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LCCPS STUDENT AND FAMILY HANDBOOK

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MISSION AND BELIEFS

Mission

The mission of Lowell Community Charter Public School is to graduate creative, confident and independent thinkers, global citizens and leaders who give back to their community. We will provide a comprehensive education giving students the knowledge, skills and ways of thinking that ensure their success in high school and preparation for the opportunity to go on to college. We expect our students to strive for excellence in academic achievement and personal conduct within a joyful, supportive culture. The diversity within our students, staff, families and community and the many nations from which we come is a source of strength and an opportunity for learning.

Guiding Beliefs

We believe in:

1. *High Expectations:* All children are unique and can learn at high levels when their talents are recognized, supported, and challenged.
2. *Excellence in Teaching and Learning:* Our students are engaged in a rigorous curriculum and meaningful learning.
3. *Nurturing:* Our school must be a safe and nurturing environment for all members of the school community
4. *Accountability:* The school and the students share responsibility for students' learning and conduct.
5. *Partnerships:* Parents are their children's first teacher and know their children best. The home, LCCPS, and community work together as partners to ensure the education of all children.
6. *Cultural Proficiency:* Integrity, respect, cooperation, and appreciation of diversity are essential to a healthy LCCPS community.
7. *Balance:* Academics, the arts, technology, athletics, and wellness are all important ingredients of a well-rounded LCCPS education.
8. *Contribution:* Our school will prepare students to be lifelong learners, creative thinkers, and contributing participants in a multicultural world.

LCCPS Non-Discrimination Statement:

The Lowell Community Charter Public School does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, sexual orientation, disability, and/or homelessness status in administering its educational policies, admissions policies, scholarship and loan programs, and other school-administered programs.

LCCPS DIVERSITY STATEMENT -OUR VISION OF DIVERSITY

At LCCPS diversity is valued in everything we do. As a teaching and learning community, our diversity is our strength. We believe in excellence and that by embracing our diversity, we enhance the high quality education we provide to every LCCPS student.

Our vision of diversity is founded upon the following values:

- Cultural competency, or the understanding and respecting of others' cultures, is critical in order to attain academic excellence for all students
- A diverse community of students, parents, and staff is an asset to and a strength of LCCPS
- Diversity includes individual differences (i.e. personality, learning styles, and life experiences) and group/social differences (i.e. race/ethnicity, class, gender, gender identity, sexual orientation, national origin, disability, as well as cultural, political, religious, or other affiliations).
- A diverse community promotes creativity, and fosters new ideas and ways of looking at the world.
- Diversity is essential for success in the workplace
- Bilingualism and multilingualism are assets.

Diversity in Operation

Embracing diversity can only occur if it is present in the everyday life of a school, and at all levels. At LCCPS, we commit to the following practices that embody our belief that diversity is one of our greatest assets:

- Students learn about diversity and diverse cultures, not solely through events but also through having diversity embedded across the curriculum and disciplines
- Diversity of thought is promoted through debate, discussion, and dialogue. Commonalities and differences are intentionally and openly discussed

- School leaders, faculty and trustees engage in developing their cultural competency as part of their regular practice.
- The school community is ever mindful of using language that is inclusive, and that does not intentionally or unintentionally demean another's identity
- The school's entrance, hallways, classrooms, and gathering spaces reflect the diversity of enrolled students and the school community.
- The professional faculty and staff and the board of trustees represent the diversity present among students, parents, caregivers, and the community.

THE SCHOOL YEAR AND SCHOOL DAY

The Lowell Community Charter Public School has a longer school day and year. The required schedule and calendar for all students at LCCPS is 185 days, with seven and a half hours of instruction each day. Our school year starts on the last Tuesday in August and ends in mid to late June. Each month has at least one (and often two) early release days is scheduled per the school year calendar. **On early release days, there is NO AFTER-SCHOOL PROGRAMMING.**

School Day

Students are involved in a variety of learning-centered activities and subjects during the school day. These vary by grade level and include but are not limited to:

- English Language Arts (reading, writing, spelling, grammar)
- Mathematics
- Science
- Social Studies
- World Cultures
- Integrated Arts (Art, Music, Technology, Media Science)
- Physical Education/Athletics/Health

Hours

- LCCPS Instructional Day is 8:00 a.m. to 3:15 p.m.
- LCCPS opens its doors at **7:15 a.m.** for all students except students in Before-School care.
 - Grades K 1 through 3 are dropped off at the Primary School entrance.
 - Grades 4 through 8 are dropped off at the Middle School entrance.
 - Students are marked tardy after the official start of the school day, 8:00 a.m. Tardy students must sign in and receive a pass at the front desk before they are allowed to proceed to their classrooms. Students must have a note in order to be considered Tardy Excused
- Each day, parent pick up is 3:25 p.m. (3:15 for K1 & K students)
- On early release days, students will be dismissed at 11:30 a.m. (11:15 for K1 & K students) – there is no After-School Program on early release days.
- Children in the After-School Program may remain at school until 5:45 p.m. Please arrange to be at school on time to pick up your child/ren. If a child in After-School care has not been picked up, and is still at school at 6:00 p.m., and if the school is unable to contact the parent or guardian, the school staff reserves the right to call the police. Students who are not picked up on time will receive a fine and may have restrictions placed on their ability to attend the After-School Program.

EMERGENCY SCHOOL CLOSINGS

School closings will happen only in extreme circumstances. The decision to not open or dismiss early will be made by the Lowell Public School District, in those situations which affect all schools in Lowell, and by the Lowell Community Charter Public School, in those situations which only affect our school. Announcements of school closing and/or early dismissals will be made via TV Channels 4, 5, 7 and 25. Announcements of school closing will be posted on the LCCPS website and communicated by telephone automatically via our messaging system.

Blizzard Bag Days

LCCPS participates in this state endorsed program that allows us to “count” attendance for our students up to five school days each year that would otherwise be considered snow days. Through this program, our teachers at each grade level will assign an amount of work to be done and collected within a week of the snow day, and based on participation. Students who complete

the work will be counted as "in school and present" that day. Blizzard Bag days will be designated as such on the robocall that parents receive when the snow day is called.

STUDENT RECORDS

- The student's transcript shall be maintained by the school and may only be destroyed 60 years following their graduation, transfer, or withdrawal from the school system.
- During the time a student is enrolled in a school, the principal or his/her designee shall periodically review and destroy misleading, outdated, or irrelevant information contained in the temporary record provided that the eligible student and his/her parent are notified in writing and are given opportunity to receive the information or a copy of it prior to its destruction. A copy of such notice shall be placed in the temporary record.
- The temporary record of any student enrolled on or after the effective date of 603 CMR 23.00 shall be destroyed no later than seven years (7) after the student transfers, graduates, or withdraws from the school system. Written notice to the eligible student and his/her parent of the approximate date of destruction of the record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. Such notice shall be in addition to the routine information letter required by 603 CMR 23.10.
- In accordance with M.G.L. c 71, section 87, the score of any group intelligence test administered to a student enrolled in a public school shall be removed from the record of said student at the end of the school year in which such test was so administered.
 - Regulatory Authority:
 - 603 CMR 23.00: M.G.L. c. 71, 34D, 34E

PARENT CONTACT INFORMATION

- It is very important that all student and parent contact information is updated and accurate.
- At the beginning of the school year, parents/guardians must complete emergency forms that instruct the school who to contact in the event a child becomes ill during school hours or there is a school emergency.
- Please ensure that all contact people are available and able to pick up your child in the event of an emergency.
- **By law, parents/guardians must notify the office if their cell, home, or work phone numbers and addresses change during the school year.** LCCPS is moving toward electronic/email communication. Parents should update their email so that any communications go directly to parents inbox.
- **We are making an effort to go paperless, and ask parents to provide us with updated email addresses.**

DISMISSAL FORMS

1. Every family must complete a Dismissal Form when the student registers for school every year and update it as needed. **We will only dismiss your child to those authorized individuals who appear on the Dismissal Form.**

2. Parents/Guardians or authorized persons may pick up their child/ren at 3:30 PM. (3:15pm for K1 and K)

3. Parents/Guardians or authorized persons may need to show identification when picking up children.

4. Parents/Guardians or authorized persons must sign out students when they leave the school building.

- Parents/guardians should send a signed note with their child when they need to be dismissed early.
- Students in the middle school (Grades 6-8), who have a note from their parent or guardian giving permission, may be allowed to walk home or to walk to the Boys & Girls Club
- Please do not ask your child/ren to tell the teacher that you are changing the way your child is usually dismissed from school. We cannot honor a change that is not in writing from a parent or guardian. All requests to change the dismissal process for a student must be made by the Parent or Guardian, at a minimum, on the day prior to the day in which the change is to take effect.
- Due to the time of dismissal at 3:15-3:30 no transportation changes are accepted after 2:30 pm except in emergency situations.

CUSTODIAL CHANGES AND RESTRAINING ORDERS

It is extremely important that the school knows who is responsible for children at all times. If there is a change of custody or a legal restraining order that affects your child, please give a copy of the court order to the main office and be sure to speak to your child's teacher. The school cannot honor parent requests in this matter without a court order. Parents cannot request the school to limit parental rights without a court order.

STUDENT ATTENDANCE

We expect ALL students to come to school EVERY day. Regular school attendance is important to support the learning process. Children should only be absent in cases of illness or family emergencies. All efforts should be made to schedule appointments

outside of school hours or during school vacations. Communication should be made well in advance to the homeroom teacher, main office and/or an administrator.

The Commonwealth of Massachusetts allows schools to file a court action against students and/or parents of students when a child misses school seven (7) times without a valid excuse, within a six (6) month period. Students who are tardy 14 times within a six (6) month period, without a valid excuse, will also be reported to the local court.

Tardiness and Absence:

- School begins at 8:00am. Students who come to school after 8:00 am will be considered "Tardy."
- Students will be considered tardy until 10:15 a.m., if they come to school later than 10:15 it will be considered an absence.
- Three (3) absences or five (5) tardies will result in a first warning letter being sent home by an attendance clerk or school administrator.
- Five (5) days of being absent or ten (10) days of being tardy within a six-month period will result in a second letter being sent home requesting a meeting with an administrator.
- Seven (7) days of being absent or fourteen (14) days of being tardy within a six-month period may result in the school referring your case to the local court by filing a Failure to Send or a CRA (Child Requiring Assistance) which may result in fines or other actions by the court. Administration may take further action if issues of tardiness or absence continue (ie: loss of extracurricular privileges; after-school program, field trips, participation in athletics and/or filing a 51A on behalf of the student).
- Extended consecutive absences at the beginning of the school year or following a school vacation will result in the school attempting to reach a parent/guardian to find out if they have moved. The student(s) may be dropped from our list of active students. They will be replaced on the active student list upon their return.
- Family travel is not an excused absence. NO VACATIONS ARE EXCUSED. Please notify the front office if your child will be missing school for travel. These will still be unexcused absences, but they will be considered informed unexcused absences.

***Any student who has twelve (12) or more absences (excused or unexcused) may be considered for retention. These decisions will be made by the Principals, after consultation with school staff and family of the student.**

If your child is going to be absent from school due to illness, please call the school as soon as possible. It is IMPORTANT that parents/guardians call LCCPS at **978-323-0800** before 8:15 a.m. to report the absence. If the telephone line is busy, please leave a message on the school's voicemail stating the student's **name, grade, teacher, your name and relationship to the child, the reason for the absence, and the expected number of days the student will be absent.**

*Students MUST bring in a note after each day of absences that includes the following:

- The date of the absence(s)
- The reason for the absence(s)
- The phone number of the parent or guardian
- A parent/guardian signature

***Written notices do not ensure student absences will be excused if the note does not include a valid excuse for absence(s).**

At LCCPS it is our goal to provide the best education possible to your child, but we also do realize that there may be times when a student cannot be in school. We will consider the following as **excused** absences:

- A death in the immediate family or other significant family crisis
- Religious holidays
- Exceptional circumstances with prior approval from a school administrator
- Illness with a signed note from the parent/guardian.
- A doctor's note explaining an illness or injury that prevents a student from attending school for three (3) consecutive days. A doctor's note that states the student is allowed to return to school **must** be brought to the school's attendance officer after three (3) consecutive days being absent in order for the student to return to class.

Absences and tardiness are noted on report cards. Missing school effects academic achievement and repeated absence may be detrimental to a student's academic and personal growth. Students are responsible for all missed assignments and parents must arrange a way to pick up any missed class work. Attendance issues will affect the students' ability to be accepted into private and vocational high schools.

The purpose of enforcing these policies is to promote the necessary behaviors for success in school and life.

STUDY HABITS, GRADING, and RETENTION

Homework

Children receive the best education when the teacher, the parent(s)/guardian(s), and the child all share the same goals. Homework helps students learn to study. It also gives them good practice and review of what they have learned in the classroom. Each child in grades K to 8 will have daily homework. Homework is a very important part of a child's educational experience when:

- a) Children accurately record daily assignments and turn in completed work on time
- b) Parents set aside a special time and place for the completion of homework assignments
- c) Teachers provide meaningful assignments with timely feedback to students.

* Students should be reading a minimum of 20 minutes at home daily. This is essential for their continued growth in reading and other academic areas. Please see Student/Parent/Teacher Compact.

Report Cards and Parent Conferences

Report cards are issued three times a year and are sent home to parents for their signature to be returned to the school for the 1st and 2nd trimesters. In the middle of the each trimester teachers will send home progress reports. Teachers will invite parents to attend a Parent/Teacher/Student Conference in Fall and a Student Led conference in Spring. Your child's teacher will send home notices about times available for conference appointments. Translators are available as needed. The final report cards will be sent home without needing to be signed and returned.

- **Grades K1-5 Report cards** will rate progress on Academic Standards Indicators on a 5 point scale
 - 5 – Exceeds grade level standards
 - 4 – Indicates that the student consistently and independently demonstrates mastery of/proficiency in the grade level standards.
 - 3 – Indicates that the student is progressing toward consistent and independent mastery of/proficiency in the grade level standard
 - 2 – Indicates that the student is beginning to progress toward the grade level standard with additional time and support.
 - 1 – Indicates that the student is not yet demonstrating progress toward the grade level standard.
 - N/A - Standard not addressed at this time
 - * - Modified Schedule

- **Grades 4-8 use letter grades for each class.**

Letter Grade	Percentage	GPA	Letter Grade	Percentage	GPA
A+	97-100	4.33	C+	77-79	2.33
A	94-96	4.0	C	74-76	2.0
A-	90-93	3.66	C-	70-73	1.66
B+	87-89	3.33	D+	67-69	1.33
B	84-86	3.0	D	64-66	1.0
B-	80-83	2.66	D-	60-63	.66
			F	0-59	0.0

In 6th-8th Grade Math Grades are weighted for the advanced class on track for Algebra

- **Grades K1-5** rate Leadership Skills and Approaches to Learning, and **Grades 6- 8** rate Conduct, Effort, Homework, and Participation using the following three letter scale:
 - E – Exceeds expectations
 - M – Meets expectations
 - N – Needs Improvement

LCCPS HONOR ROLL POLICY

Highest Honors: Students can receive no lower than an A- in their classes, and not have more than 1 I on their report card for Conduct and/or Effort unless the teacher advocates for the student. In grades 4 & 5, no more than 3 Is unless the teacher advocates for the student.

Honors Students: Students can receive no lower than a B- in their classes, and not have more than 1 I on their report card for Conduct and/or Effort unless the teacher advocates for the student. In grades 4 & 5, no more than 3 Is unless the teacher advocates for the student.

At LCCPS we believe being an Honor Roll student is not just about academic achievement. We hold a high standard for student behavior, expecting our students receiving Honor Roll recognition to be role models in their classes and leaders in our school.

RETENTION POLICY

At LCCPS we believe some children require an additional year in the same grade to become successful students. All children learn at a different rate. It can be a positive experience not to continuously struggle and fall further behind as the curriculum becomes more rigorous and complex. The school will either recommend or require retention after educational staff and parents have been consulted. Administrators and teachers meet reviewing academic progress, data, and attendance to determine students at risk of retention in March. Teachers discuss the possibility of retention and impact on the student during meetings following the Student Led portion of the conferences in April. Older students may be consulted when appropriate in gathering more information to make our final decision. Parents are notified of the final decision to retain students and are encouraged to meet with administrators to discuss their child. If the student is recommended for retention administrators will contact parents to make the final determination of retention for their child.

SCHOOL UNIFORM DRESS CODE

At LCCPS, we have adopted a school uniform dress code in order to level the playing field for all of our students. Our school uniform dress code helps to provide for an academic environment where children feel equal, and are not distracted or offended by what other students are wearing. It is the parent or guardian's responsibility to be sure that the student is following the official school uniform dress code. This dress code is in place to contribute to a positive and structured school. We feel that students are provided with opportunities to express themselves individually through the learning activities at school.

Protocol for being out of uniform

1. First offense for being out of uniform, parents will be called to bring a change of clothing for their child that is within the uniform code. Parents may take the child home to change into uniform code.
2. Second offense for being out of uniform, parents will be called to bring a change of clothing for their child that is within the uniform code. Parents may take the child home to change into uniform code. LCCPS staff (attendance officers, front desk staff, and/or teachers) will send home a written warning that must be signed and returned.
3. Repeated offenses will result in a meeting with an administrator to resolve the problem. LCCPS expects parents to support our uniform policy.
4. The Executive Director and the Principal reserve the right to make any exceptions or extended warnings to families if a situation warrants it.

K1 – 8th Grade School Day Uniform Dress Code

- Navy blue or Khaki pants belted or worn at the waist, shorts, jumpers, skorts, or skirts
- Solid Navy Blue, Maroon or White top with a collar (button down, polo, Peter Pan, turtleneck, or Nehru)
- Navy sweater, vest or sweatshirt (no commercial logos)

Dress Code for Dress up Days – 7th & 8th Grades Only

- Khaki pants belted and/or worn at the waist; Khaki skirt, no more than 3 inches above the knee with white tights.
- White collared button down shirt
- Maroon tie only (boys required and girls, optional); (will be able to purchase from LCCPS)
- Navy sweater or vest (optional), no commercial logos(will be able to purchase from LCCPS)
- Navy blazers only and maroon ties worn by boys and/or girls when appropriate.

K1 – 8th Grades Jewelry Code

- Earrings no bigger than a quarter. No other jewelry is to be worn on gym days (i.e. necklaces, rings).

K1 – 8th Grades Shoe Uniform Code

- No flip-flops, open-toed sandals, wheelies, or light up/blinking shoes will be allowed.

Gym Day Uniform

K1 – 8th Grades Physical Education Day Uniform

To be worn only on the days that your child has Physical Education.

- Navy blue sweats or shorts (no gray, no black)
- Navy blue or white T-Shirt and/or sweatshirt (no undershirts, no logo t-shirts)
- LCCPS sport and logo jerseys and sweatshirts are allowed to be worn during physical education days.
- Sneakers (same shoe rules apply)

Uniform restrictions and protocols

1. **No caps hats, or hoods up are allowed to be worn in the school at any time unless approved by an administrator.**
2. **No blouses or tops revealing the midriff are allowed at any time**
3. **All shorts/skorts will be the length of athletic shorts, not short shorts or bike shorts.**
4. **Although shorts are allowed, the school administration reserves the right to determine if it's too cold for students to go outside with shorts.**
5. **The administrators will review and make decisions about any clothing choices that are considered to be a disruption in the learning environment and will call parents to resolve any concerns that come up.**
6. **No tank tops are allowed at any time.**

The administration of LCCPS reserves the right to make exceptions when necessary in special circumstances. If you have a question or concern, feel free to ask an administrator.

HEALTH SERVICES

The School nurse is present at your child's school to be a liaison between home and school regarding health concerns and to serve as a health resource to you and your child. The School nurse completes State mandated screenings and provides nursing care for accidents, illnesses and other medical situations. The School nurse is also there to assist in promoting good health and in maintaining a healthy, safe environment for staff and students. Please feel free to contact the School nurse at the school with any health concerns or questions you may have.

Health Information Form

Please complete the Health Information Form and return it to the school. This form gives us information on how to reach you in case of an emergency and provide updated health information on your child year to year.

Please notify the school of any changes in emergency contact information or state of health during the school year. In the event of the need for medical transport, every attempt will be made to send a copy of this form. **Remember, in the event of an accident or illness the school must be able to reach you or another person who will assume responsibility for your child.**

Health Emergencies

Please notify the School nurse (yearly) of any medical condition that may precipitate an emergency situation with your child (e.g. allergic reaction to food, insect bites or medication, asthma, diabetes, seizures). The School nurse will work with you in developing a care plan to meet your child's health care needs.

Illness

Children must remain home if they have any of the following:

- A contagious illness such as chickenpox, flu, strep throat, etc until the doctor says it is safe to return or the child has been on antibiotics for 24 hours
- A rash or skin condition not diagnosed by a doctor
- A fever that causes chills, sweating or muscle aches
- Temperature over 100.4 within the past 24 hours
- Vomiting or diarrhea
- Live head lice
- Have been notified by the school nurse/ health department that immunizations are not up to date. (Exclusion notice)

Post Illness School Attendance Guidelines

Children must be fever free without medication and symptom free for 24 hours before returning to school.

According to school policy, a child with a diagnosis of strep throat, impetigo and conjunctivitis, is required to be on medication for 24 hours before returning to school.

Immunization/Lab Test Requirements

School Immunization Law, Chapter 76, Section 15 of the General Laws of the State of Massachusetts requires that all immunizations must be up to date for children to attend school, according to the Massachusetts Department of Public Health regulations. Massachusetts General Law allows for the school district to exclude any child from school whose immunizations are not up to date.

- A certified record of immunization from your child's physician is required for entry into school
- All immunization records must be provided in English and include all dates in full.
- Immunizations are reviewed by the School nurse. In the event of missing or incorrect information, your prompt attention in addressing the error/omission is imperative to assure compliance with state law.

Preschool Entry Requirements:

4 Dtap/DTP, 3 Polio, 3 Hepatitis B, 1 MMR, 4 Hib, 1 Varicella (or physician documented case of chickenpox), 1 Lead test, TB risk assessment by MD

Kindergarten Entry Requirements:

5 Dtap/DTP, 4 Polio, 3 Hepatitis B, **2 MMR, 2 Varicella**, 1 Lead Test, TB risk by MD, **Hearing, vision and stereopsis screening**

Grade 1-6 Entry Requirements:

5 Dtap/DTP, 4 Polio, 3 Hepatitis B, 2 MMR, 2 Varicella, 1 Lead Test, TB risk by MD

Grade 7-12 Entry Requirements

5 Dtap/DTP, 4 Polio, 3 Hepatitis B, 2 MMR, 2 Varicella, 1 Lead Test, TB risk by MD, **1 Tdap**

Medication Policies

Medications (both prescription and over the counter) should not be taken during school hours if it is possible to achieve the medication regime at home. Medication to be taken three (3) times a day can be given at home before school, after school and at bedtime.

All medications which must be taken during school hours, either long or short term, require the following forms to be on file in the school health office before any medication can be administered at school:

- A current medication order, signed and dated by the prescribing physician
- A signed and completed Parent consent and medication administration plan

A Physician's order is required for ALL prescription medications to be administered in school.

To insure your child's safety, all medications are to be delivered directly to the school nurse:

- In a pharmacy-labeled container
Ask the pharmacy to provide separate bottles for home and school
- By a parent/guardian adult, **NEVER WITH THE CHILD**
- **NO MEDICATIONS WILL BE ADMINISTERED THAT ARRIVE IN BAGGIES OR ENVELOPES.**

According to the Nurse Practice Act and Health Department Policy, nurses are not allowed to take orders from a non-licensed person (parent or guardian). This applies to all prescription or over the counter medication.

Medication Pick up

Parents/guardian may retrieve medications from the school nurse at any time. All unused, discontinued or outdated medications must be picked up by a parent/guardian at the end of the school year or it will be discarded.

Physical Exam Requirements:

Within 1 year prior to entry to school or within 30 days after school entry. Physical exams are required for grades Pre K, K, 4, and 7. We encourage parents to submit documentation of physical exam yearly to keep the school up to date with any changes in your child's medical history. Physical exams must include the student's name, date of birth, date of exam, and physician's signature.

Mandated Screening Programs:

Vision, Hearing, Postural & BMI screenings will be done throughout the school year.

If you do not want your child to participate please notify the nurse in writing.

Vision and Hearing: **Vision:** year of school entry, PreK-5, grade 7 and 9. **Hearing:** year of school entry, PreK-4, grade 7 and 9. Parents/guardians will be notified of any problems that necessitate a medical follow up.

Postural Screening: The State of Massachusetts mandates that all students in grades 5 through 9 be screened for scoliosis. Parents/guardians will be notified of any problems that necessitate a medical follow up.

Heights and Weights/BMIs:

Done in grades 1st, 4th, 7th and 10th; all information is kept confidential and parents/guardians will be notified.

Mobile Dentist

An outside dentist visits the school twice per year (every 6 months) to perform dental exams, cleanings, filling, sealants and any other dental treatment your child needs. This is an optional exam that parents can choose to have their child participate in by returning the sign up form provided.

Health Insurance

If your child does not have health insurance, Massachusetts has insurance plans that will provide uninsured children with affordable health care (restrictions may apply). Please contact the main office for more information.

No Lice Policy

LCCPS has a no live lice policy. If a student has nits (eggs), the student may remain in school for the remainder of the day and the parents will be notified and advised to treat the student after school. If a live lice is found, the student will need to be picked up by a parent/guardian or authorized pick up person as soon as possible and be treated at home. Children must be treated, live lice free and checked by the school nurse before being readmitted to school. Prevention is the key to controlling this pesky problem. Please inspect your child's hair frequently and call the school nurse if you have any questions.

Please see our Wellness Policy in the appendix for more details on our No Lice Policy.

FIELD TRIP POLICY

Lowell Community Charter Public School recognizes that field trips represent opportunities for worthwhile educational experiences for students. Field trips should be connected to the goals and objectives set forth in our grade level curriculum. Trips should be of educational value that supports our school goals for our students.

Planning

All field trips need to be scheduled as far in advance as possible, with the goal of six weeks notice to the Principal. The Principal must approve all trips before parent notification. Parent notification should be sent via email or through paper notification as necessary.

Approval for any such trip may be revoked if a change in circumstances, whether man made or natural, would warrant cancellation of the trip in the interest of safety of students.

A field trip permission form must be signed by parents/guardians prior to the trip, including authorization for emergency medical care and administration of medication if necessary. If these forms are not received by the day of the trip, then an email or text message stating that the child may go is acceptable. Written authorization for administration of medication is required under all circumstances.

Participation

The law requires that students with disabilities be provided with an equal opportunity to participate in non-academic and extracurricular activities, including field trips. Students are expected and required to follow our code of conduct while on the field trip. The teachers should provide appropriate substitute activities for student not participating in the trip.

No student shall be denied participation due to financial inability to pay for the trip.

Either at the time the trip is initially announced or not later than six weeks prior, the classroom teacher and other appropriate staff should review all student files, including written discipline reports to determine what accommodations are required in order for the student to participate in the field trip. If necessary, a TEAM meeting should be convened at that time to discuss any accommodations that are required for the student to participate in the planned trip.

No student shall be denied participation in a field trip as a consequence for previous behavior for which they have already been disciplined. A student may be excluded if the dates of their suspension from school for a violation of our Code of Conduct coincides with the scheduled dates of the field trip, or, in the judgment of the principal, a student's previous or current behavior poses a substantial risk to the health, safety and welfare of the student, other students or staff. Factors that a principal may consider in making such a judgment include but are not limited to, whether the student has breached a written agreement or behavior contract, developed to ensure the health, safety and welfare of the student, other students and/or staff. A student may also be excluded from a trip if they have an outstanding balance for technology (chromebook), library (books) or afterschool programming.

If a student is denied permission to participate in a field trip, the denial must be reviewed by the Director of Student Services if the student is on an Individualized Education or 504 Plan. If that denial stands, the parent must be notified immediately, and the parent may appeal to the Executive Director within 3 school days.

LCCPS will not be responsible for any financial obligations incurred as a result of the planning of any field trip or for any monies that are non-refundable or otherwise lost due to the subsequent cancellation of the trip for an individual or group of students.

Students and their parents/guardians will be held responsible for any damages done to a private business, or any other real or personal property during a field trip. Parents/guardians must agree to pay for any damage done by their children and/or aid school officials in collecting the money necessary to do so.

Transportation

Use of privately owned vehicles to transport students for field trips is strictly prohibited, except in the case of a bona fide emergency. The Principal (or Leadership) will determine whether such an emergency exists. If the Principal (or Leadership) is not present, the Trip Leader will make that determination, and make every effort if feasible, to consult the Principal by phone. Any employee or parent/guardian who uses their own vehicle for student and/or chaperone transportation risks being legally liable for any injury a student or chaperone sustains while in the vehicle.

A parent or chaperone using their private vehicle on a trip must provide written documentation if signing their child out from the school.

Chaperones

All chaperones must have a successful CORI check completed and approved before going on the trip. Chaperones are not allowed to bring other minor family members on the trip. Chaperones must agree to fulfill their role to monitor and supervise the children under their care.

Students should be accompanied by a sufficient number of chaperones, taking into account the trip scheduling and logistics. There should be a minimum of one chaperone for every ten students.

Chaperones are not insured by the school for any injuries they sustain while on a school-sponsored trip.

Medical Needs

If a student needs to be administered prescription medication and/or epinephrine during a field trip, the Principal will ensure the following:

- Either the child's parent/guardian, or school personnel trained to administer medications/epinephrine serve as a chaperone on the trip.
- That the School Nurse is on duty or available for phone consultation, and
- That we have written permission from the parent to have school personnel fulfill this function.
- Any serious medical concerns should result in a 911 call, at no time should a staff person transport a child to a hospital.

Overnight Trips

Overnight trips represent a higher degree of planning than simple day trips. All of the other policies regarding field trips also cover overnight trips, with the following additions.

Overnight trips:

Should include all students who are eligible, and the percentage of students that attend should be taken into consideration when planning the trip.

Must have the approval of the Principal and the Executive Director.

Approval must be given before any fundraising may occur.

Must represent significant educational benefits that clearly justify the time and expense of the trip.

If using commercial travel, pre-trip checks of companies, drivers and vehicles must be completed.

The selected carrier should be licensed for passenger transportation by the Federal Motor Carrier Safety Administration. Such carrier should have a satisfactory rating.

The trip should include accommodations with student safety and security in mind. Travel between 12am and 6am should be avoided.

Chaperones will not be allowed to stay in the same room with an individual student not their own child, unless the accommodation is a group dormitory.

Email or text permission from a parent/guardian is not acceptable for overnight trips.

LCCPS will not be responsible for any expense incurred as a result of the decision of a teacher or administrator to send a participating student home prior to the scheduled return date or time due to the student's unacceptable conduct.

Upon approval of a proposed overnight trip, there must be a meeting of all participating students and their parents/guardians, and chaperones, at which all parties are informed of the rules of the trip, as well as the Codes of Conduct established for student eligibility to participate, and other pertinent information, including that the approval of all field trips is conditional, and may be revoked, and that LCCPS is not responsible for any financial obligations incurred as a result of planning

any such trip or for any monies that are nonrefundable or otherwise lost due to cancellation or determination of ineligibility of a particular student.

LCCPS EXTENDED DAY PROGRAMS

Lowell Community Charter Public School is committed to excellence in education, fighting the achievement gap and supporting families in Lowell. We understand the importance of marrying our academic day with our evening program in order for our students to become well rounded; therefore, the extended evening program provides homework assistance. In addition this year we will provide project-based clusters with an academic component for students to have fun and deepen their learning on various topics.

Through the program's community partners from Lowell and the surrounding areas, students can participate in enrichment activities through workshops. These partnerships foster youth development in the areas of community building and empowering. Moreover, our program works to build a strong relationship with parents and inform them of their child's experience.

LCCPS offers an extended morning drop-off program from 6:30 a.m. to 7:15 p.m. Students may not be dropped off before 6:30 a.m. The cost of this service is \$3.00 per day per child. You must sign up for the before school program in order to access this service. There is a daily rate of \$4.00 per day for non-registered students who are dropped off without applying to the program. Students have the option to participate in our breakfast program which starts at 7:30 a.m. There is no cost to our breakfast program. Students report to their homerooms at 7:50 a.m.

Our evening program is only for K-8th grade students and runs from 3:30p.m. to 5:45 p.m. All students must be picked up by 6:00 p.m. Students must be signed up to access this service. The cost of this service is \$5.00 per day per child. Any student who is picked up late (after 6:00 pm) will be charged a late fee of \$1.00 per minute. There is a daily rate of \$6.00 per day for non-registered students who are picked up past the end of the school day at 3:30 pm.

Parents/guardians must apply to have their child in the extended day programs each school year. Applications are made available in the main office and on the school's website before the start of each school year. **Student may not attend the program until they have been accepted. All previous year's program balances must be paid in full before any student is accepted into the current school year program.**

There is a 48-hour waiting period once an application has been received before your child can begin the program. You will be notified of the start date. Students may not attend until notification.

Performing Arts is an after school activity for grades 3 - 8. You must sign up with Mr. Orie to be part of the program. Sports are for grades 5-8, you must sign up with Mr. Mone.

The Lowell Community Charter Public School ensures equal access to extracurricular activities for all students regardless of race, color, national origin, religion, sex, gender identity, sexual orientation, disability, and/or homelessness status.

The evening after school sessions are not available on the school early release days, the last day of before a vacation or the day of 8th grade graduation.

ELIGIBILITY POLICY FOR ALL EXTRA CURRICULAR ACTIVITIES, CLUBS AND ATHLETICS

Initial eligibility for all students will be checked at the start of the activity or season by using the most recent posted report card or progress reports.

The initial eligibility will determine that a student falls into one of two categories:

Eligible: (Cumulative average of 2.0 or better and a "C" average in the following core courses: English, Math, Social Studies, and Science). The student will participate on the club or team without restrictions until the next report card or progress report is issued, at which time eligibility will be determined again.

Probation (Cumulative average below 2.0 and/or below a “C” average in **each** of the following core courses: English, Math, Social Studies, and Science).

It will be the responsibility of the Athletic Director to review grades and check in with teachers regarding eligibility.

The Athletic Director will review each case to determine if the student/athlete can participate in the weekend or next week’s activities or contests. Designated week of activities or competitions runs from Monday through Sunday. This process will take place each and every week for all students who are designated “on probation”.

The Lowell Community Charter Public School ensures equal access to extracurricular activities for all students regardless of race, color, national origin, religion, sex, gender identity, sexual orientation, disability, and/or homelessness status.

FAMILY ENGAGEMENT POLICY

Every staff member at LCCPS honors parents as the child’s first, most important, and lifelong teachers. We also believe that the education of our students is a responsibility shared between the school, families, and the larger community.

Parent Involvement and Volunteering

LCCPS is constantly looking for way to improve the partnership between the school and the families that the school serves. We ask that all families contribute ten (10) hours per year to LCCPS in a volunteer capacity. Opportunities for families to engage with LCCPS include:

- Chaperone field trips
- Help coach an athletic team
- Volunteer to answer phones
- Volunteer to supervise lunch
- Volunteer at event days, such as cultural celebrations
- Volunteer for community service days of painting, landscaping, and other tasks
- School Parent Alliance (SPA) & Special Education Parent Advisory Committee (SPED PAC)- (work on a school-support committee)
- Parent Lighthouse Committee
- Attending parent/teacher conferences
- Media Center assistance
- Communicating regularly with student’s teachers
- Attending school provided workshops
- Reading newsletters and documents sent home from the school
- Checking homework assignments
- Reading 20 minutes at home daily with your child.

Parent Organization - SPA

The Lowell Community Charter Public School has formed a School Parent Alliance (SPA) including fundraising efforts. Parents can support school events such as the International Pot Luck, SPED PAC meetings, and the LCCPS Block Party.

All School Parent Alliance meetings are open to any parent and anyone who comes is part of the decision -making. The Executive Director, the Director Student and Parent Engagement, the Principals, Assistant Principals, Teachers and staff support the SPA.

The mission of the SPA is four-fold:

1. To provide an opportunity for parents to be informed of decisions; to have a voice in decision making, and build a partnership with the school leadership.
2. To fundraise and support the school's programs through donations, ideas and participation.
3. To build parent involvement in the education of our children; to provide education and information to parents about a number of topics.
4. To provide an opportunity for parents of children with special needs to get information, understand their rights, and receive support for their journey.

Needs Assessment and School Improvement

Parent representatives as a part of SPA will be a part of the annual Needs Assessment process, providing feedback on school goals and initiatives.

Parent Conferences

Parents are asked to meet with their child's teacher a minimum of three times a year.

- Listening Day – Individual parent and teacher meetings before the school year begins
- Fall during an early release day to discuss progress
- Spring during an early release day for Student-Led Conferences

Teachers will work to find a time that is convenient for both the teacher and parent. Translators will be available upon request and important school information including report cards will be shared at the Fall and Spring parent meeting. Progress reports will be sent home on a regular basis and parents are encouraged to contact teachers with any questions or concerns.

Additionally, teachers are available for parent meetings throughout the year.

Parent Meetings and Events

All parents will be invited to the annual Title I meeting. Childcare and translation services are available. Additional parent nights centered on curriculum and student activities are scheduled by each academic grade level. Cultural events happen during the day and are included in the parent calendar and as always, parents are invited and encouraged to attend.

Parent Communication

School-to-home communication is a key priority at LCCPS. Information will be communicated in a variety of ways including letters/memos home, messenger system, LCCPS website, emails and Facebook, Title 1 progress reports are sent home to all students receiving Title I intervention services, and Trimester LCCPS Curriculum brochures. Additionally, each year the following will be sent home to each parent:

- Information on the child's level of achievement in each of the state academic assessments as required under Title I.
- School's report card and accountability status following state testing.
- Timely notice that the child has been taught for four or more consecutive weeks by a teacher who does not meet highly qualified requirements.

Additionally, each parent may request the following information:

- Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, including the field of discipline of the certification or degree.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

THE LEADER IN ME

In 2012 LCCPS began to incorporate the Franklin Covey leadership program entitled The Leader in Me. The program is designed to teach Stephen Covey's 7 Habits of Highly Effective People adapted for elementary and middle school age students. The program provides a common language for everyone, especially beneficial to our large population of English Language Learners. A brief sample of some of The Leader in Me terms that have become widely used in our school and how the terms are applied are outlined below:

- **“Be Proactive”** not reactive, and take control of their education and their lives

- **“Begin with the End in Mind”** by setting goals, both academic and personal, and to work toward achieving those goals
- **“Put First Things First”** by planning ahead, understanding time management, and completing homework first and then play
- **“Think Win-Win”**, which is the mantra of our conflict resolution efforts
- **“Seek First to Understand, Before Being Understood”** which has led to a real emphasis on active listening and communication
- **“Synergize”**, working together to learn from and teach each other that we can achieve more together
- **“Sharpen the Saw”** encourages teachers and students to continue learning and reminds all of us, students and staff, to take better care of our hearts, minds, bodies, and souls

This year we will have:

- More school-wide opportunities for leadership roles
- Students will continue to keep Leadership notebooks
- A student led parent conference will be held with students sharing their goals and successes with their parents in the Spring
- We will host our annual student led Leadership Day held in the Spring

In June 2015, LCCPS was recognized as a Lighthouse school, which is a school that has met the rigorous criteria to be a model school for leadership efforts. LCCPS was the first school in Massachusetts to be recognized as a Lighthouse school.

BUS TRANSPORTATION

Bus transportation is available to Lowell Residents in grades K-8 outside of walking distance (K-4 students who live more than .75 miles away or 5-8 who live more than 1.5 miles away) and to those with health difficulties receiving approval from the Director of Student Support Services. Transportation is provided from the Lowell Public School District and all regulations therein apply (K1 students are not bussed by Lowell Public School District). **If you need bus transportation, please go to the Lowell Public School’s Family Resource Center located at 155 Merrimack Street, Lowell, MA 01852 to request and complete a bus-pass application.** LCCPS has bus pass applications at the Main Office available as well, but need to be brought to the Family Resource Center. LCCPS takes great care to see that students are transported to and from school safely.

Student Behavior on the Bus

1. Students must have a bus-pass in order to ride the bus
2. Be at the bus stop on time. Bus drivers will not wait
3. Get on or off the bus at designated stops only. Take care in crossing all streets and allow the bus driver to direct the child across the street.
4. Follow the instructions and directions of the bus driver at all times.
5. Be quiet and calm when you get on or off the bus.
6. Stay in your seat at all times and **be respectful** to others and property.
7. Do not damage any part of the bus.
8. Students may not drink, eat, smoke, shout, swear, hit, or fight on the bus.

To ensure the safety of all students who take the bus, it may occasionally be necessary to refuse to give a ride to a student who does not comply with the rules. School administration has decided that parents and guardians of children whose poor behavior on school buses endangers the health, safety, and welfare of other riders will be notified that their children may not be able to ride the bus.

If a student is disrespectful while on the bus, the driver will complete a Bus Behavior Incident form. The following consequences will occur in the event of a report:

- **First Offense:** The student will be warned and the parents will be notified.
- **Second Offense:** Parents or guardians will be notified and the student may be suspended from taking the bus for 1-3 days.
- **Third Offense:** The student will be suspended from riding the bus for 3-5 days. Parents or guardians will be responsible for taking the student to and from school.

- **Fourth Offense:** The school will hold a meeting to decide further consequences or actions.

Parents are responsible for supervising their child/ren up until the child boards the bus in the morning and after the child leaves the bus at the end of the school day. Once a child boards the bus—and only at that time—does s/he become the responsibility of the school district. That responsibility ends when the student is dropped off at his/her bus stop at the end of the school day. No kindergarten or 1st grade student will be released from the bus until the driver can see that the parent is waiting for the student. If the student is not met by a parent/guardian in front of his/her bus stop, he/she will then return to the school and the parent will be notified.

NRT Bus Company phone number is (978) 323-0101

STUDENT BEHAVIOR POLICY

School Norms

The LCCPS mission statement includes a focus on Achievement, Leadership, and Excellence, which provides a foundation for all children and adults to attain high academic achievement, social and civic responsibility, and personal growth. We believe all students are leaders and are capable and responsible for demonstrating consistent positive behavior. Clear expectations and guidelines will help in monitoring behavior and delivering appropriate and consistent consequences. Expectations are built upon the following three overarching behavioral tenets:

- ❖ **Be Safe**
- ❖ **Be Respectful**
- ❖ **Be Responsible**

The Way We Treat Each Other:

At LCCPS, every adult connected with the school will work hard to teach and model to our students how to be **safe, respectful, and responsible** as well as the 7 Habits of Highly Effective People. Students will learn important behavior patterns from the adults they meet at LCCPS and have opportunities to practice and take on leadership roles. Of particular importance, they will learn good manners. Treating others with care and respect, saying ‘please and thank-you,’ and giving and returning compliments are just a few examples of positive behavior. Though it takes time for children to understand what constitutes good and respectful behavior, the end result is a better school environment and a better school community.

Rules Made in the Classroom:

Each classroom teacher, with the help of his/her colleagues through the Responsive Classroom process will design his/her own set of classroom norms for positive behavior with their students. These norms explain what Achievement, Leadership, and Excellence will look like in the classroom and everywhere in the school. As students get older and have more practice in good behavior, they become excellent role models for younger students.

It is the staff’s responsibility to be consistent and follow through with implementing the school rules. Proactive structures and consistency are the key preventative steps to managing and heading off inappropriate behavior. Although classrooms will design their own set of classroom norms for positive behavior, the entire school will follow the General Disciplinary Guidelines that are set within the LCCPS Code of Conduct.

Proactive Discipline Model

The Lowell Community Charter Public School’s Proactive Discipline Model is a school-wide success standard focused on maximizing the academic, social, emotional, and behavioral development and potential of all students. Our school’s code of conduct has progressive levels of intervention to meet the needs of students and faculty. This also provides for student reflection and responsibility as we strive to guide our students on a pathway of personal accountability and ownership of behavior and learning. Disciplinary actions are not necessarily sequential because inappropriate behaviors have varying consequences dependent upon the severity of the issue, number of repeat offenses, and the individual needs of the student. Solid teaching methodology and the use of Therapeutic Crisis Intervention behavior support techniques allow for the majority of student behavior to be handled within the confines of the classroom.

School Property and Materials

In teaching students to be responsible, it is important for students and parents to be aware that students are responsible for the school property and materials including all text books, books, and/or technology that they use and/or bring home. If school property or materials are lost, stolen, or damaged it is the responsibility of the student and his/her parents to pay for their replacement. The materials are the responsibility of the student while in their care. The replacement fee will vary depending on what was damaged and to what extent. This includes accidental damage and lost items as well. Students are responsible for all library materials and will be charged for the book if not returned in a timely manner. Students who have not paid for their materials may not be allowed to participate in extracurricular activities, attend field trips, etc

	HALLWAY	CLASSROOM	BATHROOM	CAFETERIA	BUS/STOP	ASSEMBLY	ELECTRONICS
Be Safe	<ul style="list-style-type: none"> Keep hands, feet, and objects to yourself Use hand railing Place feet on each step when using stairs 	<ul style="list-style-type: none"> Keep hands, feet, and objects to yourself Follow classroom rules Always use walking feet 	<ul style="list-style-type: none"> Keep hands, feet, and objects to yourself Wash and dry hands when finished Keep water fountains clean Return to class as soon as you are done 	<ul style="list-style-type: none"> Keep hands, feet, and objects to yourself Stay seated Stand in line as directed Ask for permission to leave Always use walking feet 	<ul style="list-style-type: none"> Keep hands, feet, and objects to yourself Stay in your seat Wait patiently to get on and off bus Stay in bus line Refrain from eating or drinking 	<ul style="list-style-type: none"> Keep hands, feet, and objects to yourself Stay seated until directed Respond to speaker appropriately 	<ul style="list-style-type: none"> Do not leave in your bag or unattended Never share your personal information over the internet or communicate with people you do not know.
Be Respectful	<ul style="list-style-type: none"> Walk quietly to keep from disturbing others Communicate by waving Use quiet walking feet 	<ul style="list-style-type: none"> Use kind words with classmates and adults Be considerate of other people's belongings Listen when others are speaking 	<ul style="list-style-type: none"> Allow others their privacy and wait your turn Use kind words Leave area clean 	<ul style="list-style-type: none"> Use polite language Use a quiet voice Talk to people at your table 	<ul style="list-style-type: none"> Use polite language Consider the personal space of others Stay off private property Share your seat with others Be considerate of the bus driver 	<ul style="list-style-type: none"> Listen with your eyes on the speaker Consider the personal space of others Treat speaker as a welcome guest Sit on your bottom 	<ul style="list-style-type: none"> Do not use during school hours Remember that what you say in a message and text to others is not private.
Be Responsible	<ul style="list-style-type: none"> Walk in a straight line, facing forward, staying to the right Keep hallway clean Use hall/ bathroom pass Follow rules without adult reminders Walk directly to destination using appropriate route Report unsafe behavior/ vandalism 	<ul style="list-style-type: none"> Use a quiet voice Do your best work at all times Keep work areas clean Be on time Be prepared Complete all assignments given Report all unsafe behavior/ vandalism 	<ul style="list-style-type: none"> Flush toilet Throw trash in wastebasket Turn off sink and fountain when done Report all unsafe behavior/ vandalism 	<ul style="list-style-type: none"> Sit in designated area Respond to quiet signal immediately Clean up after yourself Place trash in wastebasket Report all unsafe behavior/ vandalism 	<ul style="list-style-type: none"> Follow bus rules all of the time Make sure you have your belongings Throw trash in wastebasket Get on and off at correct stop Report all unsafe behavior/ vandalism 	<ul style="list-style-type: none"> Sit quietly in designated area Respond to quiet signal immediately Be on time Help others around you to follow the rules Leave area clean Report all unsafe behavior/ vandalism 	<ul style="list-style-type: none"> Turn off and pass into homeroom teacher in the morning Observe the Acceptable Use Policies and practices.

LCCPS DISCIPLINARY GUIDELINES

Examples of Prohibited Conduct and General Guidelines for Responses

The administration reserves the right to tailor disciplinary interventions to individual situations on a case-by-case basis. LCCPS will report any instances of illegal behavior to the police, as appropriate and/or as required by law.

LCCPS focuses on engagement and empowerment of students over simple compliance. We employ a number of programs and approaches in our effort to create and promote the most positive school culture. These programs include and are not limited to: Kagan Win-Win Discipline, Responsive Classroom, and Restorative Justice

The following list of major offenses shall result in an automatic referral to the office for administrative intervention.

Minor offenses include but not limited to:

- Inappropriate language
- Disrespect of teachers, staff, and/or other adults; insubordination, cursing, etc.
- Not attending to work at hand, not cooperating, not sharing,
- Teasing, arguing
- Horseplay/roughhousing
- Not prepared for class
- Non-compliance with school uniform policy
- Inappropriate hallway behavior
- Excessive talking
- Disrupting learning environment
- Toys are not permitted in school, which include fidget spinners unless stated as an accommodation.

Major offenses include but not limited to (*in no particular order*):

- Profanity (language or gestures) directed at another person
- Spitting
- Biting
- Leaving School Grounds
- Persistent disruption of instruction
- Posing a physical threat to anyone at school
- Bullying
- Verbal or written threats
- Fighting
- Destruction of Property/Vandalism (to school or personal property)
- Stealing, Cheating, Forging and Plagiarism
- Possession of dangerous and/or illegal substances
- Possession of dangerous and/or illegal items
- Harassment including sexual harassment (unwelcome or unwanted sexual behavior)
- Tampering with fire safety equipment or alarms
- Making false 911 calls

When Behavior is a Problem:

At LCCPS, we strongly believe in teaching children to make good choices. We see our discipline policies as a way to help educate our students in self-control, conflict resolution and personal power. It is necessary to emphasize the importance of students following school rules, and for parents to support the school in maintaining these expectations to have the best possible environment for learning.

When students do violate school rules, we believe that discipline should be administered in a progressive and fair manner with logical consequences. In some instances, teachers and administrators may have to issue consequences or create individualized interventions as a result of these violations. They may include:

- Verbal warnings/Redirection

- Social Conferences
- In-class interventions
- Separation from the group or other loss of privileges
- Loss of up to 5 minutes recess
- Send to a buddy classroom
- Call to parent/guardian
- Incident Report – Call 100
- Restorative Justice
- Behavior plan
- Detention
- Disciplinary dismissal (i.e. Early Dismissal, Emergency Removal, etc.)
- In-School Suspension
- Out-of-school suspension
- Expulsion
- Child Study Team (CST) referral

Managing the Environment

Being aware of and using the environment to prevent and de-escalate crises

Prompting

Prompting is Signaling to the student to either begin a desired behavior or to stop an inappropriate action.

- **Verbally** (e.g., “It is about time to put the book away”)
- **Nonverbally** (e.g., with a glance or nod that reminds the student of what is expected).

Caring Gestures

A caring gesture is not dependent on the student doing something positive or right. It is not positive reinforcement. It is a gesture that communicates, “**I care about you and you are important to me (even when they are being difficult).**”

Hurdle Help

Hurdle help is to provide help by assisting the student with the task at hand, overcoming the roadblocks. This does not mean doing the task for the student, but offering assistance so that the student can get past the difficult point then continue alone.

Redirection and Distractions

Changing the activity/expectation (e.g., stopping a difficult math task and changing for a few minutes to reading a favorite magazine) may be enough to help a student or group to quiet down and return to baseline.

Proximity

Proximity is nearness to the student, but respecting personal space. Often the mere fact of having a caring and supportive staff member close by will be calming for a student.

If behavior techniques are unsuccessful the teachers may use the progressive steps to encourage students to make better choices in their behavior:

Step 1: Remind, Redirect and Relocate

Students are pulled to the side, reminded of expectations, and may be moved closer to the teacher or asked to take a break.

Step 2: Buddy Room

Students may be sent to a partner classroom to complete their classroom work and return to their class when the sending and receiving teacher agree the student is ready to return.

Step 3: Parent Contact and Classroom Consequence

Teacher may call or conference with parents regarding disruptive behavior to work together towards a solution.

Step 4: Administrative Intervention

Teacher may call 100 and have a member of the administration come to the classroom to support the student in changing his/her behavior. If intervention is successful, no further consequence may be necessary. Remember, it is always the goal to keep students in the classroom and maintain a proper environment for learning so that all students can progress academically.

Step 5: Time Away in the Student Support room with a member of the Support team or an administrator

Cell Phone/Electronics Policy:

When students bring cell phones and electronics to school they do so at their own risk. The school will not be responsible for any lost or stolen items. While we understand that there are situations in which it may be necessary for students to have such items at school, we expect all students to comply with any policies to ensure that they do not distract students from learning or demonstrating good character. Students are not allowed to use their cell phones/electronic devices during school except for 6th-8th graders in the morning cafeterias doing homework and in the gym or cafeteria for all grade levels at dismissal.

Any student who brings a cell phone or electronic device to school must turn it off and turn it into their homeroom teacher in the morning. All items will be locked during the day and returned to students at the end of the student's school day.

Students who bring their phone/electronic device to school agree to allow staff to search the contents of the phone/electronic device in investigating misuse, inappropriate materials stored on the phone/electronic device, and make accessible passwords for social media for investigations.

Students agree to not use the camera to take pictures or videos at anytime. Students who do not follow the Cell Phone/Electronics Policy may lose their privilege of bringing their devices to school. Students that fail to turn in their device or use their device inappropriately will have their device confiscated and returned at the end of the day. A second offense of failure to turn in a device or inappropriate use will have their device confiscated and returned only to a parent or guardian. A third offense of failure to turn in a device to the homeroom teacher or inappropriate use will result in the loss of privilege of bringing a device to school.

Locker Policy

All students in sixth, seventh, and eighth grades will be assigned a locker by their homeroom teacher. Students may only go to their locker during assigned transition times or after receiving a pass from their teacher. Lockers remain the property of the school and therefore are subject to searches randomly and/or for situations where there is reasonable cause for a search. Students will only be allowed to use locks that they get from the school after paying a \$5 deposit. Any locker found to have a lock that is not issued by the school, will be immediately removed. The removal may cause damage to the lock which the school will not repair or replace. Students may only use their own locker and will not be allowed to open or use the lockers that are empty or belong to other students for any reason. Any student not following the locker policy will be reported to an administrator for appropriate consequences.

BULLYING POLICY

LCCPS is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying or cyber-bullying. This plan applies to students and members of a school staff, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus driver, athletic coaches, advisors to an extracurricular activity and paraprofessionals.

“Bullying” is the repeated use by one or more students or by a member of a school 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, of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

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

“Cyber-bullying” means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writings, 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.

Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include 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 the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and/or after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying.

Bullying is prohibited:

- On school grounds;
- On school property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds;
- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or an electronic device owned, leased or used by the LCCPS.

Bullying and cyber-bullying are prohibited 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 LCCPS if the act or acts in question:

- create a hostile environment at school for the target;
- infringe on the rights of the target at school; and/or
- materially and substantially disrupt the education process or the orderly operation of a school.

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

Perpetrator – a student or member of a school 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 who engages in bullying, cyber-bullying, or retaliation.

Upon receiving a report of bullying or retaliation the administrator will follow the **LCCPS Bullying Prevention and Intervention Plan. See Appendix or school website for this plan.**

As stated in MGL c. 71, §370, nothing in this policy requires the LCCPS Public Schools to staff any non-school related activities, functions, or programs.

DUE PROCESS FOR DISCIPLINARY REMOVALS and SERVICES DURING REMOVALS

Student disciplinary offenses resulting in removal from the classroom (i.e., suspensions and expulsions) are subject to due process procedures, including notices, hearings, appeals, and educational services during removals. The following sections provide you with information about these rights.

Notice of Student and Parent Rights G.L. c. 71 §37H

This Notice of Student and Parent Rights applies to student misconduct that involves weapons, drugs, and/or an assault on school staff.

Specifically, 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 a knife, may be subject to expulsion from the school by the Principals. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a controlled substance, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school by the Principals. Any student who assaults an administrator, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school by the principals.

Any student who is charged with any of the misconduct detailed above has an opportunity for a hearing before the principals. At the hearing, the student may have representation at his or her own expense, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, the principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have committed the misconduct detailed above. Any student who has been expelled from a school district pursuant to GL c. 71 §37H shall have the right to appeal to the Executive Director. The expelled student shall have ten days from the date of the expulsion in which to notify the Executive Director of his or her appeal. The student has the right to counsel, at his or her own expense, at a hearing before the Executive Director.

Students who are suspended or expelled under §37H are entitled to receive educational services during the period of suspension or expulsion under LCCPS's Education Service Plan, which is described below in Section D. If the student withdraws from the charter school during the period of suspension or expulsion, the new school/district/district of residence shall either admit the student to its schools or provide educational services to the student under the new school or district's education service plan.

This Notice of Student and Parent Rights applies to student misconduct that involves student criminal or felony delinquency charges, findings, or admissions.

Suspension Following Criminal or Felony Delinquency Complaint

Upon the issuance of a criminal or felony delinquency complaint against a student, the principal may suspend such student for a period of time determined appropriate by the principal if he or she determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student is entitled to receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the Executive Director.

The student shall have the right to appeal the suspension to the Executive Director. The student shall notify the Executive Director in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The Executive Director shall hold a hearing with the student and the student's parent within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The Executive Director shall have the authority to overturn or alter the decision of the principal, including recommending an alternate educational program for the student. The Executive Director shall render a decision on the appeal within five calendar days of the hearing. The Executive Director's decision shall be the final decision of LCCPS with regard to the suspension.

Expulsion Following Felony Adjudication or Admission

Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal may expel said student if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written

notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the Executive Director.

The student shall have the right to appeal the expulsion to the Executive Director. The student shall notify the Executive Director, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The Executive Director shall hold a hearing with the student and the student's parent within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The Executive Director shall have the authority to overturn or alter the decision of the principal, including recommending an alternate educational program for the student. The Executive Director shall render a decision on the appeal within five calendar days of the hearing. The Executive Director's decision shall be the final decision of LCCPS with regard to the expulsion.

Students who are suspended or expelled under §37H½ are entitled to receive educational services during the period of suspension or expulsion under LCCPS's Education Service Plan, which is described below in Section D. If the student withdraws from the charter school during the period of suspension or expulsion, the new school/district shall either admit the student to its schools or provide educational services to the student under the new school or district's education service plan.

This section governs all student offenses that may be subject to short- or long-term suspensions that *do not* involve dangerous weapons, controlled substances, assault on school staff, felony or felony delinquency charges, and/or felony delinquency findings or admissions, all of which are governed by G.L. C.71 §§37H and 37H½, as detailed above.

In every case of student misconduct for which suspension may be imposed, the principal is required to exercise discretion in deciding the consequence for the offense; consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. The following document outlines student and parent rights when the principal is considering and/or decides to implement a removal from school as a consequence for student misconduct.

Students who are suspended under §37H¾ are entitled to receive educational services during the period of long-term suspension or expulsion under LCCPS's Education Service Plan, which is described below in Section D. If the student withdraws from the LCCPS during the period of suspension, the new school/district shall either admit the student to its schools or provide educational services to the student under the new school or district's education service plan.

Notice of suspension and hearing

Unless the principal determines that an emergency removal is required (see [Emergency Removals](#) section below) or decides to implement an in-school suspension of ten or fewer consecutive days (and no more than 10 cumulative days per school year) (see [In-School Suspension](#) section below), the principal may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent with verbal and written notice, and providing the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing.

The principal is required to provide this verbal and written notice to the student and the parent in English and in the primary language of the home if other than English, or other means of communication where appropriate. The notice must set forth the following information:

- (a) The disciplinary offense;
- (b) The basis for the charge;
- (c) The potential consequences, including the potential length of the student's suspension;
- (d) The opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
- (e) The date, time, and location of the hearing;
- (f) The right of the student and the student's parent to interpreter services at the hearing if needed to participate;
- (g) If the student may be placed on long-term suspension following the hearing with the Principal, the student's short and long term suspension hearing rights and the right to appeal the principal's decision to the Executive Director is required to make and document reasonable efforts to notify the parent verbally of the opportunity to attend the hearing. The principal is

presumed to have made reasonable efforts, and therefore may conduct a hearing without the parent present, if the principal has sent written notice (by hand delivery, first-class mail, certified mail, email, or any other method of delivery agreed to by the principal and parent) and has documented at least two attempts to contact the parent in the manner specified by the parent for emergency notification.

Emergency Removal

The principal has the authority to remove a student from school temporarily when a student is charged with a disciplinary offense and the principal determines that the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. The principal is required to notify the Executive Director immediately in writing of an emergency removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal is required to:

- (a) Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the Hearing Rights outlined below;
 - (b) Provide written notice to the student and parent;
 - (c) Provide the student an opportunity for a hearing with the principal that complies with the rights outlined below in the Hearing Rights section, as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent.
 - (d) Render a decision orally on the same day as the hearing, and in writing no later than the following school day.
- The principal may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

Principal's Hearing under §37H-4: Short-term Suspension

Short-term suspension means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less.

The purpose of the hearing with the principal is for the principal to hear and consider information regarding the alleged incident; provide the student an opportunity to dispute the charges and explain the circumstances of the alleged incident; and determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the principal is required to discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student and parent both shall have an opportunity to present and offer information, including mitigating facts, that the principal should consider in determining whether other remedies and consequences may be appropriate. Based on the available information, including mitigating circumstances, the principal shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The principal is required to provide written notification to the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal.

Please note that if the student is in grades K 1 through 3, the principal is required to send a copy of the written determination to the Executive Director and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

Principal's Hearing under §37H-4: Long-term Suspension

Long-term suspension means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year.

The purpose of the long-term suspension hearing is the same as the purpose of a short-term suspension hearing. At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights during a long-term suspension hearing:

1. In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;
2. The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;

3. The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
4. The right to cross-examine witnesses presented by the school district; and
5. The right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

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

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

1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
2. Set out the key facts and conclusions reached by the principal;
3. Identify the length and effective date of the suspension, as well as a date of return to school;
4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school;
5. Inform the student of the right to appeal the principal's decision to the Executive Director. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information stated in plain language:
 - a. The process for appealing the decision, including that the student or parent must file a written notice of appeal with the Executive Director within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Executive Director an extension of time for filing the written notice for up to seven (7) additional calendar days; and that
 - b. The long-term suspension will remain in effect unless and until the Executive Director decides to reverse the principal's determination on appeal.

If the student is in grades K 1 through 3, the principal shall send a copy of the written determination to the Executive Director and explain the reasons for imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.

Executive Director's Hearing under §37H%

A student who is placed on long-term suspension following a hearing with the principal has the right to appeal the principal's decision to the Executive Director.

In order to appeal the principal's decision to impose a long-term suspension, the student or parent must file a notice of appeal with the principal within five calendar days of the effective date of the long-term suspension (in the alternative, within five calendar days of the effective date of the long-term suspension the parent may request and receive from the Executive Director an extension of time for filing the written notice for up to seven additional calendar days). If the appeal is not timely filed, the Executive Director may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Executive Director shall hold the hearing within three school days of the student's request, unless the student or parent requests an extension of up to seven additional calendar days, in which case the Executive Director shall grant the extension.

The Executive Director must make a good faith effort to include the parent in the hearing, and will be presumed to have made a good faith effort if he or she has attempted to find a day and time for the hearing that would allow the parent and Executive Director to participate. The Executive Director shall send written notice to the parent of the date, time, and location of the hearing.

The Executive Director will conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence will be. An audio recording of the hearing will be made, a copy of which shall be provided to the student or parent upon request.

The student and parent shall have all the rights afforded them at the Principal's hearing for long-term suspension, as detailed above in the sections entitled principal 's Hearing under §37H%: Short-term Suspension and principal's Hearing under §37H%: Long-term Suspension.

The Executive Director shall issue a written decision within five calendar days of the hearing. If the Executive Director determines that the student committed the disciplinary offense, the Executive Director may impose the same or a lesser consequence than the principal, but shall not impose a suspension greater than that imposed by the principal's decision. The decision of the Executive Director shall be the final decision of the school.

In-School Suspension under §37H%

The principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

The principal is required to inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal must inform the student of the length of the student's in-school suspension, which shall not exceed 10 days, cumulatively or consecutively, in a school year.

On the same day that the principal decides to impose an in-school suspension, the principal must make reasonable efforts to verbally notify the parent of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension.

The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least two attempts to do so, such attempts shall constitute reasonable efforts for purposes of verbally informing the parent of the in-school suspension.

The principal shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension (and inviting the parent to a meeting with the principal, if such meeting has not already occurred). The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the Principal and the parent.

Removal from Privileges and Extracurricular Activities

The principal may remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. A removal from privileges and/or extracurricular activities is not subject to the procedures set forth herein.

Education Services and Academic Progress for Suspended or Expelled Students

Students serving an in-school suspension, short-term suspension, long-term suspension, or expulsion have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school.

Student who are expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide Education Service Plan.

Services during removals and school-wide education service plan

Students who are suspended from school for 10 or fewer consecutive days, whether in or out of school, have the opportunity to make academic progress during the period of suspension; make up assignments; and earn credits missed including, but not limited to, homework, quizzes, exams, papers and projects missed.

LCCPS has developed a school-wide Education Service Plan for all students who are expelled or suspended from school for more than 10 consecutive school days, whether in or out of school. The principal shall ensure these students have an opportunity to make academic progress during the period of suspension or expulsion, to make up assignments and earn credits missed, including, but not limited to, homework, quizzes, exams, papers and projects missed.

LCCPS's Education Service Plan is subject to change, and may include, but is not limited to, tutoring, alternative placement, Saturday school, and online or distance learning.

If LCCPS expels a student or suspends a student for more than 10 consecutive school days, LCCPS is required to provide the student and the parent or guardian of the student with a list of alternative educational services. Upon selection of an alternative educational service by the student and the student's parent or guardian, the school shall facilitate and verify enrollment in the service.

Alternatives to Suspension

The Principal may decide after reviewing all of the circumstances that an alternative to an In-School or Out-of-School suspension could be community service. The community service would be a way for the student to make restitution to the school community for their behavior. The completion of the community service project in a time frame determined by the principal either before or after academic classes will enable the student to remain in school instead of being removed from classes. Parents will be notified of the community service as an alternative to suspension. If the student refuses to complete the community service project then the suspension may be reinstated after a hearing with the principal following the appropriate guidelines stated above.

Discipline of Students with Disabilities

The Code of Conduct applies to all students. There are specific procedures, however, for disciplining students with disabilities who are eligible for Individualized Education Program (IEP) or Section 504 services. Under federal and state laws and regulations, students with disabilities may not be discriminated against on the basis of their disability or impairment. The following procedures will be implemented to comply with state and federal law and regulations regarding the discipline of students with disabilities. The IEP for every student with special needs will indicate whether the student is expected to meet the regular discipline code, or the code should be modified because of the student's individual needs. Any modifications to the code will be described in the IEP. Prior to any removal that constitutes a change of placement the school district must send the parents a full statement of their procedural rights and inform them that the IEP Team will conduct a Manifestation Determination. Parents are members of the student's IEP Team.

If the school has knowledge that a child is a child with a disability, but the child has not been determined to be eligible for special education at the time of a violation of school rules, he or she may be entitled to the disciplinary procedural protections afforded to special education students. The school will be deemed to have knowledge that the child is a child with a disability if, before the behavior occurred, the parent expressed concern in writing to a supervisor, administrator or teacher that the student required special education; the parent requested a special educational evaluation; or a teacher or other school personnel has expressed specific concerns about a pattern of behavior to the special education director or other supervisory personnel. If the parent has not allowed a special education evaluation, has refused services, or the child has been determined to be ineligible, the student will not be entitled to the disciplinary procedural protections afforded to special education students.

Special education students may be suspended from their educational placement for up to ten days in a school year without receiving services. A "change of placement" (more than ten consecutive days or a pattern of removals) invokes certain procedural protections under the IDEA, the Federal Special Education law. If LCCPS determines that a disciplinary "change of placement" will be considered, then within ten days of that decision and prior to the removal, the IEP Team must convene to conduct a Manifestation Determination.

At the Manifestation Determination Team meeting, the Team must review all relevant information, including the student's IEP, teacher observations and any relevant information provided by the parents, and determines whether the behavior was caused by or was in direct and substantial relationship to the child's disability, or was a direct result of LCCPS' failure to implement the student's IEP.

If the student's conduct is related to his/her special needs or was a direct result of LCCPS' failure to implement the IEP, the IEP will be amended and/or steps will be taken to fully implement the current IEP. Additionally, if the Team determines that the behavior was a manifestation of the child's disability, the IEP Team must conduct a functional behavioral assessment and implement a behavior intervention plan. If a behavior intervention plan was previously developed, the Team must review the existing plan and modify it as necessary.

If the Team determines that student's conduct is not related to his/her special needs or to an inappropriate IEP, the school may suspend or otherwise discipline the child according to the school's code of student conduct, except that for any period of removal exceeding ten days, the school district must provide the child with a Free Appropriate Public Education (FAPE) in an

alternate educational setting. Parents will be notified of the removal, the reasons therefore, and the alternate plan. Any dispute regarding the removal will be resolved through the special education mediation and hearing process. If a hearing is requested, the student must stay in the interim alternate educational setting unless the parents and LCCPS agree otherwise.

If a student carries or possesses a weapon to or at school, on school premises or at a school function; or if the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises or at a school function; or if the student inflicts serious bodily injury (injury that involves a substantial risk of death; extreme physical pain; protracted or obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or faculty) upon another person while at school, on school premises or at a school function, the school may order a change of placement for a period not to exceed 45 days without regard to whether the behavior is determined to be a manifestation of the student's disability. Thereafter, the child will return to the previously agreed upon educational placement unless either a hearing officer orders another placement or the parent and the school agree to another placement. Interim alternate educational placements are determined by the IEP Team.

If a student with special needs presents a danger to other students, staff, or the student himself/herself, LCCPS may immediately seek court approval to suspend or exclude the student from the school premises. Any disputes regarding the IEP will be resolved through the Bureau of Special Education Appeals mediation and hearing process. If a hearing is requested concerning a disciplinary change of placement, the student must stay in the interim alternate educational setting unless the parents and LCCPS agree otherwise.

Coordination of compliance with above stated procedures is administered through the Director of Student Support Services which is the Special Education Director, 206 Jackson Street, Lowell, MA 01852, 978-323-0800 ext 121.

HAZING

The crime of hazing is governed by Chapter 269, Section 17 of the General Laws of Massachusetts. Hazing shall mean any conduct or method of initiation into any student organization, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which subjects such student or other person to extreme mental stress, including deprivation of sleep or rest or extended isolation, which is likely to adversely affect the physical health or safety of any such student or other person. Consent shall not be available as a defense to any prosecution under this action. Organizers and/or participants in the crime of hazing shall be punished by a fine of not more than \$3,000 or by imprisonment in a house of correction for not more than one year, or both.

In accordance with Chapter 269, Section 18 of the General Laws of Massachusetts, failure to report one's knowledge that another person is the victim of hazing by someone who is at the scene of the crime, to the extent that such person can do so without danger or peril to himself/herself or others shall be punished by a fine of not more than \$1,000.

SEARCHES

Searches by school officials of students and their belongings will be conducted in accordance with applicable laws and regulations. Students and their personal belongings, including but not limited to purses, backpacks, computers and clothing, as well as student vehicles on school property or at school events, are subject to search by school personnel to the extent that the search is reasonable under all the circumstances. To the extent possible, searches will be conducted by a school official in the presence of another adult. In the event a student is found to be in the possession of an object or substance that may give rise to a crime, the police may be notified. When the school refers a student to the police, the parent(s) or guardian(s) will be notified. Objects, substances, or other items that are prohibited by the school rules may be held by a school official and returned to the parent(s) or guardian(s). Students have no expectation of privacy in their lockers or desks. The school retains joint custody of all lockers and desks, and such lockers and desks are subject to search by school officials at any time.

PHYSICAL RESTRAINT OF STUDENTS

LCCPS seeks to promote a safe and productive educational environment and workplace for its students and employees. In accordance with the LCCPS Board of Director's policy, Massachusetts Code of Regulations (603 CMR 46.00), the law governing the use of physical restraint on students in public schools, LCCPS seeks to ensure that every student is free from the use of restraint in a manner that is not consistent with these state regulations. It is the policy of LCCPS that physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution.

If physical restraint is necessary, school personnel shall use physical restraint with two goals in mind:

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

These Physical Restraint Prevention and Behavior Support Procedures do not preclude any teacher, employee or agent of a public education program from using reasonable force to protect students, other persons, or themselves from assault or imminent, serious, physical harm.

Preventing Restraints

LCCPS will provide school-wide professional development focused on identifying and preventing student violence, self-injurious behavior and suicide, including behavioral crisis planning and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student. A school level crisis team along with teachers and other school personnel will identify students who are potentially at risk and review the student's behavioral, social, emotional progress at periodic intervals. For any student with a history of significant emotional/behavioral at-risk behavior, and/or any student who has required physical restraint, a school based team should develop a safety or crisis plan. The plan should include strategies and

supports which may include specific de-escalation strategies, counseling services, monitoring protocol, data collection, and review meetings for the purpose of assessing progress and making necessary adjustments.

Parent Communication on Restraints

The principal should make information available to all families and students about behavioral supports and restraint prevention efforts that are utilized within LCCPS. School personnel should work to identify students who are at risk for restraint and work with the student and family to identify behavioral support to prevent restraint from occurring. If a restraint occurs, school personnel are expected to notify the student's parent/guardian in accordance with LCCPS' reporting procedures. School personnel should follow up with the student and their family regarding behavioral supports. Parents/guardians shall be provided with an opportunity to discuss with school officials the administration of the restraint, any consequences that may be imposed on the student, and any other related matter.

Alternatives to physical restraint

Alternative methods should be used first when seeking to prevent student violence, self-injurious behavior and/or de-escalating potentially dangerous behavior occurring among groups of students or with an individual student. Physical restraints should be used as a last resort in emergency situations after these other less intrusive alternatives have failed or been deemed inappropriate.

Examples of interventions and less intrusive methods may include but are not limited to:

1. Active listening
2. Use of a low non-threatening voice
3. Limiting the number of adults providing direction to the student
4. Offering the student a choice
5. Not blocking the student's access to an escape route
6. Suggesting possible resolutions to the student
7. Avoiding dramatic gestures (waving arms, pointing, blocking motions, etc)
8. Verbal prompts: a verbal prompt is communicating what is expected behavior by clearly stating instructions and expectations.
9. Full or partial physical cue: A full or partial physical cue is anytime an adult needs to temporarily place their hands on a student or physically redirects a student without force. These are used at increasing levels as needed to return a student safely back to task.
10. Physical escort: A physical escort is a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder or back, for the purpose of inducing a student who is agitated to walk to a safe location.
11. Physical redirection: A physical redirection is done by temporarily placing one hand on each of the student's shoulders, without force, and redirecting the student of the learning activity, classroom or safe location.
12. Time-Out: A time-out is a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.

De-escalation steps

1. Remain calm: To possibly help prevent the likelihood of a student experiencing distress from escalating his/her behavior use of a neutral and level tone of voice, control one's facial expressions and use a supportive non-threatening body language.
2. Obtain Assistance: Whenever possible, school personnel should immediately take steps to notify school administrators, the school's administrative response team and/or other school personnel, of a potentially dangerous situations and to obtain additional assistance.
3. One Person Speaks: In order to minimize the likelihood of confusion and /or the likelihood of a student experiencing distress from his/her escalating behavior, and have one person providing overall direction to the

response and the follow up procedures. This often may be either the first trained staff person on the scene or the staff person with the most information about the particular situation.

4. Remove Student if Possible: Consider the feasibility of having a student experiencing distress leave an area where other students are present and move to another more private and safe area in order to de-escalate.
5. Remove Other Students: If it is not feasible to have a student experiencing distress move to a more private and safe area in order to de-escalate, consider the feasibility of having other staff assist and monitor the removal of other students to another area within the school until the student de-escalates.

PHYSICAL RESTRAINT PROCEDURES

A. Definitions

Department shall mean the Department of Elementary and Secondary Education.

Mechanical restraint shall mean the use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed. Examples of such devices include: adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; vehicle safety restraints when used as intended during the transport of a student in a moving vehicle; restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

Medication restraint shall mean the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.

Physical escort shall mean a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

Physical restraint shall mean direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

Prone restraint shall mean a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position.

School Working Day shall mean a day or partial day that students are in attendance at the public education program for instructional purposes.

Seclusion shall mean the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out. The use of seclusion restraint is expressly prohibited.

Time-out shall mean a behavioral support strategy developed pursuant to 603 CMR 46.04(1) in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.

B. When Physical Restraint May be Used:

Physical restraint, including prone restraint where permitted, shall be considered an emergency procedure of last resort and shall be prohibited in LCCPS programs except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.

All physical restraints, including prone restraint where permitted, shall be administered in compliance with 603 CMR 46.05.

C. Prohibitions:

Physical restraint shall not be used as a means of discipline or punishment;

Physical restraint shall not be used when the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;

Physical restraint shall not be used as a response to property destruction, disruption of school order, a student's refusal to comply with a public education program rule or staff directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm; or

Physical restraint shall not be used as a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort.

Mechanical restraint, medication restraint, and seclusion shall be prohibited at LCCPS.

Prone restraint shall be prohibited except on an individual student basis, and only under the following circumstances:

- a) The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;
- b) All other forms of physical restraints have failed to ensure the safety of the student and/or the safety of others;
- c) There are no medical contraindications as documented by a licensed physician;
- d) There is psychological or behavioral justification for the use of prone restraint and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional;
- e) The school has obtained consent to use prone restraint in an emergency as set out in the physical restraint regulation, and such use has been approved in writing by the Principal; and,
- f) The school has documented 1 – 5 above in advance of the use of prone restraint and maintains the documentation.

D. Proper Administration of Physical Restraint

- a) Trained personnel. Only school personnel who have received training pursuant to the state physical restraint regulations 603 CMR 46.04(2) or 603 CMR 46.04(3) shall administer physical restraint on students. Whenever possible, the administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint. These training requirements shall not preclude a teacher, employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.
- b) Use of force. A person administering a physical restraint shall use only the amount of force necessary to protect the student or others from physical injury or harm.
- c) Safest method. A person administering physical restraint shall use the safest method available and appropriate to the situation subject to the safety requirements set forth in 603 CMR 46.05(5). Floor restraints, including prone restraints otherwise permitted under 603 CMR 46.03(1)(b), shall be prohibited unless the staff members administering the restraint have received in-depth training according to the requirements of 603 CMR 46.0(3) and, in the judgment of the trained staff members, such method is required to provide safety for the student or others present.
- d) Duration of restraint. All physical restraint must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student indicates that he or she cannot breathe, or if the student is observed to be in severe distress, such as having difficulty breathing, or sustained or prolonged crying or coughing.

E. Safety requirements. Additional requirements for the use of physical restraint:

- a) No restraint shall be administered in such a way that the student is prevented from breathing or speaking. During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin temperature and color, and respiration.
- b) Restraint shall be administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint, the student expresses or demonstrates significant physical distress including, but not limited to,

difficulty breathing, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.

- c) If a student is restrained for a period longer than 20 minutes, program staff shall obtain the approval of the Principal or designee. The approval shall be based upon the student's continued agitation during the restraint justifying the need for continued restraint.
- d) Program staff shall review and consider any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans regarding the use of physical restraint on an individual student.

TRAINING REQUIREMENTS

1. Program staff: The principal shall determine a time and method to provide all program staff with training regarding the program's restraint prevention and behavior support policy and requirements when restraint is used. Such training shall occur within the first month of each school year and, for employees hired after the school year begins, within a month of their employment. Training shall include information on the following:

- (a) The role of the student, family, and staff in preventing restraint;
- (b) The district's restraint prevention and behavior support policy and procedures, including use of time-out as a behavior support strategy distinct from seclusion;
- (c) Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances;
- (d) When behavior presents an emergency that requires physical restraint, the types of permitted physical restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration;
- (e) Administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and
- (f) Identification of program staff who have received in-depth training in the use of physical restraint.

2. Staff Training - At the beginning of each school year, the principal or his or her designee shall identify school staff who are authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. Such staff shall participate in in-depth training in the use of physical restraint. Such training be competency-based and be at least-sixteen (16) hours in length with at least one refresher training occurring annually thereafter.

- (a) Content of in-depth training. In-depth training in the proper administration of physical restraint shall include, but not be limited to:
 - (i) Appropriate procedures for preventing the use of physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;
 - (ii) A description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
 - (iii) The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
 - (iv) Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;

(v) Demonstration by participants of proficiency in administering physical restraint; and,

(vi) Instruction regarding the impact of physical restraint on the student and family, recognizing the act of restraint has impact, including but not limited to psychological, physiological, and social-emotional effects.

FOLLOW-UP PROCEDURES AND REPORTING REQUIREMENTS

1. Follow-up Procedures- At an appropriate time after a student has been released from a restraint, the school shall implement follow-up procedures. These procedures shall include:

(a) a review of the incident with the student to address the behavior that precipitated the restraint;

(b) a review of the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed

(c) consideration of whether any follow-up is appropriate for students who witnessed the incident.

2. Reporting Requirements

(a) School staff shall report the use of any physical restraint as specified herein.

(b) Reporting to the Principal or his/her designee. The school staff who administered the restraint shall verbally inform the Principal or his/her designee of the restraint as soon as possible, and by written report no later than the next school working day. The written report shall be provided to the principal for review of the use of the restraint. If the principal has administered the restraint, the principal shall prepare the report and submit it to an individual or team designated by the Executive Director. The principal or his/her designee shall maintain an ongoing record of all reported instances of physical restraint.

(c) Reporting to parents. The principal or his/her designee shall make reasonable efforts to verbally inform the student's parent of the restraint within 24 hours of the event, and shall notify the parent by written report sent either within three school working days of the restraint to an email address provided by the parent for communications about the student, or by regular mail postmarked no later than three school working days of the restraint. If the school or program customarily provides a parent of a student with report cards and other necessary school-related information in a language other than English, the written restraint report shall be provided to the parent in that language. The principal shall provide the student and the parent an opportunity to comment orally and in writing on the use of the restraint and on information in the written report.

(d) Reporting to the Department.

(e) When a physical restraint has resulted in an injury to a student or school staff, the school shall send a copy of the written report required by this policy to the Department postmarked no later than three school working days of the administration of the restraint. The school shall also send the Department a copy of the record of physical restraints maintained by the principal pursuant to the Administrative Review section above for the 30-day period prior to the date of the reported restraint.

(f) The District shall collect and report data to the Department regarding the use of physical restraints. Such data shall be reported in a manner and form directed by the Department.

3. Individual student review. The principal or his/her designee shall conduct a weekly review of restraint data to identify students who have been restrained multiple times during the week. If such students are identified, the principal or his/her designee shall convene one or more review teams as the principal deems appropriate to assess each student's progress and needs. The assessment shall include at least the following:

(a) review and discussion of the written reports and any comments provided by the student and parent about such reports and the use of the restraints;

(b) analysis of the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved;

(c) consideration of factors that may have contributed to escalation of behaviors, consideration of alternatives to restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions as appropriate, with the goal of reducing or eliminating the use of restraint in the future;

(d) agreement on a written plan of action by the program.

If the principal or his/her designee directly participated in the restraint, a duly qualified individual designated by the Executive Director shall lead the review team's discussion. The principal or his/her designee shall ensure that a record of each individual student review is maintained and made available for review by the Department or the parent, upon request.

4. Administrative review. The principal or his/her designee shall conduct a monthly review of school-wide restraint data. This review shall consider patterns of use of restraints by similarities in the time of day, day of the week, or individuals involved; the number and duration of physical restraints school-wide and for individual students; the duration of restraints; and the number and type of injuries, if any, resulting from the use of restraint. The principal or his/her designee shall determine whether it is necessary or appropriate to modify the school's restraint prevention and management policy, conduct additional staff training on restraint reduction/prevention strategies, such as training on positive behavioral interventions and supports, or take such other action as necessary or appropriate to reduce or eliminate restraints.

USE OF TIME OUT AS A BEHAVIOR SUPPORT STRATEGY.

1. Time out is a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. Time out may be inclusionary or exclusionary. Inclusionary time-out is when the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom. Exclusionary time-out is when the student separates from the rest of the class either through complete visual separation or from actual physical separation.

(a) During time-out, a student must be continuously observed by a staff member.

(b) Staff shall be with the student or immediately available to the student at all times.

(c) The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming.

(d) Time-out shall cease as soon as the student has calmed.

2. The use of exclusionary time-out.

(a) Exclusionary time-out as a staff-directed behavioral support should only be used when the student is displaying behaviors which present, or potentially present, an unsafe or overly disruptive situation in the classroom.

(b) Staff-directed exclusionary time-out should not be used as a method of punishment for noncompliance, or for incidents of misbehavior that are no longer occurring.

(c) For any exclusionary time-out that may last longer than 30 minutes, school staff must seek approval from the principal or his/her designee for the continued use of time-out. The principal may not routinely approve such requests but must consider the individual circumstances, specifically whether the student continues to be agitated to determine whether time-out beyond 30 minutes is justified. If it appears that the use of exclusionary time-out exacerbates the student's behavior, or the continuation of the exclusionary time-out beyond 30 minutes has not helped the student to calm, then other behavioral support strategies should be attempted.

(d) Unless it poses a safety risk, a staff member must be physically present with the student who is in an exclusionary time-out setting. If it is not safe for the staff member to be present with the student, the student may be left in the time-out setting with the door closed. However, in order to ensure that the student is receiving appropriate support,

a school counselor or other behavioral support professional must be immediately available outside of the time-out setting where the individual can continuously observe and communicate with the student as appropriate to determine when the student has calmed. Students must never be locked in a room. For students displaying self-injurious behavior, a staff member must be physically present in the same setting with the student.

(e) Exclusionary time-out must end when the student has calmed.

PROCEDURE FOR RECEIVING AND INVESTIGATING COMPLAINTS REGARDING RESTRAINT PRACTICES.

Any student, parent, guardian, or other person who believes that a student has been subject to physical restraint in a manner that is inconsistent with LCCPS' Physical Restraint Prevention and Behavior Support Procedures may file a complaint, verbally or in writing, with a teacher, guidance counselor or principal. Any staff member who believes that a student has been subject to physical restraint in a manner that is inconsistent with the Physical Restraint Prevention and Behavior Support Policy and Procedures shall file a written complaint with the principal. Upon receipt of such a report, the principal shall conduct an investigation of the incident. He/she shall promptly review the Physical Restraint Report Form and other pertinent documentation, and interview students, staff, witnesses, parent, guardians and anyone else who might have information about the incident. Once the investigation is completed, the principal or his/her designee shall determine whether the physical restraint was in compliance with LCCPS' policy and procedures. The principal or his/her designee shall notify the complainant of the outcome of the investigation in writing. If the principal or his/her designee determines that inappropriate conduct has occurred, he/she will act promptly to eliminate offending conduct. Based on the nature of the conduct and the results of the investigation, the principal or his/her designee will determine the appropriate level of response. Such response may, but shall not be limited to, determining whether it is necessary or appropriate to review and modify LCCPS' restraint prevention policy, conduct additional staff training on restraint reduction/prevention strategies, or take other action as necessary or appropriate such as referring the matter for disciplinary action, to law enforcement or other state agencies. Students and employees will not be retaliated against for making a complaint or cooperating in the investigation of a complaint. Any retaliation by students or school staff will result in disciplinary measures.

CHILD ABUSE & NEGLECT REPORTING

Pursuant to Massachusetts General Law Ch. 119-51A, **School employees are a mandated reporter.** This means that Staff must report all instances of suspected child abuse and neglect, as outlined below, to the Massachusetts Department of Social Services. All professionals charged with the care of children share this responsibility. In addition to the potentially harmful impact of failing to report suspected abuse or neglect on the well-being of the child in question, any mandated reporter who fails to fulfill his or her duties and obligations pursuant to M.G.L. Ch. 119-51A may be subject to a substantial monetary fine.

A report of child abuse and/or neglect is generally referred to as a '51A' report. The standard for filing a 51A alleging child abuse and/or neglect is as follows:

"[Any mandated reporter who has] reasonable cause to believe that a child under the age of eighteen years is suffering physical or emotional injury resulting from abuse inflicted upon him which causes harm or substantial risk of harm to the child's health or welfare including sexual abuse, or from neglect, including malnutrition . . . shall immediately report such condition to the department [of Social Services] by oral communication and by making a written report within forty-eight hours after such oral communication . . ."

A 51A report must contain:

- The names and addresses of the child and his parents or other person responsible for his care
- If known; the child's age
- Gender
- The nature and extent of injuries, including any evidence of prior injuries, abuse, maltreatment, or neglect
- The circumstances under which the person required to report first became aware of the child's injuries, abuse, maltreatment, or neglect
- Any actions taken to treat, shelter, or otherwise assist the child
- The name of the person or persons making such report
- Any other information that the person making the report believes might be helpful in establishing the cause of the injuries and the identity of the person or persons responsible therefore

Consistent with the law surrounding 51A reports made by any person who is a school staff person, it is LCCPS' policy that any teacher or other school employee who suspects that a child's safety may be compromised shall report the matter to an administrator, adjustment counselor, or school nurse. A 51A report will then be made to the Department of Social Services.

LEGAL INFORMATION

CRIMINAL OFFENDER RECORD INFORMATION (CORI)

IF THERE IS NO APPROVED/VALID CORI ON FILE YOU WILL NOT BE ABLE TO CHAPERONE OR VOLUNTEER. THERE WILL BE NO EXCEPTIONS.

Cori Application Volunteers only

The Lowell Community Public School is required by M.G.L. c. 71, §38R, to request criminal offender record information (CORI) from the Massachusetts Criminal History Systems Board (CHSB) for both present and future employees or volunteers in any school program who have direct and unmonitored contact with children. LCCPS also must obtain CORI on all school bus drivers, and on all taxi cab drivers transporting special education children in the district. LCCPS has been certified by the Criminal History Systems Board for access to such conviction and pending criminal case data.

The law also allows schools to conduct CORI checks on subcontractors or laborers commissioned to do work on school grounds that may have direct and unmonitored contact with children. This includes school bus or van drivers employed by a transportation company under contract with the district to provide transportation services to students.

The school personnel must:

- 1) review the completeness, legibility, and accuracy of the completed Request Forms in order to avoid inadvertent errors;
- 2) verify the individual's identity by reviewing a government issued form of photographic identification;
- 3) document verification on the Request Form, and attach a copy of the identification to the completed form;
- 4) no CORI will be processed if the Request Form is not complete or the individual's identity has not been verified by reviewing a form of photographic identification and obtaining and attaching a copy of such identification.

The LCCPS must run their own CORI check for the law does not permit the sharing of information between organizations.

The return on a CORI is 5 – 10 business days and sometimes longer, depending on the demands on the CHSB. You can complete a CORI form at the LCCPS HR office from 8am to 4pm.

Equal Education Opportunity Law

In accordance with Massachusetts General Law Chapter 76, section 5, and 603 CMR 26.00, LCCPS does not tolerate harassment nor discrimination including that based upon race, color, sex, religion, gender identity, national origin, disability, sexual orientation or homelessness status. Complaints alleging discrimination or harassment may be made in accordance with the following Discrimination/Harassment Complaint Procedure.

DISCRIMINATION AND HARASSMENT COMPLAINT PROCEDURES

I. WHERE TO FILE A COMPLAINT

Any student or employee or third party who believes that LCCPS, or a member of the school community, has discriminated against or harassed them because of their race, color, national origin, sex, disability, or age in admission to, access to, treatment in, or employment in its services, programs, and activities may file a complaint with the Office of the Executive Director, or his/her designee, who will serve as the grievance officer in such matters.

II. CONTENTS OF COMPLAINTS AND TIMELINES FOR FILING

Complaints under this procedure must be filed within twenty (20) days of the alleged discrimination or harassment. The complaint must be in writing. The complainant may select another person to help with the filing of the complaint. The written complaint should include the following information:

1. The name and grade level (or address and telephone number if not a student or employee) of the complainant;
2. The name (or address and telephone number if not a student or employee) of the complainant's representative, if any;
3. The name of the person(s) alleged to have committed or caused the discriminatory or harassing action, or event (respondent);
4. A description, in as much detail as possible, of the alleged discrimination or harassment;
5. The date(s), time, and location of the alleged discrimination or harassment;
6. The name of all persons who have knowledge about the alleged discrimination or harassment (witness) as can be reasonably determined; and
7. A description, in as much detail as possible, of how the complainant wishes to see the matter resolved.

III. INVESTIGATIONS AND RESOLUTION OF THE COMPLAINT

Complaints will be investigated promptly and resolved as quickly as possible. (Any person who alleges discrimination on the basis of a disability relative to the identification, evaluation, or educational placement of a person, who becomes of a disability or is believed to need special instruction or related services, pursuant to Section 504 of the Rehabilitation Act of 1973, Massachusetts General Law chapter 71B, and/or the Individuals with Disabilities Education Act, may use the procedure outlined in the Massachusetts Department of Education's Parents' Rights Brochure, rather than this procedure. Information on this alternative process may be obtained from the Director of Student Services for LCCPS.) Respondents will be informed of the charges as soon as the grievance officer deems appropriate based upon the nature of the allegations, the investigation required, and the action contemplated. The grievance officer will interview witnesses who are deemed to be necessary and appropriate to determine the facts relevant to the complaint, and will gather other pertinent information. Interviews of students will be conducted in such a way as to reflect the age and emotional condition of the student. The Complainant shall have the opportunity to present witnesses and other evidence. Such interviews and gathering of information will be completed within fifteen (15) school days of the receipt of the complaint.

Within twenty (20) school days of receiving the complaint, the grievance officer will meet with the complainant and/or his/her representative to review information gathered and, if appropriate, to propose a resolution designed to stop the discrimination or harassment, prevent its recurrence and to correct its effect.

Within ten (10) school days of the meeting with the complainant and/or representative, the grievance officer will provide written disposition of the complaint to the complainant and/or his/her representative and to the respondent(s). Where the grievance officer finds that discrimination has occurred, LCCPS will take steps that are reasonably calculated to end discrimination that has been found; prevent recurrence of any discrimination, and correct its discriminatory effects on the complainant and others, if appropriate. Where the grievance officer finds that there has been on-going discrimination or retaliation, LCCPS will determine whether additional supportive measures are needed, and so advise the complainant.

Notwithstanding the above, it is understood that in the event a resolution contemplated by the grievance officer involves disciplinary action against an individual, the complainant will not be informed of such disciplinary action, unless it directly involves the complainant (e.g., a directive to "stay away" from the complainant, as might occur as a result of a complaint of harassment). Any disciplinary action imposed upon an individual will be subject to applicable procedural requirements. All the timelines indicated above will be implemented as specified, unless the nature of the investigation or exigent circumstances prevents such implementation in which case the matter will be completed as quickly as practicable. If the timelines specified above are not met, the reason(s) for not meeting them must be clearly documented. In addition, it should be noted that in the event the respondent is subject to a collective bargaining agreement which sets forth a specific timeline for notice and/or investigation, such timelines will be followed.

Confidentiality of complainants/respondents and witnesses will be maintained, to the extent consistent with the obligations of LCCPS relating to the investigation of complaints and the due process rights of individuals affected.

IV. RETALIATION PROHIBITED

Retaliation against someone because he/she has filed a complaint under this procedure is strictly forbidden. Retaliation against someone who has participated in an investigation is strictly prohibited. LCCPS will take appropriate steps as necessary to prevent retaliation. Acts of retaliation may result in disciplinary action, up to and including suspension or expulsion/discharge.

Upon request, the grievance officer will provide the complainant with the names and addresses of those state and federal agencies which handle discrimination and harassment matters.

NON-DISCRIMINATION ON THE BASIS OF DISABILITY

Americans with Disabilities Act

Title II of the Americans with Disabilities Act of 1992, as well as Section 504 of the Rehabilitation Act of 1973, prohibit discrimination on the basis of disability. The ADA requires public schools districts to provide reasonable accommodations to persons with disabilities and imposes accessibility requirements at school facilities. The district/school shall make reasonable accommodations when necessary to avoid discrimination on the basis of disability, unless the district/school can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity.

A detailed explanation of the rights of individuals with disabilities under Federal Law has been given to each department and each house office. These rights are also available in our school medical department as well as our Student Support Services department.

Complaints alleging discrimination or harassment may be made in accordance with the Discrimination/Harassment Complaint Procedure described above.

SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 is a federal statute that prohibits discrimination based upon a disability. It provides that no qualified individual with a disability shall, solely by reason of his or her disability, be excluded from participation or denied the benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance. The statute covers students who have a mental or physical impairment which substantially limits major life activity, has a record of such impairment or is regarded as having such an impairment.

Each school has a Section 504 team, under the direction of the Director of Student Support Services, which meets to discuss needs of individuals referred for Section 504 consideration. Please contact the Director or Student Support Services for more information. A 504 referral form may be secured by contacting any of the following individuals: classroom teacher, adjustment counselor, nurse, or administrator. Upon receipt of the referral, the Director of Student Support Services will appoint a team of individuals knowledgeable about the student who will determine eligibility. If so indicated, the team will submit a written plan as needed. This process will be completed in a timely manner.

Complaints alleging discrimination or harassment may be made in accordance with the Discrimination/Harassment Complaint Procedure described above.

LCCPS' 504 Coordinator is Sonya Patton, (Director of Student and Family Engagement), or his/her designee at (978-323-0800).

Any person who alleges discrimination on the basis of a disability relative to the identification, evaluation, or educational placement of a person, who becomes of a disability or is believed to need special instruction or related services, pursuant to Section 504 of the Rehabilitation Act of 1973, Massachusetts General Law chapter 71B, and/or the Individuals with Disabilities Education Act, may use the procedure outlined in the Massachusetts Department of Education's Parents' Rights Brochure, rather than this procedure. Information on this alternative process may be obtained from the Director of Student Services for LCCPS.

NON-DISCRIMINATION ON THE BASIS OF SEX

LCCPS does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of sex in accordance with Title IX of the Education Amendments of 1972, and Massachusetts General Laws chapter 76, section 5.

Complaints alleging discrimination or harassment may be made in accordance with the Discrimination/Harassment Complaint Procedure described above.

LCCPS' Title IX Coordinator is?), or his/her designee at (978-323-0800).

A complaint of discrimination or harassment may also be filed with the U.S. Department of Education, Office for Civil Rights (OCR) at any time. OCR may be reached at 617-289-0111 or online at www.ed.gov/ocr.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Students and parents should know that while important information about students such as information regarding individual or group counseling and the like is kept confidential, "Directory Information" can legally be made public. A student's name, address, telephone number, date of birth, dates of attendance, honors, and awards is often called "Directory Information" because it is information one usually finds in a school yearbook, directory, or programs for athletic events.

The Family Educational Rights and Privacy Act (FERPA) allow the school to disclose Directory Information. The primary reason for disclosing this information is to allow for better communication with individual parents through direct mail from the school. Directory information of one student is not shared with any other students or any other families without prior permission. Parents/guardians of students may ask the school not to disclose directory information regarding the student.

FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR 99.31):

- School officials with legitimate educational interest;

- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
State and local authorities, within a juvenile justice system, pursuant to specific State law

STUDENT RECORDS

Confidentiality of Record—With a few exceptions, no individuals or organizations but the parent, student, and authorized school personnel are allowed to have access to information in the student record without the specific, informed, written consent of the parent or the student.

Destruction of Records—The regulations require that certain parts of the student record, such as the temporary record, be destroyed within a certain period of time after the student leaves the school system. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. Before any such information may be destroyed, the parent and student must be notified, and have an opportunity to receive a copy of any of the information before destruction.

Transferring Students—A student transferring into the Lowell Community Charter Public School must provide the Registrar's Office with a complete previous school record. Under Massachusetts Law, the Lowell Community Charter Public School may send the entire student record of a student to a new school district in which a student seeks or intends to transfer, without getting permission from parents or guardians first, as long as the school lets parents or guardians know in advance.

PARENTAL NOTIFICATION LAW

Massachusetts General Laws, Chapter 71, Section 32A, allows a parent to exempt his or her child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues. To receive this exemption, a parent needs to send a written request to the principal requesting an exemption for his or her child. No student who is exempted from this portion of the curriculum will be penalized. To the extent practicable, program instruction materials for said curricula shall be made reasonably accessible to parents, guardians, educators, school administrators, and others for inspection and review.

EDUCATION OF PREGNANT STUDENTS

Massachusetts General Law 71:84 states that no student shall be suspended, expelled, or otherwise disciplined on account of marriage, pregnancy or parenthood. 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.

ATTACHMENT A: CODE OF CONDUCT

The following represents the School's policies regarding student behavior that includes, but is not limited to the list of rules below. These Rules are written out to help clarify and define acceptable and not-acceptable behavior here at LCCPS. Some of the rules have a description of the consequences that will be taken when the rules is broken by a student.

Rule 1 ATTENDANCE:

Students are required to attend school each day of the school year. In addition, a student is to report to school and all classes on time. A student of compulsory school age who does not attend school is in violation of the law and the student and his/her parents/guardians are subject to its penalties. Efforts will be made to communicate with parents/guardians of absent and truant students to ensure their return to school. The school may file a CHINS (Child in Need of Services), or a "Failure To Send" petition may be filed with the Lowell Juvenile Court for truancy and excessive tardiness. Suspension will not be used as a consequence for attendance-related matters.

A. Tardiness:

Failure to arrive on time to the classroom where one was scheduled to be.

B. School/Class Cutting:

Failure to report to school or class without proper permission, knowledge, or excuse by the parent/guardian or the school.

C. Excessive Absences (Truancy):

Excused or unexcused absences that affect the student's academic standing.

Rule 2 FOOD/BEVERAGES:

A student will not eat, drink, or chew gum in unauthorized areas of the school.

Rule 3 MEDICATIONS:

Students are not to transport prescription or non-prescription medication to or from school or have medication in their possession at any time, without proper medical authorization (by the school). This rule will not be interpreted to prevent a student from taking medication (prescribed or over the counter) in the school's designated area. Exceptions to this rule will be made in accordance with School Board policy.

Rule 4 STUDENT UNIFORM:

It is expected that all LCCPS students will be in their official uniforms each day. A student will maintain the official uniform and grooming standards that promote safety, health, and acceptable standards of social conduct, and are not disruptive to the educational environment.

Rule 5 PERSONAL PROPERTY:

A student will not bring to school or possess any object that has no educational purpose and may distract from teaching and learning. LCCPS will confiscate any illegal items and turn said items over to the police. All items will be confiscated and returned to the parent at a mutually agreed time.

- A. **Toys, games, cards:** Students should not be in possession of the above or any similar devices without permission of the administration. This will include any toy that is NOT a reasonable facsimile of an actual weapon, i.e., super soakers, brightly colored water pistols, over-sized toy guns. Facsimiles of weapons will be treated as actual weapons for disciplinary and law enforcement referral purposes.
- B. **Cellular Telephone:** Students should not be in possession of the above or any similar device without permission of the administration. All items will be confiscated with the item returned to the parent at a mutually agreed time.
- C. **Selling Items on Campus:** Students are not to sell any objects on campus that are not authorized through the school as an organized, approved school activity.

- D. **Other:** Possession of any object that could disrupt the normal order of school to include, but not limited to, personal security alarms, lighters, matches, gel bracelets, etc.

Rule 6 MISREPRESENTATIONS:

- A. **Altering Report Cards or Notes:** Tampering with report cards, official pass, notes or other school documents in any manner, including changing grades or forging names to excuses.
- B. **False Information:** Making false statements, written or oral, to anyone in authority.
- C. **Cheating:** Violating rules of honesty, such as plagiarism, copying another student's test, assignment, etc.

Rule 7 Compliance with Staff Directions:

A student will comply with the lawful direction of any authorized staff member during the time the student is in school, participating in a school activity, or on school property. All students are expected to behave in a respectful manner.

- A. **Walking Away or Talking Back:** Leaving while a staff member is talking to a student, or talking back to a staff member in a rude manner.
- B. **Failure to comply with proper and authorized direction or instruction of a staff member:** Failure to follow any authorized direction given by a staff member.
- C. **Refusal to work in class:** Failing to do assigned work during class.
- D. **Refusal of detention:** Failure to report to after-school detention or any in-school alternative as directed by a staff member
- E. **Refusal to report to the Student Support room:** Failure to report to the Student Support room as directed by a staff member

Rule 8 PROFANITY, OBSCENITY, AND/OR DEROGATORY LANGUAGE:

A student will not use profane, obscene and/or derogatory language or make obscene gestures.

- A. **Offensive Language:** Cursing, or saying anything that conveys an offensive, racial, bullying or obscene message to a student or a staff member, to include but not be limited to references to disability, race, gender, gender identity, homelessness, sexual orientation, religious affiliation and/or personal appearance.
- B. **Obscene/Offensive Gestures:** Making any sign or gesture that conveys an offensive, racial, derogatory, bullying or obscene message to a student or a staff member.
- C. **Derogatory Written Materials:** Having or creating any written material or pictures that convey an offensive, racial, bullying derogatory or obscene message to a student or a staff member, to include but not limited to references to race, gender, gender identity, homelessness, sexual orientation, religious affiliation and/or personal appearance.

Rule 9 GENERALLY DISRUPTIVE BEHAVIORS:

No student may disrupt the class, school, or bus activity.

- A. **Chronic Talking:** Repeated talking in the classroom without permission
- B. **Throwing Objects:** Throwing any object in any part of the school, bus, or school grounds, unless directed by a staff member pursuant to instructional purposes.
- C. **Horse-playing, Harassing, or Teasing:** Rough or noisy play or pranks that serve to pester or torment another student, to include willfully throwing anything that could serve to harass, but could not injure another student or staff member.
- D. **Refusing to Remain in Seat:** Getting out of seat or moving seat without permission of staff member. **Rude Noises:** Making any unnecessary noise
- E. **Leaving without Permission:** Leaving the classroom, building, or assigned area without obtaining approval of the teacher and/or administrator
- F. **Chronic Lack of Supplies:** Repeatedly reporting to class without necessary material such as books, class supplies, pencils, etc.
- G. **Other:** Any other action that disrupts or interferes with educational activities or the school environment
- H. **Repeated Violations:** Repeated violations of the rule against generally disruptive behavior will result in a referral to the Student Support Office as outlined above.

Rule 10 TRESPASSING:

A student will not enter any school property or school facility without proper authority, to include entering any school during a period of suspension or exclusion.

Rule 11 UNSAFE ACTIONS:

- A. **Harm's Way:** A student should not commit any action that has the potential to cause danger or physical harm to him/herself or to others, to include exiting a moving school bus, exiting a school bus by way of the emergency exit (when an emergency does not exist), attempting to elude school officials by running through a parking lot or any traffic area, climbing on the roof of buildings, being in construction areas, boiler rooms, attics, or elevator shafts, or any action that has the potential for physical harm to self or others.
- B. **Self Medication:** A student should not have in his/her possession any over-the-counter medication, to include but not limited to caffeine pills, weight-reduction pills, cold and/or sinus medication. Simple possession of such items would result in the consequences outlined in Rule 3 MEDICATION.

Rule 12 VEHICLE USE:

Reckless Vehicle Use: A student will not operate any motorized or self-propelled vehicle on school grounds in a manner that is a threat to health, safety, or a disruption to the educational process.

Rule 13 GAMBLING:

A student will not play games of skill or chance for money or property.

Rule 14 VANDALISM:

A student will not willfully, with or without malice, damage or destroy property belonging to another, or participate with others (either by presence or action) i.e., school property, at a school-sponsored or school-related activity on or off school property, or property belonging to a school employee. A student and his or her parent/guardian will be held financially responsible for willful or malicious destruction of property.

- A. **School Property:** Defacing or damaging doors, windows, walls, mirrors, desks, lockers, computers, or any other school equipment, to include but not limited to graffiti.
- B. **Damaging Another Person's Property:** Damaging any property belonging to another individual, to include clothing, class projects, automobiles, etc.

Rule 15 USE OF FIRE:

A student will neither set fire nor attempt to set fire to anything on school property, or participate with others (either by presence or action) to damage or destroy school property through the use of fire. This will include striking matches, flicking cigarette lighters, or using any instrument that is capable of producing fire on school property, at a school-sponsored or school-related activity that is on or off school property.

Rule 16 THEFT:

A student will not steal or possess stolen property, or participate with others (either by presence or action) to do so.

- A. **School, Staff or Student Property:** Taking and/or carrying away property belonging to Lowell Community Charter Public School, any staff member or any student without prior permission. This will include the removing of any property from a locker other than the one assigned.
- B. **Possession of Stolen Property:** Having in one's possession property obtained without the permission of the owner, to include items stolen in the community and brought onto school grounds.

Rule 17 BREAKING AND ENTERING:

A student will not break into School property. This will include any unauthorized entry into school property with or without destruction to the property.

Rule 18 BURGLARY:

Unlawful entry into any School property with the intent of committing a felony, or to steal and/or take and carry away the property of another (knowingly participating either by presence or action)

Rule 19 ROBBERY:

A student will not take another person's property by force or violence (knowingly participate either by presence or action).

Rule 20 EXTORTION:

A student will not take or threaten to take the property of others through intimidation (knowingly participate either by presence or action).

Rule 21 UNAUTHORIZED USE OF THE COMPUTER OR INTERNET

Students must refrain from inappropriate use of school system computers or from utilizing the LCCPS Internet site without proper authority. This would include unauthorized use of sign-on codes; the school telephone system, communication of threats or implied threats and/or unauthorized attempts to contact any LCCPS computer site from any computer station. This encompasses any inappropriate information, relating in any way to school issues or school personnel, distributed from home or school computers. There is additional information regarding this rule in this handbook.

Rule 22 POSSESSION OR DISTRIBUTION OF PORNOGRAPHIC, PROFANE, AND/OR VIOLENT MATERIAL:

A student must refrain from having any pornographic or profane material in his/her possession, including, but not limited to, pictures, magazines, CDs, cassettes, sexually explicit, or graphically violent materials (i.e., instructions/documentation concerning the creation of or the use of weapons).

Rule 23 FALSE ALARM:

Calling 911, signaling or setting off an automatic signal falsely indicating the presence of a fire or an emergency is prohibited (knowingly participating either by presence or action). This includes making statements/phone calls that such an emergency exists on school grounds, on the school bus, or at any school function. Removal of the cover box normally results in a building alarm being set off. However, in cases where the removal of the cover box results in the evacuation of the building(s) this rule would also apply.

Rule 24 BOMB THREAT:

Any notification, false or otherwise (verbal or written), that indicates the presence of a bomb or explosive on school grounds, the school bus, or at any school activity (knowingly participating either by presence or action). Additional Federal and State Laws may apply; requires an automatic suspension of Level 2 and possible criminal actions brought on by higher authorities than just school officials, for any student who makes a false report or perpetuates a hoax relating to a bomb. NOTE: The student will also be charged with the violation of Rule 26 D and E.

Rule 25 AGGRESSIVE PHYSICAL/VERBAL ACTION:

A Student will not exhibit or threaten any form of aggressive physical/verbal action against another student, staff member or any other adult at school.

- A. **Hitting, Biting, Spitting, Shoving, Kicking or Throwing Objects:** Minor incidents of hitting, biting, spitting, shoving, kicking or throwing objects at a student or adult
- B. **Verbal Confrontation/Provocation:** Any student who approaches another student inappropriately in a confrontational or provocation or bullying manner
- C. **Fighting:** The exchange of mutual aggressive physical contact between students, with or without injury, is prohibited.
- D. **Threatening/Intimidating a Student:** A student will not threaten to strike, attack, or harm any student or to make one fearful by intimidation through any medium to include threats made in person, on the telephone, and/or in writing, that pose a safety risk to the school environment.
- E. **Threatening/Intimidating a Staff Member or Other Adult on School Property:** A student will not threaten to strike, attack, or harm any adult or to make one fearful by intimidation, through any medium, to include threats made in person, on the telephone and/or in writing, that pose a safety risk to the school environment.
Intimidating Actions: A student will not threaten or intimidate another individual, or disrupt the educational environment including, but not limited to, displaying gang colors or logos, displaying gang symbols on one's body or on one's possessions, using gang gestures (throwing gang signs), or intentionally displaying colors for the purpose of gang identification. This rule will only apply when the behavior does not meet the standards of any other violation.
- F. **Multiple Assaults:** Two or more students acting together to physically attack another student - This violation will include students who take an active part in gang initiations involving assault.
- G. **Assault on a Student:** An assault is viewed as one person physically attacking another when there is a clear victim. The victim usually has not retaliated beyond a possible action attempting to get the assailant to stop the assault (not mutual fighting).

- H. **Assault on a Staff Member or Other Adult on School Property:** An assault is viewed as one person physically attacking another when there is a clear victim. The victim usually has not retaliated beyond a possible action attempting to get the assailant to stop the assault (not mutual fighting).
- I. **Inciting to Riot/Chaos:** Behavior of a violent or aggressive nature that occurs and generates aggressive actions, verbal and/or physical, and the response of students involved in the incident or witnessing the incident have the potential for widespread chaos and/or inciting to riot. NOTE: Should this behavior occur on a school bus the appropriate rule violation would be 26 E.
- J. **Refusing to Disperse:** Any student who witnesses an incident in school and refuses to comply with the request of staff members to disperse at the moment of the incident The response of students involved in the incident has the potential for widespread chaos and/or inciting to riot.

Rule 26 INAPPROPRIATE SEXUAL BEHAVIOR:

A student will not engage in sexual behavior as defined in the following:

- A. **Offensive Touching:** Unwanted touching having an offensive or sexual nature
- B. **Sexual Harassment:** Unwanted verbal or physical conduct of a sexual nature which may reasonably be regarded as intimidating, hostile or offensive, including but not limited to sexual advances or propositions and/or unwelcome hugs, kisses, or massages or other physical contact.
- C. **Indecent Exposure:** Intentional exposure of private parts of one's body
- D. **Consensual Sexual Activity:** Any sexual activity involving a willing participant, to include any public display of affection. (Both parties must be charged at the same level).
- E. **Sexual Assault/Rape or Attempted Rape:** Unlawful sexual assault or attempted sexual assault by force, threat, or fear.

Rule 27 ALCOHOL, TOBACCO AND OTHER ILLEGAL SUBSTANCES:

A student will not use, purchase, sell, distribute, be under the influence of, or possess any kind of alcoholic beverage or any kind of controlled substance as defined by state law. This prohibition includes, but is not limited to, tobacco products, anabolic steroids, counterfeit or imitation controlled substances, herbal products, and drug paraphernalia.

- A. **Possession or Use of Tobacco/Vaping Products:** A student may not possess or use tobacco products or tobacco-like (i.e. vaping devices and products) on school premises. This will include but not be limited to commercially produced cigarettes, cigars, chewing tobacco, pipe tobacco, pipes vaping devices or vaping juice. Rolling papers will be considered drug paraphernalia and identified as a violation.
- B. **Sale or Distribution of Tobacco Products:** Distributing or selling any tobacco products to underage student(s)
- C. **Use or Under the Influence of Alcohol:** Drinking any alcoholic beverage or using any substance containing alcohol, in school, on school grounds, to and from school, on the school bus, at any school function, or coming on school grounds or to any school activity after consumption.
- D. **Possession of Alcohol:** Possessing any alcoholic beverages in school, on school grounds, to and from school, on school bus, or at any school function.
- E. **Sale or Distribution of Alcohol:** Distributing or attempting to distribute any alcoholic beverage in school, on school grounds, to and from school, on school bus, or at any school function.
- F. **Use or Under the Influence of Illegal Substance:** Using any narcotic, illegal or controlled drug, anabolic steroid or any illegal substance, on school grounds, to and from school, on school bus, or at any school function, or coming to school or school activities after consumption.
- G. **Possession or Attempting to Possess Illegal Substance:** Possessing, or attempting to possess, any illegal, counterfeit, or controlled substance or any action that contributes to the possession of any illegal or controlled substance.
- H. **Paraphernalia:** Possessing, distributing, or using any drug-related paraphernalia is prohibited.
- I. **Inhalants:** Possessing, distributing, or inhaling any substance/product (off-the-shelf, controlled, or illegal) for mind-altering effects.

J. Sale Distribution (Attempt or Actual):

Distributing or selling any illegal, counterfeit, or controlled substance (including prescription medication given or sold to an individual other than the one for whom the prescription was written) attempting to sell or distribute any illegal or controlled substance or any action that contributes to the sale or distribution of any illegal or controlled substance or the giving or offering to give any illegal or controlled substance to another individual. This prohibition will include possession of quantities greater than that anticipated for personal use.

Rule 28 WEAPONS AND DANGEROUS INSTRUMENTS OR OBJECTS:

A student will not possess, handle, transport, or use any weapon, dangerous object, object that can be reasonably considered a weapon, or substance that could cause harm or irritation to another individual. All such items will be confiscated and, as appropriate, turned over to police. This rule may apply to normal school supplies if the supplies are used as a weapon.

- A. **Toy Knife/Look-like Knife:** Possession of any size or shape toy, knife/look-alike knife - To exclude any object that upon review would reasonably be considered a toy
- B. **Possession of an instrument or device that resembles or looks like a pistol, revolver or any type of weapon not capable of propelling a missile:** May include, but not be limited to a cap pistol\water pistol or any look-alike gun or any reasonable facsimile of a gun. To exclude any object that upon review would reasonably be considered a toy (refer to Rule 5 A)
- C. **Laser Pointer:** Simple Possession: First violation will result in confiscation of the laser pointer. Any subsequent incident will result in confiscation and progressive suspension. A Laser-pointer light beam shone on an individual who is on school grounds or during school activities.
- D. **Knife:** Simple Possession—Blade smaller than 2 1/2 inches: A knife brought accidentally, without intent, will result in the knife being confiscated and a suspension imposed. Any subsequent incident will result in confiscation and progressive suspension. Simple Possession—Blade 2 1/2 inches or greater: Possession of any knife longer than 2 1/2 inches, regardless of intent.
- E. **Razor Blade/Box Cutter:** Possession of a razor blade, box cutter, or similar device for cutting.
- F. **Camouflaged Weapon:** Knife blades, or other sharp devices camouflaged as tubes of lipstick, ink pens, hair combs, etc.
- G. **Object Thrown From a School Bus:** Any object thrown from a school bus will be considered a missile and will be treated as a weapon.
- H. **Ammunition:** Possession of any bullets or shells or any objects that could be considered to be ammunition or that resemble ammunition.
- I. **Fireworks, Small Explosives:** Possession of firecrackers or small explosive devices including caps and snapper pops or any device containing combustible material and a fuse.
- J. **Bomb:** Any device brought to school that contains combustible material.
- K. **Other:** Possession of any object or substance that could cause injury, including, but not limited to, slingshots, ice picks, multi-fingered rings, metal knuckles, nunchucks, Bowie knife, dirk, dagger, leaded cane, switchblade knife, slingshot, clubs, stun guns, mace, fire extinguisher and/or the use of any object or any substance that will potentially cause harm, irritation, or bodily injury to students or any other persons. This will include chemical or biological agents or counterfeit versions of chemical or biological agents.

Rule 29 FIREARMS:

A student will not possess, handle, or transport, any handgun, rifle, shotgun, or any other weapon, that will be, or is designed to be, or may readily be, converted to expel a projectile by action of an explosion, to include camouflaged guns.

- A. **Possession of a pistol, revolver, or any other firearm** (loaded or unloaded) requires the total cessation of all educational services for a period of 365 days unless the superintendent decides otherwise on a case-by-case basis.
 - a. **SPECIAL NOTE:** Any student who is found to be in possession of a firearm; whether at school, on school property, on a school bus, or at any school function; and accordingly long-term suspended or expelled, will be required to undergo a risk assessment by an evaluator of LCCPS' choosing prior to re-entry.
- B. **Possession of any weapon or device other than a firearm:** Examples may include but are not limited to starter pistol, BB gun, flare gun, air rifle, and air pistol, stun gun or paintball guns. **Anything** that is used in an assault on another person can constitute a weapon.

ATTACHMENT B: BULLYING PREVENTION AND INTERVENTION PLAN

This Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying and cyber bullying, and is Lowell Community Charter Public School's commitment to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these essential members we have established this Bullying Plan for preventing, intervening, and responding to incidents of bullying, cyber bullying, harassment, intimidation, and retaliation. This consultation included the use of questionnaires, providing opportunities for ongoing dialogue and a public comment period for feedback from parents and the community. The Executive Director is responsible for the

implementation and oversight of the Plan.

An LCCPS fifth grade student expresses his opinion on bullying: "I would say that I just wish that people would get along. We are all a family and community and people should start realizing it."

I. Leadership and Prohibition Against Bullying and Retaliation

The Leadership Team of Lowell Community Charter Public School affirms that the school is committed to providing all students with a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, retaliation, bullying or cyber-bullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying, cyber-bullying, harassment, intimidation, retaliation, and other harmful and disruptive behavior that can impede the learning process. LCCPS's student behavior policy plan echoes this commitment through the motto: Learning Together to Live Together, which is built upon three overarching behavioral tenets:

Be Safe, Be Respectful, Be Responsible.

LCCPS will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber bullying, harassment, intimidation, or retaliation, in our school buildings, on school grounds, or in school-related activities. This includes providing all students with a safe environment at bus stops, playgrounds, in the lunchroom, hallways and after-school activities as well as in the classrooms. Staff will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

LCCPS recognizes that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics or by association with a person who has or is perceived to have one or more of the characteristics.

LCCPS will investigate promptly all reports and complaints of bullying, cyber bullying, harassment, intimidation, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities and parent or guardian involvement. LCCPS will provide ongoing professional development for all staff, including but not limited to educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches and paraprofessionals.

II. Definitions: Bullying, Cyber Bullying and Retaliation

Bullying, is the repeated use by one or more students or by a member of a school 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, 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 target or damage to the target's property; (ii) places the target in reasonable fear of harm to himself or herself or of damage to his or her property; (iii) creates a hostile environment at school for the target; (iv) infringes on the rights of the target at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school.

Cyber-bullying, is bullying through the use of technology or electronic communication through the use of any electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings as well as the transfer of signs, signals, writings, 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. Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or 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 (i) to (v), inclusive, of the definition of bullying; as well as, 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 more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of

the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying or cyber-bullying.

Bullying is prohibited:

☐ On school grounds and on school property immediately adjacent to school grounds; ☐

☐ At school-sponsored or school-related activities; ☐

☐ At functions or programs whether on or off school grounds; ☐

☐ At school bus stops; ☐

☐ On school buses or other vehicles owned, leased or used by the school; or, ☐

☐ Through the use of technology or an electronic device owned, leased or used by ☐the LCCPS.☐Bullying and cyber-bullying are prohibited 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 LCCPS if the act or acts in question: ☐

☐ Create a hostile environment at school for the target; ☐

☐ Infringe on the rights of the target at school; and/or ☐

☐ Materially and substantially disrupt the educational process or orderly operation ☐of the school.

☐Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited. ☐Aggressor is a student or member of a school 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 who engages in bullying, cyber-bullying, or retaliation. ☐

III. . Training and Professional Development ☐

Annual Training--Annual staff training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the Executive Director 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. ☐Written notice to Staff—LCCPS will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the school employee handbook and the LCCPS’s code of conduct. ☐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 school-wide professional development will be informed by research and will include information on:

- (i) developmentally appropriate strategies to prevent bullying;☐
- (ii) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents;☐
- (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- (iv) 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;☐
- (v) information on the incidence and nature of cyber-bullying; and
- (vi) Internet safety issues as they relate to cyber-bullying.

Lowell Community Charter Public School has implemented age appropriate instruction on bullying prevention at each grade level. All teachers at LCCPS have been trained in the Responsive Classroom approach. This is a way of teaching that emphasizes social emotional and academic growth in a strong and safe school community. The guiding principles of the program are incorporated into daily classroom practices such as the creation of classroom rules/ specifically prohibiting bullying. We have worked together to create a sense of understanding the behavioral expectations of the school and to

create a climate of respect and caring. This training will be offered to new teachers and will be reiterated each year as we begin the year.

The school is committed to developing a climate where students are encouraged and feel safe talking to adults; sharing concerns about meanness and bullying. We believe that conflict resolution education will help our students learn to state their needs, confront issues between students and help to empower students to confront issues that sometimes develop into bullying. We believe that building an environment which affirms each individual student's uniqueness and value, celebrating our differences and holding high expectations for everyone is the key to preventing bullying.

Our behavior specialists, social workers, psychologists are all trained to support the individual students, whether target, witness or aggressor to understand their role in the incident and how to help to remedy the situation.

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

Reports of Bullying made by staff at LCCPS, students, parents or guardians, or other individuals who are not school or school staff members. The school will make available a reporting form on the school's website for use by any party. The Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians at the school.

Reporting by Staff: Any staff member (anyone employed by LCCPS) is required to report immediately to the Executive Director or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. The requirement to report to the Executive Director or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies procedures for behavior management and discipline.

Reporting by Students, Parents or Guardians, and Others: The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the Executive Director or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the Executive Director or designee.

V. Investigation and Responding to Reports

Prior to fully investigating the allegations of bullying or retaliation, the Executive Director or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The Executive Director or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The Executive Director or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation. The Executive Director or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved. During the investigation the Executive Director or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The Executive Director or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action. Interviews maybe in consultation with the School Psychologist or school social workers, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, Executive Director or designee will maintain confidentiality during the investigative process. The Executive Director or designee will maintain a written record of the investigation. Procedures for investigating reports of bullying and retaliation will be consistent with school policy_____

The Executive Director or designee will consult with legal counsel about the investigation, as needed.

VI. Determinations

The Executive Director or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the Executive Director or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The Executive Director or designee will:

- 1) determine what remedial action is required, if any, and
- 2) determine what responsive actions and/or disciplinary action are necessary.

Depending upon the circumstances, the Executive Director or designee may choose to consult with the student's teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The Executive Director 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.

VII. Obligations to Notify Others

Upon determining that bullying or retaliation has occurred, the Executive Director or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the Executive Director or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the Head or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the Executive Director or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

VIII. Responses to Bullying²

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

- offering individualized skill-building sessions based on the school's/district's anti-bullying curricula; ²
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel; ²
- implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals; ²

- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home; ☐
- adopting behavioral plans to include a focus on developing specific social skills; and ☐
- referring for evaluation. ☐

Taking Disciplinary Action:☐ If the Executive Director or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Executive Director or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school’s code of conduct. ☐Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline. ☐If the Executive Director or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

Promoting Safety for the Target and Others: The Executive Director or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. (One strategy that the Executive Director or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur).

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Executive Director or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the Executive Director or designee will work with the Assistant Principal, Behavior Specialists and teachers to implement an effective plan.

IX. Access to Resources and Services

Instructional activities will focus on helping students develop healthy social relationships with adults and peers and on conflict resolution. Curricula used will be evidence-based and will include classroom approaches, whole school initiatives, and focused strategies for bullying prevention and social skills development. LCCPS will provide age- appropriate instructional activities incorporating the following:

- use of scripts and role plays to develop skills; ☐
- empower 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; ☐
- help students understand the dynamics of bullying and cyber bullying, ☐including the underlying power imbalance; ☐
- emphasize cyber safety, including safe and appropriate use of electronic ☐communication technologies; ☐
- enhance students’ skills for engaging in healthy relationships and respectful ☐communications; and engaging students in a safe, supportive school environment ☐Teachers will be encouraged to incorporate the following general teaching approaches that support bullying prevention efforts. Many of these approaches are already components of the Responsive Classroom. ☐
- setting clear expectations for students and establishing school and classroom routines; ☐
- creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students; ☐
- using appropriate and positive responses and reinforcement, even when students require discipline; ☐
- using positive behavioral supports; ☐

- encouraging adults to develop positive relationships with students; ☐
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors; ☐
- using positive approaches to behavioral health, including collaborative problem- solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;☐
- teaching internet safety; and supporting students' interest and participation in non- academic and extracurricular activities, particularly in their areas of strength.

Counseling and Referrals to outside services will also be made available for students.

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 his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

X. Collaboration with Families

LCCPS 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 the school. This will include information about the dynamics of bullying, including cyber-bullying and online safety. The programs will be offered in collaboration with the Parent Advisory Board, who represent parents with special education concerns as well as the parent group at large. Trainings and meetings will be held with translation available.

The school will work closely with parents both at times when they call us with a concern and when we identify a concern that needs to be addressed. We believe open communication and understanding of a child's needs, family situation and parental expectations will help us develop an anti- bullying environment. Parents are encouraged to speak with teachers, specialists, social workers, division directors and the Executive Director whenever they have a concern.

XI. At least once every four years, the school will administer a Department of Elementary and Secondary-developed student survey to assess school climate and the prevalence, nature, and severity of bullying in the school. The school will annually report bullying incident data to the Department.

XII. Any parent wishing to file a claim/concern or seeking assistance outside the LCCPS may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information is also available at the Executive Director's office.

XIII. Helpful Links

<http://www.antibullying.net/>

<http://www.bullying.co.uk>

<http://www.bullying.org>

<http://www.stopbullyingnow.hrsa.gov>

<http://www.clemson.edu/olweus/>

<http://www.cutthebull.org/>

<http://www.kbpp.org/>☐

<http://www.kidscape.org.uk>

<http://lincoln.midcoast.com/~wps/against/bullying.html>

<http://www.no-bully.com>

<http://www.police.govt.nz/service/yes/nobully>

ATTACHMENT C: BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

1. **Name of Reporter/Person Filing the Report:** *This line may be left blank if an anonymous report is being made*
(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)

2. Check whether you are the: **Target of the behavior** **Reporter (not the target)**

3. Check whether you are a: **Student** **Staff member (specify role)**

Parent **Administrator** **Other (specify)** _____

Your contact information/telephone number: _____

4. If student, state your school: _____ **Grade:** _____

5. If staff member, state your school or work site: _____

6. Information about the Incident:

Name of Target (of behavior): _____

Name of Aggressor (Person who engaged in the behavior): _____

Date(s) of Incident(s): _____

Time When Incident(s) Occurred: _____

Location of Incident(s) (Be as specific as possible): _____

7. Witnesses (List people who saw the incident or have information about it):

Name: _____ Student Staff Other _____

Name: _____ Student Staff Other _____

Name: _____ Student Staff Other _____

8. Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional space on back if necessary.

FOR ADMINISTRATIVE USE ONLY

9. Signature of Person Filing this Report: _____ Date: _____

(Note: Reports may be filed anonymously.)

10: Form Given to: _____ Position: _____ Date: _____

Signature: _____ Date Received: _____

II. INVESTIGATION

1. Investigator(s): _____ Position(s): _____

2. Interviews:

Interviewed aggressor Name: _____ Date: _____

Interviewed target Name: _____ Date: _____

Interviewed witnesses Name: _____ Date: _____

Name: _____ Date: _____

3. Any prior documented incidents by the aggressor? Yes No

If yes, have incidents involved target or target group previously? Yes No

Any previous incidents with findings of BULLYING, RETALIATION Yes No

Summary of Investigation:

(Please use additional paper and attach to this document as needed)

III. CONCLUSIONS FROM THE INVESTIGATION

1. Finding of bullying or retaliation:

- YES
- Bullying
- Retaliation
- NO
- Incident documented as _____
- Discipline referral only _____

2. Contacts:

- Target's parent/guardian Date: _____ Aggressor's parent/guardian Date: _____
- District Equity Coordinator (DEC) Date: _____ Law Enforcement Date: _____

3. Action Taken:

- Loss of Privileges Detention STEP referral Suspension
- Community Service Education Other _____

4. Describe Safety Planning: _____

Follow-up with Target: scheduled for _____ Initial and date when completed: _____

Follow-up with Aggressor: scheduled for _____ Initial and date when completed: _____

Report forwarded to Principal: Date _____ **Report forwarded to Superintendent: Date** _____

(If principal was not the investigator)

Signature and Title: _____ **Date:** _____

ATTACHMENT D: LCCPS ACCEPTABLE USE OF INFORMATION SYSTEMS POLICY

The Lowell Community Charter Public School (LCCPS) relies on its Information Systems to conduct School business and student learning. The rules and responsibilities contained in this Policy applies to all Information Systems components and contents wherever they are located.

This Policy is applicable to everyone associated with the LCCPS, paid or unpaid, including all members of the Board of Trustees, all employees, all contractors, subcontractors and consultants, all volunteers and all interns. In addition, it applies to all LCCPS students.

LCCPS Authority for Acceptable Use of all Information Systems

The computer network resources of the Lowell Community Charter Public School (LCCPS) are intended for the use of authorized members of the LCCPS community in the conduct of their academic and administrative work. To protect the integrity of computer resources against unauthorized or improper use, and to protect the authorized users from the effects of unauthorized or improper usage, the School reserves the right, with or without notice, to monitor, record, limit or restrict any account holder's usage. LCCPS may also monitor, record, inspect, copy, remove or otherwise alter any data, file, or system resources. The School reserves the right to periodically check these systems and to take any other action necessary to protect the computer and network facilities. The School also retains access rights to all files and electronic mail on its computing and network facilities. Individuals using the School's Information Systems need to be aware that in maintaining and operating the system, inadvertent monitoring may take place. Any specific, formal monitoring within the LCCPS's Information Systems must be prior approved by the Head of School.

Anyone using these systems or networks expressly consents to such monitoring.

Any unauthorized, inappropriate, illegal or illegitimate use of the School's computing resources, or failure to comply with this Policy, shall constitute a violation of this Acceptable Use Policy and will subject the violator to disciplinary action by the School and may result in legal action. When a violation is identified, the Technology Director, as authorized by the Head of School, will undertake a review and initiate action in accordance with School policy. In addition, the School may require restitution for any use of computer or network services that violate these guidelines. The School may also provide evidence of possible illegal or criminal activity to law enforcement authorities. Notwithstanding any other provision of this policy, authorization to access the information systems of LCCPS ends at the termination of employment or association for staff, paid or unpaid, or the end of a recognized role or relationship for students. Any questions about this policy or the applicability of this policy to a particular situation should be referred to the Head of School.

LCCPS Information Systems Property and Components

The School's information systems consist of the following, but are not limited to: all networking wiring, equipment, networks, security devices, servers, computer systems, computers, computer laboratory equipment, workstations, Internet connection, telephone systems, voice mail systems, and all other intermediary equipment, services and facilities. These assets are the property of the LCCPS. All information, documents, data, electronic files, source code and software residing in the LCCPS or on the LCCPS Information Systems components are additionally the property of the LCCPS.

Permitted Uses

These information systems are permitted to be used in the following ways:

1. Access to and use of LCCPS information systems is a privilege granted by the School to its paid or unpaid staff and students. The School retains sole discretion over the extent to which access privileges are granted.
2. Users may only use those computer accounts that have been authorized by the School for their use. Use of another person's account, security devices, and/or the presentation of false or misleading information or credentials for the purpose of obtaining access to information systems is prohibited.
3. Users are responsible for all use of information systems conducted under their user ID(s), and are expected to take all precautions including password security and file protection measures to prevent use of their accounts and files by unauthorized persons. Sharing of passwords is prohibited.
4. Users may not offer, provide, lend, rent or sell access to LCCPS information systems. Users may not provide access to individuals outside the LCCPS community.
5. Use of LCCPS information systems for hosting non-LCCPS activities must have the explicit written authorization of the Director of Technology and the Head of School prior to the use.
6. While the School attempts to protect electronic communication and files from unauthorized access, this cannot be guaranteed. Users may not access, copy or move files including, but not limited to programs, data and electronic mail, that belong to another account, without prior authorization from the account holder. Files may not be moved to other computer sites without permission from the holder of the account under which the files reside.

7. LCCPS information systems may be used for lawful purposes only. Users must not use their accounts or LCCPS information systems for unlawful purposes, including, but not limited to the installation of fraudulently or illegally obtained software, illegal dissemination of licensed software, sharing of content where the disseminator does not hold lawful intellectual property rights, or propagating chain letters, pyramid, or other unlawful or deceptive schemes, or for any purpose contrary to local, state and/or federal law.
8. Use of LCCPS information systems must comply with the LCCPS Intellectual Property Policy and provisions of copyright law and fair use. Copyright law limits the right of a user to copy, edit, or transmit electronically another's intellectual property, including written materials, images, sounds, music, and performances, even in an educational context, without permission, except in compliance with the fair use doctrine exception.
9. LCCPS information systems may not be used for commercial purposes, except only as permitted with explicit prior written approval of the Head of School.
10. Users may not use information systems irresponsibly, wastefully, or in a manner that adversely affects the work or equipment of others at the LCCPS or on the Internet.
11. The School strives to maintain the security and privacy of all electronic communications and content passed on the LCCPS network and therefore, will not arbitrarily or frivolously review or inspect user files or electronic mail. However, all electronic communications and content presented to and/or passed on the LCCPS network, including that presented to and/or passed to and from the Internet connection(s), may be monitored, examined, saved, read, transcribed, stored or retransmitted in the course of daily operations by any duly authorized associated of the LCCPS, paid or unpaid, in the exercise of their duties or by law enforcement authorities who are called upon to assist the School in investigating possible wrongdoing. Electronic communications and content may be examined by automated means. Further, LCCPS reserves the right to reject from the network, electronic communications and content deemed not in compliance with policies governing the use of information systems at the School. By accessing LCCPS information systems, users give LCCPS permission to conduct each of the operations described above.
12. The confidentiality of any message or material should not be assumed. Even when a message or material is deleted, it may still be possible to retrieve and read that message or material. Further, the use of passwords for security does not guarantee confidentiality. Messages read in HTML may identify the reader to the sender. Aside from the right of the School to retrieve and read any electronic communications or content, such messages or materials should be treated as confidential by other students or employees and accessed only by the intended recipient. Without prior authorization, students and paid or unpaid staff are not permitted to retrieve or read electronic mail messages that are not sent to them.
13. All users are required to honor and observe the rules of confidentiality and protection of privacy when accessing and using any information that resides on LCCPS information systems and/or any information that pertains to LCCPS programs, students, and paid or unpaid staff. All disclosures of student information must comply with the provisions of all applicable laws and regulations.
14. LCCPS reserves the right at any time, without prior notice or permission from the user or users of a computer or other LCCPS-owned computing device, to examine, copy or have copied, any and all information from the data storage mechanisms of such devices, as may be required in the sole discretion of the School, in connection with investigations of possible wrongdoing.
15. The Acceptable Use Policy specifically prohibits the use of Lowell Community Charter Public School's information systems to:
 - a) Harass, threaten, defame, slander or intimidate any individual or group;
 - b) Generate and/or spread intolerant or hateful material, which in the sole judgment of the School, is directed against any individual or group, based on race, religion, national origin, ethnicity, age, gender, gender identity, homelessness, marital status, sexual orientation, veteran status or disability;
 - c) Transmit or make accessible material, which in the sole judgment of the School, is offensive, violent, pornographic, annoying or harassing, including use of LCCPS information systems to access and/or distribute obscene or sexually explicit material;
 - d) Generate unsolicited electronic mail such as chain letters, unsolicited job applications or commercial announcements;
 - e) Generate falsely identified messages or message content, including use of forged content of any description;
 - f) Transmit or make accessible password information;
 - g) Attempt to access and/or access information systems and/or resources for which authority has not been granted by the system owner(s);
 - h) Capture, decipher or record user IDs and/or passwords;
 - i) Intercept electronic communications not intended for the recipient;
 - j) Probe by any means, the security mechanisms of any resource on the LCCPS network, or on any other network through a connection to the LCCPS network;

- k) Disclose or publish by any means, the security vulnerabilities of, or the means to defeat or disable the security mechanisms of any resource connected to or part of the LCCPS network;
- l) Alter, degrade, damage or destroy data;
- m) Transmit computer viruses or malicious/destructive code of any description;
- n) Conduct illegal, deceptive or fraudulent activity;
- o) Obtain, use or retransmit copyrighted information without permission of the copyright holder;
- p) Place bets, wagers or operate games of chance; or
- q) Tax, overload, impede, interfere with, damage or degrade the normal functionality, performance or integrity of any device, service or function of LCCPS information systems, content, components, or the resources of any other electronic system, network, service or property of another party, corporation, institution or organization.

The above enumeration is not all inclusive. If there is a question as to whether a specific use is appropriate or acceptable under this policy, the School's sole determination shall prevail. Use of Lowell Community Charter Public School information systems must comply with all applicable local, state and federal laws, including, but not limited to, the following, which are incorporated by reference:

United States Code, Title 18, Computer Fraud and Abuse Act, which imposes sanctions for, among other acts, knowingly accessing a computer without authorization or in excess of authorized access, knowingly causing damage to protected computers, or trafficking in password information.

United States Code, Title 18, Electronic Communications Privacy Act, which imposes sanctions for, among other acts, interception of wire, oral or electronic communications.

Consequences for Inappropriate Use

Violations of these policies will be reviewed on a case-by-case basis. If it is determined that a user has violated one or more of the above policies, the LCCPS may take disciplinary measures. These may include:

- Suspension of personal network account;
- Suspension of Internet access; or
- Other disciplinary or legal action, including termination/suspension/expulsion, in accordance with LCCPS policies and applicable laws.

Confidentiality and Personal Information

As in all other cases, any information, data, images, characterizations and images or copies of images of work of students, their family members or any staff or volunteers of the LCCPS are confidential and cannot be used without the express written consent of the parent or guardian, the subject if an adult, or the LCCPS Head of School. All information and data pertaining to LCCPS students' academic work and progress is strictly confidential, private and protected under applicable laws and regulations.

ATTACHMENT E: WELLNESS POLICY

The mission of Lowell community charter public school is to graduate creative, confident and independent thinkers, global citizens and leaders who give back to their community. We will provide a comprehensive education giving students the knowledge, skills and ways of thinking that ensure their success in high school and preparation for the opportunity to go on to college. We expect our students to strive for excellence in academic achievement and personal conduct within a joyful, supportive culture. The diversity within our students, staff, families and community and the many nations from which we come is a source of strength and an opportunity for learning.

In order to meet this mission, we believe that our school must be a place that supports an environment of wellness. Physical, emotional and social wellness of students and staff are important elements of our program. This includes a focus on culturally responsive issues and concerns in order to develop an enriching and safe environment for all students and staff.

Our wellness program incorporates nine elements that will be considered, acted upon and reviewed regularly. While various offices have responsibility for articulating policy and implementing it, all staff are considered responsible for supporting the policy and enforcing it to help keep the school a place that is seen as safe, secure and emotionally supportive of students, staff and parents alike.

Wellness Policy Elements and Departments of Review

Element	Department Responsible for Review
School health & safety policies, and school environment.	Operations/ Safety Officer
Physical education and other physical activity programs, including our commitment to recess and outdoor activity every day	PE Teachers, Assistant Head of School
Nutrition Services	Food Director/ Operations Director
School Health Services	School Nurse/ Director of Student Support Services
Health Education	Assist Head of School, PE Teachers, Nurse
School Counseling, Psychological and Social Services	Director of Student Support Services
Health and Wellness for Staff	Human Resources
Family and Community Involvement	Director of Extended Day and External Programs
Anti-Bias and Culturally Responsive Initiatives	Diversity Committee/Leadership Team

Safety and Security

Lowell Community Charter Public School (LCCPS) implements security measures to create a safe environment for staff and students, and to protect school property.

LCCPS has a written emergency evacuation plan to assist LCCPS to respond effectively to critical situations. This evacuation plan is reviewed yearly and approved by the Head of School. The staff is given an updated written emergency evacuation plan and it is reviewed in detail during teacher orientation. Any new staff hired during the year receives the plan and is provided training.

LCCPS schedules a practice of fire drills and evacuates the building four times a year to prepare for an emergency. In addition to the scheduled fire drills, the fire department conducts regular fire drills and fire inspections of the school. The evacuation plan also covers what to do in case of a bomb threat, biohazards, and tornados.

We train our staff on the use of Soft Lockdowns and Hard Lockdowns. During a soft lockdown, heightened safety and/or security measures may be needed in response to a nearby hazard, weather emergency, student crisis, or medical emergency involving a student or staff. Certain areas within or outside the school building may not be accessible, but normal operations should continue within the classroom unless directed by administration.

A hard lockdown is activated mainly in the event of a violent threat with armed intruder(s) in the building or on school grounds who refuses to cooperate or appears to be a potential threat. The Head of School (or designee) will announce the alert of a hard lockdown. Teachers will lock the classroom doors and move the students to a safe area in the room until the All Clear announcement is made.

LCCPS has cameras positioned inside and outside of the school and the monitor is on at the front desk. The front desk continually Monitor of who goes in and out of the school building. All visitors must be buzzed in and sign in at the front desk. They are given visitor passes upon arrival and must return the pass and sign out with a date and time when they leave.

Student Behavior Management

LCCPS has adopted a policy on bullying which is followed by all members of the school community. Our zero tolerance for "Meanness" sets the tone for our students and how they treat each other. This policy helps in avoiding serious "Bullying" incidents. If and when we do get any "Meanness" and/or "Bullying" incidents we have Conflict Resolution Meetings with all students involved as appropriate and move into an investigation if necessary These meetings are very helpful in bringing closure to the incident(s) in a proactive manner which helps avoid retaliation and/or re-occurrence of the incident(s). Our Conflict Resolution Meetings also are very helpful in making sure our students develop self confidence and the ability to self advocate and find their voice. We want them to feel safe as a student at LCCPS.

Proactive Discipline Model

The Lowell Community Charter Public School's Pro-Active Discipline Model is a school-wide success standard focused on maximizing the academic, social, emotional, and behavioral development and potential of all students. Our school's code of conduct has progressive levels of intervention to meet the needs of students and faculty. This also provides for student reflection and responsibility as we strive to guide our students on a pathway of personal accountability and ownership of behavior and learning.

Therapeutic Crisis Intervention

This training is given to all staff who are first responders to a child who is losing control physically or emotionally. It is an approach designed to reduce physical interventions and develop language and coping skills for the staff and students. The behavior specialist, Assistant Head of School and Director of Student Support are all trained in the process. *Objective:* To reduce or eliminate the need for physical interventions and to provide staff with the skills and knowledge to become the catalyst through which the young person changes old habits, destructive responses, and maladaptive behavior patterns.

School Counseling Services

The school counselors provide individual counseling and group counseling to the diverse student population at LCCPS. Counseling is conducted based on specific, realistic, and individualized goals that can be included in a student's Individualized Education Plan goals when appropriate. The counselors work as part of a multidisciplinary team which includes the parents, student, teachers, and community based professionals involved with the family, along with other school faculty members. Counseling is a support to ensure the social emotional well being of students as well as assist in the highest academic achievement for each student. Crisis intervention, peer conflict resolution, and providing community resource information to families are also among the services provided by the school counselors. We strongly support collaborative problem solving with the belief that working together will ensure greater success for reaching goals.

Fitness and Health Education and Opportunities

As students mature, their bodies go through many changes that have the students asking questions. The nurse's office along with the physical education department work together to design a Health Education lesson for our students in grade 5 and higher that teach the students about the changes their bodies are experiencing. The lessons allow boys and girls, separately, to learn the basics about the reproductive organs, proper hygiene, and puberty. Students are informed that questions can be asked during the lesson or confidentially after the lesson. Parental consent is obtained prior to the presentation of the lesson.

Fitness, health education and opportunities for physical activity are essential elements of our school's instructional program. Currently our physical education classes are offering health classes designed by the teachers, including nutrition. The program shall provide the opportunity for all students to develop the skills, knowledge and attitudes necessary to participate in a lifetime of healthy physical activity.

Recess

All classrooms have a scheduled 15 minute block for outdoor recess once a day. Classroom activities and/or use of the gymnasium is planned if classes have to have indoor recess.

Physical Education

Students at LCCPS meet two times a week for Physical Education. These blocks run for 50 minutes.

The Physical Education Department at LCCPS strongly believes that the lifestyle choices we make early in our lives have a dramatic impact on future health. With that in mind we take every opportunity to educate our students about the positive steps you can take to improve your lifestyle, and therefore your overall health. This year we have introduced a 'Fit for Life' section in our gymnasium that provides information and questions that students can take home and share with their families. This information is also tailored to appeal to other members of our community who want to work toward improving their lifestyle choices.

Wellness Unit

This unit covers the wellness components flexibility, muscular strength, muscular endurance, cardio-vascular fitness, and nutrition. During the unit we will use a combination of fitness circuits, relays, and long distance runs to promote a healthy lifestyle. Also during this unit we shall introduce the Presidential Lifestyle Award. This program incorporates information and a fitness test that enables students to track their lifestyle choices. We have the students complete a pre-test and then provide feedback and assist them in setting individualized fitness goals. Toward the end of the year we then test the students again and have them chart their achievement against their goals.

For more information about the President's Lifestyle Award please see the following website:

Family and Community Involvement

Wellness for parents and community at LCCPS is based on the school's partnerships with our parents and with community organizations. LCCPS communicates with our parents in many ways to ensure that parents are getting the appropriate information and their voices are heard as well. For example; we communicate with our parents via automated phone messages, traditional phone calls, email, post office, face to face meetings, and student backpacks. To ensure clarity and comprehension of our messaging, we translate written communication in three languages; English, Spanish and Khmer, and our oral languages are translated in Spanish, Portuguese, and Khmer. LCCPS staff receives communication from parents via phone calls, emails, notes and face to face meetings.

Throughout the school year, LCCPS offers workshops for parents on various topics, such as Anti-Bullying, Stress Management, and Cyber Safety. LCCPS also collaborates with community organizations to provide health screenings and counseling. The Department of External Programs has also constructed a resource for parents for community services such as housing, immigrant services and food banks.

Anti-Bias and Culturally Responsive Initiatives

Let's look at the diversity statement in the school's mission, I will write this up.

LCCPS celebrates the many diverse backgrounds of our students and staff. The school proactively seeks to reinforce the respect and dignity of every member of the community. We do this through a Leader in Me program which encourages students to take leadership roles in the school. We also promote respect for each person through:

- Embedded curriculum experiences which focus on immigrant issues, issues of persevering through difficulty, through moving to a new place, issues of social justice and fighting for equality.
- Cultural celebrations throughout the year, which promote culture, music, arts and traditions of many countries
- Positive beliefs about bilingualism and the value of multi lingualism
- Professional development to build cultural competence in our staff and faculty

Parent meetings are held in languages which promote accessibility to parents and families; translators are available for communication with families about issues of concern, upcoming events and issues.

The school actively fights bullying and addresses any issues of bias or harassment quickly. There is a zero tolerance for behaviors, actions or language which does not build the culturally inclusive environment we are seeking. Students are given an annual bullying survey and the school responds to the information found in that survey promptly.

Nutrition

At LCCPS, we acknowledge the important role that a healthy diet plays with our minds and bodies. We encourage our students to eat healthy at both meal and snack time. Our school works with Side Kim to design a breakfast and lunch menu that is in accordance with the USDA and Healthy, Hunger-Free Kids Act of 2010 guidelines for meeting all general and specific nutrient standards for food; thus, providing meals that feed our students' bodies with the vitamins and nutrients it needs and omitting unnecessary intake of sugar and useless calories.

Healthy meals alone are not enough to keep our bodies running healthy and efficiently. Morning and afternoon snacks and beverages should also offer the body healthy calories, vitamins, and nutrients. Through education and example, the teachers and staff at LCCPS encourage students and families to only bring healthy snacks to school. A letter is sent home to families with a list of snacks approved by the USDA's *Smart Snacks in School* that students should consume during the day (copy of letter attached). Students are not allowed to access vending machines in staff areas to obtain food or beverages at any time. There is no availability of the vending machines to students for snack or meal time.

Bake sales and other fundraising events that involve food are allowed throughout the year, but are limited to only 3 times per year per grade and are not held at the same time that meals are served.

All meals provided to students by the school are peanut free. When holding celebrations in the classroom, precautions are taken to decrease the risk of food allergy exposure and reactions. Families are encouraged to speak with teachers prior to bringing any celebration foods into the classrooms in order to allow for proper arrangements to be made for those students with food allergies.

Educating our students on proper nutrition and healthy foods is part of the foundation of their success to healthy eating and living. Our physical education teachers prepare and implement a 4-5 week lesson during their class that includes building and

maintaining health muscles and bones through exercise and healthy eating. Students are taught how to identify healthy foods, and making good diet decisions. All information and material provided to students correlates with the USDA's standards and *MyPlate* guidelines.

. Food Services

School Meals

Meals served through the National School Lunch Program will meet or exceed U.S. Department of Agriculture (USDA) requirements for the child nutrition breakfast and school lunch program. All meals will be: appealing and attractive to children; be served in clean and pleasant settings; meet, at minimum, nutrition requirements established by local, state, and federal statutes and regulations; offer a variety of fruits and vegetables; offer low fat and/or fat free milk daily; offer a variety of bread and bread products, including an assortment of whole grain bread products.

LCCPS will maintain a system of managing students the needs of students with food allergies while being sensitive to social needs will be monitored and reviewed annually.

Free and Reduced-priced Meals

Applications will be made available to eligible families. Every effort will be made for privacy and direct identification of eligible students.

Sharing of Foods and Beverages

The sharing of food and beverages with one another during meal or snack times is discouraged due to students with food allergies and dietary restrictions.

Nutrition Information

Lowell Community Charter Public School and the schools food service vendor web sites provide information on all food and food products served. School staff and parents can refer to the following web sites for information on menus at individual schools, nutritional values as well as food allergy and food intolerance information. A link to the schools food service vendor web site will be provided on LCCPS website, www.lccps.org.

Food Safety and Guidelines

All foods made available through the food services department will comply with state and local food safety and sanitation regulations. Food Allergies / Dietary Restrictions Student information regarding food allergies and dietary restrictions will be entered into the student database with parental permission. This will serve as another stop-gap precaution for protecting students with food allergies and dietary restrictions. LCCPS does not sell any competitive food at point of sale or in vending machines to students.

Water will be made available to all students through the school day.

With the number and severity of food related allergies on the rise, it's important to focus on the use of food in school in ways that promote communication, planning, safety and inclusion for all students.

1. Birthday celebrations involving food are prohibited. The use of non-food based practices in acknowledging student birthdays is strongly encouraged.
2. Bake Sales during the school day compete with our federally funded school lunch program and are prohibited.
3. The use of food items for fundraising is strongly discouraged, especially if the food item presents issues for students with allergies. Food fundraising could be used for pre-packaged foods that are sent home to or picked up by parents.
4. Vending machines in the teachers' lounge is for adult use only.
5. The use of food as a reward is strongly discouraged. On a limited basis, lifesavers, skittles or similar allergy free items could be used.
6. Food to be used in preplanned activities during the school that are related to learning objectives may be allowed with the approval of the Principal or Assistant Principal, with enough lead time that it provides communication to parents so that all students can safely participate. In general we expect a minimum of one-week notice to parents, and more than one week notice to the Principal/Assistant Principal.
7. Food during evening curriculum nights, special events, student dances, etc, will be allowed, on a limited basis during the school year.

- a. After school activities involving food must notify parents that food will be served, a nurse will not be present, and food may contain allergens
8. Students with peanut or tree nut allergies are prohibited from eating any outside food unless supplied by the parent/guardian or school cafeteria.
 - a. During approved celebrations including food, parents should receive at least 1 week notice informing them of the celebration and need to spend special snack for their child to enjoy
 - i. Under no circumstances is a child with a peanut allergy able to consume any outside food not supplied by a parent/guardian, even if parent/guardian claims it is safe for student to eat
9. The School Nurse and Food Service Manager will work collaboratively to identify students with food allergies and arrange for the appropriate breakfast/lunch/snack menu for that student while at school.
 - a. All school lunches and snacks are peanut free and safe for consumption
 - b. Non-dairy milk products will be available to students with a medically documented lactose allergy/intolerance
 - c. Limited lunches that are free from all common allergens (peanut, tree nut, soy, dairy, wheat, legumes, gluten, eggs, seafood) will be ordered and available to students with multiple allergies and food restrictions
10. Teachers should discourage sharing of food in the classrooms during lunch and snack time.
11. Parents should be made aware that classrooms may include children with life-threatening food allergies and should avoid sending snacks/lunches such as peanuts, peanut butter sandwiches, or other peanut products.
 - a. Desks/tables should be properly cleaned after eating in the classroom
 - b. Teachers and students should wash hands after eating

Student Health Services

TOILETING POLICY

All students enrolled at LCCPS are expected to be fully toilet trained. No child will be allowed to wear a diaper during the school day. It is understood that children have unanticipated episodes of incontinence (urine or stool accidents). Students in grades K1 and Kindergarten should keep a change of clothes in their classroom in case an accident occurs.

If an accident does occur while your child is at school:

- No child shall be punished for soiling, wetting, or not using the toilet.
- The child will be brought to the nurse's office where he/she can get clean and change clothing.
- The child will be provided with wet wipes to clean themselves with. If the child is incontinent of stool, the Nurse will supervise the child to ensure proper cleaning. No staff member will be allowed to clean a student (except the Nurse) and only under extreme circumstances.
- If the child is not able to clean themselves, the parents will be called to either come to the school to properly clean or to pick up their child.
- The child will be allowed to return to class after proper cleaning and changing of clothes.
- The child's incidence of incontinence shall be kept confidential between the teacher and the nurse.

If your child is not yet toilet trained, please speak to the Nurse for further guidance on how to help your child achieve this goal. Please take advantage of these upcoming months before the start of school to work with your child to develop independent and appropriate toileting habits.

Mandated Screenings

LCCPS students are screened yearly in accordance with Massachusetts Department of Health standards and regulations. Such screenings include the following:

- Hearing
- Vision
- Postural Screenings for scoliosis
- BMI

Students who do not pass any of the screens, except BMI, are referred to their primary care physicians for further evaluations and treatment. These screenings aid in the early detection of impairments that may affect a student's learning and/or ability to participate in physical activities. LCCPS works closely with local and national organizations that aid families with free or low costs eyeglasses and hearing aids.

Mobile Dentist

Good dental health is essential in staying healthy. LCCPS invites a mobile dentist team to our school twice a year to offer dental care to our students. A licensed dentist, along with certified dental hygienists and dental assistants, perform thorough dental examinations and cleanings with x-rays, as well as any reparative care needed such as fillings, fluoride treatments, tooth extractions, etc. We strongly encourage our families to take advantage of this offered service.

Communicable Diseases

In the event that a student or staff member is diagnosed with a communicable disease, viral or bacterial, LCCPS follows the recommended guidelines written by the CDC. Any student attending LCCPS is required to provide adequate documentation that all of the mandated vaccines as outlined by the Massachusetts Department of Public Health were received, with only the exception of religious exemption. Students/staff diagnosed with a communicable disease will not be allowed to return to the school until deemed cured or not contagious by a physician. Families and staff members will be notified in writing and by a robot call should a student/staff member's diagnosis of a disease pose a risk of contamination to other students or staff.

Policies are in effect for students/staff members who are ill with common illnesses such as influenza, strep throat, conjunctivitis, contagious rash, etc. Students/staff members are not allowed to return to school until fever free for 24 hours, and are deemed not contagious by a physician. Proper hygiene and hand washing is strongly enforced throughout the day to help eliminate the spread of germs and diseases. Disinfecting and cleaning of the school regularly, and as needed in the event of exposure to a specific disease, is done in accordance with the written recommendations of the CDC.

Lice Policy

Purpose

To contain infestation of head lice among the school age population while maximizing students' academic performance and minimizing absences due to unnecessary exclusion of students using nursing/medical best practices. The American Academy of Pediatrics and the National Association of School Nurses no longer endorse a "No Nits" policy in schools. Exclusion is not an effective tool in reducing lice outbreaks (CDC, 2010; Frankowski & Bocchini, 2010; Frankowski & Weiner, 2002). In cases that involve head lice, as in all school health issues, it is vital that the school nurse prevent stigmatizing and maintain the student's privacy as well as the family's right to confidentiality (Gordon, 2007).

Standard

The school nurse will examine the head of any child suspected of having a live lice infestation and notify the parent/guardian. Head lice are not a health hazard or a sign of uncleanliness and are not responsible for the spread of disease (Frankowski & Weiner, 2002). Lice are not a public health emergency. Lice cannot hop or fly; they crawl. Transmission in most cases occurs by direct contact with the head of another infested individual (Frankowski & Bocchini, 2010). Children returning to school after treatment for head lice will be examined by the school nurse to verify absence of live lice prior to entering the classroom. Presence of nits does not indicate active infestation and no evidence is found that the presence of nits correlates with any disease process (Scott, Gilmer, Johannessen, 2004). Other studies show that lice are not highly transferable in the school setting (Hootman, 2002) and no outbreaks of lice resulted when allowing children with nits to remain in class (Scott, Gilmer & Johannessen, 2004). Nurses will perform targeted pediculosis screenings based on the affected student's known close contacts and family members. Whole class screenings for nits alone have not been proven to be effective and will only be performed based on multiple live lice infestations found in a single class (CDC, 2010; Andresen & McCarthy, 2009).

Procedure

Upon notification of suspected cases of head lice, the school nurse will examine the student.

- ✓ An infestation will be determined by looking closely through the hair and scalp for viable nits or live lice. Lice and nits (dirty-white to gray colored eggs attached to the hair shaft) are visible to the naked eye. Nits which are farther than ¼ inch from the scalp are not considered viable because eggs are laid at the scalp and the life cycle is short, therefore, any remaining nits beyond 1/4 inch (hair growth takes time) are either empty or dead.
- ✓ The nurse will determine the severity of the infestation (live lice or just nits) and the parent/guardian will be notified via phone, email, and/or a note sent home with the student (see "Head Lice Screen Information for Parents"). Based on the infestation, the nurse will determine if the child is so uncomfortable that they should go home or if the child can remain in school. The parent/guardian will be provided with information on biology of head lice, methods to eliminate infestation, and directions to examine household contacts for lice and nits and that the student must check in first with the school nurse upon returning to school the next day.

- ✓ If only nits are detected the student will remain in his/her classroom for the remainder of the school day.
- ✓ The school nurse will perform a targeted screening of the students most likely to have had direct head to head contact with the affected student (especially recent sleepovers). Parents/guardians will be referred to their health care provider for follow up if there are positive findings, or lice are resistant to treatment. If 3 or 4 students in one class are affected, all classmates will be checked and at that time a class wide letter will be sent home (see "Notes from the Nurse" classroom letter).

Upon Student Return to School

- ✓ An examination of the student's hair for presence of lice upon arrival to school accompanied by a parent will be performed. Student is required to be live lice free in order to return to school the next day.
- ✓ Student will be allowed to remain in school if no presence of live lice. A student may remain in school if only nits are found.

Additional Information Regarding Head Lice

- ✓ Parents/guardians will be encouraged to verify treatment as soon as possible after notification. Parents will be encouraged to check their child's head daily for at least 2-3 weeks after discovery. Removing nits EVERY day for 3 weeks is the most effective treatment.
- ✓ Students will be discouraged from direct head to head contact with other students. The school nurse will provide in-service education to staff regarding how to handle nits and/or live lice in the classroom.
- ✓ The most common means of transmission is through physical/direct (head to head) contact. Indirect transmission is uncommon but may occur from shared combs, brushes, hats, and hair accessories that have been in contact with an infested person. Schools are not a common source of transmission. Lice prefer clean hair because it is easier to attach to the hair shaft to lay their eggs.
- ✓ **Staff will maintain the privacy of students** identified as being infected with head lice.
- ✓ The school nurse is the key health professional to provide education and anticipatory guidance to the school community regarding best practice guidance in the management of pediculosis. The school nurse's goals are to facilitate an accurate assessment of the problem, contain infestation, provide appropriate health information for treatment and prevention, prevent overexposure to potentially hazardous chemicals, and minimize school absence.

Asthma/Allergies

LCCPS offers educational and informational sessions with students and families in regards to Asthma. Our nurse is a certified facilitator of the Open Airways for Schools program offered through the American Lung Association. Students are educated to properly recognize when they are having asthma symptoms, and how to properly administer and manage their medications. Support is offered to families to help manage their child's asthma by initiating in-school management plans, open communication with physicians, and resources to outside services. All LCCPS staff members are trained how to properly recognize asthmatic symptoms, administer medication, and recognize an asthma emergency.

Life threatening food allergies are taken very seriously at LCCPS. A written Food Allergy Policy is in place, and is reviewed and updated yearly. LCCPS recognizes that awareness plays an important role in helping prevent allergy exposure leading to anaphylactic reactions. The school is an "Allergy Aware" school, using proper precautions when planning meals and snacks provided by the school and outside food is brought into the classrooms or lunch area. Students with high risk food allergies are placed at a designated "Allergy Aware" table in the lunch room where he/she can be joined by classmates whose food does not include the known allergen. All of LCCPS's staff is trained on when and how to administer an EpiPen in the event of an allergic reaction. EpiPens are in the nurse's office readily available to use in an emergency situation.

CPR, AED & First Aid Training

LCCPS offers their staff CPR, AED, and First Aid training taught by American Heart Association Certified Trainers. The participants learn how to do rescue CPR with the use of an AED, how to perform first aid treatment in an emergency situation, and how to rescue a choking victim. Having staff trained in aiding with these rescue maneuvers, we create a team that could be crucially beneficial to LCCPS students, staff, and visitors in the event of an emergency.

ATTACHMENT F: SUBSTANCE USE PREVENTION AND EDUCATION POLICY

Introduction

The Lowell Community Public Charter School, in accordance with Mass General Laws (c.71, s.96) and with recommendations and guidance from the Massachusetts Department of Public Health and the Department of Elementary and Secondary Education, is committed to maintaining a safe and positive learning environment for all. The use and/or abuse of any substance including alcohol and illegal drugs (including steroids), as well as the inappropriate use and/or abuse of legal substances (inhalants, electronic cigarettes, herbal supplements, prescription medications, dietary aids and over-the-counter medications) are strictly prohibited on school grounds. Any possession, use or sale of illegal drugs or drug paraphernalia, legal substances intended for misuse or alcoholic beverages on the school grounds, at school functions or on school buses is prohibited at all times.

Programs

LCCPS implements an evidenced-based substance abuse curriculum (The Michigan Model for Health) for grades 7-8 each year. Starting in Grades 5-6, we use the All-Stars Building Bright Futures program that teaches self-management, social, legal, health consequences and refusal skills that will empower students to make healthy choices and avoid alcohol and substance use.

Both of these programs are listed in the Substance Abuse and Mental Health Services Association National Registry of Evidence-Based Programs and Practices.

LCCPS, its Staff, Counselors and Health professionals work in collaboration with The Lowell Community Health Center in delivering aspects of our Health curriculum on an annual basis.

School counseling personnel, nursing services and contracted community agencies will work closely in identifying and referring students with substance abuse issues. LCCPS has an identified team of social-emotional support staff including the Director of Student Support Services, School Counselors, School Psychologist and School Nurse. They are available for students in need of assessment, counseling and referral. Community based providers are available for referral and intervention as needed.

Each year, students in grades 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. Parents and guardians will be notified of the school's plan to screen and will be provided with an opportunity to opt out of the screening. The opt-out will require written notification to the school. Information collected during this screening will be considered confidential and will not be disclosed without the written consent of the student, parent or guardian, except in cases of immediate medical emergency or if disclosure is required by state law.

Policies and Protocols

LCCPS 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. Any student charged with a violation of these policies may be expelled or suspended in accordance with our school discipline policies and M.G. L Discipline Code. School staff will discuss these policies annually with students, and policies will be posted on the school's web site and in the LCCPS Student Handbook, which requires parents' signature to ensure they have received this handbook annually.

Procedures

Any student who is under the influence of drugs or alcohol prior to, or during attendance or participation in a school-sponsored event or activity, is subject to disciplinary action.

The following steps will be taken in response to student use of substances:

1. If a student voluntarily confides a drug or alcohol problem to any staff member, staff will consult immediately with a school counselor, school nurse, or building administrator, who will then consult the Director of Student Support Services to develop recommendations. In such instances, the school will work with the student and family to address the drug or alcohol problem. The student may be required to attend meetings of an approved alcohol or drug recovery program or other appropriate treatment.

2. If a school administrator has reasonable grounds to suspect, through direct observation, that a student is under the influence of drugs or alcohol, but no contraband is found, an assessment will be made. The student may be removed from class, and parental contact will occur immediately, along with a medical referral.
3. When a student is determined to be under the influence of drugs or alcohol, but no contraband is found, the Director of Student Support Services or designee will immediately notify parents and a conference will be held with the student and parents before the student returns to school. The student may be required to attend meetings of an approved alcohol or drug recovery program or other appropriate treatment. In addition, the student will be subject to a maximum of ten days suspension from school.
4. If a student is found to be in possession of a drug or alcohol, the Director of Student Support Services or designee will notify parents and a conference will be held with the student and parents. The substance will be sealed and labeled with the date and time of confiscation and noted in the incident report. If it is a legal substance, it may be given to the parent or disposed of at the parent's request. If the substance is illegal, it will be turned over to the Lowell Police Department. The student may be required to attend an approved alcohol or drug recovery program or other appropriate treatment and may be subject to expulsion under the Lowell Community Charter Public School code of discipline.
5. If a student is found to be selling, distributing or in possession of a quantity sufficient to be charged with the intent to distribute drugs or alcohol, the Director of Student Support Services or designee will immediately notify the parent and the police for mandatory removal of the student. There will be an Out of School Suspension and the student may be subject to expulsion pursuant to the school's code of discipline. The Lowell Police will be notified regarding the sale of drugs in proximity to school buildings.

Resources

If you are concerned about a student and the possible use of drugs or alcohol, we encourage you to contact our school nurse, one of our school counselors and/or the Director of Student Support Services.

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

Parents and or guardians may find the following helpful:

- [Talking to Your Kids about Marijuana](#) -- Mass Public Health Blog
- [Parent Power](#)- Mass.gov Health & Human Services
- [Alcohol Use and Your Kids](#) - Mass Public Health
- [Prevention Tips for your Middle School Aged Child](#) - Mass.gov Health & Human Services
- <http://safesupportivelearning.ed.gov> - National Center on Safe Supportive Learning Environments
- <http://www.getsmartaboutdrugs.com/> - DEA
- [Office of Adolescent Health](#) - U.S. Dept of Health and Human Services
- [Adolescent Substance Abuse Program](#)- Boston Children's Hospital

ATTACHMENT G: AHERA NOTIFICATION

Asbestos Notification

The Lowell Community Public Charter School is subject to the "Asbestos Hazard Emergency Response Act (AHERA)". The school has been inspected and found to have nonfriable asbestos-containing materials. A school-specific written plan for the management of these materials has been developed. All phases of asbestos inspection and management planning are reported in this comprehensive plan. Plans for the school are available for inspection at the Main Office during regular office hours.

If you have any questions, please contact our Director of Operations at (978) 323-0800.

ATTACHMENT H: EDUCATION OF HOMELESS STUDENTS AND THE MCKINNEY VENTO ACT

Education of Homeless Children

In accordance with guidelines set forth by The Massachusetts Department of Elementary and Secondary Education, LCPS

Charter School has adopted Section 725(2) of Act regarding the definition of homeless children and youth:

individuals who lack a fixed, regular, and adequate nighttime residence or have a primary nighttime residence in a supervised, publicly or privately, operated shelter for temporary accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings.

This definition shall include:

- children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless because they are living in circumstances described above; and
- unaccompanied youth a youth not in the physical custody of a parent or guardian.

In addition, according to McKinney-Vento, a fixed residence is one that is stationary, permanent, and not subject to change. A regular residence is one which is used on a regular (i.e., nightly) basis. An adequate residence is one that is sufficient for meeting both the physical and psychological needs typically met in home environments. Therefore, children and youth who lack a fixed, regular, and adequate residence will be considered homeless.

In accordance with the McKinney Vento Homeless Education Assistance Act of 2002, homeless students (as defined above) are entitled to:

- immediate enrollment at LCCPS, with or without records
- continued enrolled at LCCPS
- transportation to and from LCCPS
- free breakfast and lunch
- equal access to attend and participate in all school programs, events and activities including support services (Title I, ESL, Special Education, etc.), enrichment opportunities, athletics, and extra-curricular programs

In order to ensure that homeless students have equal access to the same free appropriate public education as provided to other students, the following shall apply:

Services:

Each homeless student shall be provided services comparable to services offered to other students at LCCPS including, but not limited to, transportation services; educational services for which the student meets eligibility criteria, such as education programs for disadvantaged students, students with disabilities and gifted and talented students; vocational programs and technical education; school meals programs and programs for students with limited English proficiency. Homeless students will not be segregated in a separate school or in a separate program within a school based on the student's status as homeless.

Records:

Any records ordinarily kept by the school, including immunization records, academic records, birth certificates, guardianship records and evaluations for special services or programs of each homeless child or youth shall be maintained so that appropriate services may be given the student, so that necessary referrals can be made and so that records may be transferred in a timely fashion when a homeless student enters a new school district. Copies of records shall be made available upon request to students or parents in accordance with the Family Educational Rights and Privacy Act.

Coordinator:

LCCPS Charter School designates the Director of Operations and/or the Chief Operating Officer as the coordinator, if you have questions, please visit our main office.

LCCPS shall inform school personnel, service providers and advocates working with homeless families of the duties of the district homeless coordinator. The homeless coordinator shall ensure that:

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in, and have a full and equal opportunity to succeed in schools in the district.
3. Homeless families and students receive educational services for which such families and students are eligible, including referrals to health care service, dental service, mental health services and other appropriate services.
4. The parents or guardians of homeless students are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

5. Public notice of the educational rights of homeless students is disseminated where such students receive services, such as schools, family shelters and soup kitchens.
6. Enrollment disputes are mediated in accordance to the law.
7. Unaccompanied youth will be assisted in placement or enrollment decisions, their view will be considered and they will be provided notice of the right to appeal.
8. Students who need to obtain immunizations, immunization records, or medical records will receive assistance.

McKinney-Vento Homeless Education Assistance Act

The goals of the McKinney-Vento Homeless Education Assistance Act is to ensure that each homeless child or youth has equal access to the same free & appropriate public education, including public preschool education, as provided to other children and youths.

Who is homeless?

- ✓ Lacks fixed regular and adequate housing
- ✓ Living in shelters
- ✓ Living in campgrounds, parks, cars, public buildings
- ✓ Doubled up with friends or relatives
- ✓ Unaccompanied youth
- ✓ Awaiting foster care (emergency, transitional, or group bed home)

Impact of homelessness on learning...

- ✓ Educational gaps
- ✓ May have attended many schools
- ✓ Frequently absent or tardy
- ✓ May lack supplies; may not have anywhere to do homework
- ✓ Poor health care
- ✓ Distracted, worried about other things
- ✓ Hoarding

Homeless students at LCCPS

- The McKinney-Vento Act covers children and youth who don't have a fixed, adequate, and regular nighttime residence, including living...
- in a shelter
- in a motel, hotel, or campground
- in a car, bus, or train station, or some other inadequate accommodations OR
- with other people due to loss of housing, economic hardship or similar reason (also known as doubled up).

This includes migrant and unaccompanied youth living in any of the above situations.

Who are unaccompanied youth?

Youth who are out of physical custody of a parent or legal guardian and lack fixed, regular, and adequate housing have all the rights of other homeless students.

Students who lack housing have the right to:

- attend the school they attended when they went homeless or the school they last attended
- may get transportation to the school of origin even if it is in another school district
- immediately enroll and attend the local school even without required documentation.
- to appeal district enrollment decisions

- access special education services if the student has a current IEP
- participate in any school activity that is available to other students
- free school meals

LCCPS Contacts:

Each school must keep a running record of homeless students. Simply state the information that is requested on the homeless chart (student name, grade, entry date, exit date, nighttime residence, category of homelessness).

ATTACHMENT I: ACCEPTABLE USE POLICY SIGN OFF PAGES

ACCEPTABLE USE POLICY

I have reviewed the Lowell Community Charter Public School (LCCPS) Acceptable Use of LCCPS Information Systems Policy and will fully adhere to its requirements. This form must be signed and returned to the School before access to the LCCPS Information Systems can be granted.

Student Name: _____ Date: _____

Student Signature: _____

I have reviewed the Lowell Community Charter Public School (LCCPS) Acceptable Use of LCCPS Information Systems Policy with my child (Name): _____ and agree to support it and enforce it with my child.

Parent/Guardian Name: _____ Date: _____

Parent/Guardian Signature: _____

ATTACHMENT J: EMERGENCY CONTACT INFORMATION

We may need to contact you during the school day regarding your child. It is your responsibility to provide **accurate** and **updated** information within 5 days of a change. Please see the original Emergency Form for a complete authorization.

Student Information:

Student's name: _____ Grade _____ Teacher: _____ Rm.: _____

Home Address: _____ Apt. # _____ City: _____ Zip Code: _____

Home Phone: _____

Mother/Guardian:

Work Phone # _____ Cell# _____ Email: _____

Father/Guardian:

Work Phone # _____ Cell# _____ Email: _____

Lowell Community Charter Public School will not release your child to anyone other than those listed above without permission from parent/guardians. Authorized person must be over 18 years old with a form of ID.

AUTHORIZED PICK UP

Please add/delete the following person(s) to/from the list of my child's authorized pick up:

Name and relationship: _____

Phone # _____ Work _____ Cell _____

Name and relationship: _____

Phone # _____ Work _____ Cell _____

Parent/Legal Guardian Signature: _____ **Date:**

ATTACHMENT K: STUDENT/FAMILY/FACULTY COMPACT

Student's Responsibilities	Parent/Guardian's Responsibilities	Faculty's Responsibilities
Attend school everyday, on time, in uniform and prepared for class.	See that my child attends school every day, on time, in uniform and prepared for class.	Provide a safe, pleasant and caring environment for my students.
Believe that I can learn	Believe that my child can learn while communicating openly with my child's teacher regarding anything that affects my child's learning.	Believe that each of my students can learn to his/her potential and provide equal access to the curriculum by differentiating instruction.
Be responsible for my own behavior and act in a safe manner.	Support the school's attempts to hold my child accountable for his/her actions/behavior.	Model expected student behaviors which ensure that students act responsibly, respectfully and safely.
Show respect for myself, my school, and all students and adults at LCCPS	Teach my child to have respect and tolerance for everyone while showing respect for my child and the faculty of LCCPS.	Show respect for myself, my students and their families, as well as my fellow staff members at LCCPS
Discuss and involve my parents in what I am learning in school.	Consistently attend student/parent-guardian/faculty conferences and school events and take an active role in my child's education and the learning community.	Provide opportunities for all parents to attend regularly scheduled learning conferences.
Record daily assignments in my Student Agenda/Planner (grades 2-8)	Check my child's daily assignments and initial his/her daily agenda/planner (grades 2-8).	Provide continuous communication with parents in regard to student expectations and progress.
Work hard to do my best in school and complete my assignments.	Assist with homework and read all notices that are sent home.	Refer students for support services when I have a concern.
Bring home and return my homework and/or notices/ Friday folder after showing them to my parents.	Update contact/emergency information by informing my child's teacher and the Main Office.	Post homework assignments and ensure that students record them in their student agendas/planners (grades 2-8).
Read at least 20 minutes every day.	Ensure that my child reads or is read to at least 20 minutes each day.	Instill in my students the love and importance of reading.
<hr/> <p align="center">Student Signature</p>	<hr/> <p align="center">Parent Signature</p>	<hr/> <p align="center">Teacher Signature</p>
	<hr/> <p align="center">Date</p>	

ATTACHMENT L: ACKNOWLEDGMENT OF RECEIPT OF HANDBOOK

I have received or downloaded and read the Lowell Community Charter Public School Student and Family Handbook.

Student's Name: _____

Student's Signature: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

LCCPS STUDENT SAFE SCHOOL COMPACT

By honoring this pledge, I can do my part to make our school safe and successful.

I believe that I can be a good student.

I believe I can show good character.

I believe I can be a leader.

I believe that when I work hard, I will succeed, so I will work hard each day to do my best.

I can learn.

I will learn.

To help keep my school safe, I pledge to follow the guidelines in The Student and Family Handbook.

Student Signature: _____

WITNESSED BY: _____

DATE: _____

Parent/Guardian Signature: _____

ATTACHMENT M: Family Educational Rights and Privacy Act (FERPA)
Annual Notice for Disclosure of School Directory Information

Dear Parent/ Guardian:

The Family Educational Rights and Privacy Act (FERPA) is a federal law that requires the school district, with certain exceptions, to obtain your written consent prior to the disclosure of personally identifiable information from your child’s educational records. Sometimes our school may disclose some student information without written consent when the information is designated “directory information” unless you have advised the school or district to the contrary in accordance with district procedure.

The primary purpose of directory information is to allow us to include some types of information in certain school publications and is generally not considered harmful or an invasion of privacy is released.

Examples of school publication are:

- A playbill or program showing your child’s role in school production
- Honor Roll or other recognition lists published at school or press release for activities in newspapers
- School brochures, website, or facebook page (LCCPS)
- Marketing materials or news articles

Directory Information can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but not limited to:

- Other schools the student is seeking to attend (student records, etc.)
- State or federal authorities auditing, evaluation programs or enforcing state or federal laws
- A court by order of a subpoena

LCCPS has designated the following as directory information:

Student Name	Grade Level
Photograph/videos	Awards or recognition received
Participation in school activities	Community performance

Yes, I agree with the Annual Notice for Disclosure of School Directory Information and give permission to the LCCPS to release my child information.

No, I do not agree with the Annual Notice for Disclosure of School Directory Information.

 Name of Student-Please Print _____ Grade

 Signature of Parent/Guardian _____ Date

*Use of video for Teacher Professional Development:
 LCCPS is committed to helping our teachers learn and grow. One key way to achieve growth is through the use of videotaping lessons or parts of lessons so that teachers can review their teaching with our instructional coaches and a supervisor or principal. All videotaping of lessons is done with the authorization of the administration for the sole use of teacher professional development, and will not be shared outside of LCCPS. Any parents with questions or concerns can contact their principal.*

Revised 11-26-18