercing is not allowed (tongue, lips, nose, chin, eyebrows)
- Make up, hair paint, hair which has been shaved into a design, hats, large headbands and bandanas are not allowed.

For Gym:

Gym is held once a week for every grade level. On gym day students are required to wear a navy blue sweatshirt or t-shirt and sweatpants with the school logo (no windbreakers) and white, or black sneakers (without any decoration). Students are expected to come in full gym uniform. They will not be permitted to participate in gym if they are not wearing their gym uniform. Accessories or jewelry are not recommended; however, if a student wishes, they can wear a light chain (must be tucked in the shirt) or small earrings.

School uniforms can be bought at: Donnelly's School Apparel,

<http://www.donnelysclothing.com/index.php/shop-for-school-uniforms>

Donnelly's School Apparel also does scheduled visits to Lawrence Family Development Charter School for uniform fittings and purchases. Parents will receive notice of these visits from the Parent Liaison.

<p>Parents: Please do not purchase oversized pants or shirts for your child to wear to school. Clothes must reflect an environment conducive to serious education.</p>

DISCIPLINE POLICY (CODE OF CONDUCT)

The Lawrence Family Development Charter School 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 Lawrence Family Development Charter School 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 Lawrence Family Development Charter School 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.

Expectations

Example

- | | |
|---|--|
| 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) of each other's space; tolerating and appreciating each others' 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

Out-of-School Suspension

- ✓ continued or serious violation of School Policy

Students engaging in acts of aggression will be removed from the classroom, and parents will be called immediately by the Head of School to take the child home. The incident will then be brought before the administrative team to determine the length of the consequence. 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 out-of-school 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 in the Student Support Center.

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 LFDCS.

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.

Upper School Procedure

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

Out-of-School Suspension

- ✓ continued or serious violation of School Policy
- ✓ Students engaging in acts of aggression will be removed from the classroom, and parents will be called immediately by the Head of School to take the child home. The incident will then be brought before the administrative team to determine the length of the consequence

✓

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.

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.

DUE PROCESS

For long- or short-term suspension or an expulsion, the student is entitled to:

- a) written notice to student of the charges and in the student's primary language, which includes date, time and location of the charge and reasons and evidence for the suspension or expulsion before the suspension or expulsion takes place;
- b) oral and written notice to student of student's right to a hearing with the Principal before the suspension or expulsion takes effect, including the incident, date, time, location, and consequence with student's parent or guardian present at the hearing.

- c) Such hearing may take place without the parent or guardian only if the Principal or Head of School, or a designee, can document reasonable efforts to include the parent or guardian in that hearing;
- d) counsel at student's or parent(s) of student's expense;
- e) adequate time to prepare for the hearing ;
- f) access to documented evidence prior to the hearing;
- g) request witnesses to be present at the hearing and to question them and the testimony of the proceedings being recorded and interpreted in the student's primary language;
- h) present mitigating circumstances;
- i) request an audio recording of the hearing, which will be disclosed to all parties involved;
- j) After the hearing, the Principal may, at his or her discretion, decide to suspend or expel a student.
- k) If the Principal decides to suspend or expel the student after the hearing , the Principal or designee shall update the notification for the suspension or expulsion to reflect the hearing with the student and provide to the student and the parent a written notification of the determination, the reason for it, and if the student is suspended, the duration of the suspension and the opportunity to make-up assignments and other school work needed to make academic progress during the period of removal.
- l) Any student who has been expelled by the Principal from a school district pursuant to these provisions shall have the right to appeal in writing to the Superintendent. The Principal shall give written notification at the hearing to the student and parent of the student of the right to appeal, the process for appealing the expulsion and of the opportunity to receive educational services at the time the student is expelled. The expelled student or parent of the student shall have **ten days from the date of the expulsion (Chapter 72 Section 37H) or five days from the date of expulsion (Chapter 71, Section 37H½)** in which to notify the Superintendent in writing of their request for appeal. The Superintendent will hold the hearing within 3 days of receipt of the written request per Section 71, Section 37H½). The student has a right to counsel at a hearing before the Superintendent and shall have the right to present oral and written testimony and the right to confront and cross examine witnesses presented by the school. The subject matter of the appeal shall be limited solely to a factual determination of whether the student has violated any provision of this section appeal in writing to the Superintendent after being expelled from the school pursuant to the Principal's decision. The expelled student shall have **ten days from the date of the expulsion (Chapter 72 Section 37H) or five days from the date of expulsion (Chapter 71, Section 37H½)** in which to notify in writing the Superintendent of the appeal.
- m) If a student has been suspended or expelled for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year, the student and the parent or guardian of the student shall also receive, at the time of the suspension or expulsion decision, written notification of a right to appeal and the process for appealing the suspension or expulsion in English and in the primary language spoken in the home of the student; provided, however, that the suspension or expulsion shall remain in effect prior to any appeal hearing.
- n) The Principal or a designee shall notify the Superintendent in writing, including, but not limited to, by electronic means, of any out-of-school suspension imposed on a student enrolled in kindergarten through grade 3 prior to such suspension taking effect.

That notification shall describe the student's alleged misconduct and the reasons for suspending the student out-of-school.

- o) The student or a parent or guardian of the student shall notify the Superintendent in writing of a request for an appeal not later than 5 calendar days following the effective date of the suspension or expulsion; provided, that a student and a parent or guardian of the student may request, and if so requested, shall be granted an extension of up to 7 calendar days.
- p) The Superintendent will hold the hearing with the student and the student's parents within 3 days of receipt of the written request per Section 71, Section 37H½ and 37H3/4). The student has a right to counsel at a hearing before the Superintendent and shall have the right to present oral and written testimony and the right to confront and cross examine witnesses presented by the school. The subject matter of the appeal shall be limited solely to a factual determination of whether the student has violated any provision of this section appeal in writing to the Superintendent after being expelled from the school pursuant to the Principal's decision.
- q) The Superintendent shall have the authority to overturn or alter the decision of the Principal including recommending an alternate educational program for the student. That decision shall be the final decision of the school district with regard to the expulsion. All requirements allowed in the bullets above will be followed in the Superintendent's hearing as well.
- r) The Superintendent shall render a decision on the appeal within five calendar days of the hearing. That decision shall be the final decision of the school district with regard to the suspension or expulsion.
- s) If expelled, the Principal shall 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. Disciplinary measures may be taken in serious cases involving the possession or use of illegal substances or weapons, assault, vandalism or violation of student's civil rights if the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school
- t) Any school district that suspends or expels a student shall provide the opportunity in writing for the student to receive educational services which would include an assigned tutor at a neutral site and access to the Learning Management System.
- u) When a student is expelled and applies for admission to another school for acceptance, the Superintendent of the sending school shall notify the Superintendent of the receiving school of the reasons for the pupil's expulsion and that school shall either admit the student to its school or provide educational services to the student in an education service plan.

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 LFDCS. 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 and does not suspend the student again during the school year. 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.
 - 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.

CELL PHONE POLICY

It shall be the policy of LFDCS that no student may have a cell phone (while in school or after school). Cell phones may not be in their locker, desk, book bag, or on their person. Cell phones 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 or produce it visibly during the school day and sign a waiver of liability to LFDCS if the cell phone should be lost or stolen. If a student is found to have a cell phone in their possession, the cell phone 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 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.

HARASSMENT POLICY

The Lawrence Family Development Charter School is committed to maintaining a respectful environment that is free from sexual harassment and other types of discriminatory harassment. As part of our overall nondiscrimination policy, Lawrence Family Development Charter School prohibits all forms of harassment of others because of race, color, religion, gender, age, national origin, ancestry, sexual orientation, physical or mental handicap, veteran or other protected status.

Harassment is conduct, behavior, or comments that are personally offensive, degrading or threatening to others. Even unintentional behavior or comments may be interpreted as hurtful or demeaning to others. Harassment is a legal crime and will be treated in a serious manner. This includes:

1. Insulting or harmful comments or actions;
2. Threats, sexually suggestive remarks, unsolicited physical contact, unwelcome and insulting gestures, and display or circulation of written materials or pictures which are degrading to any individual or group.

What to do if you witness or feel you are a victim of harassment:

1. Report to a teacher, counselor, or Head of School; this can be verbal or in a written note.
2. Tell a parent to get help and support.

Consequences of harassment:

1. A verbal warning and documented with the Head of School.
2. A written warning, student detention issued and a parental conference with the Head of School.
3. For a repeated offense, a parental conference with the Principal, mandatory counseling and 1 to 10 days of suspension.

Any concerns regarding any type of harassment should be reported to the Head of School assigned to that building.

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 Lawrence Family Development Charter School. 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. ;

Whether riding the regular school bus, field trip bus, or bus to classes throughout the school day, pupils 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:

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 pupils 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:

- a) Pupils are expected to enter and leave the bus in an orderly single line; no running, pushing, or shoving allowed.
- b) Pupils will fill the seats from the front to the rear, the first aboard going to the front (unless otherwise directed).
- c) Pupils will sit two or three in a seat as directed, facing the front of the bus.
- d) Pupils will keep hands away from the windows and feet out of the aisles.
- e) Pupils will not distract the driver with loud noise or boisterous behavior.
- f) Pupils 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, pupils will not throw objects out of them or put their head, arms, or feet out the windows.
- h) Pupils must never litter or throw objects within the bus.
- i) Buses will be unloaded from front to rear, allowing those pupils sitting in front to leave the bus first.
- j) Pupils will not enter the bus unless the driver is present (unless otherwise directed to do so).
- k) Pupils are expected to obey and cooperate with the bus driver and bus monitor.
- l) Pupils 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 Parent Liaison, 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

Lawrence Family Development Charter School 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 Lawrence Family Development Charter School 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

Lawrence Family Development Charter School supports lifelong healthy eating habits and positive physical activity for all students and staff at LFDCS. Lawrence Family Development Charter School is committed to addressing the increasing rates of diet-related health consequences among school-aged children in Lawrence, and LFDCS takes a comprehensive approach to reviewing and incorporating changes in policy, curriculum and operating procedures to promote healthy lifestyles and appropriate nutritional practices for all students.

In doing so, Lawrence Family Development Charter School recognizes the important relationship between wellness and academic success. Using Section 204 of Public Law 108-265: Child Nutrition and WIC Reauthorization Act and the recommendations of the Massachusetts Department of Education, the following approach will guide our efforts:

- 1.1 Communication with parents/guardian, staff and students is essential. LFDCS seeks opportunities to educate the school community on trends and information related to health and wellness. it encourages community partnerships that assist LFDCS to support an active, healthy community of learners.

- 1.2 Consistent with current federal and state nutrition regulations, Lawrence Family Development Charter School increases the availability and sale of nutritious selections and discourages the sale and consumption of beverages and foods of low nutritional value during regular school hours. School staff are eligible to purchase lunches if interested.
- 1.3 Opportunities for physical fitness, both structured via the K-1-Grade 8 physical education curriculum and activity-related--such as recess, movement, extracurricular activities and sports teams/clubs, will be supported and strongly encouraged.
- 1.4 Opportunities for staff in-service education to share best practices that incorporate activity and wellness across the curriculum will be offered. Encouraging a healthy lifestyle for school employees further supports the overall objective of a healthy school community.

Administration and staff will promote a school environment supportive of healthy eating and physical well-being. Adults are encouraged to model healthy eating and the need for physical activity by serving nutritious food at school meetings and events as well as encouraging physical activity. Components of this approach include:

- seek and communicate opportunities to support teachers, school staff and parents around modeling health and wellness through appropriate physical activity practices and appropriate nutritional standards for school fundraisers and student rewards;
- seek and communicate the food available in school lunches to ensure that it is consistent with recommendations from the Dietary Guidelines for Americans and USDA School Meals Initiative for Healthy Children in nutritional content, portion size and quality;
- seek opportunities to teach messages addressing the benefits of healthy eating habits and the need for physical activities in accordance with the Lawrence Family Development Charter School Curriculum, the Massachusetts Frameworks, and USDA Guidelines;
- teach and promote opportunities to provide support to students and staff around appropriate nutritional practices for meals and snacks (students at the Academy for Early Academic Preparation and the Lower School will be provided their morning snack as part of the breakfast program in accordance with federal and state nutrition regulations);teach and promote opportunities to provide support to students and staff around appropriate physical activity and practices;
- communicate policy guidelines for food and beverage sales within school environments utilizing USDA and School Meals Initiatives Guidelines.

Nutrition Guidelines for All Food and Beverages Available During School Day

No beverages or foods are sold at Lawrence Family Development Charter School or on school grounds outside the school meal program during the school day for students. Items sold in vending machines are solely for the use of staff and not available for student consumption.

As a resource, we will utilize the John Stalker Institute “A-List” of food items by product and manufacturer as a part of our plan for “acceptable” food items for student consumption. As this list is updated, we will automatically adjust our food products to follow the product and manufacturer guidelines. Furthermore, LFDCS will encourage nonfood items or “acceptable” food items to be sold as part of school-sponsored fundraising activities.

Goals for Nutrition Education

1. Develop nutrition objectives for each grade level that will be consistent throughout LFDCS.
2. Integrate nutrition and activity-oriented lessons into core academic subjects.
3. Disperse nutrition information, through various media (i.e. literature, posters, morning announcements, LFDCS website, etc.) that supports the education and awareness of the need for proper nutrition, and supports the increase consumption of foods with greater nutritional value.
4. Continue offering professional development opportunities to improve staff knowledge and curriculum activities which focus on nutritional issues.

Goals for School-Based Activities to Promote Student Wellness

1. Improve the integration of the health and physical education curricula.
2. Promote parent/family involvement in wellness activities.
3. Promote staff involvement in wellness activities.
4. Increase awareness of wellness policy.

Goals for Physical Activity

1. Physical education/physical activity will not be used as punishment during the school day nor will physical activity be restricted for disciplinary reasons, i.e., loss of recess, unless related to violations that occur during the physical activity period.
2. Increase daily physical activity of all children in Lawrence.
3. Provide K-1-Grade 8 students with regular physical education instruction, utilizing a certified physical education teacher whenever possible.
4. Establish an attitude within the community that physical education, physical activities and health/wellness components are worthwhile curricula that need to be integrated into the daily and weekly educational schedules of students at Lawrence Family Development Charter School.
5. Increase awareness of an integrated Wellness Program between the school and community.
6. Physical activity should include regular instructional physical education classes that are in accordance with the National Standards for Physical Education (NASPE) and the Massachusetts Comprehensive Health Education.

Implementation and Evaluation of Policy

The Food Services Director meets with vendors and manufacturers to discuss the change in product specifications and proposed dates of implementation. Language referencing the new policy proposal will be included in all Requests for Bids for beverages, dairy and ice cream, and snack food products. Vendors who are awarded single-year or multiple-year contracts must comply with the stated guidelines; however, some products will be allowed a phase-in period for the recommended changes in order to give manufacturers time to adjust.

With assistance from LFDCS administration, students, teachers and parents will be educated about the Wellness Policy and new guidelines. Technical support will be provided to help the school adjust to the new standards, including: providing ideas for healthier fundraising and student reward programs, information regarding current state legislation that addresses the issues of obesity and other diet-related diseases as it applies to our students and discussion on improving opportunities to increase physical activity.

The Wellness Committee will monitor implementation annually and any recommendations for changes or amendments to this policy will be brought to the Superintendent for review and submission to the Lawrence Family Development Charter School Board for review and adoption.

DEFINITIONS?

Food of Minimal Nutritional Value: Food which provides less than five percent of the Reference Daily Intakes (RDI) for each of eight specified nutrients per serving.

Physical Activity: Physical activity is any form of exercise or movement. Physical activity may include planned activity such as walking, running, basketball or other sports. Physical activity may also include other daily activities such as household chores, yard work, walking the dog, etc.

Wellness: Wellness is an interactive process of becoming aware of and practicing healthy choices to create a more successful existence and balanced lifestyle.

Legal Reference: Section 204 of Public Law 108-265

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 Lawrence Family Development Charter School (“LFDCS”) Board, the Director/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. 5. 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.
6. 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.
7. 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.
8. 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.
9. 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.
10. 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.
11. 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 written report 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.

BULLYING PREVENTION AND INTERVENTION PLAN POLICY

Lawrence Family Development Charter School (LFDCS) is committed to maintaining a school environment where students are free from bullying and cyberbullying and the effects thereof. The Bullying Prevention and Intervention Plan (the Plan) has been adopted by the LFDCS School Board as stated herein.

Acts of bullying and cyberbullying are prohibited:

- a. on school grounds, 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; and
- b. at a location, activity, function or program that is not school related, or 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, infringes on their rights at school or materially and substantially disrupts the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who witnesses or has reliable information about bullying shall be prohibited.

A. Definitions

Aggressor is a student who engages in bullying, cyberbullying, or retaliation.

Bullying, as defined in M.G.L.c.71,s.370, is the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

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

Bullying may include conduct such as physical intimidation or assault, including: intimidating an individual into taking an action against their will, oral or written threats, leasing, put downs, name-calling, stalking, threatening looks, gestures or actions; cruel rumors, false accusations and social isolation.

Cyberbullying, as defined in M.G.L. c. 71, s. 370 is bullying through the use of technology or any electronic communication; which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system; including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyberbullying shall also include:

- i. the creation of a web page or blog in which the creator assumes the identity of another person;
- ii. the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (iv), inclusive, of the definition of bullying; and
- iii. the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (iv) inclusive, of the definition of bullying.

Hostile Environment, as defined in M.G.L. c. 71, s. 370, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive so as to alter the conditions of the student's education.

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

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

B. Annual Staff Training on the Plan

Annual training for all LFDCS staff on the Plan will include 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.

C. 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 will build the skills of staff members to prevent, identify and respond to bullying. As required by M.G.L.c.71,§370, the content of LFDCS professional development will be informed by research and will include information on:

- i. developmentally (or age-) appropriate strategies to prevent bullying;
- ii. developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- iii. information regarding the complex interaction and power differential that can take place and among an aggressor, target and witnesses to the bullying; research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- iv. information on the incidence and nature of cyberbullying; and
- v. internet safety issues as they relate to cyberbullying

Professional development will also address 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 will include a particular focus on the needs of students with autism or students whose disability affects social skills development. Additional areas identified by the 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

D. Written Notice to Staff

The LFDCS Employee Policy Manual provides annual written notice with sign off on aggressive behavior, bullying and retaliation which are strictly prohibited.

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

LFDCS absolutely prohibits bullying, cyberbullying and retaliation as defined above. Students 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 school administration and/or school committee, subject to applicable procedural requirements. Nothing in this policy is intended to prevent the school administration and/or school committee from taking disciplinary action against a student 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.

F. Reporting Obligations

Reporting by Staff: A member of the LFDCS staff including but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, shall immediately report any instance of bullying or retaliations/he has witnessed or become aware of to the school principal or designee.

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 to report it to the school Principal or designee. Any individual may make an anonymous report of bullying or retaliation; however, no disciplinary action may be taken against a student solely on the basis of an anonymous report. A student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action.

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 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, who shall notify the student's parents of the report and procedures.

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 conduct, the school Principal or designee will notify 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 Lawrence Family Development Charter School or designee will notify local law enforcement if they believe that criminal charges may be pursued.

Reporting to Administrator of Another School District or School: If an incident of bullying or retaliation involves students from more than one school district, charter school, non-public school, approved private day or residential school or collaborative school and the Lawrence Family Development Charter School is the first to be informed of the bullying or retaliation, then the Superintendent of the Lawrence Family Development Charter School or designee must, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action.

G. 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 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.

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. 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.

Confidentiality: 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.

H. Determination

LFDCS personnel must weigh all of the evidence objectively to determine whether the alleged events occurred and, if they did, whether the events constitute bullying or retaliation. The determination must be based upon all of the facts and circumstances and the perspective of a reasonable person. When applied to children, the "reasonable person" standard is generally "that of a reasonable person of like age, intelligence, and experience under like circumstances." See *Ellison v. Brady*, 924 D.2d 872 (9th Cir.1991).

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. 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 student's classroom or school;
- limit or deny student access to a part, or area, of a school;
- enhance adult supervision on school premises;
- exclude a student from participation in school-sponsored or school-related functions, after-school programs and/or extracurricular activities;
- Provide relevant educational activities for individual students or groups of students. Guidance Counselors and others in the school setting who have been trained to work with students on interpersonal issues may be helpful in providing such programs.
- 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 in creating an action plan that involves a reporting process that works for that particular student.
- 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.
- Develop safety plans, provide social skills programs and refer to outside services as needed.
- 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.

I. Closing the Complaint and Possible Follow-Up

If a complaint is substantiated, LFDCS staff will promptly provide notice to the parent/guardian of the 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 administrative staff 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, they may then meet with the Superintendent and if still not satisfied, meet with the President of the Board of Trustees.

J. Students with Disabilities

As required by M.G.L.c.71B,§3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the 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 their disability, the Team will consider what should be included in the IEP to develop the student’s skills and proficiencies to avoid the respond to bullying, harassment or teasing.

K. Age-Appropriate Instruction

- a. Specific Bullying Prevention Approaches: Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches: using scripts and role plays to develop skills; empowering students to take action by knowing what to do when they witness other students 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. Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan. The Plan will be reviewed annually with all students in September.

- b. General Teaching Approaches that support bullying prevention efforts: 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; using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork and positive behavioral supports that aide 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.

L. Parent Education and Resources

The LFDCS will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by LFDCS or school. The programs will be offered in collaboration with , the School Council, Special Education Parent Advisory Council or similar organization.

M. Notification Requirements

Each year the LFDCS will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. LFDCS will send parents written notice each year about the student-related sections of the Plan and the school's or district's Internet Safety Policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats and will be available in the language(s) most prevalent among parents or guardians. LFDCS will post the Plan and related information 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 the 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 the 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.

Legal References

- Ch.92 of the Acts of 2010.AN ACT RELATIVE TO BULLYING IN SCHOOLS. (see Senate, No.2404) Approved by the Governor, May 3, 2010
- 603CMR49.00 Notification of Bullying or Retaliation Regulation

USE OR POSSESSION OF TOBACCO POLICY

Lawrence Family Development Charter School is committed to having a smoke and tobacco-free environment for all members of the school community; therefore, use or possession of tobacco products on school property or at school-sponsored events is strictly prohibited. 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 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 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

Introduction

The Lawrence Family Development Charter School (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.

Lawrence Family Development Charter School'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/ooyas-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 are offered.

The 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' or staff members' use of 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.
- Student or staff members' possession of illegal drugs, narcotics, alcohol and/or drug paraphernalia on school property, on school buses, at school bus stops, or at school-sponsored or school-related functions.
- Student or staff members' being under the influence of illegal drugs, narcotics, and/or alcohol on school property, on school buses, at school bus stops, or at school-sponsored or school-related functions.
- Student or staff members' sale, distribution, or attempted sale or distribution of 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 LFD 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 Lawrence Family Development Charter School'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

All Lawrence Family Development Charter School 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, Lawrence Family Development Charter School contracts with [Blue Skies Wellness](#), which allows for a continuum of services during the school year because they serve as contracted services / counselors. Blue Skies also conducts 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 pupils 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. Lawrence Family Development Charter School'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. The 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 Lawrence Family Development Charter School provides developmentally-appropriate, evidenced-based alcohol, tobacco, drug education prevention programs in grades 5-8. The Lawrence Family Development presently employees 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, Schoology 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

The Lawrence Family Development Charter School 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 the Lawrence Family Development Charter School's Board of Trustees.*

Any student charged with a violation of these policies may be expelled or suspended in accordance with Lawrence Family Development Charter School's Expulsion Policy. School staff will discuss these policies annually with students, and policies are posted on the school's website and in the Lawrence Family Development Charter School's Parent/Student Handbook which requires parents' signature to ensure they have received the handbook annually.

Collaboration with Families

The Lawrence Family Development Charter School 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 Lawrence Family Development Charter School 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 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 over 100 degrees, 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

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.

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 reentry 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

Lawrence Family Development Charter School provides many opportunities for our children's education that involve bus transportation or walking beyond our school facility. These include, but may not be limited to, the following:

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

Additionally, 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; 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). I understand I will receive detailed information in advance of field trips that transport my 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

Lawrence Family Development Charter School 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 about our school. LFDCS occasionally videotapes a classroom lesson for teacher training.

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 write NO next to the line of that particular form along with your signature.

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.
- Cell phones should either be turned off or placed on vibrate so it does not interrupt the activity.
- Parents and visitors should always maintain a quiet voice while in the hallways.
- Parents and visitors should follow the teacher's instruction while in the classroom.
- Bathrooms are on the first floor of each building. Please check in with the receptionist first—no visitors are allowed in the students' bathrooms.
- Parents and visitors should 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 desk.

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

- ◆ Exchange of medical information between the School Nurse and other health care providers.
- ◆ 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.

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: _____

(Name 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 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 _____

ACCEPTABLE USE POLICY (AUP for Technology) AGREEMENT FORM

Each student agrees to the following conditions:

- Permitted devices are: tablets, laptops, netbooks, eReaders, and iPads. Students are not allowed to use personal cell phones or other devices to access 3G/4G networks, only the LFDCS' access to Wi-Fi can be used.
- Each student takes full responsibility for their own device. The school is not responsible for lost, damaged, or the repair of 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. Any unapproved video/picture content found will violate AUP and when allowed at a particular grade level, the BYOT agreement.
- The student will not be allowed to purchase or download any apps/software during the school day.
- Personal devices will be prohibited, unless directed by the teacher, to use during assessments or tests.
- 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's 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.
- Violations of this Acceptable Use Policy may result in temporary, long-term or permanent suspension of the student's privileges:
 - First Offense: The student will lose their access to LFDCS technologies, as well as permission to use their personal devices, at LFDCS for one day.
 - Second Offense: The student will lose their access to LFDCS technologies, as well as their permission to use their personal device at LFDCS, until their parents meet with the student's teacher and or the LFDCS Head of School.
 - Third Offense: The student will not be able to use their personal devices at LFDCS for the remainder school year.

Student Agreement

As a user of the Lawrence Family Development Charter School’s computers and the Internet, I understand and will abide by the 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 these 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

NOOK/KINDLE STUDENT/PARENT AGREEMENT FORM

Parent Consent for Student Home Use of LFDCS Nook/Kindle E-Book Readers

Lawrence Family Development Charter School is pleased to inform you that your child may have the privilege of using an LFDCS Nook or Kindle E-Book Reader (an electronic reader which downloads library books). This program is to encourage additional reading at home during weekends and school vacations.

Accepting use of the Nook or Kindle E-Book Reader 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 Nook or Kindle E-Book Reader Consent Agreement:

- Do not mark the Nook or Kindle E-Book Reader or its case in any way with markers, stickers, etc. Do not remove the barcode identification label.
- The Nook or Kindle E-Book Reader must remain in the school-provided case at all times.
- Do not insert any foreign objects in ports (openings). Use care when installing the charger into the port.
- There should never be any food or drink consumed when using the Nook or Kindle E-Book Reader, as spilled substances can cause serious damage.
- Hands should be clean and dry when using the Nook or Kindle E-Book Reader. Use a soft, dry cloth to wipe screen.
- Use of the Nook or Kindle E-Book Reader is solely for the LFDCS student 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 Nook or Kindle E-Book Reader and ensuring its safe return to school.
- Damage, loss, or theft will result in a replacement cost of \$175 assessed to the student.
- Use of the Nook or Kindle E-Book Reader is restricted to books or other reading materials installed by LFDCS.

PARENT AGREEMENT:

PLEASE READ THE FOLLOWING, AND SIGN IF YOU WISH YOUR CHILD TO HAVE USE OF THE NOOK OR KINDLE E-BOOK READER AT HOME:

- I have read the above expectations and will adhere to them.
- I will supervise the use and safety of the Nook/Kindle in my home.
- I accept financial responsibility for any damage or loss which may result from my child's use.

Parent signature

Date

Address

Best phone contact

STUDENT AGREEMENT:

- I have read the LFDCS Nook or Kindle E-Book Reader Usage Agreement above and understand my responsibilities.
- I agree to comply with all policies.
- I understand I may lose my Nook or Kindle E-Book Reader privileges as a result of inappropriate or irresponsible behavior and will be financially responsible for intentional damage or loss of the school's Nook or Kindle E-Book Reader.

Student signature

Date

SCHOOLGY USE POLICY

Educational Technology Provided by LFDCS

- What is *Schoology*?
Schoology is an online Learning Management System (LMS). LFDCS is piloting this program to organize and share classroom materials with Upper School students. Students will be able to access school information in and outside of school. Also, they will be able to communicate with teachers through *Schoology* mail system.
- What are *Google Apps for Education*?
LFDCS provides *Google Apps for Education* for grade 5-8 students. With LFDCS Google account, students will be able to use diverse google apps, such as Google Drive, Google Doc, Google Presentation, and Google Form, to complete their projects.
- *Schoology* integrates with *Google Apps for Education*. Using both tools, students will be able to conveniently organize their learning materials and efficiently design own digital portfolios.

LFDCS Student Schoology Accounts

- Message: Allows students to send an email to teachers
- Calendar : Allows students to view school events and due dates of quizzes and assignments
- Homework and Grade: Enables students to submit assignments and receive comments and grades from teachers
- Classroom Announcement: Allows students to view classroom updates, organize events and manage his/her school schedule

LFDCS Student Google Accounts

- Google Drive allows student to store and share files online. Google drive includes the following programs that students can use for free to create their digital documents:
 - Google Document - A word software which is similar to Microsoft Word
 - Google Presentation - A multimedia presentations tool that is similar to Microsoft PowerPoint
 - Google Spreadsheet - 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

Guidance on Email Communication on Schoology for Students

- Students will be able to email 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.

Guidance and Standards on Students using their Personal Devices to Create Media Projects

- 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
- Teachers will not assist students in uploading information from students' personal devices.
- Students can contact the technology teacher, if they need information on how to upload media files from their personal devices.

I have read and understand the LFDCS Schoology Use Policy Program for Technology Use Policy

Parent or Guardian Name (Please print)

Student Name (Please print)

Parent or Guardian Signature (Please print)

Student Signature (Please print)

Date

Date

BRING YOUR OWN TECHNOLOGY (BYOT) AGREEMENT FORM
(7TH AND 8TH GRADES ONLY FOR SY'2017-2018)

As new technologies change the world in which we live, they provide many positive educational benefits for classroom instruction. In this technology initiative, students are encouraged to bring their own technology devices to school to assist their learning experiences. At Lawrence Family Development Charter School, we call this BYOT (Bring Your Own Technology). This document is an agreement to establish expectations for 7th and 8th grade students only to bring their own technology device program to school. Please note that all students will be included in instruction. Students who cannot bring their own device to school will utilize LFDCS' equipment.

LFDCS Student Acceptable Use Policy (AUP) (of Technology) and Bring Your Own Technology(BYOT) Agreement

Students and parents/guardians participating in **BYOT (Bring Your Own Technology)** must adhere to the student **Acceptable Use Policy (AUP)** for computers, internet, and email in this handbook Each student agrees to the following conditions:

- Permitted devices are: tablets, laptops, netbooks, eReaders and iPads. Students are not allowed to use personal cell phones or other devices to access 3G/4G networks, only the LFDCS' access to Wi-Fi can be used.
- Each student takes full responsibility for their own device. The school is not responsible for lost, damaged or the repair of 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 teachers before uploading to the internet. Any unapproved video/picture content found will violate AUP and the BYOT agreement.
- The student will not be allowed to purchase or download any apps/software during the school day.
- Personal devices will be prohibited, unless directed by the teacher, to use during assessments or tests.
- 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 teachers' or staffs' 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 action.
- 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 and a review of device (including screenshots), may be done as part of an evaluation of conduct using technology.
- Violations of this Acceptable Use Policy may result in temporary, long-term or permanent suspension of the student's privileges:
 - *First Offense:* Parents will be notified of the incident. The student will lose their access to LFDCS technologies, as well as permission to use their personal devices, at LFDCS for one day.
 - *Second Offense:* The student will lose their access to LFDCS technologies, as well as their permission to use their personal device at LFDCS, until their parents meet with the student's teacher and or the LFDCS Head of School.
 - *Third Offense:* The student will not be able to use their personal devices at LFDCS for the remainder school year.

I understand and will abide by the above AUP (for technology) policy and BYOT guidelines. I further understand that any violation which is unethical 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

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.

STUDENT HANDBOOK CONTRACT

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

SCHOOL LIBRARY CONTRACT

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

STUDENT ACCEPTABLE USE POLICY FOR COMPUTERS, INTERNET & E-MAIL CONTRACT

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

Please circle one:

Yes No Indicating permission for your child to be photographed or videotaped for newspapers, our annual report and other school activities.

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"/> Acceptable Use Policy (for Technology) Agreement Form |
| <input type="checkbox"/> Student Health History Form | <input type="checkbox"/> Nook/Kindle Student/Parent Agreement Form |
| <input type="checkbox"/> Forms and Contracts | <input type="checkbox"/> Schoology Student/Parent Agreement Form |
| <input type="checkbox"/> MassHealth Form (if applicable) | <input type="checkbox"/> BYOT Agreement Form (7 th and 8 th Grade Only) |

Student's Name (please print)

Grade

Student Signature

Date

Parent/Guardian Signature

Date