Verification of Parent/Guardian Receipt of CDCPS Handbook & Policies

I,_____ (parent/guardian), have received a copy of the following Community Day Charter Public Schools documents:

Child/Children Name(s)	School (please circle)
	CDCPS-Prospect CDCPS-Gateway CDCPS-R. Kingman Webster
	CDCPS-Prospect CDCPS-Gateway CDCPS-R. Kingman Webster
	CDCPS-Prospect CDCPS-Gateway CDCPS-R. Kingman Webster
	CDCPS-Prospect CDCPS-Gateway CDCPS-R. Kingman Webster

Signed,

_____ _____

Name *Date*

Community Day Charter Public School
GATEWAY

Gateway Student Handbook

Community Day Charter Public School
PROSPECT

EARLY LEARNING CENTER
190 Hampshire Street
Lawrence, MA 01840

LOWER & UPPER SCHOOLS
73 Prospect Street
Lawrence, MA 01841

Telephone:
Early Learning Center: (978) 722-2583
Lower School: (978) 681-9910
Upper School: (978) 682-6796

Fax:
Early Learning Center: (978) 682-1013
Lower School Fax: (978) 681-5838
Upper School Fax: (978) 682-1268

www.cdcps.org

Community Day Charter Public School
GATEWAY

EARLY LEARNING CENTER
9 Ballard Way
Lawrence, MA 01843

LOWER/UPPER SCHOOL
50 Pleasant Street
Lawrence, MA 01841

Telephone:
Early Learning Center: (978) 688-4283
Lower School: (978) 686-2113
Upper School: (978) 686-2170

Fax:
Early Learning Center: (978) 688-4370
Lower/Upper School: (978) 686-9382

www.cdcpsgateway.org

Community Day Charter Public School
R. KINGMAN WEBSTER

EARLY LEARNING CENTER
7 Ballard Way
Lawrence, MA 01843

LOWER/UPPER SCHOOL
439 South Union Street
Building #2, 3rd Floor
Lawrence, MA 01843

Telephone:
Early Learning Center: (978) 688-4343
Lower/Upper School: (978) 686-9327

Fax:
Early Learning Center: (978) 688-4345
Lower/Upper School: (978) 687-0513

www.cdcpswebster.org

Business Office: 190 Hampshire Street, Lawrence, MA 01801 Phone: (978) 682-6628 Fax: (978) 682-1013

Community Day
Charter Public School
GATEWAY

Dear Community Day Charter Public School Family,

We are delighted to have you as part of our school community. As parents, you are partners and collaborators in your child's schooling and together we seek to nurture the very best in each of our students. We envision a school that is truly a community center – open, friendly and active, a community neighborhood that supports and is supported by our families. The success of this vision rests with each of us as we challenge our students to reach far and high.

This handbook is your resource for information about our schools – academic policies and procedures as well as other information you may need as the year progresses. Please keep it handy for reference. We hope that you find it helpful and as always, we encourage your questions and suggestions.

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EXECUTIVE SUMMARY

The Massachusetts Department of Elementary and Secondary Education (DESE) has required school districts to return to in-person, full-time, five days a week for the 2021-2022 school year. In addition to our student-family handbook, CDCPS has created a separate document to outline the safety protocols we have in place. This guidance was created in conjunction with guidance from DESE and proven practices we employed during the return to in-person learning in the spring of 2021. This document, titled **2021-2022 CDCPS Facilities, Operations and Transportation Guidelines**, is located on our school's website at: https://www.thecommunitygroupinc.org/cdcps-gateway/about/policies

Based on this guidance, sections of this handbook were updated in August 2021 to address scenarios and possibilities for the execution of multiple learning plans as we continue to monitor relevant information from DESE and the Department of Public Health. At this time CDCPS will not offer any remote learning options as mandated by DESE.

MISSION STATEMENT

The mission of Community Day Charter Public Schools is to provide a Kindergarten through grade eight school that will draw upon our considerable experience in working together as a community to develop and implement a curriculum that discovers and supports the special characteristics and unique learning styles of each student. We will engage that student in meaningful learning experiences for the purposes of clearly stated goals in the areas of understandings, knowledge, skills, habits and social competencies. The school will reinforce the positive aspects of our city: its culture, art and economy, its working class history and strong work ethic. Our educational philosophy, curriculum and teaching methods are informed by an understanding that learning takes place in the context of family and that family must be supported in ways that make learning for the child possible.

At Community Day Charter Public Schools we believe:

- Learning is well-balanced
- Learning opportunities are equitable
- Learning is active
- Learning is inter-disciplinary
- Learning is individual
- Learning is lifelong

HISTORY OF COMMUNITY DAY CHARTER PUBLIC SCHOOLS

Community Day Charter Public School was established by a group of people from Community Day Care who came together with shared expectations and in support of values related to high academic standards and respect for each other.

Community Day Care has a long and respected history working with families to provide child care, early childhood programs and resource and referral for child care services as well as training and professional development for staff. The school was a logical next step and the community incorporated features of our existing programs: parent involvement, bilingual staff, relevant curriculum, a welcoming and warm environment and a philosophy that supports working families.

In fall 2012, two additional schools, *Community Day Charter Public School-Gateway* and *Community Day Charter Public School-R. Kingman Webster*, were opened and Community Day Charter Public School reopened its doors as *Community Day Charter Public School-Prospect*.

Community Day Charter Public Schools – Gateway
Enrollment Policy

Eligibility Criteria:

- Community Day Charter Public Schools are committed to ensuring that all of their programs and facilities are accessible to all members of the public. We do not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, religion, homelessness, athletic performance, special need, proficiency in the English language or in a foreign language or prior academic achievement when recruiting or admitting students.

- For the year 2020-21, Community Day Charter Public School-Gateway will enroll students in grades Kindergarten 1 (K1) through grade 8, with the full enrollment of 400 students. CDCPS will not admit students in excess of the school's approved maximum enrollment.

- Children must be residents of Massachusetts to apply, to enroll at, and to attend the school. Students must provide proof of residency upon offer of admission.

  Two of the following documents are required to show proof of residency:

  - A utility bill (not cell phone) dated within the past 60 days
  - A deed, mortgage payment, or property tax bill dated within the past 60 days
  - A current lease or Section 8 agreement
  - A payroll stub or W-2 form dated within the past 60 days
  - A bank or credit card statement dated within the past 60 days
  - A letter from an approved government agency* dated within the past 60 days

  Residency documents must be pre-printed with the name and current address of the student's parent/legal parent. Items cannot be from the same bullet.

  *Approved Government Agencies: Department of Revenue (DOR), Children and Family Services (DCF), Transitional Assistance (DTA), Youth Services (DYS), Social Security; any communications on Commonwealth of Massachusetts letterhead.

  Any student who may be considered homeless is able to apply to Community Day Charter Public School-Gateway. For the purposes of receiving residential preference for admission, the school considers all applications from students who may be homeless on a case-by-case basis to determine where they live. Some examples include, but are not limited to, a letter stating the situation of a homeless family from an approved government agency dated within the past 60 days or a letter from a homeless shelter on letterhead dated within the past 60 days may serve as proof of residency for students who may be homeless.

- A prospective student may submit one application to be considered for all Community Day Charter Public Schools, as long as each school is selected on the application.

- Children must be 4 years old on or before September 1 to be eligible for grade Kindergarten 1, and must be 5 years old on or before September 1 to be eligible for Kindergarten 2. Schools may request reasonable proof of age, such as birth certificates, passports or equivalent documents related to these requirements but may not require all students to provide a birth certificate. Proof of age is required for students entering Kindergarten 1 or Kindergarten 2.

- Students who have a brother or sister attending or applying to the school must submit a birth certificate to verify sibling priority when submitting the application and/or at the time an offer of admission is made.

- The school does not require potential students or their families to attend interviews or informational meetings as a condition of application or enrollment.

Recruitment and Application Procedures:
CDCPS will develop and implement a student recruitment and retention plan as outlined in G.L c. 71, § 89(f) and CMR 603 1.05(1), elements of which are described below.

CDCPS accepts students for admissions through a lottery process when there are fewer spaces than eligible applicants. The process is not integrated with that of the Lawrence Public School District. All applicants will be notified in writing of the rights of students with diverse learning needs to attend the charter school and to receive accommodations and support services, including students who may have disabilities, require special education, or are English language learners. Information regarding the availability of services can be found in the schools' outreach materials, student handbook and on each school's website. Prior to the lottery, Community Day Charter Public Schools advertise through local media (English/Spanish/Vietnamese), a mailing to students in the sending district, and by leafleting (English/Spanish/Vietnamese) in the community. These advertisements will also announce that applications are being accepted for the upcoming school year, grades the school serves, when open houses are being held, the application deadline, and the lottery date, time and location.

The schools will give reasonable public notice, of at least one month, of all application deadlines. CDCPS will not set any principal application deadlines or hold any enrollment lotteries for student admission for the upcoming school year until after January 1, and shall conclude its principal enrollment process no later than March 15 of each year. 603 CMR 1.05(3)(c).

- Advertisements can be found in a range of media, including the CDCPS websites and other local media.
- Applications are available on the school website.

CDCPS does not administer tests to potential applicants, nor do we consider the results of any tests of ability or achievement in the application or enrollment process. The school does not use charge an application fee for admission or financial incentives to recruit students. All information requested in the application, including information regarding special needs, language spoken in the home, and race/ethnicity, is not intended and will not be used to discriminate.

CDCPS-Gateway may retract or rescind offers of admission, unenroll students, or terminate the enrollment of currently attending students in the case of falsified statements or documents, ineligibility (such as minimum age requirements for kindergarten admission or successfully completing prior grades), or when a student fails to attend school by their anticipated start date (e.g., the first day of school) for 10 consecutive school days without written notification and the school has made a good faith effort to reach the parent/guardian.

CDCPS will accept applications for enrollment for K1-grade 8. After the application deadline passes, CDCPS will process all applications and identify which applicants will receive a preference for admission to CDCPS-Gateway according to 603 CMR 1.06(4):

- Siblings* – Students who share a common parent, either biologically or legally through adoption. Marriage does not constitute legal parenthood, and step children not legally adopted

are not siblings. Whether the children reside in the same household has no bearing on determining if the children are siblings for purposes of a sibling preference. Children who live in separate households may be siblings and those who live in the same household may not be. If siblings are placed in foster homes and one of them enrolls in the charter school, then the siblings of that student are entitled to admission preference. Foster children are not considered siblings of other children in the foster home unless they share a common parent.

- Residents – Students who live in Lawrence.
- Non-residents – Students who live outside Lawrence, but within Massachusetts.

* Students with sibling priority are only given preference to the school that their sibling is currently attending.

Lottery:
Each year, prior to the lottery, the school will determine the number of spaces available by grade level. Community Day Charter Public School lotteries are open to the public and conducted yearly by March 15. The application deadline will not be earlier than January 1. The lottery is conducted publicly at 190 Hampshire Street in Lawrence, MA. Reasonable public notice is given at least one week prior to each enrollment lottery. Children are entered into the lottery by the submitted online application by their parent or legal guardian. The application must be submitted by the application deadline, which is before the lottery and published on the application and in other advertisements. By submitting this online application, parents/legal guardians are confirming that all of the information provided is true to the best of their knowledge and understand that admission may be revoked if information provided is inaccurate. This policy will be provided in the parent/guardian's native language. Applications will not be accepted after the application deadline and it is the responsibility of the parent/guardian to ensure that all applications are submitted correctly.

The CDCPS lottery is conducted electronically and a neutral party shall certify that the process is fair and the selection is random. The electronically generated lottery corresponds to the identification number of each applicant. The parent or guardian of each applicant will receive their child's identification number in advance of the drawing to ensure the transparency and fairness of the process.

Prior to the start of the lottery, the number of openings, if any, in each grade are announced. CDCPS will run the lottery to generate the random order and then apply preferences. Preference for admission is given first to "Sibling" applicants, followed by "Resident" applicants, and then by "Non-Resident" applicants without regard to when their application was submitted as long as it was prior to the application deadline. Applicants not being offered a slot will be added to the waitlist based on the initial random lottery order determined electronically, while taking into account preference for admission.

- If a student's enrollment would cause the sending district to exceed their tuition cap, the student will not be offered admission but will remain on the waiting list. If the student is a sibling of a student currently in attendance at CDCPS, the child will be offered admission and the state will pay the child's tuition, subject to appropriation. G.L. c. 71, § 89(i); 603 CMR 1.05(10)(b).
- If the principal enrollment process fails to fill the available admission spaces, the school may repeat the process more than once providing such process is fair and open and that the school gives reasonable public notice at least one month prior to the application deadline. 603 CMR 1.05(8).
- CDCPS-Gateway does not typically hold additional lotteries. Any subsequent lottery that is held will adhere to public notification requirements and follow the enrollment processes described above.

Students who have been offered admission are notified electronically and by mail of their status following the lottery and have one week from the letter date to accept or decline the offer. Once an offer of admission is accepted, students and families are invited to attend an optional informational interview. This interview will not be designed, intended or used to discriminate. Potential students or their families are not required to attend the interview or any other informational meeting as a condition of enrollment.

Waiting List:
The order of the waiting list may change over the course of the year. These changes may be due to events such as declining an offer, changes in sibling status, or changes of address.

- All applicants not selected in an enrollment lottery are placed on a waiting list in the order the names were selected while also taking into account sibling and resident preference.
- If a student stops attending the charter school or declines admission, the next available student on the waiting list for that grade, taking into account the current status of enrollment preferences, will be offered admission until the vacant seat is filled.
- As spaces become available in the grades that the school is required and likely to backfill during the school year and the school does not currently maintain a waitlist for any of those grades, the school may repeat the enrollment process to fill these openings and to meet the requirements of G.L. c. 70, § 89(n). 603 CMR 1.05(8).
- No student may be admitted ahead of other eligible students who were previously placed on the waiting list during a prior enrollment process, except in cases where enrollment preferences change or as described in 603 CMR 1.05(10)(b).603 CMR 1.05(8).
- When an opening is available, parents are notified by phone and by mail and given a one-week deadline to respond. If they do not respond by the deadline or decline an offer of admission, CDCPS moves to the next person on the waiting list.
- A student who has declined an offer of admission releases claim to the opening; such student would need to reapply for admission in another year should they later want to be eligible for admission. Students who have withdrawn from the school would also need to reapply for admission.
- CDCPS does not maintain the waitlist from year to year. Student names on the waitlist are kept only for the school year for which the student applied.
- In conformance with G.L. c. 71, § 89, if a student in the first half of grades offered stops attending CDCPS- Prospect, for any reason, the schools will attempt to fill the vacant slot until February 15. If vacancies in the first half of grades offered remain after February 15, CDCPS-Prospect may fill such vacancy up until the end of the school year, or the vacancy will move to the subsequent grade, and will be filled the following September in accordance with the projections laid out in our growth plan described below to reach the maximum student capacity. Seats for students who have accepted an offer of admission in the charter school but have never attended are exempt from this provision. 603 CMR 1.05(10)(c).See our growth plan projections for more information on the grades the school is required to backfill or will likely backfill in conformance with G.L. c. 71 § 89.
- Parents are welcome to call for an update on their waiting list status at any time.
- CDCPS will keep accurate records of the waiting list information, including the names (first, middle, last), dates of birth, cities or towns of residence, home addresses, telephone numbers, and grade levels of students who entered the lottery but whose names were not chosen for admission.

Release of Student Information:
In conformance with M.G.L. c. 71, § 89 (g) and (n), CDCPS will submit the names, home addresses, telephone numbers, and grade levels of students who entered the lottery but did not gain admission to the Department of Elementary and Secondary Education. The same information will be submitted within 30

days of any student being admitted from the waiting list to the school to fill a vacancy in the school. CDCPS will not share student information unless required to do so by law.

Upon request of a child's sending district, CDCPS must release the names and addresses of students enrolled in the charter school to a third party mailing house, unless the parent or eligible student requests that the school withhold their child's information. Parents will be given the option to consent or deny disclosure of student information in this manner on the application.

Growth Plan:
As described in the chart below, K1 classes will be added each year to correspond to the number of grade 8 students that graduate. The full enrollment of CDCPS-Gateway will not exceed 400.

CDCPS-Gateway
Anticipated Enrollment

Number of Students											
	K1	K2	1	2	3	4	5	6	7	8	Total
Ideal Cohort Size	41	41	41	41	41	41	40	39	38	37	400
	Required to backfill										
	Likely to backfill										
	May backfill										
	Unlikely to backfill										

CDCPS will establish which grades above the required grades are backfilled on a year-by-year basis, determined by the cohort size (i.e., if enrollment in a grade was lower than anticipated, the determined number of seats may be backfilled past the grades required by the state). These vacancies will be filled at the start of the school year and not in the months of October to June. For waitlisted students in the likely to backfill or may backfill categories, waitlists will expire on Oct. 1 of that year.

The total number of students attending a charter school in a given school year cannot exceed the total number of students in the school's pre-enrollment report submitted to the Department in the previous spring in accordance with 603 CMR 1.08(5) and the total number of students specified in the growth plan in the school's charter.

ACADEMIC POLICY

STUDENT RECORDS/CONFIDENTIALITY

The law regarding student and parent rights (603CMR23.00) is available from the school office and general provisions are summarized below. Information contained in a child's official record is privileged and confidential and will not be distributed/released to anyone not directly related to implementing the Community Day Charter Public Schools' educational program without the written consent of students' parents. Parents shall have access to their child's record at reasonable times, no later than 2 business days after the initial request. Upon request for access, the child's entire record, regardless of the physical location of its parts, shall be made available. The school maintains a permanent, written log in each child's record indicating any persons to whom information has been released. Each person releasing information enters into the log the following: name, signature, position, date, record, portions released, purpose of release and the signature of the person to whom the information is released. Logs are available only to parents and school personnel responsible for the record maintenance.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released (including name and mailing address), can be disclosed to outside organizations, including local sending districts and/or other charter schools, without a parent/ guardian's prior written consent. If a parent/guardian does not want CDCPS to disclose directory information, he/she may request that this information not be released without prior written consent.

AMENDING THE CHILD'S RECORD

Parents have the right to add comments, data or any other relevant materials to the child's record. If parents are of the opinion that adding information is not sufficient, they shall have the right to conference with the school to make the objections known.

TRANSFER OF RECORDS

The school forwards student records to schools in which the student seeks or intends to enroll.

TESTS

Children enrolled at Community Day Charter Public Schools are required to take standardized tests, including the Massachusetts Comprehensive Assessment System (MCAS) and any other tests required by the state of Massachusetts. Students who have been deemed to require accommodations on these tests may be offered the necessary accommodations.

HOMEWORK POLICY

At Community Day Charter Public Schools, homework is assigned in all grades for a variety of reasons:

- Independent homework helps to develop study skills, including finishing a task, organizing thoughts, and developing responsibility for returning work to school.
- Homework reinforces skills worked on during the day.
- Homework helps to define the role of family as supportive of school work.
- Homework is the responsibility of the student, with support from parents/guardians in the role of consultant or partner with their student.
- Homework helps to create a dialogue between home and school. Information about current themes and work being studied can be shared by the student with family members.
- Homework is one means to develop individual skills in a specific area. For instance, spelling words may be assigned according to individual skill levels.

At Community Day Charter Public Schools, homework may come in a variety of forms. Some forms of homework include:

- Reading: alone or with a family member
- Conducting interviews and recording information
- Observing and collecting information; worksheets for drill and practice in spelling, math, or other area
- Creative writing; creative projects; research projects; long-term projects

Teachers give clear, specific directions enabling students to know what is expected and when it is due back. We encourage parents to sign off on homework, signifying that they have seen the work.

Unfinished homework will be finished the following day either before school starts or during the day. Teachers will use a late notice to let parents know if homework isn't being done on time. Homework is always corrected and returned to students, to be either sent home or kept in the student's portfolio.

Children should be doing work at home during the week. At least fifteen minutes of reading is expected of each child. A family member should listen or read to younger readers.

HOMEWORK POLICY

Recommended Time for Homework Each Night

Grades 5, 6, 7 and 8	1 hour, 30 minutes & 30 minutes of reading
Grade 4	45 minutes & 30 minutes of reading
Grade 3	30 minutes & 30 minutes of reading
Grade 2	25 minutes & 30 minutes of reading
Grade 1	20 minutes & 30 minutes of reading
Kindergarten II	15 minutes & 15 minutes of reading
Kindergarten I	5 minutes & 15 minutes of reading

- Parents are asked to help students find quiet places to do their homework and to be aware of the time spent on homework tasks.
- If a student spends the suggested time period on a task, but is unable to complete the whole assignment, parents are asked to write a note in English or Spanish explaining the situation, and teachers will arrange for special help. In these cases, there will be no consequence for not completing the work.

REPORT CARDS

Community Day Charter Public Schools use a grading system of report cards and **Personal Education Goals** (PEG) for each student. Report cards are distributed three times during the academic year, with parent conferences (in person/virtual) occurring in conjunction with the fall marking period and thereafter on an as-needed basis. Grades will be issued in all area in all three learning model scenarios.

FIELD TRIPS

Field trips are important to the academic program and all students are expected to participate. Parents must complete a permission form. In the event a student misbehaves, permission to participate in the field trip may be withdrawn. CDCPS will subscribe to health and safety guidelines for bus and participation across field trip. The school may also select to offer virtual options for field trips as we as part of extracurricular offerings per term.

ENGLISH LEARNER EDUCATION

The philosophy of the English Learner department is one of inclusion, delivering sheltered English immersion services to students in the least restrictive environment. Additionally, the philosophy includes having high expectations, knowing that these students can achieve success using the Massachusetts Frameworks when provided with strategies within the classroom and instruction provided by qualified EL teachers.

Each family of a new student completes a Home Language Survey, and the language proficiency of a student is assessed if a language other than English is identified. Appropriate assessments, include but are not limited to, the WIDA screener and ACCESS which measure English skills in the four required areas (speaking, listening, reading, writing). Parents receive progress reports three times each year to coincide with personal Education Goals (PEGs) to report the progress of each student according to his/her EL Level. Parent conferences are scheduled at least for the first term and are held in the native language of the parent (predominantly Spanish population). Parents receive communications in English and Spanish, and parent conferences are held in the native language of the parent to the greatest extent possible.

Language support services are delivered in the general education classroom, where classroom and language support teachers work together to provide instruction geared to the student's proficiency level. Language instruction follows the components of effective sheltered English Immersion (SEI) instruction identified by the Department of Elementary and Secondary Education. The progress of students who have exited the English learner education (FEL) is monitored for four years. These students continue to receive language

and other supports when necessary as part of the full inclusion model.

Classroom and support teachers participate in training and ongoing professional development activities to ensure the provision of high quality, effective instruction for English Learners. Assessment data, including ACCESS, as well as real-time, formative assessment data monitors progress and determines instruction for each EL/FEL student.

Individual success plans will be created for English Leaners that do not achieve benchmark scores on annual ACCESS testing.

SPECIAL EDUCATION

CDCPS hold high expectations for all students and offer programs and support services designed to maximize student performance and participation in the general curriculum. A learning plan, or Personal Educational Goals (PEG) Plan, is developed for every child at CDCPS. The PEG outlines the responsibilities shared by teachers, parents, and the students themselves for achievement of learning objectives outlined in the PEG. CDCPS implement a District Curriculum Accommodation Plan (DCAP) that describes the programs and services that support students' achievement in accordance with the Massachusetts learning standards. The support includes remedial academic instruction in the form of one-to-one tutoring and small group instruction, speech and language therapy, counseling, physical therapy, and occupational therapy.

CDCPS offer a full special education program to ensure that CDCPS students receive special education services designed to develop the student's individual educational potential in the least restrictive environment in accordance with state and federal special education laws and regulations. CDCPS offer various levels of support that include pull out and inclusion services. These plans include, but are not limited to, 504 plans and IEP's. CDCPS offers related services in the areas required to meet the special needs of individual students, such as Speech, Occupational Therapy, Physical Therapy, Counseling, Social Skills Groups, and Academic Services.

ATTENDANCE POLICIES AND PROCEDURES

- Regular attendance is expected of each child. Teachers keep attendance logs on a daily basis and are attentive to excessive absences.
- Parents must call by 8:00 a.m. if a child is going to be absent. If no one answers, parent should leave a voicemail.
- Parents are expected to make arrangements with the teacher to receive homework for their child during absences.
- Any child who is consistently absent without good reason may not be promoted.
- Parents will be required to conference with the Head(s) of School if their child(ren) have excessive absence.

SCHOOL CALENDAR

Community Day Charter Public School is open from August through June and operates on an 8:00 a.m. to 4:00 p.m. daily schedule. Copies of the school calendar are available in the office.

SNOW DAYS

It is the policy of Community Day Charter Public Schools to remain open despite inclement weather and to close only when the weather is declared too dangerous for travel. However, Community Day Charter Public Schools may be required to cancel classes or bus transportation, in the event that weather conditions make road conditions difficult. Cancellation of bus transportation or school will be recorded on the schools' answering system and web site as early in the morning as possible. In any event that school is closed due to inclement weather; parents will still be responsible for any extended day and transportation fees.

ARRIVAL AND DEPARTURE

9 Ballard Way: Additional information about dismissal will be distributed in a separate notice.

50 Pleasant Street: Information about dismissal will be distributed in a separate notice.

All Schools: Students need to be on time for arrival to gain the most from the day and to build good habits. Arrival begins at 7:45 a.m. Any arrival after 8:10 a.m. will be considered tardy, and students must be signed in at the office when this occurs. Students with an excessive tardy record may be required to make up the time after school. Any departure before 3:30 p.m. is considered early release and students must be signed out by an authorized adult.

Any child not currently enrolled in the school's extended day program who is left off prior to the stated arrival time in the morning or departing after 4:00 p.m. will be cared for in the extended day program and an additional fee of $1.00 per minute per child will assessed for this unscheduled care. (Please refer to **Extended Day Program** for further information on Community Day Charter Public School's day care services.)

No child will be dismissed to any adult other than the parents/guardians, unless there is a note or phone call given to the school, even if the adult is on the emergency or release form. No child will be dismissed to any adult not on the emergency or release form unless the school has received prior written consent from the parent/guardian.

Bus schedules remain scheduled for the semester and cannot be changed daily. Parents who need to visit the building should inquire in the office about where to park.

For the safety of students, when dropping off or picking up your child, **never** pass the school buses or other drivers in the line.

DRESS CODE

Community Day Charter Public Schools maintain a uniform dress code in order to eliminate status dressing and reduce costs for parents and create a group identity for each school. CDCPS reserve the right to amend or modify this dress code at any time. Students should be neat and clean. Footwear must be in accordance with health and safety laws and must not damage floors. Both female and male students should not use facial piercings. Gages should not be worn to school by either male or female students. When a child is out of uniform, the parent will be called immediately to provide the correct uniform for their child.

CDCPS-Gateway

CDCPS shirts with logos are available to purchase.

GRADES K-4 - STUDENTS

- Navy blue skirt, jumper, belted pants, shorts or skort. (Jumpers recommended for younger students). No Jeans/Denim.
- Red collared shirts (polo, button-down, peter-pan, turtle neck). No patterns or designs.
- Red sweater or vest (no stripes, designs or logos).
- Socks or tights should be white or navy blue. No patterns or designs.
- Shoes - No sneakers unless it is a physical education day. No sandals. Flat heeled, low cut shoe boots are permissible during winter months (Nov.-Apr.). Boots must be worn under pants. A change of shoes should be provided if snow boots are worn to school. Shoes or shoe boots must be dark blue, dark brown or

black. All heels must be 2 inches or lower.
- No caps or hats inside.

GRADES 5-8 - STUDENTS

- Khaki ankle length pants (belted at the waist), skirts, hemmed shorts (mid-thigh or longer) or jumper (No jeans/denim).
- Shorts and skirts must be an appropriate size and length – nothing excessively baggy, too tight, or too short.
- Shorts and skirt length must be no more than 1 inch above the knee.
- Tights or socks should be brown, blue or white. No patterns or designs.
- A white/red or shirt with a collar – tucked into pants waist and nothing excessively tight. No patterns, designs or logos.
- Red sweater or jacket; no designs or logos.
- Shoes- No sneakers unless gym day. No sandals. Flat heeled, low cut shoe boots are permissible during winter months (Nov.-Apr.). Boots must be worn under pants. A change of shoes should be provided if snow boots are worn to school. Shoes or shoe boots must be dark blue, dark brown or black. All heels must be 2 inches or lower.
- No spandex, sheer, or other inappropriate materials.
- No dangerous jewelry, large hoop earrings, facial piercings, gages or make-up beyond lip gloss and painted fingernails.
- No caps or hats inside, no sports headbands or bandanas.

PHYSICAL EDUCATION DAYS

- T-shirts, sweatshirts, and sweat pants are available for purchase.
- Navy blue sweat pants (**no stripes will be accepted**); Navy shorts.
- Red sweatshirt or CDCPS logo t-shirt only.
- Sneakers.

HEALTH AND MEDICAL EMERGENCIES

It is the expectation of Community Day Charter Public Schools that any child sent to school is well enough to participate fully in all curriculum activities, outdoor and indoor. Parents will be notified by the school in the event of illness which develops during the course of the day.

ACCIDENT AND ILLNESS

In the event that a child becomes ill or injured during the course of the school day, first aid will be administered and the child's parent will be notified as necessary. At least one staff member with current certification in First Aid and CPR training will be on the premises at all times.

In the case of an accident, an accident report is filled out by the staff person who witnessed the injury and a copy of this report is given to the parent.

If a child must go to the hospital, the Head of School will determine whether the situation calls for an ambulance to transport the child, at once, or whether the parent can transport the child. In either case, the parent will be notified immediately of the appropriate plan, if possible. Emergency slips and immunization records will accompany the child to the hospital.

It is imperative that up-to-date parent and emergency telephone numbers are on record at Community Day Charter Public Schools for each of our students.

CONTAGIOUS DISEASES/CONDITIONS

Children who have contagious diseases or conditions must stay home until all contagion has passed. Parents are required to inform the school in the event of such incidence, so that the school can notify other parents of the incidence of the condition.

When a student is ill and has symptoms of vomiting, diarrhea, or a fever over 100 degrees, parents are required to keep their child home for 24 hours after the symptoms have resolved. School officials conduct checks for head lice, a common childhood occurrence, as needed. Any child who must remain out of school due to head lice must be examined by a school administrator before returning to school.

Please see www.cdcpsgateway.org for additional COVID-19 related resources.

HEALTH RECORDS

Community Day Charter Public Schools require a Massachusetts School Health Record for each child enrolled, completed and signed by the child's physician. This document must reflect a complete, up-to-date immunization record.

DOCTOR'S NOTE

In cases where a child is absent due to health related reasons for three or more days, Community Day Charter Public Schools require that the parent secure a doctor's note explaining the nature of the absence and documenting the appropriateness of the child's return to school.

MEDICATION

Medicine cannot be administered by the school without the written order of a physician that indicates the medication is for the specific child as well as the specific dosage required by that child. Permission statements are available in the office. It is the policy of Community Day Charter Public Schools to administer medicines only in situations when it is required. Parents who administer any type of medication directly to their child on school premises must complete the Parent Medication Administration form. We are unable to administered medicine that requires refrigeration, as we do not have a place to keep them.

Community Day Charter Public Schools
Wellness Policy

Three types:

CDCPS is committed to providing a school environment that supports and promotes the health and well-being of its students. CDCPS will pursue this goal through the guidelines set forth in the Wellness Policy, which has been developed in accordance with Section 204 of Public Law 108-265: Child Nutrition and WIC Reauthorization Act.

Nutrition Education

CDCPS aims to teach, encourage, and support healthy eating by students and families. To this end, CDCPS will provide nutrition education that:

1. Is supported by classroom and physical education teachers, coaches, and school administrators;
2. Is aligned to the physical health strand of the **Massachusetts Comprehensive Health Framework;**
3. Is integrated into all areas of the curriculum;
4. Includes enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities;
5. Includes information to be shared with both families and students;
6. Emphasizes the importance of a diet that includes fruits, vegetables, whole grain products, low-fat and fat-free dairy products; and
7. Teaches healthy food preparation methods and health-enhancing nutrition practices

Physical Activity

CDCPS aims to encourage children to be physically active during their childhood and to develop a physically active lifestyle. Toward that end:

1. Physical activity will be integrated throughout the school day.
2. In physical education classes, students will learn, practice and be assessed on developmentally appropriate motor skills, social skills, and knowledge of various physical activities.
3. Physical education class will have a student/teacher ratio similar to other CDCPS classes.
4. Physical education will include instruction of individual as well as team sports.
5. Adequate equipment will be available for students to participate in Physical education.
6. Time allotted for physical activity will be consistent with state standards: all elementary school students will have at least 30 minutes of supervised time for physical activity each day (recess or physical education). All students will have at least two physical education classes each week.
7. Physical activity will not be used as a punishment (e.g. running laps, pushups), and CDCPS will discourage the withholding of opportunities for physical activity as a punishment.
8. The school will provide a physical and social environment that is safe and enjoyable for all students.
9. The school will encourage students and families to participate in physical activity.

Nutrition Guidelines

CDCPS aims to provide nutritious, appealing, and healthy foods for all CDCPS students. Food services

at CDCPS will meet the following guidelines:

1. All foods provided by CDCPS will comply with USDA Dietary Guidelines in nutritional content, portion size, and quality.
2. All foods served at CDCPS, including snacks, provided by CDCPS will be nutritionally balanced, appealing to children, and offer a variety of fruits and vegetables.

Eating Environment

1. Adequate time to eat breakfast, snack and lunch will be provided.
2. All foods served at CDCPS will be served in clean and pleasant settings.
3. CDCPS will limit food and beverage marketing and avoid the display of logos or trademarks on food served in the school.
4. Meals will be scheduled at an appropriate time during the day.
5. CDCPS will discourage the use of food as a reward or punishment.

Food Safety and Security

1. Food service employees will follow food safety and sanitation regulations at all times.
2. Food service employees will not prepare or serve food when ill.
3. Annual training will be provided to nutrition staff and authorized personnel.
4. Annual audits will be conducted by the Food Service Director twice a year.

Other School Activities

1. CDCPS will encourage physical activity through extracurricular physical activity programs, such as physical activity clubs, intramural, or interscholastic sports programs.
2. The school will participate in health screenings, including vision, hearing, and postural screenings dependent on health and safety protocols related to COVID-19 and implementation of learning plans.
3. The school will encourage parents to enroll children and families in health insurance programs

Development and Monitoring

1. The CDCPS Wellness Policy will be published each year in the student and family handbook and will be available for review by the Parent Advisory Board.
2. The Head(s) of School will assume operational responsibility, monitoring the CDCPS Wellness Policy and ensuring its faithful implementation.
3. The Head(s) of School will conduct regular reviews of the Wellness Policy to evaluate its effectiveness, and will revise the policy as needed, with input from the Parent Advisory Board.
4. The CDCPS focus group designed to get input from staff of school lunch and service will meet annually. Starting in FY15 student input will be included by the collection of surveys.
5. The CDCPS Wellness Policy will be reviewed and approved by the Board of Trustees annually.

SCHOOL FOOD PROGRAM

We are committed to working with our families to help students enjoy rich, rewarding, and healthy lives. We are working to educate our students about healthy eating habits, and how to avoid the pitfalls and dangers of an unhealthy diet. We firmly believe our healthful food policy will go a long way toward ensuring we meet these goals. CDCPS is a nut free school. Parents should not deliver any fast food and/or fried foods for their child.

BREAKFAST AND LUNCH

School lunch and breakfast are served daily at no cost to families**.** The menu features low fat, low salt, whole grain foods and fresh fruits and vegetables.

SNACKS

Students should not bring snack foods to school. All morning and/or afternoon snacks will be provided by the school for students attending in person. The school will serve healthful and nutritional snacks only. Families should not send in birthday cakes and other food treats to be eaten during the school day, including on holidays.

SCHOOL LUNCH BOX AND BAG SUGGESTIONS

For children bringing lunches which include highly perishable food, please pack little ice bag coolers which can be purchased at local stores. Parents should not bring or have delivered to students, fast food and/or fried food lunches and/or soft drinks during the school day. Students should refrain from bringing cakes, candy, and other "junk foods" in their school lunches. Whole grain breads and fresh fruit and vegetables make lunches nutritious and healthy for growing children.

PARENT INVOLVEMENT

Parent Advisory Board

The Parent Advisory Board meets regularly, giving parents an opportunity to plan programs which encourage parental involvement in the school. The PAB annually reviews and approves the school's parent involvement policy. The PAB addresses a range of issues from academics and curriculum to fundraising. The PAB seeks to represent the concerns of parents of all children at the school, special needs, at-risk, limited English proficient and high achievers. Appointed Board members assume responsibility for setting and implementing the PAB agenda, but all parents may vote. Meetings are open to all parents as well as to the general public. Spanish translation is provided at all meetings. The Parent Advisory Board includes representation across grade levels and programs. The Parent Advisory Board Sub-Council on Special Education (PAC) ensures parent participation in the planning, development and evaluation of the school's special education program as mandated by the laws that govern special education.

SCHOOL RESPONSIBILITIES

CDCPS will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the Massachusetts and common core learning standards for Pre-Kindergarten-grade 8.
2. Be available to meet with parents about student progress as needed, including parent conferences to be held each fall. The format of these conferences will be determined based on recent public health data with virtual meetings being an option.
3. Encourage communication between parents and teachers and provide frequent reports on their children's progress. The school will provide report cards three times during the academic year.
4. Provide opportunities for parents to be actively involved in their child's education at school and join together to create a strong community supporting the common values of academic excellence, respect for others and a strong work ethic.

5. Encourage parents to volunteer, to participate in the life of the community and will consider the needs of parents in its planning. This participation of in-person support may be limited based on recent public health data.
6. Invite all parents to an annual PAB meeting at which information on the Title I program will be shared.
7. Conduct with parents an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the school, and use the findings of the evaluation to design strategies for more effective parental involvement and revise the parental involvement policies if necessary.

PARENT RESPONSIBILITIES

At Community Day Charter Public Schools parents and staff work together to create a community where learning and hard work are valued. We expect parents to be actively engaged in their child's school experience. Following are some of the ways you can participate in your child's success in school:

1. Ensure that your child is at school every day on time. We are required to report to the state if a child is absent for more than 10 days during an academic school year.
2. Support our work ethic that every child will have a school "job" and assume responsibility to do it well.
3. Communicate regularly with your child's teacher. This includes: providing needed information, letting us know how things are going and coming to parent meetings and conferences.
4. Participate in creating high standards for behavior, including supporting the school's code of conduct and working with our school in solving any problems which develop.
5. Talk to your child about values such as work, responsibilities and the importance of education.
6. Show interest in your child's homework and schoolwork and follow through on signing papers and participating in family projects.
7. Never discipline any other CDCPS students (other than your own).
8. Keep your child's emergency phone numbers and information in the school office up to date.
9. Volunteer at the school or by doing things for the school as often as you can.
10. Ensure that your child wears the CDCPS uniform daily.

11. Parents should not schedule vacation during school days. Vacations should be scheduled during designated school vacation dates (Spring Break, Winter Breaks and Summer Break)**.**

VISITOR POLICY

With the full-time return to in-person learning for all students in 2021-2022, CDCPS is limiting the number of visitors within any school buildings. If you have a scheduled, pre-planned appointment or meeting, we ask all visitors to sign in at the office. Any unidentified adult in the building will be directed to the office by teachers, staff or parents. This includes any time parents need to pick up their child for an early release. We do ask all visitors to follow the health and safety protocols in place at CDCPS, including th4e use of masks within any building.

EXPECTATIONS FOR VOLUNTEERS

For the beginning of 2021-2022 CDCPS will be postponing our volunteer program as described below.

Our volunteer program provides parents and other CDCPS supporters with an opportunity to share skills, contribute to our learning environment or just show support for our school. As a volunteer, there are a number of guidelines to be remembered.

- Confidentiality: Respect the privacy of each child as you would like other parents to respect your child's privacy. Do not talk to others about a child's ability or any particular events that happen during the day.
- Reliability: Teachers will plan on you being available at a certain time. Please let them know in advance if you cannot come.
- Children sometimes behave differently when their parents are present. Usually a discussion about appropriate behavior helps. If it is too difficult for you to work in your child's room, we may ask you to work in another room.
- Do **not** administer discipline. If a student is acting out, talk to the teacher or a school administrator about the situation.
- We encourage students best by noticing their achievements and giving appropriate praise.
- Let the staff know what tasks are satisfying to you. We want to utilize volunteers in a mutually fulfilling way.
- Do **not** administer First Aid or clean up any bodily fluids. Call staff for assistance.
- Sign in and out each time you volunteer.

TRANSPORTATION PROGRAM

Community Day Charter Public Schools provide bus transportation to and from school. This is available on a limited basis, as outlined below. No transportation, however, is provided for the extended day care program.

Bus pick-ups occur at designated bus stops throughout the city of Lawrence beginning at 6:45 a.m. Bus drop-offs occur at the same designated bus stops until 5:00 p.m. Children in grades K-4 cannot be alone at the bus stop. An adult must accompany a child for pick up and drop off. If the student's parent or guardian is not at the bus stop, the student will be brought back to school. **A parent fee of $25.00 and/or removal from transportation will be assessed to any student that is returned to school on the bus on more than one occasion.**

Students in grades 5-8 (and over the age of 10) can be dropped off at a bus stop without a parent to greet them if the parents offer written permission to the school. We do not need written permission for this at the Upper School.

A daily transportation fee is assessed for students who live inside the 2-mile radius of the school (as determined by CDCPS). This charge is not reduced if a student only uses bus transportation one way. Transportation fees are available from the CDCPS office. We will not reimburse for transportation charged on snow days. When registering a student for transportation there is a minimum of three days required and preference will be given for students signing up for all five days during the week. If a student moves out of the city of Lawrence, the student can stay in the same school, however, he/she will not be eligible for any transportation services.

Registration for transportation takes place during the month of June and then may be possible on a space available basis during the rest of the year. Only students that are registered may ride the bus. Once schedules are established, daily changes cannot be accommodated, and the bus will not wait for students who are not ready in the morning.

Core health and safety practices

• Masks: All staff and students on the bus, regardless of age, are required to wear masks at all times. Exemptions for students due to medical and/or behavioral reasons will be considered prior to a student being assigned to the bus.

• Ventilation: Windows will be kept open at all times during operation, unless not possible due to extreme weather conditions.

• Seat assignments**:** Students will be assigned to a single bus and a particular seat.
• Bus monitors: CDCPS will continue to employee a bus monitor for every bus to ensure strict adherence to these health and safety guidelines.

Bus monitor
Bus monitor responsibilities will include:
• Managing vehicle entry/exit processes including directing students to assigned seating.
• Ensuring all health and safety requirements are met (e.g., physical distancing, masks, ventilation, hand sanitizer, safe storage of health and safety supplies, etc.).
• Coordinating arrival/departure and entry/dismissal protocols.
• Assisting with routine cleaning and sanitization activities, as appropriate.

Masks
Everyone on the bus and waiting at bus stops must wear masks that cover the nose and mouth at all times.

● Adults, including drivers and other transportation staff (e.g., bus monitors), are required to wear masks.
● Students are required to wear masks, regardless of age, when on the bus.
● Exceptions to masks for students: Face shields may be an option for students with medical, behavioral, or other challenges who are unable to wear masks.
● Masks should be provided by the student/family, but CDCPS will ensure that sufficient extra disposable masks are made available on all buses for any student who needs them.

MORNING DROP-OFF

Full, In-Person Learning Plan
Those students who are not being bused and who are not attending the before-school extended day program are to be dropped off starting at the school's designated arrival time. Any child arriving after 8:10 a.m. shall be considered tardy for that day.

It is important that the drop-off process moves as efficiently as possible. If a parent needs or wishes to speak with someone on the school staff at drop-off time, please park in any available parking space and walk into the building with your child. Please do not stop your car to get out in the middle of the drop-off line. Throughout the drop-off time, the schools appreciate parental compliance with all **No Parking** areas and parental attention to school staff's directions. In this way the schools can ensure that students enter the building in a safe and efficient manner.

Do not pass the school bus or the car line at any time during drop-off or pick-up.

PICK-UP

Those students who are not being bused and who are not attending the after-school extended day program are to be picked up no later than 4:00 p.m. Parents will be charged a fee of $1.00 per minute per child if picked up late. Parents may either park in any marked parking space and walk into the building to pick up their children or may pull their vehicle into the pick-up line to have their children placed directly in their cars by a school staff member.

Throughout the pick-up period, the schools appreciate parental compliance with all No Parking areas and attention to our staff's directions. In this way the school can ensure that children leave school in a safe and efficient manner.

It is the school's policy that parents who would like their child to be transported home from school in a taxi cab (Upper School and Lower School only) must submit written consent to the school to dismiss the child into the care of the taxi cab operator at least one week in advance. This consent must be renewed

each semester.

Any departure **before** 3:30 p.m. is considered an **early release,** and the students must be signed out by an authorized adult. Between 3:30 p.m. and 3:45 p.m., students will not be dismissed as the pickup lane is reserved for the bus.
Do not pass the school bus or car line at any time.

EXTENDED DAY PROGRAM

The Extended Day Program at CDCPS provides recreation and enrichment for children at the school, including opportunities for creative play, development of social skills and child directed activities. Community Day Charter Public Schools' Extended Day Program operates during the following hours:

Before School Day Care: 6:45 a.m.-7:45 a.m.
After School Day Care: 4:00 p.m.-5:30 p.m.

Fees for the above times are available through the Community Day Charter Public School office. All children are charged for day care services outside of school hours. Credit is not given when a child is absent from the program.

Preference will be given to students that sign up for all five days during the week. Drop-in day care is possible on a space available basis. Parents must confirm availability by phone in advance and no later than 3 p.m. for the day of the service.

In situations when children are dropped off **earlier** than their agreed upon extended day care schedule or picked up **later** than their agreed upon extended day care schedule, the family is subject to an additional charge of $1.00 per minute per child for this unscheduled care.

Providing high-quality enrichment opportunities for CDCPS students will continue to be a significant focus as plans are further developed for the year. This will include responding to state guidelines for after school offerings, safety regulations, and determinations for physical activities such as athletics. While it will be critical to focus on academic achievement aligned to the MA Curriculum Frameworks, it will be equally important to pair this instruction with support, opportunities, and services that offer connections to the arts, physical fitness, SEL and other offerings that meet our students' interest and creativity.

BEHAVIOR CONTRACT/DISCIPLINE POLICY

Community Day Charter Public Schools hold the highest expectations for students, faculty, and parents in personal behavior and citizenship. Teachers use discussion and conversation to encourage and support behavior that is acceptable to the school community and to parents. Staff members have received training pertaining to the indicators of child abuse and neglect and follow established procedures for notifying the Head of School about any issues of suspected child abuse.

It is Community Day Charter Public Schools' belief that children need the security of knowing that the adults are in control and have the knowledge and skills necessary to support children. Children will learn skills related to the development of self-control, conflict resolution, problem solving and respect for others. We are aware that given the complex issues of today's families and society, there are individuals who

need additional supports and services to be able to function as members of a group. If we find that our strategies and resources are not sufficient to create success for the student in our learning environment, we will work with the family and student to determine if we need to alter the setting, curriculum or strategies for children who require modifications.

The following code of conduct applies to behaviors in many school settings, including: *working in class, being a good audience, eating in the cafeteria, traveling in the bus, participating in field trips, doing community service, playing on the playground, and playing sports.*

COMMUNITY DAY CHARTER PUBLIC SCHOOLS CODE OF CONDUCT

We are Community Day- it is the people that make our community, not the buildings. We embody our community's values and shared expectations; we work to our full potential in all settings, at all times - there is nothing that makes us more proud than learning and working with effort and integrity.

We commit to:

- Producing our best individual and collaborative work
- Valuing honest effort above all else
- Utilizing our toolbox when we are stuck, including seeking help from adults when necessary
- Knowing that learning and growing is hard work- we celebrate our mistakes and setbacks and understand that those are a critical part of our development
- Ensuring the work is OUR OWN. Our ideas come from our OWN minds and are communicated in our OWN words.
- Distinguishing between true collaboration and academic dishonesty

Cheating and stealing - of possessions or ideas - are directly counter to our values and honor code. We assume the best intentions of everyone, and collectively we are in this together. WE ARE COMMUNITY DAY.

- Each individual (student, teacher, parent and administrator) has a right to be treated with respect at all times, even if there are opposing points of view.
- Each individual has a right to be in a climate of physical and emotional safety.
- Each individual has a right to be viewed as a valued, contributing member of our community of learners.
- Each individual has a personal responsibility and investment in making sure that these rights are supported in our learning environment.
- Each individual must clearly understand the values and expectations set forth by our Code of Conduct and understand that violations of this code will lead to consequences.

Appropriate behavior includes:

- Demonstrating respect for self, others, and property.
- Using courtesy and kindness for each other.
- Assuming responsibility for choices and accepting consequences.
- Being honest in all matters.
- Using good sportsmanship.

We are committed to providing a safe learning environment and will ask students to leave the group if their presence is a threat to the well-being of other students or impedes the ability of other students to learn. We will not tolerate weapons, use of tobacco products or alcoholic beverages, possession or use of drugs, sexual or racial harassment within our school.

At Community Day Charter Public Schools students will:

1. Show respect for their teachers, all other adults, all other students, and their property.
2. Heed adult requests or directions at all times.
3. Not engage in aggressive, hands-on behavior.
4. Use acceptable language in school. Profanity and obscene gestures will not be tolerated.
5. Remain on school property during school hours.

6. Be in assigned classes/areas at designated times, and not leave the classroom without permission.
7. Take care of school property, including taking care of books, magazines, workbooks and other materials, as well as not defacing or otherwise damaging school property or facilities.
8. Maintain cleanliness in the classroom, halls, and inside and outside the building.
9. Not consume food or drink (other than water), other than at lunch or recess times unless through prior arrangement with teachers.
10. Bring in school documents or parental notes when due.
11. Bring absentee and tardy notes to school the day after being absent or tardy.
12. Not have in their possession any dangerous or disruptive objects.
13. Follow all other rules established by the school (for example, not wearing hats, using music players, or chewing gum in school).
14. Not have in their possession other electronic devices such as cell phones or game players.

Failure to meet any of these behavioral expectations will, at the discretion of the teachers and administration, and taking into account the age and developmental level of the student, result in a warning, detention(s), or other appropriate consequences. The school administrator will first meet with the student, and the consequence will be assigned the day of that meeting or shortly after that. A violation of any of the above rules, which is sufficiently serious, may result in suspension.

Grounds for Suspension

1. A serious violation of any of the rules stated above
2. Harassment of other students and adults (including, but not limited to, threats, sexual harassment, or racial, religious, or ethnic slurs)
3. Smoking
4. Actions involving drugs and alcohol, including, but not limited to:
    a. Purchasing or attempting to purchase
    b. Using
    c. Possession
    d. Selling or distributing or intending or attempting to sell or distribute
    e. Possession of drug paraphernalia

    For purposes of this rule, alcohol and drugs include not only alcohol, controlled substances as defined in Mass. Gen. Laws, Ch. 94C (including but not limited to marijuana, cocaine and heroin), but also restricted drugs such as prescription or over-the-counter drugs, steroids, and other products which may be misused (aerosols, solvents, etc.).
5. Profanity or obscenity directed to or at school personnel
6. Fighting
7. Vandalism
8. Stealing
9. Causing a false alarm or other false alarm
10. Possession and/or use of a dangerous weapon or injurious substance or material (suspension or expulsion)
11. Misbehavior by a student that becomes disruptive to the educational process of other students
12. Truancy
13. Severe bus problem

Suspension is the temporary exclusion of a student from the regular school program for a specified number of days, not to exceed the maximum allowed by law. Suspension can be served externally (student remains at home) or internally (at school, under the supervision of the administration) at the discretion of the administration. The number of suspension days assigned depends on the nature of the case and is determined by the administration.

Students who violate the policies described in this Code of Conduct will be subject to disciplinary

action up to and including expulsion as set forth in the CDCPS School Policies.

DISCIPLINE POLICIES

All disciplinary procedures are subject to, and students must comply with, all policies adopted by the CDCPS Board of Trustees (which may change and/or be updated from time to time). No student shall be disciplined without being afforded appropriate due process. Prior to any disciplinary action, the student should be informed of the charges against him/her and the facts which led to those charges, and given an opportunity to present his/her side of the story. This hearing must occur before a student may be directed to leave school, unless the student's conduct presents a threat to the physical safety of that student or others or is too disruptive as to make the student's immediate removal necessary to preserve the right of other students to pursue an education. Expulsion or permanent exclusion of a student from school is additionally subject to the policy and procedures set forth in Mass. Gen. Laws, c.71 § 37H ½.

Community Day Charter Public Schools Policy on Suspension and Expulsion

Overview

Suspension or expulsion from school is considered to be an extreme measure, whose primary purpose is to redirect the attitude and behavior of a student. *Suspension is the temporary exclusion of a student from the school program. Suspensions may be served out of school or in school at the Head of School's discretion.* This policy describes the process associated with suspension and possible expulsion.

Description and Process for Suspension

The Head of School has the power to suspend pupils for sufficient reason for a period not to exceed ten days. The student and his/her parents are given an opportunity to be heard within 24 hours of the completion of the investigation and notice to the parents that the student is facing short-term suspension. In all cases of suspension, the suspended student's parents/guardians will be notified by telephone as soon as possible after the suspension is assigned, preferably on the same day. The Head of School will also provide the parents with a written report of the reasons for suspension, the period of suspension, the procedure for reinstatement and the student's right to appeal the decision. This report is given to the parents within one working day of the Head of School's final decision regarding the suspension. As a condition of reinstatement, the student must reassure the Head of School, in the presence of the parents, of his intent to improve his attitude and behavior. A copy of the written report to the parents is forwarded to the Executive Director's office immediately following the suspension.

Repeated Suspensions

Repeated suspensions for any student are seen by the school as an indication of problems that are likely to have an adverse long-term effect on the student's classroom performance. This will result in a Student Support Team process to determine appropriate interventions. Parents or guardians will be involved in that process along with the student's teachers, school counselor and an administrator.

Suspensions of Students with Disabilities

A student with a disability may be assigned a suspension. When considering the suspension of students with disabilities, the Head of School will review the student's IEP to learn whether or not the team has determined that the student can meet the requirements of the school's discipline code. Written notification to parents/guardians of students with disabilities will also include a statement of the student's rights. These should include the right to access the curriculum and the right to receive special education services should a suspension exceed ten days.

Repeated Suspensions of Students with Disabilities

The following procedures apply to the suspension of students with disabilities when suspensions exceed 10 consecutive school days or when a pattern has developed for suspensions exceeding 10 cumulative

days. These procedures include the responsibilities of the team and the responsibilities of the school.

a. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.
b. Prior to a suspension that constitutes a change in placement of a student with disabilities, the Team convenes
    1. to develop or review a functional behavioral assessment of the student's behavior and to develop or modify a behavior intervention plan,
    2. to identify appropriate alternative educational setting(s); and
    3. to determine the relationship between the disability and the behavior and make a "manifestation decision" (Is the IEP appropriate? Is the placement appropriate? If there was a behavior plan, was it implemented? Does the student understand the impact and consequences of his/her behavior? Can the student control behavior?)
c. If the Team determines that the behavior is NOT a manifestation of the disability, then the school may suspend or expel the student consistent with policies applied to any student without disabilities, except that the school must still offer an appropriate education program to the student with disabilities that may be in some other setting.
d. Regardless of the manifestation determination, the school may place the student in an interim alternative setting (as determined by the Team) up to 45 days
    1. If the behavior involves weapons or illegal drugs or another controlled substance while at school or at a school function; or
    2. If the school provides evidence that the student is "substantially likely" to injure him/herself or others and a hearing officers orders the alternative placement; and
    3. The interim alternative education setting enables the student to continue in the general curriculum, to continue receiving services identified on the IEP, and provides services to address the problem behavior.
e. If the team determines that the behavior IS a manifestation of the disability, then the school takes steps (with the consent of the parent) to correct the IEP, the placement, or the behavior intervention plan and does not suspend the student again during the school year.
f. The school provides written notice to the parent of all rights to appeal and to an expedited hearing. If the parent chooses to appeal, during the appeal process that student stays put in the placement on the last accepted IEP or the interim alternative placement, unless the parent and the school agree otherwise.

Case for Expulsion

Following the third suspension of a student within a given school year, the Head of School, based on the seriousness of the offense and the number of suspensions during the school year, may recommend exclusion from school. Community Day Charter Public Schools will not exclude a student permanently from school without granting the student and his/her parent or guardian an opportunity to be heard. The following infractions may result in expulsion by the Head of School.

- Possession of a dangerous weapon
- Possession of a controlled substance
- Assault of any member of the educational staff, based on discretion of staff members

1. Upon a student being convicted of a felony or upon adjudication or admission in court of guilt with respect to such a felony or felony delinquency, possession of a dangerous weapon or an illegal/controlled substance or assault of educational personnel/felony charge or felony offense, the Head of School of a school in which the student is enrolled may expel the student if such Head of School determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. *Chapter 71, Section 37H (a), (b); Chapter 71, Section 37H ½ (2)*

2. Standards and procedures assuring due process for expulsion

At a student hearing, any decision maker (Head of School) deciding the consequence for the student shall exercise discretion.

a. Written notice will be provided to student of the charges and of the reasons and evidence for expulsion before the expulsion takes effect.
b. Written notice will be provided to the student and the parent of the student of student's right to a hearing with the Head of School before the hearing and expulsion takes effect, including date, time and location. Student's parent or guardian will be present at the hearing.
    1. At the hearing, students and parents have the right to: bring counsel (at the student's expense), present evidence (through the student's own testimony or witnesses and through written evidence) and cross-examine witnesses present by the school.
    2. After the hearing, a Head of School may, in his/her discretion, decide to suspend rather than expel, a student who has been determined by the Head of School to have violated either Chapter 71, Section 37H, paragraph (a) or (b). The expulsion shall remain in effect prior to any appeal hearing conducted by the Chief Academic Officer. *Chapter 71, Section 37H½.*
c. If the Head of School decides to expel the student after the hearing, the Principal shall give written notification at the hearing to the student and parent of the student of the right to appeal, the process for appealing the expulsion and of the opportunity to receive educational services.
    1. The expulsion will remain in effect prior to any appeal hearing. For a 37H½ charge, delinquency complaint, conviction, adjudication or admission of guilt, the Head of School may remove the student for a period of time up to expulsion if Principal determines the Student's continued presence would have a substantial detriment on the general welfare of the school. The student has 10 days from the date of the expulsion to notify the Chief Executive Officer of an appeal. *Chapter 71, Section 37H; paragraph 2, (c) and 37H½ and 603CMR 53.08*

3. Any student who has been expelled from a school district shall have the right to appeal to the Chief Executive Officer.

a. The student or parent of the student shall notify the Chief Executive Officer in writing of his/her request for an appeal. The expelled student shall have 10 days from the date of the expulsion for offenses related to 37H and five days form the date of expulsion for offenses related to 37H½ in which to notify the Chief Executive Officer of an appeal.
b. The Chief Executive Officer shall hold a hearing with the student and the student's parent or guardian within 3 days of receipt of request per 37H.
c. At the hearing, the student shall have the right to present oral and written testimony, the right to counsel and the right to confront and cross examine witnesses presented by the school. The subject matter of the appeal shall not be limited solely to factual determination or whether the student has violated any provisions of section 37H.
d. The Chief Executive Officer shall have the authority to overturn or alter the decision of the Head of School, including recommending an alternative educational program for the student. The Chief Executive Officer shall render a decision on the appeal within five calendar days of the hearing. That decision shall be the final decision of the school with regard to expulsion. *Chapter 71, Section 37H (d), 37H½ (2) and 603 CMR 53.09.*

4. Educational services that will be made available for a student to make academic progress during the period of expulsion once it is imposed.

If the student moves to another district during the period of expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan.

a. The Chief Executive Officer shall inform the student and the parent of this opportunity in writing to receive educational services at the time the student is expelled. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication will be used where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a specific school district staff member to arrange

services. *Chapter 76, Section 21; Chapter 71, Section 37H (e); 603 CMR 53.01 and 53.13 (1), (2), (4)*

5. Disciplinary measures taken in serious cases
Serious case is defined as involving the possession or use of illegal substances or weapons, assault, vandalism, or violation of a student's civil rights. In practice, the decision to suspend rather than expel in serious cases may depend on whether the Chief Executive Officer determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. *Chapter 71, Section 37H (paragraph 2), 37H½*

Documentation of Discipline Incidents
Students involved in discipline incidents will receive written notices of the incidents and of the actions taken by school personnel. These notices are to be signed by parents and returned to the school. Notices will placed in the student yearly files, but in accordance with the law, will not become a part of students' permanent school records. Notices will remain in students' working files for the duration of his/her enrollment at a Community Day Charter Public School. In addition, parents of students who may have been involved in an incident but are not at fault will also receive written documentation of these incidents.

Community Day Charter Public Schools - Physical Restraint Policy

1. Introduction

In compliance with the Commonwealth of Massachusetts Regulations (603 CMR 46.00), Community Day Charter Public Schools ensure that every student attending our school is free from unreasonable use of physical restraint. Community Day Charter Public Schools is committed to the use of de-escalation techniques as a means of resolving difficult situations; however, there are situations where these techniques may not be effective in resolving the situation and there will be a need for further intervention, such as physical escort or physical restraint. Physical restraint will only be used in emergency situations, as a last resort, after all other less intrusive alternatives have failed or been deemed inappropriate and a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others. The goal of any physical restraint is to prevent or minimize any harm to students or staff using the least amount of force to control the situation. The scope of this physical restraint policy extends to all school programs, and school-sponsored events and activities. At no time, will students in Community Day Charter Public Schools be subjected to mechanical, medication, prone, or seclusion restraints.

School personnel shall only administer a physical restraint when it is needed to protect a student and/or a member of the school community from imminent, serious, physical harm. When a physical restraint needs to be administered, school personnel shall seek to prevent or minimize any harm to the student as a result of the use of physical restraint.

2. Definitions

- Physical restraint is direct physical contact that prevents or significantly restricts a student's freedom of movement.
- Extended restraint is a physical restraint the duration of which is more than 20 minutes. Extended restraints increase the risk of injury and therefore require additional written documentation as described in 603 CMR 46.02(1) and reported to the Department of Education.
- Physical restraint cannot be used to discipline or punish a student.

(Touching or holding a student without the use of force including physical escort, touching to provide assistance, and other forms of physical contact that do not include the use of force is not a physical restraint.)

3. Procedures for Addressing Student Behavior

Community Day Charter Public Schools have a comprehensive Code of Conduct, which outlines a range of developmentally appropriate consequences for inappropriate student behavior. The procedures and consequences in the Code of Conduct are reviewed annually and revisions are made as necessary. This code is reviewed with students and parents annually. Copies of the code are made available to all parents of enrolled students. In addition to the Code of Conduct, there are procedures in place for addressing student violence, self-injurious behavior, suicide, or other potentially dangerous student behavior.

When a staff member determines that or is made aware of student behavior which is violent, self-injurious, suicidal, or escalating to a potentially dangerous level, the following actions are to be taken:

(1) Staff member immediately notifies the Head of School.
(2) The Head of School sends appropriately trained staff to the student's location to support the staff member and assist in containing the student's behavior from further escalation.

(3) Trained staff will escort the student to a quiet location to de-escalate the behavior or initiate a referral for an emergency evaluation.
(4) If the student refuses to go with staff to a quiet location, then the staff members will remain with the student while the reporting staff member removes other students from the immediate vicinity. The de-escalation or referral process will proceed as noted in Step 3.
(5) If the behavior of the student is violent, self-injurious, or suicidal, then all necessary measures, including physical restraint, will be taken to ensure the safety of the student and all other school community members.

Community Day Charter Public Schools also endorse the use of the following programs and strategies for addressing student behavioral issues in a proactive manner in order to minimize the chance that behavior will escalate to the point where a student's behavior poses a threat to self or others. The following programs are options:

(1) Crisis Prevention Institute's (CPI) Nonviolent Crisis Intervention Training provides staff with methods to de-escalate student behavior;
(2) Positive Behavioral Interventions and Supports (PBIS) provide a school-wide tiered system of supports and strategies to address student behavior across all school settings ranging from whole school expectations to individual student plans;
(3) Trauma Informed Care provides staff with a better understanding of the needs of students who have a history of trauma and how that history may be influencing the behaviors that are being displayed in the school setting;
(4) Restorative Justice works to empower students to talk about and solve problems they face in an appropriate manner and setting;
(5) Social Emotional Learning (SEL) is a process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Individual buildings may select from this list or identify another program to provide staff with the skills to support students who are exhibiting difficulty and aggressive behaviors.

4. Training

Each Head of School shall determine a time and a method to provide all program staff with training regarding Community Day Charter Public School's procedures for addressing student behavior and restraint policy. 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:

(a) A comprehensive review of the district's restraint policy and procedures;
(b) A review of the school or program's methods for preventing student violence, self-injurious behavior, including individual crisis planning and de-escalation of potentially dangerous behavior occurring with an individual student or among groups of students;
(c) A description and explanation of the school or program's alternatives to physical restraint and the use of physical restraint solely as an emergency procedure;
(d) Methods for engaging parents in discussions about restraint prevention and the use of physical restraint solely as an emergency procedure;
(e) A description of the training requirements needed to be able to implement a physical restraint;

(f) The requirements and procedures for: reporting restraints to parents and DESE, post restraint reviews, receiving and investigating restraint practices, and the periodic review of data and documentation on the use of physical restraints;
(g) The procedure for making reasonable efforts to notify a parent of the use of restraint on a student within 24 hours of the restraint and written notification follow up to the parent within three (3) school working days through an email

At the beginning of each school year, the Heads of School shall identify program staff that is 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 through Crisis Prevention Institute's (CPI) Nonviolent Crisis Intervention. The Department of Education recommends that such training be at least 16 hours long and an annual refresher training thereafter. Only trained staff shall administer physical restraints however this does not preclude a teacher or employee from using reasonable force to protect students, other persons, or themselves from assault or imminent, serious, physical harm.

The in-depth training for staff shall include, but not be limited to:

(a) Appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;
(b) Instruction regarding the impact of physical restraint on the student and family, recognizing that the act of restraint has impact, including but not limited to: psychological, physiological, and social-emotional effects;
(c) A description and identification of dangerous behaviors on the part of students that may indicate the need for physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
(d) 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;
(e) Instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and
(f) Demonstration by participants of competency and proficiency in administering physical restraint.

5. Reporting Requirements

Staff shall verbally report the use of physical restraint to the Head of School, if circumstances allow, immediately following the incident. Use of a physical restraint shall then be recorded using the Community Day Charter Schools Restraint Form and submitted to the Head of School no later than the next school working day. Parent(s)/Guardian(s) will be notified immediately via telephone. A written report will be sent to parent(s)/guardian(s) within 3 school working days.

The Head of School shall maintain an on-going record of all reported instances of physical restraint, which shall be made available for review by the Department of Education, upon request. The Head of School will review physical restraint occurrences weekly, and meet monthly to ensure record accuracy and thoroughness, as well as needed follow through with teaching teams and next steps. In the instance the Head of School directly administers a restraint; the Director of Student Services as designated by the Chief Executive Officer, shall lead the review team's discussion. Any restraint over 20 minutes, or the occurrence of a serious injury, the Head of School will send a report to the Department of Education within 3 school working days of restraint and will include a log for the 30 day period prior to the restraint. 46.06(5)

A time-out can only be used to calm a student, and under no circumstances should a student be left

unsupervised. A staff member must continually observe the student, and be available if needed. This needs to be documented, and reported to the Head of School if the time-out lasts more than 30 minutes.

6. Procedure - Receiving and Investigating Complaints

A complaint made by a parent, student, or employee is to be made to the appropriate Head of School. If the person making the complaint is not satisfied with the decision made regarding the complaint, that person shall submit a written request of appeal to Maria Gonzalez Moeller, 190 Hampshire Street, Lawrence MA 01840, telephone: (978)-682-6628. The complaint should include the following: the name of the student, the name of the individuals involved in the alleged physical restraint, the basis of the complaint, and the corrective action being sought.

The Chief Executive Officer shall conduct an investigation into the complaint promptly after receiving the complaint and will make sure that the complaint is handled as quickly as is feasible. The Chief Executive Officer will provide a written decision to the appellant, giving the reasons for the decision within a two-week period.

Additional information, including a copy of the Regulations, can be obtained at
www.doe.mass.edu/lawsregs/603cmr46.html

Community Day Charter Public Schools
Bullying Prevention and Intervention Plan
(revised June 2021)

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Bullying Prevention and Intervention Plan and Policy

I. PRIORITY STATEMENT

Community Day Charter Public Schools, as stated in the Code of Conduct, hold the highest expectations for students, faculty, and parents in personal behavior and citizenship. Pursuant to this, each individual (student, teacher, parent and administrator) has the right:

- To be treated with respect at all times, even if there are opposing points of view
- To be in a climate of physical and emotional safety
- To be viewed as a valued, contributing member of our community of learners

To uphold the rights of each individual, the school, in partnership with our students and families, will endeavor to maintain a learning and working environment free of bullying, cyber-bullying, harassment, and retaliation. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

Definitions:
Bullying, including cyber-bullying via CDCPS remote learning platforms or other, as defined by Chapter 92 of the Massachusetts Act of 2010, is the repeated use of by one or more students of a written, verbal or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- Causes physical or emotional harm to the target or damage to the target's property;
- Places the target in reasonable fear of harm to himself or of damage to his 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.
- Bullying may involve, but is not limited to:

    1. unwanted teasing
    2. threatening
    3. intimidating
    4. stalking
    5. physical violence
    6. theft
    7. sexual, religious, or racial harassment
    8. public humiliation
    9. destruction of school or personal property
    10. social exclusion, including incitement and/or coercion
    11. rumor or spreading of falsehoods

Cyber-bullying, as defined by Chapter 92 of the Massachusetts Acts of 2010, is bullying through the use of technology or any electronic communication, which will include, but will not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages of facsimile communications, or text messaging. Cyber-bullying also includes:

- 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 included in the definition of bullying above.

Cyber-bullying will also include the distribution by electronic means of communication to one or more persons 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 included in the definition of bullying above.

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

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

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

Jurisdiction:

- On school grounds and property immediately adjacent to school grounds
- At a school-sponsored or school-related activity, function or program whether on or off school grounds
- At a school bus stop, on a school bus or other vehicle owned, leased or used by a school district, and
- At a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the bullying 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.
  Note: Nothing contained herein will require schools to staff any non-school related activities, functions, or programs.

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

CDCPS responsibilities for communication, training, and professional development:

Each year, the school will...

- Provide all staff members with written notice of the bullying policy by publishing information about it, including sections related to staff duties, in the school employee handbook and the code of conduct during teacher orientation week at the beginning of each academic school year. Annual training for all school staff on the Policy and Plan will include the duties under the Plan, an overview of the steps that the Head of School will follow upon receipt of a report of bullying or retaliation, and overview of the bullying prevention curricula to be offered at all grades through the schools (Early Learning Center, Lower School, and Upper School). Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

- Provide ongoing professional development to build the skills of all staff members to prevent, identify and respond to bullying. School counselor and Heads will work together to attend workshops for latest research and information as well as design, plan, and/or implement annual ongoing trainings. The content of such professional development will include, but not be limited to:
  1. developmentally appropriate strategies to prevent bullying incidents
  2. developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents
  3. information regarding the complex interactions and power differential that can take place between and among an aggressor, target, and bystander/witness to the bullying
  4. 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
  5. information on the incidence and nature of cyber-bullying, and
  6. internet safety issues as they relate to cyber-bullying

- Professional Development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

- Provide students and parents/guardians with written notice of relevant, student-related sections of the bullying policy in age-appropriate terms and in Spanish and English the first week of each school year. This will include bullying prevention curriculum of the ELC, Lower School, and Upper School and how parents and guardians can reinforce the curriculum at home and support the school.

- Provide parent education and resources through the following:
    1. Through parent meetings of the PAB (Parent Advisory Board) and PAC (Special Education Advisory Council), programs and information will be offered that are focused on the parental components of the anti-bulling curricula and any social competency curricula used by the school. This includes, but not limited to, definitions of bullying, including cyberbullying and online safety; effects of bullying; what to do if your child is bullied; what parents can do about school bullying; and how to be a partner with school to address concerns and issues.
    2. Relevant copies of this material will be sent to all families through the parent notification process the first week of school regarding the Anti-bullying plan. This will include information to educate parents of the dynamics of bullying. The school or district will send parents written notice each year about the student-related sections of the Plan and CDCPS's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in English and Spanish language format.
    3. The school will post the Plan, reporting documents, and related information such as bullying dynamics and how to reinforce and follow plan on its website.

Academic and Non-academic Activities

- Provide age-appropriate instruction on bullying prevention in each grade through an evidence-based curriculum. This includes the following components:
    1. First day of school discussions in every classroom for the following:
        A. Defining of bullying, cyberbullying, and other key terminology, including target, aggressor, bystander, and retaliation.
        B. Review of Code of Conduct, Anti-bullying policy, and Internet Usage policy.
        C. Creation of classroom rules to promote respect and emotionally and physically safe learning environment.
        D. Student and Parent contracts to agree to follow all rules and policies and signatures to agree to accept all policies and plans of the school.
    2. Grade 7th and 8th Task Force to address bullying issues and create age-appropriate, student-led classes involving role-playing, skits, and video blogs to promote understanding of bullying and ways to create a safe and nurturing environment. Lessons created by students will span K1-8th grades.
    3. Character Development Classes- Scope and Sequence includes
        A. appreciating and respecting differences
        B. understanding peer pressure and how to deal with it
        C. treating each other with respect
        D. empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance
        E. emphasizing cyber safety, including safe and appropriate use of electronic communication technologies

4. Community Service Learning opportunities, including Community Service after school club for local and national service projects; community group activities to promote school service activities; and cooperative learning activities across all grades for support and promotion of positive school environment and anti-bullying awareness.

In addition, CDCPS will promote the following general teaching approaches that support bullying prevention efforts:

1. Setting clear expectations for students and establishing school and classroom routines
2. Creating safe school and classroom environments for all students
3. Using appropriate and positive responses and reinforcement, even when students require discipline
4. Using positive behavioral supports
5. Encouraging adults to develop positive relationships with students
6. Modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors
7. Using the Internet Safely (CDCPS will maintain "The Use of Computers and Internet" policy regarding internet safety measures to protect students from inappropriate subject matter and materials that can be accessed via the internet and the appropriate use by students of computers at school.)
8. Supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strengths.

- In addition, CDCPS will include the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing in Individualized Education Plans for children with a disability that affects their social skills development and for children who are vulnerable to bullying, harassment or teasing because of the child's disability.

Policies and Procedures for reporting, documentation, intervention, and remediation: The Head of School of each school (ELC K1- 1, Lower School 2-4, and Upper School 5-8 respectively) is responsible for the implementation and oversight of the bullying policy at his or her school, including the following guidelines and procedures.

Reporting and Documentation:

- Each year, within the first two weeks of school, Head of Upper School and School Counselor will devote time to providing information and resources to members of the leadership team about bullying and about the school's bullying policy.
- Each year within the first two weeks of school, teachers and staff will be informed and trained with the district's bullying policy by a member of the leadership team.
- Each year within the first two weeks of school, a school administrator will inform students of the school's bullying policy.
- Students, parents, and other witnesses or bystanders will report incidents of alleged bullying or retaliation to any staff member, orally or in writing, in a timely manner (as prescribed below). 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 Head of School or designee. Reports may be made anonymously, though no disciplinary action may be taken against a student solely on the basis of an anonymous report. *Note*: Use of the Incident Reporting Form is not required as a condition of making a report by parents, students, and members of school community. The school will: include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; make it available in the school's main office, the counseling office, and other locations

determined by the Head of School; and post it on the school's website. The Report will be made available in English and Spanish languages.

- Staff members who witness or are informed of alleged bullying or retaliation will report the incident to the respective Head of School immediately and complete a Student Disciplinary Referral form by the close for the school day (or by the following school morning should the incident happen during an after-school activity). The requirements to report to the Head of School do not limit the authority of the staff member to respond to the behavioral or disciplinary incidents consistent with school policies and procedures for behavior management and discipline.

Investigation, Notification, and Determination:

- Any Head of School who receives a report of alleged bullying or retaliation will complete an investigation of the alleged incident within 48 hours of having received the report, including meeting(s) with involved students and witnesses/bystanders. In doing so, Head of School will consider all available information known, including the nature of the allegation(s) and the ages of the students involved. During the investigation the Head of School will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The Head of School (or designee as needed to perform investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action. Interviews may be conducted by the Head of School, other staff members as determined by the Head of School, and in consultation with school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the Head of School will maintain confidentiality during the investigative process. The Head of School will maintain a written record of the investigation.
- Before fully investigating the allegations of bullying or retaliation, the Head of School 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 safety 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 Head of School will take additional steps to promote safety during the course of and after the investigation, as necessary. Counseling or referral to counseling for appropriate family members of involved students will be provided as determined to be necessary by the Head of School. The Head of School 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, to include but not limited to:

    1. Creating a safety zone, with monitoring of staff of all activities of student reporting or providing information and aggressor to ensure the emotional and physical safety of student.
    2. Providing access to counseling of "safe person" to report concerns, thoughts, or feelings of anxiety by student reporting.
    3. Daily check-ins from Head of School with reporter and staff to ensure the continuing of emotional and physical safety at school, as well as opportunity to report any concerns outside of the school.

- The Head of School will also complete a written Incident Report detailing:
    1. His or Her findings
    2. The disciplinary response
    3. Actions that will be taken to prevent further acts of bullying or retaliation, and
    4. The procedures and supports that will be used to restore a sense of safety to the target, as

necessary.

The Head of School will attach any related Student Disciplinary Referral form that she or he has received to his or her Incident Report.

- If allegations of bullying or retaliation are substantiated, the Head of School will determine the appropriate disciplinary response. The Head of School will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefitting from school activities. The Head of School will:
  1. Determine what remedial action is required, if any and
  2. Determine what responsive actions and/or disciplinary action is necessary.

  Depending upon the circumstances, the Head of School may choose to consult with the students' teacher(s) 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 Head of School 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 immediately following the findings of the investigation, through phone call and/or meeting. This includes any actions of counseling, education, and/ or disciplinary actions as well as plan in place with faculty and counselor to prevent any further bullying or retaliation (could include, but not limited to, extra presence or watch of times and places prone to past bullying behavior, separation of students, confidential follow-up with target- listed below). All notices 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 Head of School 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.

- There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation.

- Responses to bullying as a result of determination of act may include variety of skill-building activities, disciplinary actions, and measures listed below. Consequences for a student who commits an act of bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student (varying from K1-8), and the student's history of problem behaviors and performance, and will be consistent with the approved code of conduct. Remedial measures shall be designed to: correct the problem behavior, prevent another occurrence of the behavior, and protect the target of the act.
  1. Upon determination that bullying or retaliation has occurred, the school will use a range of response that balances the need for accountability with the need to teach appropriate behavior. Skill-building approaches that Head of School may consider include:
     - Offering individualized skill-building sessions based on CDCPS's anti-bullying curricula;
     - Providing relevant education activities for individual students or groups of students in consultation with school counselor or other appropriate school personnel;
     - Implementing a range of academic and non-academic positive behavioral supports to help students understand pro-social ways to achieve their goals;
     - Meeting with parents and guardians to engage in parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
     - Adopting behavioral plans to include a focus on developing specific social skills; and

- Making referral for evaluation.

2. If the Head of School decides disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Head of School or designee, including the nature of the conduct, that age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with this plan and CDCPS'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.
3. The Head of School 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. This may include increasing adult supervision during arrival, recess, dismissal, and all other key transition times where bullying is known to have or occurred or is likely to occur.
4. Within reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Head of School 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 Head of School or designee will work with appropriate school staff to implement them immediately.
5. Repeated incident of bullying by a student will result in more severe disciplinary actions. If there is a determination of violation of civil rights, appropriate law enforcement officials will be notified.
6. Any student who knowingly makes a false accusation of bullying or retaliation will be subject to disciplinary action, which may include a warning, detention, or suspension (in or out-of-school).

- If any aggressor of bullying is a staff member, appropriate disciplinary actions will be taken and may include a reprimand, suspension or termination depending on the severity of the incident.

- If an incident of bullying or retaliation involves students from more than one school (ELC, LS, US), the Head of School first informed of the bullying or retaliation will promptly notify the appropriate administrator of other school so that both may take appropriate action.

- If the reported incident involves student or 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 of School 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 Head of School 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 of bullying or retaliation occurs on school grounds and involves a student under the age of 21 who is no longer enrolled in the CDCPS, the Head of School will contact the Lawrence Police Department if he or she has a reasonable basis to believe that criminal charges may be pursued against aggressor.

Community Day Charter Public Schools will update the Bullying Policy at least biennially.

Relationship to Other Laws:
Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G. L, c. 71, 37H or 37 H1/2, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

Appendix A:
Leadership and Steps to Creation of Bullying Prevention and Intervention Plan and Policy:

A. Public Involvement in developing the Plan: This plan was developed in consultation with teachers, school staff, professional support personnel, administrators, students, parents, and guardians. This included:

1. Notice and Public Comment Session at Parent Advisory Board at October 4, 2010 meeting and at APA (Spanish-Speaking parent group- Association of Parents in Action) on Tuesday, October 19, 2010 . During both sessions, draft proposals were presented to parents, input garnered, and steps for parental involvement for promoting anti-bullying measures were presented in English and Spanish. After policy and plan approval by DESE, plan will be presented annually at parent meetings to promote understanding and to facilitate communication for anti-bullying education and reporting.
2. Teacher information session was held at Orientation week, August 23rd- 27th, to discuss plan development and to begin anti-bullying and cyberbullying professional development and training. In addition, after parent input sessions at school committees, each building (Early Learning Center K1-1, Lower School 2- 4, and Upper School 5-8) held staff meetings for teacher comment sessions on drafts of proposed plans for ideas for development, implementation, and training for plan.
3. Creation of student task force was done for input into how to communicate anti-bullying messages, strategies, and understanding to student population across all grades.
4. Attendance by school counselor at two trainings to have latest research and to consult local law enforcement representatives and agencies for legal requirements and anti-bullying legislation. School counselor will be an on-going contributor, supporter, and resource for administration and staff in the implementation of Anti-bullying plan.

B. Assessing Needs and Resources: A mapping process to enhance capacity to prevent and respond to issues of bullying within the context of other healthy school initiatives began this past summer (June- August 2010) with school leadership team of Heads of School, counselor, and Executive Director. This investigative process continued in the early fall with the advent of the 2010-2011 school year. As part of the planning process, school leaders:

1. Sought input from school staff, parents, guardians, and students, including needs assessment surveys and public comment sessions.
2. Consulted through professional development trainings local law enforcement representatives and anti-bullying experts.
3. Reviewed current policies and procedures within student handbook and employee handbook
4. Reviewed available data on bullying and behavioral incidents and assessed available resources including curricula, training programs, and behavioral health services. Resources included, but not limited to:

A. *Bullying in Schools Fighting the Bully Battle* (National School Safety Center)
B. *Bullying at School: What We Know and What We Can Do* D. Olweus
C. *Preventing Bullying: A Manual For Schools and Communities* (US Department of Education)
D. *Direct From the Field: A Guide to Bullying Prevention* (Commonwealth of MA governor's Task Force)
E. *Bullying Prevention: Research and Implementation* (Prevention Child Abuse America)
F. *Bullying and Cyberbullying Prevention* (Massachusetts Aggression Reduction Center)

C. Planning and Oversight: As part of plan, Heads of School will work in conjunction with Executive Director, staff, and counselor to do the following:

1. Ensure process for recording and tracking of incident reports for bullying is implemented and followed.
2. Collect and analyze building and school-wide data on bullying to assess the present problem and to measure improved outcomes.
3. Planning for the ongoing professional development.
4. Planning supports that respond to the needs of targets and aggressors.
5. Choosing and implementing curricula that the school or district will use.
6. Developing new or revising current policies and protocols under the Plan and designating key staff to be in charge of implementation of them.
7. Amending student and staff handbooks and codes of conduct.
8. Leading the parent or family engagement efforts and drafting parent information materials.
9. Reviewing and updating the Plan each year.

Appendix A:
Bullying/ Retaliation Incident Report Form **Date and Time:**

1. **Name of Person Reporting/ Filing Incident**: _____

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

3. **Circle whether you are a**:

Student **Staff member (specify role)**_____

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

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; circle description of each person's role**):**

Name:	**Student**	**Staff**	**Other:**
Name:	**Student**	**Staff**	**Other:**
Name:	**Student**	**Staff**	**Other:**

_____

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

For Administrative Use Only

9. **Signature of Person Filling this Report:** **Date:**
(Note: Reports may be filed anonymously.)

10.Form Given to: **Position:** **Date:**

Signature: _____ Date Received:

Appendix B:
II. Investigation

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

2. **Interviews:**

Interviewed aggressor Name_____Date_____

Interviewed target Name_____Date_____

Interviewed witnesses Name_____Date_____

3. **Any prior documented incidents by the aggressor?** (Circle answer)**Yes No**

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

Any previous incidents with findings of BULLYING, RETALIATION YesNo

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 (please circle all responses that apply):**

Yes - Bullying Retaliation No- Incident documented as _____

Discipline referral only_____

2. **Contacts:**

Target's parent guardian Date_____Aggressor's parent/guardian Date_____

Law Enforcement (if applicable) Date_____

3. **Action Taken (Circle all that apply)**

Loss of Privileges Detention 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 Head of School (if principal was not the investigator) **Date_____**

Report forwarded to Executive Director: Date _____

Signature and Title: _____ Date_____

POLICY REGARDING SUBSTANCE USE PREVENTION

Goal

Our goal is to create a safe environment in each of our schools. We promote a focus on creating an identity that embraces a healthy self-image and a drug-free lifestyle. We encourage the development of leadership qualities with a focus on family, school and community. Participation in these activities enables students to have a collective voice in making decisions that are beneficial to themselves and their community.

Our prevention program involves the use of multiple strategies that include education and training; social competency skill development; social norms with expectations for behavior; policies, procedures and protocols; and problem identification and referral services. School administrators and teachers play a key role in implementing and overseeing these programs.

Curricula

CDCPS students in grades 5-8 are presented with Healthy Lifestyle Choices curriculum, an evidence-based substance use prevention curriculum in combination with a bullying prevention program, Olweus Program, as part of the Community Day character education and My Responsibly program. This curriculum is woven into the school day with a particular emphasis placed on weekly classes.

Professional Development

Staff members are provided annual training to ensure that all are aware of our policies, procedures, and protocols for prevention, intervention, and follow-up in preventing and responding to substance use and abuse.

In addition, we provide annual training on the early warning signs and behaviors that indicate a student may be experiencing substance use problems, as well as referral systems and other protocols to follow. Qualified staff is trained to administer a verbal screening tool to screen pupils for risk of substance use related problems. (See below for more information on Verbal Screening Tools.)

Intervention

- **Administration & Staff** - Staff members, crucial to this team effort, include heads of school, operations managers, classroom teachers, counselors, nurse and director of buildings and security.
- **Referral System** – The school has established a system for identifying at-risk students and procedures for a plan of action that could potentially help the student avoid suspension and/or continuous substance abuse problems.
- **Reentry** - For students who were charged with drug or alcohol related offenses, a new policy regarding their reentry into school (after suspension) was established. The "Reentry Program Student Contract" was developed (see Appendix A). This contract involves the participation and signatures of the counselor, head of school, staff, parents, and the student. The student agrees to stay substance free, complete drug screen as necessary, attend all classes, maintain passing grades, avoid discipline infractions, and maintain communication with the school counselor.
- **Multiple Offense Reentry** - A second contract was developed for multiple offenders (see Appendix B). The same applies with the added stipulation that the student attend an after school drug/alcohol program.

Policy and Procedures

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

- Students use of illegal drugs, narcotics, and/or alcohol on school property, on school buses, at school bus stops, and/or at school-sponsored or school-related functions.
- Student possession of illegal drugs, narcotics, alcohol and/or drug paraphernalia on school property, on school buses, at school bus stops, or at school-sponsored or school-related functions.
- Being under the influence of illegal drugs, narcotics, and/or alcohol on school property, on school buses, at school bus stops, or at school-sponsored or school-related functions.
- Student sale, distribution, or attempted sale or distribution of illegal drugs, narcotics, and/or alcohol on school property, on school buses, at school bus stops, or at school-sponsored or school-related functions.

The following procedures will be utilized in any case where a student is suspected of engaging in any of the prohibited conduct enumerated in the paragraphs above:

- The student will be referred to the head of school.
- The administrator may contact the school nurse concerning the case. If the nurse or other medical professional determines that physical symptoms may be present after speaking with the student and evaluating the symptoms, the nurse or other medical professional will make recommendations to the referring administrator.
- The head of school, if reasonably possible, will notify the student's parent(s) or legal guardian(s).
- The head of school will inform the student, in the presence of his/her parent(s) or legal guardian(s) if reasonably possible, of the conduct prohibited in which the head of school believes the student has engaged.
- The student will have the opportunity to respond to the head of school.
- After considering the evidence, if the head of school believes a violation has occurred, the head of school may suspend the student.
- The length of the suspension will be determined by the head of school taking into account the age of the student and nature of the violation.
- Following the meeting with the head of school, the student will be released from school and, as a general rule, will be released only into the care and custody of his/her parent(s) or legal guardian(s) or other responsible adults designated by the student's parent(s) or legal guardian(s).
- Prior to the student's return to school and as a condition of his/her return to school, the parent(s) and/or legal guardian(s) and the student must meet with the head of school and/or other staff for the purpose of determining a specific plan of intervention and/or support services.

- Should the parent(s) or legal guardian(s) fail to cooperate with the school authorities at any point in this procedure, the school authorities may find it necessary to pursue a CHINS or a care and protection action.

CDCPS reserves the right to discipline students for drug or alcohol-related actions or offenses that are committed by the student during non-school time, on property other than school property, and/or at functions or events that are neither sponsored by, nor related to, the CDCPS. This right will be exercised where the health, safety, or morals of the other students or employees of the CDCPS could be jeopardized by the student's presence in school.

Students found in possession of illegal drugs, narcotics, or drug paraphernalia while on school property, on a school bus, or while attending school-sponsored or school-sanctioned functions will be reported to the police.

For those students who are involved in CDCPS extracurricular activities, violations of this policy may jeopardize their continued participation in those activities, as more fully outlined in the Code of Conduct.

Access to Resources and Services

CDCPS staff plays an important role in identifying and referring students with substance use related problems and working with their families. At CDCPS, teachers and school counselors work in collaboration with substance use counseling professionals and mental health specialists to meet the needs of those students most at risk.

School counseling personnel have access to information and strategies necessary to facilitate referrals to community services for the wide variety of mental health problems that students experience, including substance use. CDCPS has a resource list for the network of services available through the agencies in their areas.

Collaboration between schools and community behavioral health providers can address student-specific issues, including interventions such as small group, individual supports, and school reentry plans. These efforts can support school staff including consultation on general as well as student-specific challenges and plans for school and community provider responses when necessary.

Collaboration with Families

Families are essential partners with CDCPS in preventing substance use. Parental input, particularly from parents of students with substance-related problems, helps identify and prioritize the needs of the school community.

CDCPS emphasizes the importance of school-community-home collaborations in weaving together the resources for comprehensive, multifaceted approaches to preventing substance use and abuse. CDCPS provides parents/guardians with information regarding the schools and substance use prevention and abuse education policy, as they play a key role in their success. CDCPS annually informs parents/guardians about the school substance use prevention and
abuse education policy.

CDCPS posts the policy on each school website. Future student handbooks also will contain information on policies, procedures and protocols. This information also is made available through the Parent Advisory Board (PAB) and Parents Advisory Council (PAC), as well as other related programming. Materials are provided and available in English and Spanish.

Healthy Lifestyle Choices curriculum contains an education component specifically designed for parents/guardians and other actively involved family members. This outreach by schools can help parents/guardians and family members to keep students safe from substance use, by modeling skills and attitudes at home, thereby supporting the prevention component of the school initiative. Effective programs involve parents/guardians through regular activities and by using more than one approach.

**This policy will be reviewed and updated on an annual basis.*

Appendix A

Reentry Program Student Contract

Student: _____

School: _____

You have been involved with a drug-related incident for which you were suspended from school. If you agree to participate in this program, the head of school may consider you eligible to return to school. If you sign this contract, you will agree to the following:

1. Meet with the school counselor to discuss your progress, according to your specific plan of action.
2. Your parents will need to sign off and agree to communicate our school counselor on an as-needed basis.
3. Be drug free for the remainder of the school year.
4. Attend school, avoid discipline infractions, and maintain passing grades.
5. Complete a drug screening/assessment with your physician or at a hospital as necessary.

Failure to comply with all aspects of this contract may result in a long-term suspension/expulsion.

Parent Signature: _____
Date: _____

Student Signature: _____
Date: _____

Head of School: _____
Date: _____

Appendix B

Reentry Program Student Contract II

Student: _____

School: _____

You have been involved with a drug-related incident for the second time in which you were suspended from school. If you agree to participate in this program, the head of school may consider you eligible to return to school. If you sign this contract, you will agree to the following:

1. Meet with the school counselor to discuss your progress, according to your specific plan of action.
2. Your parents will need to sign off and agree to communicate our school counselor on an as-needed basis.
3. Be drug free for the remainder of the school year.
4. Attend school, avoid discipline infractions, and maintain passing grades.
5. Complete a drug screening/assessment with your physician or at a hospital as necessary.
6. Immediately enroll in an after-school drug/alcohol-counseling program approved by the school.

Failure to comply with all aspects of this contract may result in a long-term suspension/expulsion.

Parent Signature: _____
Date: _____

Student Signature: _____
Date: _____

Head of School: _____
Date: _____

THE USE OF COMPUTERS AND THE INTERNET POLICY

Community Day Charter Public School is pleased to offer students access to a computer network and the Internet, as well as individual 1:1 devices for accessing and completing academic work both in school and remotely. To gain access, students must follow the below rules as outlined in this document. Should a parent prefer that a student not have Internet access, use of the computers is still possible for more traditional purposes such as word processing and use of educational software while onsite at CDCPS.

What is possible?

Access to the Internet will enable students to explore thousands of libraries, databases, museums, and other repositories of information. Families should be aware that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate or potentially offensive. While the purposes of the school are to use Internet resources for constructive educational goals, students may find ways to access other materials. We believe that the benefits to students from access to the Internet in the form of information resources and opportunities for collaboration exceed the disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. CDCPS teachers will closely supervise all student use of the Internet while onsite at CDCPS.

Additional learning platforms will include, but are not limited to, Seesaw for K1-K2 students and Google Classroom for students in Grades 2-8.

What is expected?

Access to the computer systems has been established for educational purpose. Students are responsible for appropriate behavior on the school's computer network just as they are in a classroom or on a school playground. Communications on the network are often public in nature. General school rules for behavior and communications apply. It is expected that users will comply with school standards and the specific rules set forth below. The use of the network is a privilege, not a right, and may be revoked if abused. The user is personally responsible for his/her actions in accessing and utilizing the school's computer resources.

Parents/guardians will complete a Technology Device Agreement any time an iPad (K1-K2) or a Chromebook (Grades 1-8) is to be utilized for remote learning purposes.

What are the rules?

Privacy- Network storage areas may be treated like school lockers. Network administration may review communications to maintain system integrity and will ensure that students are using the system responsibly.

Illegal Copying and Plagiarism- Students should never download or install any commercial software, shareware, or freeware onto network drives or disks. Nor should students copy other people's work or intrude into other people's files. Students should not plagiarized works they find on the Internet. Plagiarism is taking the ideas or writing of others and presenting them as if they were yours.

Inappropriate Materials or Language- No profane, abusive or impolite language should be used to communicate nor should materials be accessed which are not in line with the rules of school behavior. A good rule to follow is never view, send, or access materials, which you would not want your teachers and

parents to see. Should students encounter such material by accident, they should report it to their teacher immediately.

General Rules

1. Do not use a computer to harm other people or their work.
2. Do not damage the computer or the network in any way.
3. Do not interfere with the operation of the network by installing illegal software, shareware, or freeware.
4. Do not violate copyright laws.
5. Do not view, send, or display offensive or obscene materials.
6. Do not share your password with another person.
7. Do not waste limited resources such as disk space or printing capacity (don't print an entire web site). Always check with teacher before conducting print jobs.
8. Do not trespass in another's folders, work or file.
9. Do notify an adult immediately, if by accident, you encounter materials, which violate the rules of appropriate use.
10. BE PREPARED to be held accountable for your actions and for the loss of privileges if the Rules of Appropriate Use are violated.
11. Do not use the Internet for personal e-mail.
12. Do not use or visit any social or personal web sites, such as Facebook.

CDCPS routers filter websites which would be considered inappropriate while students are onsite and utilizing a CDCPS network. However, it should be noted that connecting to the Internet through an outside services would not necessarily have these filters in place. This is an important note for all families.

In the event a CDCPS own device is damaged during remote learning use, for any reason, CDCPS will work individually with that family on compensating the school for the damaged device. The age of the device as well as the current cost will be taken into consideration.

Cell Phone Use and Use of Wearable Technology

Any use of cell phone or wearable technology is prohibited at CDCPS. We understand that there is growing use and popularity of these devices, however, we feel it is a distraction in schools and can cause many other issues to arise. We also understand that parents provide these devices to provide a way of communication with their child in the event of an emergency. While this is important, we respectfully ask that all devices are turned off and left in backpacks or lockers during school hours. Should there be an actual emergency or a parent needs to reach a child during school hours they are encouraged to call the school office where the operations manager will take a message and pass this on to the child. Please note: CDCPS will not be held responsible for the loss or theft of any of these devices while in school.

PRIVACY RIGHTS

The federal Protection of Pupil Rights Act affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of -

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use -

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer to from the parents to a student who is 18 years old or an emancipated minor under State law.

CDCPS has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. CDCPS will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. CDCPS will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide

an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. CDCPS will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education 400
Maryland Avenue, S.W.
Washington, D.C. 20202-5901

Release of information to third parties:

CDCPS will follow all rules and regulations pertaining to the privacy of student records, in accordance with M.G.L. c. 71, Section 89(g) and 603 CMR 23.07(4).

At the request of a school district from which CDCPS enrolls students, CDCPS will release the names and addresses of students to a third party mail house, unless the parent or eligible student objects to such release.

GRIEVANCE PROCEDURES

CDCPS has established grievance procedures in compliance with equal protection laws and regulations including Title II, Title IX, and Section 504 as follows.

A complaint (grievance) made by a parent/guardian (student) or employee alleging discrimination or a violation of any provision of the charter school laws and regulations (M.G.L. c. 71, Section 89, or 603 CMR 1.00) is to be made to the appropriate Head of School. If the person making the complaint is not satisfied with a decision made regarding the complaint, that person shall submit a written request of appeal to the Chief Academic Officer and the Chief Executive Officer at: 190 Hampshire Street, Lawrence, MA 01840, telephone 978-682-6628. Within 2 weeks the Chief Academic Officer and the Chief Executive Officer will provide a written decision to the appellant, giving the reasons for the decision.

As an alternative, a complaint may be filed with the school's Board of Trustees. The request should be in writing to the Board President. Within 30 days, the Board of Trustees shall conduct an investigation and render a decision in writing. Employees of the school who are involved shall have a right to be present. The school and specific individuals involved shall cooperate to the fullest extent with the investigation.

If the Board of Trustees fails to address the complaint to the complaining party's satisfaction, the party may submit the complaint to the Commissioner of Education. If an individual believes that CDCPS has violated federal or state law or regulation other than charter school law and regulation, the individual may file a complaint in writing directly to the Commissioner of Elementary and Secondary Education, who shall investigate such complaint and make a written response.

A parent, guardian, or other individuals or groups who believe that a charter school has violated or is

violating any state or federal law or regulation regarding special education may file a complaint directly with the department of Elementary and Secondary Education.

In the event the school is found in non-compliance with M.G.L. c. 71, Section 89, or 603 CMR 1.00, as a result of a complaint or upon investigation, the Commissioner or the Board of Elementary and Secondary Education may take such action as it deems appropriate, including but not limited to suspension or revocation of the charter under 603 CMR 1.13, or referral of the matter to the District Attorney, the Office of the Attorney General, or any other agency for appropriate legal action.

AHERA Administrative Policy

CDCPS-Gateway has been inspected for friable and non-friable asbestos containing materials in response to the EPA Asbestos Hazard Emergency Response Act (40CFR 763, AHERA, 1987). With the information obtained in the inspection of the schools, the management plan was developed to manage the asbestos in the schools in a manner which protects human health and the environment. The inspection was performed and the Management Plan was developed by AHERA-accredited and Massachusetts licensed inspectors and management planners employed by the firm of Enviro-Safe Engineering, P. O. Box 440424, Somerville, Massachusetts. Re-inspections and updates to the management plan are conducted in accordance with the law. The Management Plan is available for public inspection in the Business Office of the school and in the Lower School Office. Copies of the Management Plan will be made available upon request for fees associated with reproduction. The Designated Person for obtaining copies at CDCPS is the Deputy Executive Director of Operations in the Business Office.

STATEMENT OF NONDISCRIMINATION

Community Day Charter Public School does not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. Maria Gonzalez Moeller, Chief Executive Officer, 190 Hampshire Street, Lawrence, MA 01840, 978-682-6628, coordinates compliance with equal protection laws and regulations including Title VI, Title IX, Section 504, and Section 5 of MGL Ch. 76.

Non-discriminatory administration of scholarships, prizes, and awards:

At CDCPS, our awards, scholarship, prizes and awards are free of restrictions based on race, color, sex, religion, national origin, sexual orientation or disability. Examples of this include Spartan Spirit, Webster Warrior, Gator Award, My Responsibility, Model Student, Most Improved.

Nondiscrimination
Equal Opportunity/Affirmative Action/Title IX
ADA Title I Section 504/Chapter 622 Grievance Procedure

Community Day Charter Public School, in accordance with federal and state laws, prohibits discrimination in its operations. This policy, providing equal employment and educational opportunities to all persons regardless of their race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or in a foreign language or prior academic achievement, will apply to all persons affiliated with the Community Day Charter Public School, including students, parents, employees, and prospective employees.

Maria Gonzalez Moeller, Chief Executive Officer, is responsible for the coordination of the Title IX, Section 504 ADA Title I and Chapter 622 in the Community Day Charter Public School and will be responsible for coordinating the following grievance procedures: A grievance shall be a complaint by a student, parent, prospective employee or staff member alleging discrimination on account of race, color,

national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or in a foreign language or prior academic performance, which is files no more than 30 business days after the alleged act and/or statement.