

Abby Kelley Foster Charter Public School Elementary School

Parent Student Handbook

The mission of the Abby Kelley Foster Charter Public School is to assist parents in their role as primary educators of their children by providing a classical liberal arts education grounded in the great works of Western Civilization and aimed at academic excellence, musical competence and character formation.

**10 New Bond Street
Worcester, MA 01606
www.akfcs.org
Phone: 508.854.8400
Fax: 508.854.8484**

Dear Parents and Guardians:

The Parent/Student Handbook is an important document, detailing the policies and procedures of the Abby Kelley Foster Charter Public School. The Parent/Student Handbook includes information regarding; discipline, due process, civil rights, special education, academics and general school policy. If you or your child require the services of a translator or school documents to be translated please contact your child's building principal to arrange for services.

Additionally, if you or your child require the availability of information regarding academic counseling, college counseling, general curriculum requirements and information regarding vocational/occupational opportunities to be translated, please contact your child's building principal.

AVISO DE TRADUCCION

Queridos Padres y Tutores:

El Manual Padre/Estudiante es un documento importante, detallando las pólizas y procedimientos de Abby Kelley Foster Charter Public School. El Manual de Padre/Estudiante incluye información sobre disciplina, proceso debido, derechos civiles, educación especial, académicos y póliza general de la escuela. Si usted o su niño requiere los servicios de un traductor por favor comuníquese con el principal de la escuela de su niño para que haga arreglos para el servicio.

Adicionalmente, si usted o su niño requiere la disponibilidad de información sobre consejería académica, consejería colegial, requisitos generales de currículo e información sobre oportunidades vocacional/ocupacional para ser traducido, por favor comuníquese con el principal de la escuela de su niño.

AVISO DE TRADUÇÃO

Caros Pais e Guardiões:

O Manual de Pai /e de Estudante é um documento importante, pormenorizando posições e procedimentos da Abby Kelly Foster Charter Public School. O Manual de Pai/ Estudante inclui informação relativa: disciplina, direito de julgamento justo, direitos civis, educação especial, acadêmico e política geral escolar. Se você ou sua criança require o serviço dum tradutor ou documentos escolares serem traduzidos por favor contate com o diretor do edifício da sua criança para organizar esses serviços.

Adicionalmente, se você ou sua criança necessitar a disponibilidade da informação quanto ao aconselhamento acadêmico, requisitos gerais do currículo escolar e informação quanto a oportunidades vocacionais/ocupacionais para serem traduzidas, por favor contato com o diretor do edifício da sua criança.

INFORMACJA nt. USŁUG TŁUMACZENIOWYCH

Drodzy Rodzice i Opiekunowie:

Informator dla rodziców/uczniów (Parent/Student Handbook) jest ważnym dokumentem, wyjaśniającym szczegółowo zasady funkcjonowania i procedury obowiązujące w Stołecznej Szkole Publicznej (Charter Public School) Abby Kelley Foster. Informator zawiera informacje dotyczące: dyscypliny, obowiązujących procedur, praw obywatelskich, nauczania specjalnego, oraz polityki szkoły w zakresie poziomu nauczania i zasad ogólnych. Jeżeli Wasze dziecko będzie potrzebowało pomocy tłumacza, lub wystąpi konieczność przetłumaczenia dokumentów szkolnych, prosimy o kontakt z kierownikiem budynku w którym uczy się Wasze dziecko, celem uzgodnienia zakresu pomocy.

Ponadto, jeżeli Państwo lub Wasze dziecko potrzebujecie pomocy tłumaczeniowej dla skorzystania z doradztwa w zakresie doboru kursów i poziomów w procesie nauczania lub wyboru koledżu, albo ogólnych wymagań dotyczących programu nauczania, czy też informacji dotyczących możliwości kształcenia zawodowego, prosimy o kontakt z kierownikiem budynku Waszego dziecka.

Chè Paran e Gadyen:

Manyèl pou Paran/ Etidyan an se yon dokiman enpòtan ki bay tout detay sou prensip ak regleman Lekòl Piblik Abby Kelley Foster Charter. Nan Manyèl sa a gen enfòmasyon konsènan disiplin, pwosede adekwa, dwa sivil, edikasyon espesyal ak prensip akademik e jeneral pou lekòl la. Si ou menm oubyen pitit ou bezwen sèvis yon moun ki pou tradwi, oubyen si w ta renmen pou dokiman yo ta tradwi, silvouplè kontakte direktè lekòl pitit ou a kap fè aranjman pou ka jwenn sèvis sa yo.

Anplis, si ou menm oubyen pitit ou ta bezwen pou enfòmasyon ki disponib konsènan konsèy akademik, konsèy pou kolèj, ekzijans pou pwogram jeneral la e enfòmasyon konsènan opòtinite pou pwogram vokasyonèl la ta tradwi, silvouplè kontakte direktè lekòl pitit ou a.

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Awofoḡ ne Ahwesofog:

Awofo ne sukuufo nkyerekyere nhoma ye book bi a eho hia yie, ekyerekyere ekwan ahoroo fa Abby Kelly Foster public school ho. Awofo ne asukuufo nhoma ka fa ahokye ne ahodie kwan a yefa so wo kwan pa so wo fahodie nkyerekere soronko, ene sukuu nkyerekyere nyinaa. Se wo ba no hyia se obi kyerekyere no saa nnema yi nyinaa ase a, ko hu sukuu no titinani.

Afienso, se wo ba no nhyiaa nsem fa sukuu akwankyere, college akwankyere, sukuu nkyerekyere fa nsano adwuma ne adwuma ahoroo akwanya a ko hu sukuu no titina panin (Principal).

Kính Thưa Quý Phụ Huynh và Người Giám Hộ:

Cẩm nang cho các Phụ Huynh/Học Sinh là một tài liệu quan trọng, thông tin chi tiết về chính sách và thủ tục của Trường Học Công Cộng Abby Kelly Foster. Cẩm nang cho các Phụ Huynh/Học Sinh bao gồm các thông tin liên quan đến: kỷ luật, do quá trình, các quyền công dân, giáo dục đặc biệt, học tập và các chính sách học chung chung. Nếu quý vị hoặc con của quý vị yêu cầu dịch vụ của một thông dịch viên hoặc những tài liệu của trường cần dịch lại xin vui lòng liên lạc hiệu trưởng trường con em của quý vị để sắp xếp cho các dịch vụ này.

Ngoài ra, nếu quý vị hoặc con của quý vị yêu cầu những thông tin liên quan đến tư vấn học tập, tư vấn về trường đại học, sự đòi hỏi chung của chương trình giảng dạy và thông tin liên quan đến nghề nghiệp/cơ hội nghề nghiệp để được dịch lại, xin vui lòng liên lạc hiệu trưởng trường con em của quý vị.

保護者の皆様、

ペアレント/スチュウデントハンドブックは Abby Kelley Foster Charter Public School の方針や手続きについて詳しく説明している重要な文書です。ハンドブックには規律、正規の法的な手続き、公民権、特殊教育、学問や一般的な方針について説明されています。保護者の方やお子様が通訳者や学校の書類を翻訳する必要がある場合は、お子様の担当の校長先生にお願いしてください。

さらに、保護者の方やお子様が成績や、大学の進路に関するカウンセリング、またカリキュラム全般、就職についての情報の翻訳が必要な場合も、校長先生に依頼してください。

Elementary School Student Handbook

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The Abby Kelley Foster Charter Public School provides students with an environment that emphasizes the strength and structure of a rigorous academic program. The school was founded by a group of community leaders in Worcester dedicated to enhancing school choice in public education and is named after Abby Kelley Foster, a nineteenth century Worcester resident who was a leader in the abolitionist and women's rights movements.

Our school opened in 1998 in a renovated mill building to serve students in the greater Worcester region. Today 1,426 students are enrolled in Kindergarten through grade 12 studying a comprehensive liberal arts curriculum.

All visitors including parents are required to sign in with the receptionist and wear a visitor's pass. Faculty and staff have been instructed to escort anyone not having a pass immediately to the office for identification.

THE SCHOOL ADMINISTRATION MAY AMEND OR UPDATE THE POLICIES AND PROCEDURES OUTLINED IN THIS HANDBOOK AT ANYTIME DURING THE SCHOOL YEAR.

NO CHILD LEFT BEHIND ACT

Abby Kelley Foster Charter Public School makes every effort to comply with the regulations and requirements of the 2001 No Child Left Behind Act (NCLBA) Federal legislation. This legislation requires school district personnel to notify parents/guardians of a variety of issues regarding their children's education. Among them is to notify parents/guardians of students attending Title I schools of their right to know about the qualifications of the teachers and instructional assistants who work with their children.

In a Title I school, parents/guardians have the right to know the professional qualifications of classroom teachers who instruct their children. NCLB allows parents/guardians to ask for certain information about a student's classroom teacher and requires that the district provide the parents/guardians with the requested information in a timely manner if a parent/guardian asks for it. Specifically, parents/guardians have the right to ask for the following information about each of their children's classroom teachers in a Title I school:

- Whether the Massachusetts Department of Education has licensed, qualified, or waived the teacher for the grades and subjects that he or she teaches.
- The teacher's college major, whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any instructional assistants or other paraprofessionals provide services to your child, and, if they do, their qualifications. If parents/guardians would like to receive any of this please contact the Director of Government Relations.

THE SCHOOL DAY

Students arrive at the Elementary School between 7:30 - 7:50 a.m. There are several buses assigned to serve the elementary school, or parents may choose to drive their children to school. Breakfast is served from 7:30 until 7:50 each morning. **No Student should arrive before 7:30 a.m. THERE ARE NO ADULTS PRESENT TO SUPERVISE AND PROTECT YOUR CHILD(REN). PARENTS ARE RESPONSIBLE FOR SUPERVISING THEIR CHILD(REN) BEFORE 7:30 A.M.**

Massachusetts General Law requires every child between the minimum and maximum ages established for school attendance by the Massachusetts Board of Education to attend school during the number of days required in each school year. Additionally, Massachusetts regulations require all students at the elementary school level to complete 900 hours of learning time each year.

ATTENDANCE POLICY

Abby Kelley Foster staff believes that regular school attendance is imperative to ensure academic success. A student must attend school for at least a half day to be marked present. **Class attendance is one of the requirements for academic promotion.** Students removed from school during regular session lose valuable education time. Additionally, such absences send a negative message to the child about the importance of being in school. The decision to provide student work in advance prior to a scheduled absence will be made by the Principal/assistant principal and/or designee

Tardiness

Students should arrive by 7:50 a.m. for morning announcements and homeroom period; anyone who arrives after 7:50 a.m. will be marked tardy. No distinction is made between excused or unexcused tardies, if a student arrives after 7:50 a.m., the student will be marked tardy.

When a student is tardy to school, there is a disruption in the classroom caused by the student's late arrival. Often the teacher needs to take valuable class time to attend to the student so that he/she can participate in the activity already in progress. Please make every effort to have each student arrive at school at the designated school starting time. Breakfast is only served until 7:50 a.m.

The Building Administrator will monitor tardiness and when necessary assign appropriate consequences. Chronic tardiness may be subject to serious consequences.

Absences

Parents must notify the school by **8:30 a.m.** the day that their child will be absent. If a phone call is not made, the parent may expect a call from the school office. Students are required to bring a note to the homeroom teacher within two (2) days when they return to school that includes the following:

- The date of the absence
- The reason for the absence
- A phone number where a parent or guardian can be reached
- The parent/guardian signature

Excused Absences

Students who are absent from school are responsible for the work they have missed. As a general practice, students are allowed two days for every day of an excused absence to make up the work. The school will only count as excused the following reasons for absence from school:

- A note from a parent or physician explaining an illness or injury that prevented the student from attending school
- A death in the immediate family or other significant family crisis
- Medical or psychological tests during the school day
- Religious holidays
- Suspension from school

Note: All other absences are considered unexcused. Teachers will not provide work in advance or make-up work for unexcused absences.

Family Vacations during School Days

Family vacations scheduled during school time or prior to the last day of school are strictly prohibited and considered unexcused absences, regardless of whether the School has been notified in advance. Parents who willfully induce student absences may be subject to criminal charges. The school will not provide work for students during family vacations.

Parent Notification

Parents and/or guardians will receive written notification at the student's 5th absence from school and every multiple of five (5) up to thirteen (13) absences. The failure of parents/guardians to receive these notifications does not change the facts or consequences regarding a student's absences.

Truancy

Chronic truancy, defined as seven (7) or more days of unexcused absences, and/or excessive or repeated tardiness to school may be addressed by the school filing an appropriate action with Worcester Juvenile Court and/or result in retention. This procedure applies to all grade levels. Students with excessive absences are considered truant and are in academic danger.

Half Days of School

Half day school sessions are planned for professional staff development and/or conferences throughout the school year. On those days, students are dismissed at 11:30 a.m. Check your school calendar and school newsletters regarding important dates. Lunch will not be served on these days. **Early dismissal is not granted after 10:30 a.m.**

Early Dismissal (for students picked up from school)

Students should not be dismissed early from school unless it is absolutely necessary. Families should schedule appointments after school hours. **Early dismissal is not granted after 2:00 p.m.** If your child will be dismissed early, please send in a note that describes the reason for the dismissal and the time you will pick up your child.

Parent Responsibility

Parents are responsible for picking up their child at the bus stop or at school at the end of the school day. They may also have another responsible parent of their choosing meeting their child at the bus stop. **Children will not be brought back to school on the bus. PARENTS MAY BE A CHARGED \$25.00 LATE FEE FOR STUDENTS NOT PICKED UP FROM SCHOOL BY 3:30 P.M. If child is returned to school after dismissal the school will contact the parent or guardian.** If a parent, legal guardian, or authorized adult cannot be reached by 5:00 p.m. on a full day or 1:00 p.m. on a half day, the police will be notified.

Late Pick Ups

It is the parent's responsibility to pick up students on time from school and after school activities. Parents will be contacted and may be charged a **\$25.00 fee for students not picked up on time**. If a parent, legal guardian, or authorized adult cannot be reached by 5:00 p.m. on full school days and 1:00 p.m. on half day sessions, the police will be notified. Students may lose their privilege to participate in an after school activity for repeated late pick ups.

Student Dismissal

For the safety of our students any change to the way a student is dismissed from school must be made in writing to the homeroom teacher. If the teacher does not receive a note, the student will be dismissed as usual. Parents should **not** make dismissal changes by phone, fax, or email.

A student who is picked up daily will not be dismissed to anyone who is not listed on School records as being authorized to pick him/her up. Notification, in writing, must be made if a different person will pick up your child. No changes will be accepted after 2:30 p.m. **PARENTS MAY BE A CHARGED \$25.00 LATE FEE FOR STUDENTS NOT PICKED UP FROM SCHOOL BY 3:30 P.M.**

Snow Days, Delayed Openings and Emergency Closings

In the event of a snow day, delayed opening, emergency, such an off site evacuation or lock down, parents will be contacted via phone by the ALERT NOW SYSTEM and should listen to local radio stations AM580 (WTAG), AM680 (WRKO) and television stations WBZ 4, WCVB 5, FOX 25 or WHDH 7. Although we generally follow the cancellation announcement of the Worcester Public School system, as a regional school there are times when we must consider the weather and road conditions beyond the Worcester area.

ENROLLMENT

Charter schools may not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or in a foreign language, or academic achievement in admitting students, nor may charter schools set admissions criteria that are intended to discriminate or that have the effect of discriminating on any of these bases. [M.G.L. c. 71, § 89\(1\)](#); [603 CMR 1.06\(1\)](#).

Admission

Each year, Abby Kelley Foster Charter Public School determines the number of spaces available for new students based on the number of returning students and the cap for each respective grade level; Abby Kelley Foster must: Give preference to siblings* (*only for grades being accepted) of students already attending Abby Kelley Foster, defined as attending in that current school year. Give preference to resident students as defined in [603 CMR 1.06\(4\)](#); Under current law, charter schools may: Require students to complete the grade preceding the grade the student plans to enter; strongly encourage parents/guardians to attend informational sessions; and ask students and parents/guardians to sign compacts or memorandums of understanding that demonstrates their agreement with the school's mission.

Siblings are students who currently have siblings actually attending the charter school at the time of the lottery. Siblings are children who share a common biological or legal parent as opposed to children who may live in the same household but do not share a common parent.

Residents are students who live in the city or the town in which the charter school is located. Residents enrolled in district, charter, private or parochial schools get equal preference. Students residing in Auburn, Holden, Leicester, Millbury, Oxford, Shrewsbury, Sutton, West Boylston and Worcester receive enrollment preference.

Non-residents are students who live in a city or town that is not specified above.

Student Transfers

Parents/guardians must notify and initially meet with the Principal and/or designee concerning the transfer of their child to another school. Parents will then be referred to the Enrollment Department to complete a permission to release records form at Abby Kelley Foster before any student records can be forwarded to another school. All books and other school property must be returned to the school; any outstanding balances must be settled.

We will consider it a withdrawal if a student does not attend class during the first five days of the school year. This applies specifically in cases where a parent has been unresponsive in signing a withdrawal form and where we have credible information that the child is enrolled in another school or not living in the area.

ABBY KELLEY FOSTER CHARTER PUBLIC SCHOOL CONSIDERS A STUDENT WITHDRAWN FROM THE SCHOOL ONCE THE PARENT/GUARDIAN HAS COMPLETED AND SIGNED A WITHDRAWAL FORM.

SCHOOL UNIFORM POLICY

School uniforms help create an environment conducive to learning. Students at the Abby Kelley Foster Charter Public School are required to wear uniforms. This policy is designed to allow students to focus their attention on academics.

To ensure that the school's uniform policy has the desired effect, it is important that it be implemented consistently. School leaders, faculty and staff will do their best to respond immediately to violations of the policy. First-time offenders will be required to change into a uniform from the spare uniform bank, if possible, and the parent will be contacted. The second time a student arrives at school out of uniform the parents will be called to bring the student a uniform.

Families are expected to support the school when out-of-uniform issues arise. The family will be expected to bring the child what is needed, or the child will not be allowed to return to class.

The Executive Director reserves the right to make minor changes to the uniform guidelines to enforce the spirit of the dress code. The color and style of the uniforms will not be altered; however, provisions for jewelry and hair are subject to change.

All students are required to wear sneakers while participating in gym. Those students without sneakers will receive a zero for that class.

UNIFORM GUIDELINES GRADES K – 4

Uniform Shirts

Color: Burgundy with or without the AKF logo

Style: Knit polo/golf shirt with a collar, long or short sleeves

Stripes, logos or designs other than the Abby Kelley Foster logo are not allowed on the shirts. Shirts must be tucked in and clean. Not all burgundy shirts are acceptable; for example, cotton dress shirts, T-shirts, or sweatshirts are not part of the uniform.

Uniform Pants

Color: Khaki

Style: Chino pants, shorts, skirt, skort or jumper

All bottoms must fit comfortably; they should not be tight or baggy. Pants should be straight legged. No styles of bell-bottoms or flares are allowed. Pants should be worn at the waist and should not have ragged cuffs or fall below the top of the heel of the shoe. Skirts, skorts and jumpers must be knee length; no floor length skirts or mini-skirts. Khaki denim or denim-style pants are not allowed. Cargo pants (or pants with large pockets), capris or jams are not allowed.

Shoes

Color: Black shoes (flats, no heels) or black sneakers *We highly recommend students wear black sneakers.

Shoes should have a closed toe and heel; no clogs, sandals, or any shoes deemed unsafe will be permitted. Work boots are not allowed. Students may wear boots to school on snowy days, but must change into school shoes upon arrival.

Socks

Color: White, khaki, burgundy, brown or black

Style: Ankle socks, knee socks, or tights

Plain socks or tights must be worn. No designs, stripes or logos on the socks or tights are allowed.

Belt

Belts should match the color of the shoes. Designs and other colors are not allowed. Students in Grades 2-4 are required to wear a belt if there are belt loops on his or her pants, shorts, skort or skirt.

Jewelry

Students may wear one pair of simple stud earrings or very small hoops. **NO OTHER JEWELRY IS ALLOWED.**

One warning will be made asking the student to conceal or put away the jewelry. After that, teachers reserve the right to take possession of the item. Parents will be contacted to make arrangements to pick up the item at their convenience. Watches are allowed as long as they are not a distraction to the student and/or the class.

Sweater

Burgundy cardigan, pull over and AKF fleece

APPEARANCE**Makeup**

Makeup, including nail polish and hair/body glitter, is not allowed. Students will be asked to remove it. Tattoos, including temporary tattoos and body piercing are NOT allowed.

Hair

Hair must be kept clean, neat, and out of the eyes. Students may not wear drastic hairstyles such as tails or designs shaved into the hair (e.g., Nike “swoosh” logo) Unnatural hair colors are considered extreme and not allowed. No bandanas or other decorative items in the hair are allowed.

Non-School Related Items

Students should leave valuables and other personal property at home. Students are encouraged to leave all money, jewelry, and other personal property at home. Students may not bring candy, gum, toys, playing cards, electronic items or other non-school related items to school. The School assumes no responsibility for the loss or theft of such articles. Students may not bring electronics, toys or any other non-school related items to school. Toy weapons are strictly prohibited. Any inappropriate item that is brought into school will be confiscated.

Cellular Telephones, Beepers, iPods/MP3 Players and Laser Pointing Devices

A student shall not use a beeper, pager, film/digital camera or any device with a digital camera, other mobile telecommunications or two-way radio communications device of any type, iPods/MP3 player, Bluetooth and other wireless devices, and any potentially disruptive electronic device on school premises or at a school-sponsored situation without expressed permission of appropriate school personnel. Any such device found in a desk may be considered to be in the possession of the student for purposes of disciplinary action. However, cell phones and iPods/MP3 players

may be brought to school but must be secured in the student's backpack. Abby Kelley Foster is not responsible for lost or stolen property. Cell phones and iPods/MP3 players may not be used during school hours. However, cell phones may be used at after-school or sports activities, only with the permission of the coach, instructor or other program director. Cell phones may not be used at any time on school grounds for text messaging, photos or other functions. A student shall not possess a laser pointing device of any type on school premises or at a school sponsored situation, unless such device is distributed by a teacher or its use is authorized by a teacher in connection with school work. Use of a laser pointing device against the face, eyes, or head of another person on school premises or at a school sponsored situation may be considered use of a weapon for disciplinary purposes including the possibility of expulsion.

Lost and Found

The school receptionist will oversee the Lost and Found. The Lost and Found will be maintained for 2 weeks. Any unclaimed items will be donated to Goodwill.

SCHOOL NUTRITION PROGRAM

Abby Kelley Foster Charter Public School offers all students nutritional meals daily. The School contracts with Preferred Meal Systems, Inc., a registered vendor with the National School Nutrition Program. Nutritious, well-balanced meals are pre-packaged and cooked at each campus. Breakfast is served until 7:50 a.m. each day. Lunch is a 45 minute period including recess.

Meal Applications

All families are required to complete and return a meal application at the beginning of each school year. Families may be eligible for free or reduced meal prices based on income status. **The school meal application must be completed by all families regardless of income status.**

Payment System

Abby Kelley Foster uses a pre-paid meal card system. Students or parents may purchase individual pre-paid cards for breakfast, lunch and milk. The cards will be collected by the meal program personnel and returned to your child's teacher for use the next day.

Your child will receive a new meal program order form when his/her card has five lunches remaining. This is the only notification you will receive about the status of your child's meal card. **Please remember that students will not receive meals without valid meal cards;** there will be no alternate meal for those who forget to renew their cards.

The elementary school breakfast, lunch and milk cards will be distributed to your child just before the meal to prevent the loss of a card. The cards will be collected by the meal program personnel and returned to your child's teacher for use the next day.

Sharing food with other students is prohibited in order to minimize the spread of viruses and the risk of allergic reaction.

Policy Regarding Non-Payment of Meals

If a student owes over \$10.00 for past breakfast/lunch fees, no additional charging will be allowed.

If the student has money to pay for that day's lunch, a school meal will be provided. If the child does not have money, a cheese sandwich and milk will be provided for \$1.00 (students eligible for reduced/free meals will pay at that rate). The student will be given a notice to bring home to their parent/guardian informing them of the balance due, including the cost of the sandwich provided.

If, on the second day, the child does not have money for a school lunch AND payment for the cheese sandwich provided, a cheese sandwich and milk will again be provided for \$1.00 (students eligible for reduced/free meals will pay at that rate). The student will be given a notice to bring home to their parent/guardian informing them of the balance due, including the cost of the sandwich provided.

If, on the third day, the child does not have money for a school lunch AND payment for the cheese sandwiches provided, a cheese sandwich and milk will be provided for \$1.00 (students eligible for reduced/free meals will pay at that rate). The student will be given a notice to bring home to their parent/guardian informing them of the balance due, including the cost of the sandwiches provided. The building principal/asst. principal will contact the parent/guardian that day to discuss the situation and work out a payment plan. Parent will be informed that NO additional charging will be allowed and no additional sandwiches will be provided. Student must bring in the appropriate lunch money (see below) to receive a regular school lunch or \$1.00 (students eligible for reduced/free meals will pay at that rate).

to receive a cheese sandwich, or the child may bring lunch from home. An application for free or reduced priced meals will be sent home if not already on file. Family will be provided with list of Hunger Prevention Resources. **(Elementary school children, grades Kindergarten through 4 will not be prohibited from additional charges. A cheese sandwich and milk will be provided if the child does not bring a lunch from home.)**

Repeated use/abuse of the courtesy sandwich and milk policy as determined by the Director of Food Services will be reviewed with the Principal and Business Manager and action will be taken up to and including report of neglect to the appropriate state authority. Additionally, if a child is observed to not be eating lunch on a regular basis, that child will be referred to the building principal for a conference to determine the reason for not eating and to identify any possible neglect.

School Wellness Policy

As part of the total learning environment, the Abby Kelley Foster Charter Public School promotes a healthy school environment by supporting wellness, good nutrition, and regular physical activity.

AKFCPS will provide a learning environment for developing & practicing lifelong wellness behaviors. The entire school environment, not just the classroom, shall be aligned with healthy school goals to positively influence a student's understanding, beliefs and habits as they relate to good nutrition and regular physical activity. A healthy school environment should not be sacrificed because of a dependence on revenue from high-added fat, high-added sugar, and low nutrient foods to support school programs.

Support and promote proper dietary habits contributing to students' health status and academic performance.

All foods available on school grounds and at school sponsored activities during the instructional day should meet or exceed the USDA's nutritional standards.

Provide more opportunities for students to engage in physical activity.

Our quality physical education program is an essential component for all students to learn about and participate in physical activity. Physical activity should be included in our daily education program from grades K through 12 as well as co-curricular activities.

Being committed to improve academic performance in high-risk groups so that no child is left behind.

We must all consider the critical role student health plays in their academic stamina and performances. The schools environment should ensure students' basic nourishment and activity needs are met.

Establish and maintain a Wellness Team with the purposes of:

- developing guidance to explicate this policy
- monitoring the implementation of this policy
- evaluating policy progress
- serving as a resource - example; providing lists of healthy snacks
- revising policy as necessary

School Celebrations and Parties

Schools will have no more than one party or celebration per month in each classroom. Your child's teacher will provide you with specific dates and information on classroom celebrations.

Parents/Guardians will be encouraged to follow recommendations of the Wellness Committee and the classroom teacher about healthy party snacks.

SCHOOL SAFETY

School Visitors

All visitors to the Abby Kelley Foster Charter Public School are required to sign in at the reception area and to wear a visitor's pass. Faculty and staff have been instructed to escort anyone not having a pass immediately to the receptionist for identification.

Child Abuse and Neglect

If a school staff member suspects that a student is being abused or neglected, he/she are required by law (chapter 51 A) to report it to the Massachusetts Department of Children and Families. All reports are confidential.

Student Records and Confidentiality

The Abby Kelley Foster Charter Public School is dedicated to complying with all confidentiality laws protecting the privacy of students and their families. Except for school personnel, the student's parents and certain other exceptions named in the state regulations, no individual or organization is allowed access to information in the student record without the specific, informed, written consent of the parent.

Information regarding a student will be shared only with parents or guardians, appropriate members of the School's faculty and staff, and any professional consultants retained for the purpose of measuring and/or improving instructional quality. When information regarding student performance is made public, it will be presented in such a way as to avoid the identification of individual students.

Parents must provide the school with copies of all legal documents regarding custody arrangements.

Record Request from Non-Custodial Parents

Requests for student records from the non-custodial parent are in accordance with state law on student record access for non-custodial parents (General Laws Chapter 71, Section 34H). It is necessary for the non-custodial parent (defined within this statute as the parent without physical custody) to submit a written request for records to the Principal annually.

Release of Student Record Information

With few exceptions, information in a student's record will not be released to a third party without written consent of the eligible students and/or a parent having physical custody of a student under the age of 18 years of age. Two notable exceptions are:

1. **Directory Information**-Directory information includes a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in official school extracurricular activities and sports, degrees, honors and awards and post-high school plans.
2. **Recruiting Information for the Armed Forces and Post secondary Educational Institutions**- Upon request from military recruiters and/or representatives from postsecondary educational institutions, Abby Kelley Foster Charter Public School will provide the name, address and telephone listing for all secondary students. Under the No Child Left Behind Act and the National Defense Authorization Act, local education agencies are required to provide military recruiters the same access to secondary school students as they provide to postsecondary institutions and prospective employers.

If an eligible student and/or parent do not want directory information or recruiting information released, they must notify the Principal/assistant principal in writing within two weeks of receipt of this handbook. Otherwise, the information will be released without further notification.

A parent and/or eligible student may specify that only certain types of directory information or recruitment information may be released and that parent or eligible student may rescind a release at anytime during the school year by providing written notification to the Principal/assistant principal.

Please refer to the Student Records Regulations for a description of other circumstances in which a student's record may be released without consent of the parent or eligible student.

Emergency Cards

At the beginning of each school year, parents or guardians must complete two updated emergency cards for each student. The information must be kept updated regarding who can be reached in case of an emergency. **PLEASE KEEP YOUR CHILD'S HOMEROOM TEACHER AWARE OF ADDRESS OR PHONE NUMBER CHANGES.**

Photographing/Videotaping of Students

We strive to attain and maintain a safe and controlled environment for your child at all times throughout the school day. To this end, please be advised that the Abby Kelley Foster Charter Public School reserves the right to utilize video and/or audio recording devices on buses for purposes of monitoring student behavior. Unless you notify us otherwise, your signature on the return form of this Handbook constitutes an acknowledgement that you have been informed of and agree to the use of such recording devices

Fire Drills/Evacuations/Lock Down

The School will have regular safety drills throughout the school year. A school safety team has been established and trained in all areas regarding school safety. The safety team oversees all fire drills, evacuations, lock down and safety concerns. Specific signals and procedures have been established for all types of disaster drills. Safe areas have been designated and teachers are equipped with instructions.

SCHOOL HEALTH

Nurse

The Abby Kelley Foster Charter Public School has the services of an on-site nurse to assist students who become ill or are injured while at school. Parents will be notified if appropriate when a student is referred to the nurse. A student must see the nurse prior to going home ill. The nurse or Principal/assistant principal are the only people who make the determination to send a student home.

Parents or students are invited to consult with the nurse on matters related to hygiene, nutrition, medication administration, substance abuse, depression, child abuse and neglect, or other issues of concern. If your child has any specific health, safety or security needs, please inform both the homeroom teacher and the school nurse so that appropriate accommodations can be made.

If school personnel believe that the student is experiencing a medical emergency, they will contact 911 for assistance. In the case of a medical situation, if the nurse's decision is to call 911, then the school administration is instructed to assist in the nurse's decision. If in that situation, a parent/guardian is present and on site, and does not want 911 to be called, the principal and the nurse should work with the parent/guardian to explain that calling 911 is the protocol.

Immunizations

The School adheres to the Massachusetts requirements for student immunizations in order to register a child for school. Parents must submit a doctor's record stating that their child has been immunized against diphtheria, pertussis (whooping cough), tetanus, poliomyelitis, German measles (rubella), mumps, and hepatitis B. In addition, varicella (chickenpox) immunization is required if a child has not had chickenpox. The records must include the month, day and year when the immunizations were given.

The following are the required immunizations to register for Kindergarten – Grade 4:

- **3 doses of hepatitis B**
- **5 doses of DTap/DTP**
- **4 doses of Polio**
- **2 doses of MMR**
- **1 dose of Varicella**

Physical Examinations

A periodic physical examination is important for all children and adolescents. Current law (MGLc71 s57) requires physical examinations of school children within six months before entry into school or during the first year after entrance and at intervals of either three or four years thereafter.

Vision and Hearing Screening

Every child receives an annual hearing and vision screening from the school nurse. In the event that special hearing or vision concerns are detected, notices are sent to parents. Abby Kelley Foster offers the opportunity for students to have a full dental screening through the Ronald McDonald Care Mobile including the application of fluoride twice a year.

Medication

Many students take medication while at school. The Commonwealth of Massachusetts has policies to regulate the health and safety of children needing medicines during the school day. A form must be on file in the child's health record before the nurse can administer any prescribed or over the counter medicine at school. This form includes the following:

- Signed consent by the parent or guardian to give medicine to a student.
- Signed medication order. The form should be taken to the child's primary care physician for completion and returned to the school nurse. This applies to both prescription and non-prescription medicine. Even cough drops and Tylenol require a signed medication order. Medication may not be distributed without a signed medication order.
- The parent should deliver medication to the school in a pharmacy or manufacturer-labeled container. Ask the pharmacy to provide separate bottles for school and home. No more than a thirty-day supply of the medicine should be delivered to school. The student should not deliver the medication to the school nurse. The parent or guardian must deliver the medication to the school nurse and is required to sign a consent form in the presence of the school nurse.

When the child needs a medication to be given during the school day, please act promptly and follow these policies so we may begin to administer the medicine as soon as possible. It is the parent's responsibility to ensure that the prescription is renewed so the child does not run out of his/her medication.

Accidents

The nurse or a trained staff member will administer initial treatments of minor injuries. The student's emergency contact person will be notified immediately by phone whenever medical treatment is administered to a student, and an Incident Report will be kept in the student's permanent file. In such cases, it is crucial that the School has working phone numbers for a student's parents and for alternate contacts in the event that a parent is unavailable. **Please be vigilant in keeping your child's records updated.** If a staff member believes that the student is experiencing a medical emergency, they will contact 911 for assistance.

Religious Objections

If parents have any objections based on their religion to routine physical examinations, first aid in emergencies, or other medical procedures that might occur in school, it is important that they contact the school in writing so that information may be recorded. Notwithstanding the receipt of such notice, if a staff member believes that the student is experiencing a medical emergency, they will contact 911 for assistance.

Sex Education Parents Notification

In accordance with Chapter 71, Section 32A, of the Massachusetts General Laws, the Principal/assistant principal will notify parents of any curriculum that primarily involves issue of human sexuality prior to teaching of these units. The notice will inform parents how they can review the content and material of the classes. The Executive Director (Superintendent) will, to the extent practicable, ensure that parents and guardians have the right to exempt their children from any portion of said curriculum by notice to the Principal/assistant principal in writing. No students will be penalized due to such exemption, and students so exempted will be assigned an alternative activity during instruction.

Any parent/guardian who is dissatisfied with the decision of the principal/assistant principal concerning notice, access to instructional materials or exemption for the student under this policy may send a written request to the Executive Director (Superintendent) for review of the issue. The parent/guardian who is dissatisfied with the decision of the Executive Director (Superintendent) may send a written

request to the Board of Trustees for review of the issue. The parent/guardian will receive a written decision within four weeks of the request.

Pregnancy Policy

As an educational institution, the Abby Kelley Foster Charter Public School is committed to creating and maintaining a school that prevents discrimination of all types while ensuring the health and safety of all who learn here. Pursuant to this mission, it is the policy of the school that pregnant students are permitted to remain in regular education classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy. In addition, after giving birth, the students will be permitted to return to the same academic and extracurricular programs as they did before they gave birth.

A pregnant student is encouraged to attend school through her pregnancy. Reasonable accommodations will be given to assist her in taking advantage of educational programs. Tutoring services will be offered to the student while she is under extended doctor directed absences.

TRANSPORTATION POLICY

Transportation is a privilege and not a legal right, and as such, the privilege may be withheld by the school under certain circumstances. Students may have their transportation privileges suspended or revoked permanently due to disciplinary infractions both on the school bus and during the school day. Parents/guardians will be responsible for finding transportation for their child. The school bus is an extension of the school day and we must consider the safety of all students

All students who reside in Worcester or live within the charter region (Auburn, Holden, Leicester, Millbury, Oxford, Shrewsbury, Sutton, and West Boylston) are eligible for bus transportation services. Parents/guardians are required to complete a bus application annually. Please be aware that transportation will be provided from designated pick-up and drop-off points and will not be a door-to-door service.

We strive to attain and maintain a safe and controlled environment for your child at all times throughout the school day. To this end, please be advised that the Abby Kelley Foster Charter Public School reserves the right to utilize video and/or audio recording devices on buses for purposes of monitoring student behavior. Unless you notify us otherwise, your signature on the return form of this Handbook constitutes an acknowledgement that you have been informed of and agree to the use of such recording devices.

At no time are parents allowed to board a school bus. Any questions or concerns should be referred to the school principal or bus supervisor.

BUS and BUS STOP ASSIGNMENTS

Students are assigned a BUS and BUS STOP ASSIGNMENT at the beginning of each school year by the transportation director. The school WILL NOT allow students to ride on a different bus at anytime during the school year. All Students must ride the BUS they have been assigned. Any student found in violation of their BUS ASSIGNMENT may lose their transportation privileges. If a student changes their address, a new ARRIVAL/DISMISSAL form MUST be filled out and submitted to the transportation director and a new BUS and BUS STOP ASSIGNMENT will be assigned.

Student Bus Rider Conduct Policy

In order to provide safe and efficient transportation we need the help and cooperation of both students and parents. The safety of your child on the bus is a serious matter. We must implement certain rules and expectations in order to ensure that our students travel safely without incident. Students who engage in any type of misbehavior will be reported to the Bus Supervisors. The school and the transportation company acknowledge that students riding the bus are under the authority of the school bus driver. Please review these rules and expectations with your child.

Bus Riding Rules and Expectations

Abby Kelley Foster views bus transportation as an extension of the school day and acknowledges that students riding the bus are under the authority of the bus driver.

Types of behaviors that warrant a bus write up:

- Students are to wait in orderly lines before boarding the bus.
- Students may speak at a normal volume on the bus; excessive noise (loud talking, screaming and whistling, etc.) by students will not be tolerated.
- Students will not eat or drink on the bus.
- Students will leave the bus clean each day.

Types of behavior that may result in a loss of bus riding privileges:

- Students must board and exit the bus carefully without pushing or shoving others.
- Students will remain seated on the bus and may be assigned seating by the driver.
- Students will be courteous to the driver and each other on the bus.

Types of behaviors that WILL result in a loss of bus riding privileges:

- Students who engage in fighting, wrestling, or boisterous behavior.
- Students will not touch the emergency door unless instructed by the driver.
- Students will not bring animals or dangerous items (lighters, sharp objects, fireworks, explosives, etc.) on the bus.
- Students will not use loud or vulgar language on or around the bus.
- Students will not put their head, arms, legs, or any body part outside the bus window.
- Students will not damage or write on the bus. (any/all damages will be charged to the students)
- Students will not throw items from the bus.
- Students will not use racial slurs on or around the bus.
- Students will not engage in sexual activity on the bus.

Bus Violations

If a student can not meet these rules and expectations, the student will be reported to the School for misbehavior and the parent may be notified. **If a student has difficulty behaving on the bus, he/she may be suspended from taking the bus, and transportation will become the responsibility of the parent.** Consistent minor infractions may lead to a loss of bus riding privileges. The Principal, in consultation with the Bus Supervisor, will determine the length of all bus suspensions. A student's **first offense** could lead to loss of bus riding privileges for a specified time period and up to the entire school year.

Re-Admittance Procedure

Prior to the student being re-admitted to the bus the parent **must** meet with the bus supervisor and provide assurance that the student's behavior will conform to the rules and regulations for riding the bus.

The Principal in consultation with the Bus Supervisor may refuse any student who willfully creates a disturbance or deliberately disobeys the bus driver transportation. Depending upon the severity of the offense, the student may be suspended from the bus even if this is the student's **first offense**. Any student who ignores a bus suspension and attempts to ride the bus will be excluded from the bus and is subject to a bus suspension for an additional 5-30 days, to be determined by the bus supervisor.

Dismissal from the School Bus

Parents are responsible for picking up their child at the bus stop after school. They may also have another responsible parent of their choosing meeting their child at the bus stop. **Children will not be brought back to school on the bus.** Parents or guardians should wait for the child on the right side of the bus, so the student will not be required to cross in front of the bus or behind it.

CURRICULUM AND INSTRUCTIONAL DESIGN

At the heart of the Abby Kelley Foster Charter Public School is a highly structured curriculum that sets high expectations and provides individualized monitoring to assist students in attaining ambitious goals.

Student Placement

Abby Kelley Foster welcomes parental involvement in a child's educational program. However, parent letters requesting a particular teacher can not be considered. Class lists are determined by the grade level team and the academic leadership team. Teachers and administrators consider a number of factors before final class lists are prepared, including gender distribution, achievement levels and special needs.

Homework

Each student is responsible for completing his or her homework assignments and turning them in on time. If a student is not completing the homework because he or she does not understand the material, the teacher may require the student to attend some after school help sessions for remediation.

Unless stated otherwise, homework assignments are due the next day. The following are some suggestions for ways you can help your child gain the most from his or her homework experience:

- Make homework rules together with your child. Decide when it will be done, where it will be done, and what will happen if it is not completed.
- Provide a quiet place for your child to do homework, such as a desk in his or her room or the kitchen table. Make sure there is sufficient light and that distractions are limited.
- Show an interest in your child's homework and ask him or her about it each night.
- Give your child a healthy snack before he or she begins homework. This should help with concentration.
- Give your child a short break from his or her work if needed.
- Encourage your child to work independently. Assist him or her if needed.
- Share positive words of encouragement with your child, such as, "I'm proud of you," or "I knew you could do this all by yourself!"

All teachers may give nightly homework as necessary. The school recommends the following homework guidelines:

- Kindergarten 10-15 minutes per night with an additional 10 minutes of reading.
- Grade 1 10-15 minutes per night with an additional 10 minutes of reading.
- Grade 2 20-30 minutes per night with an additional 10-15 minutes of reading.
- Grade 3 30-40 minutes per night with an additional 20 minutes of reading.
- Grade 4 45-60 minutes per night with an additional 20 minutes of reading.

In the event of an absence, students are allowed two days for each day of absence to make up the missed work. Work missed due to early dismissal is expected to be turned in the following day. It is the student's responsibility to collect any assignments prior to leaving for early dismissal.

Report Cards

Report cards will be distributed to parents quarterly. At the parent conferences, held twice during the school year, teachers will discuss students' performance and progress. Warnings will be sent home mid-quarter for any students at risk of failure in specific subject areas. Parents should contact the teacher to discuss the warning(s) and help develop a plan to ensure academic success. In the event that a student is

struggling greatly, the teacher may suggest that the student and parent schedule some after-school help sessions.

Promotion and Retention

The student's best interests are always considered when recommending promotion or retention for academic reasons. Each case is decided on its own merits after all factors are carefully considered. Under current law, charter schools may require students to complete the grade preceding the grade the student plans to enter. The following criteria may determine promotion or retention to a grade level: Academic achievement as indicated by a current report card, ability level or standardized test results and attendance records. The teachers and administration reserve the right to make all decisions regarding retention and/or promotion.

Summer School/Extended School Day

Abby Kelley Foster may offer summer school and extended school day opportunities for students in need of additional assistance. Students in need of academic support will receive notice from the Principal prior to the beginning of the program.

Standardized Testing

As a public school our third and fourth grade students are required to take the MCAS (Massachusetts Comprehensive Assessment System). Teachers supplement the regular curriculum with prepared materials designed to improve student performance on the test. We may offer summer school classes and after school support in reading and math as a means of MCAS remediation.

Assessments

All students are required to take school administered assessments. Assessments may be administered by members of the school staff or outside consultants in order to monitor student academic progress.

Textbooks, Library Books and Supplies

All textbooks, library books and instructional materials furnished by the Abby Kelley Foster Charter Public School remain School property. Parents will be required to reimburse the School for lost or damaged books before new books are issued.

Students are asked to furnish some of their own supplies. Teachers at each grade level prepare these supply lists for their students. Parents can expect the supply list at the beginning of the school year and intermittently throughout the year as needed. Some items such as pencils and paper require regular replenishment.

Field Trips

Field trips are planned throughout the year to enrich the academic program. Parents/guardians will receive advance notice of all such trips. A permission slip must be signed by a student's parent/guardian in order for the student to participate in a field trip. Students without signed permission slips will remain at the School for that day.

Although the trips are arranged to enhance the curriculum, there are times when students will not be allowed to participate due to poor behavior. The decision not to allow a student to participate will be determined by a team consisting of the school administration, the homeroom teacher, and the teacher organizing the trip. Parents will be notified in advance of this action.

Occasionally parents may be needed to serve as chaperones on class field trips. No parent should feel obligated to serve in this capacity, but parents are encouraged to volunteer if possible. The primary

responsibility of a chaperone is to supervise the students. Chaperones are asked to take this responsibility seriously and to remain vigilant and attentive to the students' needs throughout the trip. Children who are not enrolled in the class may not accompany the chaperones.

Student Performance Guidelines

Performances are an integral part of the overall program of Abby Kelley Foster. Performances are not exclusive to musical ensembles and musical productions. The main objective is to allow all students the opportunity, at some point in the year, to present themselves on stage in front of an audience with confidence and to a high degree of proficiency. This could be in a monthly general class assembly, in front of peers and parents in the library, classroom or in an off-site production.

We occasionally have performances where every child in a grade level is presented on stage. We also have productions where children are selected from various grade levels. The term "school production" refers to a production where the performers, backstage crew, and various others that create a successful performance are pulled from several grade levels.

BEHAVIOR POLICY

Abby Kelley Foster Charter Public School views all behavioral violations seriously. The Executive Director (Superintendent as referred under Massachusetts General Law) and school administration reserve the right to consider any and all relevant information in its disciplinary decision making, and will impose consequences on a case by case basis.

ELEMENTARY SCHOOL RULES

All students are expected to follow the three rules listed below. Students who do not adhere to the school rules may be subject to disciplinary action as determined by the administration.

- **BE RESPONSIBLE**
- **BE RESPECTFUL**
- **BE HONEST**

Code of Conduct

The Abby Kelley Foster Charter Public School recognizes that effective instruction requires an orderly environment focused on learning, and that the school has an important role to play in supporting parents' efforts to teach basic values to their children. The School's *Code of Conduct* clearly defines expectations for student conduct, focusing on ten character virtues: Responsibility, Truth, Respect, Kindness, Self-discipline, Fairness, Perseverance, Friendship, Courage and Citizenship.

These values are the cornerstone of the School's character education curriculum. Students focus on a different virtue each month throughout the school year. Students are encouraged to model the character virtues in their daily actions and to develop the habits that characterize a civil society. Parents can help reinforce such lessons by talking about the virtues and encouraging students to model them at home.

The faculty and staff at the Abby Kelley Foster Charter Public School are dedicated to providing the School's students with the skills necessary to reason and communicate. Central to this mission is the creation of a School community characterized by caring, discipline, order, and respect.

The School's *Code of Conduct* has been designed to guide the efforts of teachers and staff in creating a safe, orderly environment and to reinforce the primary mission of the School: rigorous academic learning. The Code, which states clearly all School-wide rules governing student behavior as well as the consequences for breaking the rules, will serve as a contract among parents, students, and staff.

Establishing a policy that promotes character education and discipline is an ongoing process. Alone this Code will not ensure School discipline, nor will it develop an individual's character. As part of a comprehensive effort supported by all members of the School community, however, it will guide the process. Faculty and staff will work continuously to achieve as much consistency as possible with regard to disciplinary matters, and they will be prepared to revise and adapt disciplinary procedures as necessary.

Acknowledging Appropriate Conduct

At the Abby Kelley Foster Charter Public School, students will be encouraged to make appropriate choices regarding their personal conduct. The following paragraphs outline the chief means by which faculty and staff will ensure order and support the development of good character at the School.

Student of the Day

At the end of each day, teachers in grades K-4 will grant Student of the Day Awards to acknowledge and reward students for demonstrating exceptionally responsible behavior, trying their best, cooperating, or showing respect. Award-winning students will receive special certificates acknowledging their achievement.

Positive Interactions and Positive Feedback

Positive interactions will include greeting students, talking to students, making eye contact, smiling, and overtly praising students when such accolades are deserved. When praising students, staff will attempt to provide them with specific information about which behaviors are contributing to success.

Character Counts

At Abby Kelley Foster Charter Public School, we believe that character development is an integral part of a student's education. We have developed a system that recognizes character strengths in our students. Each month has a designated character virtue that is taught, and weekly, a student from each homeroom is elected by his/her teacher for best exemplifying that virtue. These students have their pictures taken and hung in the lobby. They also receive a certificate and have breakfast with the administration each Monday.

Correcting Inappropriate Conduct

It is expected that the majority of students at the School will strive to meet the expectations for responsibility and self-discipline. It is also understood that no single set of procedures will be effective in helping every student develop the skills and attitudes necessary for success. Therefore, a series of interventions will be designed for students who have not been motivated by the School-wide procedures. As teachers adapt disciplinary procedures to meet individual needs, an emphasis will be placed on the continuing need for consistent consequences.

Students will learn that certain actions are unacceptable and that misbehavior has consequences. Students who engage in misbehavior will be required to make amends and/or restore the situation. In general, teachers handle the day-to-day behavior in their classrooms. In extreme situations, school administrators will become involved.

Some examples of misbehaviors include, but are not limited to:	Some examples of more serious misbehaviors that will remain in the child's discipline/permanent record include:
<ul style="list-style-type: none">• Constant talking• Refusing to remain in an assigned seat• Being argumentative• Refusing to complete assignments• Disrupting class• Using inappropriate language• Sleeping in class• Roaming the building• Not complying with the uniform policy	<ul style="list-style-type: none">• Cheating• Lying• Stealing• Damaging or destroying school property• Bullying• Insubordinate behavior• Physically dangerous behavior• Illegal behavior• Engaging in minor physical altercations

Insubordinate behavior is the direct refusal to comply with a reasonable staff instruction and/or speaking to staff members disrespectfully through tone of voice and language usage and non-verbal mannerisms.

Physically dangerous behavior includes fighting, assault, and/or physical intimidation. Staff will use professional judgment to determine whether or not to intervene or to use non-violent passive physical restraint.

If a staff member is aware that a student has been or is engaged in illegal activity, the staff member will refer the case to the Principal. To preserve the safety and welfare of all students, the administration reserves the right to search a student's belongings and school property to confirm or rule out allegations of illegal activity. This includes tobacco products, alcohol, drugs, any other illegal substance, or weapons. The Principal will notify the student's parents/guardians and make all decisions regarding whether to contact the appropriate law enforcement authorities.

MAJOR BEHAVIORAL INFRACTIONS

Abby Kelley Foster Charter Public School views all behavioral violations seriously, however, MAJOR BEHAVIORAL INFRACTIONS are considered particularly severe. The Executive Director (Superintendent as referred under Massachusetts General Law) and school administration reserve the right to consider any and all relevant information in its disciplinary decision making, and will impose consequences on a case by case basis.

Alcohol

Use, possession, distribution, purchasing or being under the influence of alcohol are all strictly prohibited in school, on school grounds, or at any school events. Disciplinary actions may include but are not limited to the following: confiscation of materials, parent/guardian notification, suspension, expulsion from school, police involvement.

Tobacco

Use or possession of any tobacco products by any individual in any school building or facility, on school grounds or buses, or during any school sponsored trips or events, is prohibited at all times. Students found possessing or distributing tobacco or any other related tobacco products will be subject to disciplinary action as deemed appropriate by school officials. Parent(s) or guardian(s) will be notified of any such infraction, and the behavior may be reported to the school principal.

Group Behavior

At the discretion of school officials, any student who is part of a group that acts in violation of school rules may share in the responsibility for behavioral infractions and may receive the same penalty as all members of the group.

Searches

Searches by school officials of students and their belongings will be conducted in accordance with applicable laws and regulations. Students and their personal belongings, including but not limited to purses, backpacks, computers and clothing, as well as student vehicles on school property or at school events, are subject to search by school personnel to the extent that the search is reasonable under all the circumstances. In the event of a search of a student or their belongings, the parent(s) or guardian(s) will be notified. To the extent possible, searches will be conducted by a school official in the presence of another adult. In the event a student is found to be in the possession of an object or substance that may

give rise to a crime, the police may be notified. When the school refers a student to the police, the parent(s) or guardian(s) will be notified. Objects, substances, or other items that are prohibited by the school rules may be held by a school official and returned to the parent(s) or guardian(s). Students have no expectation of privacy in their lockers or desks. The school retains joint custody of all lockers and desks, and such lockers and desks are subject to search by school officials at any time.

Harassment, Bullying and Civil Rights Violations

Harassment refers to all unwelcome verbal, written or physical conduct targeting a specific person or persons which is sufficiently severe, persistent, or pervasive to create an intimidating, hostile, humiliating or offensive school environment, or substantially interfere with the progress of a student's education. Bullying is one form of harassment. Please refer to the Civil Rights section of this handbook for more information on civil rights issues and harassment.

TYPICAL DISCIPLINARY ACTIONS

Please be advised that AKFCS reserves the right at the sole discretion of school officials to modify the discipline code and impose a more or less stringent punishment on a case by case basis.

Restitution: The student is assigned a task that helps to correct the situation. Any student who damages the property of the school, staff or other students will be required to replace or pay for the item.

Notes Home: Students are sometimes asked to write a note home to account for their behavior. When a parent receives a note, it must be signed and returned to the teacher on the following day. Students who fail to return the note will incur further consequences.

Phone Calls to Parents: Students are sometimes asked to call their parents in the presence of a school administrator when their behavior is preventing them from being productive at school or disrupting the learning of others. Involving the parents in the discipline and character development process sends a message to the students that we are all on the same team.

Suspension: A suspension is when a student must be removed completely from the school building because of his or her behavior. Students on all types of suspensions are responsible for any missed work. Parents may contact the teacher for the missed assignments. Teachers will gather the required assignments by the end of the following school day.

In-School Suspension: The student is not allowed to attend any classes. The day is spent in the in-school suspension area, an administrator's office, another classroom, and/or the library. Teachers will provide work for the course(s) the student would be attending on the day of the suspension. This may be for one or more days. Students on all types of suspensions are responsible for any missed work.

Out-of-School Suspension: An assigned number of days that a student is removed from school. If a student is suspended, he/she may not appear on school grounds for any purpose during the school day, participate in, or attend any extra-curricular activities during the period of suspension. Students on all types of suspensions are responsible for any missed work.

Procedure following an Out-of-School Suspension

The student is expected to return to school the day after the suspension. School officials will schedule a re-admittance conference between the parent(s) or guardian(s) and the assistant and/or building principal or designee(s) for the day following the suspension.

M.G.L. Ch. 71 §37H. Policies relative to conduct of teachers or students; student handbooks

(a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

(b) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

(c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

(d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

(e) When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion.

M.G.L. Ch. 71 §37H½. Felony complaint or conviction of student; suspension; expulsion; right to appeal

(1) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the Building Principal of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said Building Principal if said Building Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the Superintendent.

The student shall have the right to appeal the suspension to the Superintendent. The student shall notify the Superintendent in writing of his request for an appeal no later than five calendar days following the

effective date of the suspension. The Superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The Superintendent shall have the authority to overturn or alter the decision of the Building Principal, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of AKFCS with regard to the suspension.

(2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the Building Principal of a school in which the student is enrolled may expel said student if such Building Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent.

The student shall have the right to appeal the expulsion to the Superintendent. The student shall notify the Superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The Superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The Superintendent shall have the authority to overturn or alter the decision of the Building Principal, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of AKFCS with regard to the expulsion. Upon expulsion of such student, no school or school district shall be required to provide educational services to such student.

Expulsion and Expulsion Pursuant to M.G.L. Ch. 71 § 37H

Expulsions, including expulsions imposed pursuant to M.G.L. Ch. 71 §§ 37H, may be appealed pursuant to the provisions of § 37H. Specifically, the procedure for appealing an expulsion is as follows:

Any student charged with an expellable offense shall be notified in writing of an opportunity for a hearing before the Building Principal. At the hearing, the student may have representation at his or her own expense, and may present witnesses and evidence. After the hearing, the Building Principal may, in her or his discretion, decide to suspend rather than expel the student. Following any such appeal hearing, the Building Principal will notify the student of her or his decision in writing within five school days.

Any decision by the Building Principal to expel a student may be appealed to the Superintendent. In order to appeal to the Superintendent the expelled student must notify the Superintendent of her or his appeal in writing within ten days of her or his receipt of the Building Principal's decision. At the hearing, the student may have representation at his or her own expense, and may present witnesses and evidence. The subject matter of the appeal will not be limited solely to a factual determination of whether the student has violated a law or rule.

Long term suspensions remain in effect prior to any appeal hearing.

Suspension and/or Expulsion Pursuant to M.G.L. Ch. 71 § 37H½

Students who are expelled by the Building Principal pursuant to M.G.L. Ch. 71 § 37H½ will receive written notification of the charges and the reasons for the suspension or expulsion prior to the suspension or expulsion taking effect. The student will also receive written notice of the right to appeal and the process for appealing the suspension or expulsion. The suspension or expulsion will remain in effect prior to any appeal hearing conducted by the superintendent.

The student has the right to appeal a suspension or expulsion pursuant to M.G.L. Ch. 71 § 37H½ to the Superintendent. The student must notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The Superintendent shall hold a hearing with the student and the student's parent(s) or guardian(s) within three calendar days of the student's request for an appeal. At the hearing, the student has the right to present oral and written testimony on his behalf, and has the right to counsel at his or her own expense. The superintendent has the authority to overturn or alter the decision of the Building Principal, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within five calendar days of the hearing. The decision of the Superintendent is the final decision of AKFCS with regard to the suspension or expulsion pursuant to M.G.L. Ch. 71 § 37H½.

In cases of expulsion, school officials may, at their sole discretion, demand the results of a psychological evaluation prior to re-admitting the student to school.

DUE PROCESS PROCEDURES

Due process refers to the rights of a student to notice and a hearing before being suspended or expelled from school. The Executive Director (Superintendent as referred under Massachusetts General Law) and school administration reserve the right to consider any and all relevant information in its disciplinary decision making, and will impose consequences on a case by case basis. Specific due process procedures apply for disciplining students with disabilities (see section below entitled "Discipline of Students with Special Needs").

Suspensions of Ten Days or Less

Suspensions of one to ten days may be appealed to the assistant principal. In the event of a suspension of one to ten days, the student and parent(s) or guardian(s) will be provided with written notice of the suspension. In order to appeal a suspension of one to ten days to the Building Principal, the student must notify the Building Principal of her or his appeal in writing within two days of her or his receipt of the suspension notice.

Suspensions of ten days or less imposed pursuant to M.G.L. Ch. 71 § 37H½ may be appealed pursuant to the provisions of M.G.L. Ch. 71 § 37H½.

Suspensions of ten days or less remain in effect prior to any appeal hearing.

Long Term Suspension

A long term suspension is a suspension of more than ten days.

Suspensions of more than ten days may be appealed first to the Building Principal, then to the Executive Director, then to the Board of Trustees.

Long term suspensions imposed pursuant to M.G.L. Ch. 71 §§ 37H and 37H½ may be appealed pursuant to the provisions of those laws.

Long term suspensions remain in effect prior to any appeal hearing.

In any case when a student has committed an expellable offense, the Building Principal, Executive Director or Board of Trustees may offer, in his/her/its sole discretion and in lieu of expulsion, a long term suspension together with conditions that must be fulfilled by the student prior to his or her re-entry into school.

DISCIPLINE OF STUDENTS WITH SPECIAL NEEDS

The Code of Conduct applies to all students. There are specific procedures, however, for disciplining students with disabilities who are eligible for Individualized Education Program (IEP) or Section 504 services.

Under federal and state laws and regulations, students with disabilities may not be discriminated against on the basis of their disability or impairment. The following procedures will be implemented to comply with state and federal law and regulations regarding the discipline of students with disabilities.

The IEP for every special needs student will indicate whether the student is expected to meet the regular discipline code, or the code should be modified because of the student's individual needs. Any modifications to the code will be described in the IEP.

Prior to any removal that constitutes a change of placement; the school district must send the parents a full statement of their procedural rights and inform them that the IEP Team will conduct a Manifestation Determination. Parents are members of the student's IEP Team.

Special education students may be removed (suspended) from their educational placement for up to ten days in a school year without receiving services. A 'change of placement' (more than ten consecutive days or a pattern of removals) invokes certain procedural protections under the IDEA, the federal special education law. If AKFCS determines that a disciplinary 'change of placement' will be considered, then within ten days of that decision and prior to the removal, the IEP Team must convene to conduct a Manifestation Determination. If the removal of a special needs student will accumulate to more than ten days in a school year, AKFCS may remove the student from his or her IEP placement without conducting a Manifestation Determination but must provide services in an interim alternate educational setting.

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

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

If the Team determines that student's conduct is not related to his/her special needs or to an inappropriate IEP, the school may suspend or otherwise discipline the child according to the school's code of student conduct, except that for any period of removal exceeding ten days, the school district must provide the child with a Free Appropriate Public Education (FAPE) in an alternate educational setting. Parents will be notified of the removal, the reasons therefore, and the alternate plan. Any dispute regarding the removal will be resolved through the special education mediation and hearing process. If a hearing is requested, the student must stay in the interim alternate educational setting unless the parents and AKFCS agree otherwise.

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

Interim alternate educational placements are determined by the IEP Team.

If a student with special needs presents a danger to other students, staff, or the student himself/herself, AKFCS will immediately seek court approval to suspend or exclude the student from the school premises.

Any disputes regarding the IEP will be resolved through the Bureau of Special Education Appeals mediation and hearing process. If a hearing is requested concerning a disciplinary change of placement, the student must stay in the interim alternate educational setting unless the parents and AKFCS agree otherwise.

PHYSICAL RESTRAINT POLICY

In compliance with the Commonwealth of Massachusetts Regulations (603 CMR 46.00), the Abby Kelley Foster Charter Public School ensures that every student attending our schools is free from the unreasonable use of physical restraint. Physical restraint shall be used only in emergency situations and only as a last resort, after other less intrusive alternatives have failed or been deemed inappropriate. Trained school personnel shall use physical restraint with two goals in mind:

- to administer a physical restraint only when needed to protect a student and/or a member of the school community from imminent, serious, physical harm; and
 - to prevent or minimize any harm to the student as a result of the use of physical restraint.
1. Use of restraint - Physical restraint may be used only in the following circumstances:
 - when non-physical interventions would not be effective; and
 - when the student's behavior poses a threat of imminent, serious, physical harm to self and/or others.
 2. Limitations on use of restraint - Physical restraint in a public education program shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm.
 3. Prohibitions - Physical restraint is prohibited in the following circumstances:
 - as a means of punishment; or
 - as a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that to not constitute a threat of imminent, serious, physical harm.

Definitions

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

1. Extended restraint is a physical restraint the duration of which is more than twenty (20) minutes. Extended restraints increase the risk of injury and, therefore, require additional written documentation as described in 603 CMR 46.06.
2. Physical escort is the touching or holding of a student without the use of force for the purpose of directing the student.
3. Physical restraint is the use of bodily force to limit a student's freedom of movement.

Training

An overview of physical restraint policies and procedures are required for all staff. Each principal shall determine a time and method to provide all program staff with training regarding Abby Kelley Foster Charter Public School 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.

At the beginning of each school year, the principal of each public education program, or his/her designee, shall identify program staff that are authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. Such staff shall participate in in-depth training in the use of physical restraint. The Department of Elementary and Secondary Education recommends that such training be at least sixteen (16) hours in length.

Reporting Requirements

Program staff shall report the use of physical restraint as specified in 603 CMR 46.06 (2) after administration of a physical restraint that results in any injury to a student or staff member, or any physical restraint of duration longer than five minutes.

The staff member who administered the restraint shall verbally inform the administration of the restraint as soon as possible, and by written report no later than the next school working day. The written report shall be provided to the principal or director of the program, or his/her designee, except that the principal or director shall prepare the report if the principal or director has administered the restraint. The principal or director, or his/her designee, shall maintain an on-going record of all reported instances of physical restraint, which shall be made available for review by the Department of Elementary and Secondary Education, upon request.

The principal or director of the program, or his/her designee, shall verbally inform the student's parents or guardians of the restraint as soon as possible, and by written report postmarked no later than three school working days following the use of restraint. If the school customarily provides a parent or guardian of a student with report cards and other necessary school-related information in language other than English, the written restraint report shall be provided to the parent or guardian in that language.

Special Circumstances

Parent(s)/guardian(s) may voluntarily waive the reporting requirements as stated above for restraints that do not result in serious injury to the student or to a staff member and do not constitute extended restraint.

Abby Kelley Foster Charter Public School may seek such individual waiver for students who present a high risk of frequent, dangerous behavior that may require the frequent use of restraint.

Abby Kelley Foster Charter Public School shall not require parental consent to such a waiver as a condition of admission or provision of services. Parent(s)/guardian(s) may withdraw consent to such waiver at any time without penalty.

Extended restraints and restraint that result in serious injury to a student or staff member must be reported as described above, regardless of any individual waiver.

The following documentation regarding individual waiver of reporting requirements will be maintained on-site in the student's file and will be made available for inspection to the Department of Elementary and Secondary Education upon request: Informed written consent of parent(s)/guardian(s) to the waiver, which shall specify those reporting requirements listed above that the parent(s)/guardian(s) agree to waive; and Specific information regarding when and how the parent(s)/guardian(s) will be informed regarding the administration of all restraints to the individual student.

Nothing herein shall be construed to allow a program or classroom to receive an exemption or waiver from any of the requirements of this policy on behalf of all of the students enrolled in a particular program or classroom.

STUDENTS WITH DISABILITIES

Restraint administered to a student with a disability pursuant to an Individualized Education Plan (IEP) or other written plan developed in accordance with state and federal law to which the school system and the parent/ guardian have agreed shall be deemed to meet the requirements of 603 CMR 46.00 except that the reporting requirements noted herein shall apply.

If you have any questions or concerns regarding this policy or Massachusetts regulations, please contact the Principal/assistant principal 508-854-8400.

PARENT INVOLVEMENT AND COMMUNICATIONS

Board of Trustees

The Board of Trustees is committed to providing all students with a classical liberal arts education.

The Board of Trustees meet at the high school beginning at 6:30 p.m. usually the first Tuesday of the month. The Board of Trustees of a charter school is a governmental body; it must comply with the state's Open Meeting Law, MGL c. 30A, Section 11A 1/2. Please note that the Board meeting schedule and meeting time are subject to change at the discretion of the Chair. Please review our website for the most updated information

It is the policy of the Board of Trustees of the Abby Kelley Foster Charter Public School to solicit written concerns from parents prior to the monthly Board meeting. Letters addressed to the Board of Trustees must be submitted AnnMarie Little, Director of Government Relations at 10 New Bond Street, Worcester, MA 01606 Attention: Board of Trustees.

All requests to address the Board of Trustees must be submitted in writing not less than 7 calendar days prior to the meeting; the request must identify the subject of the presentation to be made to the Board. The Board will seek, prior to the meeting for which the request is made, to notify the person making the request whether the Board will recognize him or her during the public comment period of the meeting.

Volunteering

Parents are encouraged to participate in School-related activities, including those pertaining to curriculum and instruction, such as tutoring and storytelling. Volunteers may also be involved in monitoring the playground and assisting with School events. In addition, parents are encouraged to contribute their time and talent to organizing extracurricular activities and community outreach projects.

Regular volunteers must complete a CORI (Criminal Offender Record Information) Questionnaire. Volunteers must follow all School policies and procedures. If an activity occurs that is not in keeping with the School policies, the Principal reserves the right to relieve the volunteer of his or her responsibilities.

Volunteers should dress professionally. Discretion and confidentiality must be exercised. Volunteers must not discuss students, teachers or classroom issues with others. Volunteers are not allowed in the classroom after 2:00 p.m. Additionally early dismissal will not be granted after 2:00 p.m. to volunteer parents or guardians.

Parent Conferences

Formal parent/teacher conferences are scheduled twice a year to facilitate open communication between parents and teachers regarding students' progress; refer to the School calendar for specific dates. Feel free to contact your child's homeroom teacher if additional meetings are desired. Every teacher has a phone with voicemail to receive your messages. In addition, each teacher has an email address to further ease communication.

If you would like to visit your child's classroom, contact the teacher to schedule a visit. There may also be times when the teacher will request that you observe your child during the course of the school day. When present to observe the classroom, a seat will be provided in an area free from distraction of all students, including your child. The teacher will not be available to converse, but will provide you with paper and a clipboard on which to record questions or concerns. You may contact the teacher later to discuss any questions or concerns. Siblings are not allowed to be present during a classroom

observation. Conferences may also be scheduled with the school administration at any time throughout the year. Please call the appropriate extension to schedule a meeting.

Phone Calls

A teacher's primary responsibility is instruction and phones are programmed to direct incoming calls to voicemail. Please leave a message and your call will be returned as soon as possible. **DO NOT leave dismissal changes or urgent messages on a teacher's voicemail** but contact the receptionist directly, who will deliver the message to the teacher. Students will not be allowed to use the phone without the teacher's permission. There are times that a teacher, along with the student, will contact a parent/guardian regarding a student's classroom behavior.

Distribution of Materials

Any organization desiring to distribute flyers or other material to students/staff or post them within the school buildings or on school grounds may do so only with the approval of the Executive Director or Principal. All flyers must clearly state the name of the sponsoring organization, contact name(s) and contact information. Flyers from the non-school sponsored organizations must clearly indicate that the events are not school sponsored and are being distributed as a community service.

Fundraising

The Executive Director or designee may permit occasional fundraising activities related to the school. These activities may not disrupt school routine or cause loss of instructional time. The amount of time to be devoted to fundraising should be reasonable and commensurate with students' obligations for homework, after-school activities, and jobs. Group fundraising activities are preferred. Students should not be assigned individual fundraising targets. If students are charged individual fees for participation, the school should make every effort to provide scholarships where needed.

Parent Teacher Organization (PTO)

The Abby Kelley Foster Charter Public School's organization was formed to support the students and overall success of the School. Parents and guardians are encouraged to join. For more information, contact the Principal.

Special Education Parent Advisory Council (PAC)

Parents/guardians of special education students meet monthly to discuss programs, concerns and issues of the special needs children. For more information, contact the Principal.

English Language Learners (ELL) Parents' Group

Parents/guardians of English language learner students who may meet to discuss issues and advise the School of concerns relative to the program. For more information, contact the Principal.

Title I Parent Organization

Title I is a federally funded program designed to strengthen core programs in school districts by providing support services to selected students in order to achieve state standards. Students who are struggling academically may be eligible to receive Title I services in either math or English language arts. Title I support services are available to all students regardless of their socio-economic status.

Abby Kelley Foster Charter Public School provides parents with the opportunity to participate in many school wide activities. Our Title I parent group provides opportunities during the school year for parents to become more involved in the Title I program. In collaboration with the Title I staff, the parent group hosts a variety of events and parent information sessions throughout the year. Our Title I events allow students, parents, and siblings to participate in a variety of activities geared toward math and literacy

development. The Title I program will fund, within reason, parent involvement meetings and activities that will enable parents to participate. Parents may participate in the planning and development of the school's improvement plan. This may include participation and presentations to the Board of Trustees, school administration, faculty and students. The school improvement plan is designed to outline the strengths and weakness of the academic program, which includes monitoring adequate yearly progress (AYP) and faithfulness to the school charter. For more information, contact the Principal.

TECHNOLOGY

Abby Kelley Foster Charter Public School is fortunate to have a connection to the Internet to supplement the other educational resources available to staff and students. When using the Internet, school staff will supervise students. In addition to FireWall and content filtering, the school network provides the tools necessary to monitor all computer use on the network. The filtering system is designed to prevent access to inappropriate sites. However, it is important to acknowledge that no solution is perfect. Due to the nature of the Internet and evolving technology, we cannot guarantee that students will not have access to inappropriate sites. It is the student's responsibility to report any inappropriate site to the teacher and return to the educational topic assigned.

We offer Internet access throughout Abby Kelley Foster as a privilege, not a right. Students should be aware that no activities on the network are completely private and can, if necessary, be monitored by the network administrator. Anything transmitted on the school network is the property of Abby Kelley Foster and may be monitored by the faculty and administration. The school administration may revoke computer privileges at any time, or pursue disciplinary or legal action against students who violate this acceptable use policy. Students may be supervised and guided in their use of the Internet, but it is the student's responsibility to use the system in accordance with the rules. The school administration and faculty will decide whether an act constitutes inappropriate use of the school computers, its network or the Internet. The administration, faculty, and staff at Abby Kelley Foster may deny, revoke, or suspend the computer use of any individual. The school complies with the Children's Internet Protection Act.

The following Acceptable Use Policy should be read carefully by all Internet users. It is important that parents and students understand that any violation of the Acceptable Use Policy may result in the loss of Internet and e-mail privileges or other disciplinary action.

Acceptable Use Policy for Networks, Including the Internet

It is School policy that all technology used to access the network will be used in a responsible, legal and ethical manner. The use of the network must be in support of education and research and must be consistent with the academic policies of the school. Individual users of the network are responsible for their use of the network and will be supervised by staff. Use of other organizations' networks or computing resources must comply with the rules appropriate for that network. Use of the network for any illegal or commercial activities is prohibited.

A responsible network user will:

- Use language that is considered appropriate.
- Conform with copyright laws and always give credit to the author of the material used.
- Never reveal personal information about any user such as address, telephone number, credit card numbers, social security number, etc.
- Never post identifying photos of students with their first and last names on a Web site.
- Neither tamper with the system nor alter, delete or destroy anyone else's files or data.

A responsible network user must be aware that:

- Use of the network and e-mail is a PRIVILEGE, not a RIGHT.
- The school network is to be used only for educational purposes.
- E-mail is not guaranteed to be private.
- Violation of this policy will result in the possible loss of Internet privileges, disciplinary action pursuant to the Code of Conduct and prosecution under state and federal law.

E-mail Policy

Abby Kelley Foster Charter Public School does not presently provide e-mail services for its students, and students should not use school computers for access to personal email accounts except for specific teacher-supervised assignments.

Guideline for Home Use of E-mail

Because so many young people use email at home, we feel it is important to emphasize the following guidelines for safe and courteous email use:

- Be aware that people you meet online may misrepresent themselves. Do not arrange to meet with someone you have met online without the approval of your parents.
- Do not give out personal information, home address, phone number, credit card or other financial information, etc.
- Do not give out any information about anyone else. Respect people's privacy.
- Do not send viruses, spam, chain letters, or anything that could be harmful.
- Be polite. Refrain from swearing, name-calling, and mean-spirited or tasteless comments.
- Do not use code words or symbols that would be offensive. Remember, rude or threatening email can be more than impolite; it can be considered harassment.
- Be aware that email is not private. It can easily be transmitted to a mass audience. Don't say anything you would not want to hear on the evening news.
- Remember also that email is not anonymous and can be easily traced.
- Do not type in all capitals. On the Internet it is taken to be shouting and is considered very rude.
- Remember, although email has the relaxed feel of casual conversation, the other person cannot see you and pick up facial expressions or body language. Therefore, he or she might not be able to tell if you are joking or being sarcastic. Avoid sarcasm and be very careful not to say something that might be misinterpreted.
- Do not open any attached files if you are not expecting them or do not know what they contain. That is how viruses are spread.

NON-DISCRIMINATION NOTICE
and
CIVIL RIGHTS AND SAFETY INFORMATION
for School Personnel, Parents and Students

The Abby Kelley Foster Charter Public School is committed to creating and maintaining schools that prevent discrimination of all types while ensuring the health and safety of all who work and learn here. Please take time to review this material in depth.

- **Title I of the Americans with Disabilities Act of 1990:** Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in employment.
- **Title II of the Americans with Disabilities Act of 1990:** Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in educational programming.
- **Title IX of the Education Amendments of 1972:** Prohibits discrimination, exclusion from participation, and denial of benefits in educational programs on the basis of sex.
- **Title VI of the Civil Rights Act of 1964:** Prohibits discrimination, exclusion from participation, and denial of benefits based on race, color, or national origin.
- **Section 504 of the Rehabilitation Act of 1973:** Prohibits discrimination, exclusion from participation, and denial of benefits based on disability.
- **M.G.L. Ch. 76 §5:** Prohibits discrimination in all public schools on the basis of race, color, sex, national origin, religion, and sexual orientation.

1. Statement

It is the role of the Abby Kelley Foster Charter Public School to provide a safe and secure learning environment for all students without distinction based on race, color, gender, national origin, religion, disability, sexual orientation. Discrimination, sexual and bias-motivated harassment, and other violations of civil rights disrupt the educational process and will not be tolerated.

It shall be a violation for any pupil, teacher, administrator, vendor, school visitors, or other school personnel to engage in sexual or bias-related harassment (referred to as “wrongful harassment”) or violate the civil rights of any pupil, teacher, administrator, or other school personnel. Conduct amounting to a hate crime is a particularly serious infraction that will result in referral to law enforcement agencies.

The School will act to investigate all complaints, formal or informal, verbal or written, of sexual or bias-related harassment or violations of civil rights and take appropriate action against any pupil, teacher, administrator, or other school personnel who is found in violation.

2. Commitment to Prevention

This institution is committed to the prevention, remediation, and accurate reporting of bias incidents and civil rights violations, to the end that all students can enjoy the advantages of a safe and tolerant learning environment where individual differences are respected. The school undertakes to engage in activities and programming, such as training of all school personnel, intended to foster respect for diversity, civil rights, and non-violence in school settings.

3. Zero Tolerance for Known Civil Rights Violations; Required Reporting and Intervention to Stop Harassment

- a. School employees must intervene in ongoing civil rights violations and episodes of wrongful harassment whenever witnessed or reported to the extent that intervention can be done safely. School employees must report a civil rights violation or episode of wrongful harassment to the School Civil Rights Administrator. A designated Civil Rights Administrator must intervene in ongoing matters of civil rights violations and episodes of wrongful harassment, summoning assistance as necessary.
- b. The primary objective of school intervention in a civil rights matter is to put a swift end to, and prevent any recurrence of, any wrongful conduct, so as to ensure the safety of all students and a school environment free of wrongful harassment and civil rights violations. Intervention should be undertaken immediately, as needed on a short-term basis, and more comprehensively once a civil rights violation has been found to occur. The school will take all necessary steps within its authority to implement the objective of stopping continuing civil rights violations and wrongful harassment, and restoring and preserving an environment free of such conduct.
- c. Effective, and if need be escalating, measures should be used to definitively stop harassment and violence. School officials should immediately consider and use regular administrative actions to defuse a civil rights situation wherever possible: separating victim or complainant and offender, ordering the offender to stay away from the victim, or assigning additional security. Relevant school disciplinary hearings should begin and proceed on an expedited basis where there is a threat of ongoing interference with civil rights. Disciplinary action appropriate to the offender's conduct should be taken when a violation is found. Potential criminal conduct will be reported to law enforcement, and legal remedies pursued as necessary to protect civil rights.

4. Designation of Civil Rights Administrator

Abby Kelley Foster Charter Public School has designated the Director of Government Relations as the Civil Rights Administrator.

The designated Civil Rights Administrator will respond to matters of civil rights that arise in the School setting. The Civil Rights Administrator shall be prominently identified as available to receive reports and complaints of civil rights violations from students, faculty, or staff. The Civil Rights Administrator will receive specialized civil rights training and take responsibility for upholding school civil rights and safety policies. The Civil Rights Administrator will also serve as a liaison with law enforcement agencies, and assist Abby Kelley Foster Charter Public School in making referrals of possible criminal matters to law enforcement.

5. Identification of Prohibited Conduct

a. Definitions

- **Bias Incident** means any act, including conduct or speech, directed at or which occurs to a person or property because of actual or perceived race, religion, color, ethnicity, disability, gender, or sexual orientation. A bias incident may or may not be a criminal act.
- **Bias Indicators** are objective facts and circumstances, which suggest that an action was motivated in whole or in part by a particular type of bias.
- **Bias Motives** recognized by Massachusetts's law as causing hate crimes include prejudice based on race, religion, color, ethnicity, disability, gender, and sexual orientation.
- **Civil Rights Violations** involve interfering by threats, intimidation, or coercion, with someone's enjoyment of constitutional or statutory rights. Rights protected against interference include non-discrimination in access to advantages and privileges of a public school education. The term "civil rights violation" also covers bias-related and sexual harassment and bias crimes, so the term is applied generically to any civil or criminal law infractions.
- **Discrimination** consists of actions taken against another or others, which treat them unequally because of race, religion, color, national origin, disability, sexual orientation, or gender bias.
- **Harassment** consists of unwelcome verbal, written or physical conduct targeting specific person(s), which is sufficiently severe, persistent, or pervasive to create an intimidating, hostile, humiliating, or offensive school environment, or substantially interfere with the progress of a student's education. Physical harassment includes pushing, hitting punching or other unwanted contact between students. It also includes any case of a student not permitting another student freedom of movement by blocking the way or otherwise hampering passage. Any student who engages in physical, sexual, or verbal harassment is subject to a range of disciplinary measures up to and including expulsion.
- **Bias-Related Harassment** will present bias indicators, most commonly epithets: name-calling derogatory to a particular racial, religious, or sexual orientation group;
- **Sexual Harassment** covers instances of physical or verbal conduct of a sexual nature, not limited to but including sexual advances, which foster a hostile educational environment for the victim. Sexually harassing behaviors include, but are not limited to: display or circulation of written materials or pictures derogatory to a gender or sexual orientation, writings or drawings placed on school properties, uninvited remarks and gestures, unwanted sexual comments, spreading sexual gossip, pressure for sexual activity, unwanted physical contact such as touching, pinching, patting, rubbing, etc., homophobic behavior, e.g. gay and lesbian harassment.
- **Hate Crimes** include any criminal acts to which recognized types of bias motives are an evident contributing factor. Criminal bias-motivated conduct entails, at a minimum, threats. Criminal conduct includes acts putting someone in fear of immediate physical harm (assaults), and actual physical violence (assault and battery), and grows most serious if a victim suffers any bodily injury. Repeated threatening or menacing actions like following someone can amount to the crime of stalking.
- **Hostile Environment** exists when a person has been or is subjected to threats, intimidation, or coercion by another (or others) or is reasonably in fear for his or her safety. Whether a school environment has become hostile must be evaluated based on the totality of the circumstances. Repeated instances of bias-related and sexual harassment create a hostile environment for the victim. A single act of harassment can also create a hostile or intimidating environment if sufficiently severe. A hostile environment does not necessarily entail that a student exhibits quantifiable harm, such as a drop in grades.
- **Stalking**, a felony, consists of intentional conduct involving 1) two or more acts directed at a specific person, 2) which would cause an average person substantial distress, 3) where the perpetrator has made threats causing the targeted person fear of death or injury.

b. Common Bias Indicators

- Bias-related oral comments or epithets
- Bias-related markings, drawings, or graffiti
- Use of bias-related symbols
- No clear economic motive for an assault and battery
- Crime involving disproportionate cruelty or brutality
- Offender history of crimes of similar nature and victims of the same group

c. Examples of Civil Rights Violations and Bias Incidents

- Unwelcome verbal, written, or physical conduct directed at the characteristics of a person's race or color, such as nicknames emphasizing stereotypes, racial slurs, comments on manner of speaking, and negative references to racial customs (racial and color harassment)
- Unwelcome verbal, written, or physical conduct, directed at the characteristics of a person's religion, such as derogatory comments regarding surnames, religious tradition, or religious clothing, or religious slurs, or graffiti (religious harassment)
- Conduct directed at the characteristics of a person's national origin, such as negative comments regarding surnames, manner of speaking, customs, language, or ethnic slurs (national origin harassment)
- Conduct directed at the characteristics of a person's sexual orientation-actual, perceived, or asserted-such as negative name-calling and imitating mannerisms (sexual orientation harassment)
- Conduct directed at the characteristics of a person's disabling condition, such as imitating manner of speech or movement, or interference with necessary equipment (disability harassment)
- Physical conduct putting someone in fear of imminent harm, coupled with name-calling of a bigoted nature (crime of assault)
- Repeated, purposeful following of someone, coupled with evident bias against the victim's actual or perceived group status (civil rights violation or crime of stalking)
- Painting swastikas on walls or other public or private property (crime of vandalism)
- Hitting someone because of his or her actual or perceived group status (crime of battery)

d. Scope of Information

This information applies to bias crimes, civil rights violations, bias incidents, and bias-related harassment occurring on school premises or property, or in the course of school-sponsored activities, including those outside of school if there is a detrimental effect on the School or the educational climate.

6. Procedures for Responding to and Investigation Incidents

- a.** Whenever a staff person witnesses, or some third party reports, a possible civil rights violation, the School's designated Civil Rights Administrator must be notified. The school's Civil Rights Administrator should immediately begin an investigation. In an emergency, 911 must be called.
- b.** A student coming forward to report a civil rights violation s/he has experienced should be directed to the School's designated Civil Rights Administrator after any emergency needs are attended.

Consideration should be given to whether any immediate or interim steps are necessary to ensure the safety of and avert retaliation against the complainant.

- c. The investigation must determine whether a civil rights violation has in fact occurred. An immediate aim of the investigation should be preservation and gathering of evidence from the scene of an incident. Bias-related graffiti should be photographed then removed. The investigator should seek to interview all victims and witnesses at the scene, or as soon thereafter as possible, and then interview others who may have relevant knowledge as well. The investigation may also consist of any other methods and documents deemed relevant and useful.
- d. All the circumstances as found should be carefully evaluated for the presence of bias indicators that would characterize the matter as a civil rights violation. The investigation should make a finding as to whether civil rights infraction in violation of this policy has occurred based on the definitions of wrongful conduct supplied at Section 6.

Complaint Procedures in cases of sexual, racial and/or other harassment:

- a. Any student subjected to harassment may, if she/he chooses, confront the harasser informally in order to resolve the complaint on a personal level. If the complainant does not want to deal directly with the harasser, or if the matter is not resolved, the complainant should immediately report the conduct to a teacher, counselor, or the Civil Rights Administrator. The Civil Rights Administrator becomes the student's advocate.
- b. The Civil Rights Administrator must always take every report of harassment seriously, investigate every complaint of harassment and respond promptly. If it is determined that harassment has occurred, the Civil Rights Administrator will take appropriate action to end the harassment and to ensure that it is not repeated. Confidentiality will be maintained to the extent consistent with the School's obligations under law.
- c. The Civil Rights Administrator or his/her designee will conduct an investigation within 10 days that may result in further mediation or disciplinary action. The complainant has the option of seeking outside legal counsel at his or her own expense for a violation of Title IX. When an investigation has been completed, the Civil Rights Administrator will inform the complainant of the results and file a report with the Coordinator for Title IX/Section 504 of Rehabilitation Act/622.
- d. No individual will suffer reprisals for reporting incidents of harassment or making complaints in good faith. Abby Kelley Foster Charter Public School does not tolerate retaliation by an employee or student against a person who has made complaints about harassment in good faith.
- e. Depending on the circumstances, the consequences for harassment may include anything from a warning to expulsion.

7. Consequences for Civil Rights Violations and Failures to Act as Required

a. Non-disciplinary Corrective Actions

Potential civil rights violations can be addressed with steps that are not punitive in character, without the necessity of disciplinary proceedings. These steps generally lie within the ordinary discretion of principals and school officials. Examples of non-disciplinary actions that may be appropriate in some instances include counseling, assignment to participate in a diversity awareness training program, separating offender and victim, parent conferences, and special work assignments such as a composition on a civil rights-related subject.

b. Disciplinary Proceedings

Violations of the civil rights of a student or school employee which are found to have occurred after a hearing warrant the imposition of sanctions up to and including suspension and expulsion (for students), and suspension or termination (for employees). Disciplinary actions will be taken toward the goals of eliminating the offending conduct, preventing reoccurrence, and reestablishing a school environment conducive for the victim to learn. The school may consider completion of a youth diversion program as a sanction for student violators, standing alone or in conjunction with other disciplinary actions, for violations of civil rights.

c. Failure to Act by Administrators and Teachers

Upon completion of information dissemination, administrators and teachers have a duty to act to stop witnessed sexual or bias harassment and hate crimes, as safely as can be done; and to report occurrences to the civil rights administrators and sometimes the police. A clear failure to act as this policy would direct should in the first instance entail that the individual undergo further training in hate crimes, diversity issues, and the requirements of school policy. The school administration will develop further sanctions and actions to address repeated instances of a failure to act in accordance with this policy.

8. Commitment to Non-Retaliation

To secure the unimpeded reporting of bias activity called for in this information, the Abby Kelley Foster Charter Public School will deal seriously with any and all threats or acts of retaliation for the good faith filing of a complaint. Actual or threatened retaliation for the reporting of a civil rights matter constitutes a separate and additional disciplinary infraction warranting corrective actions. If conduct amounts to stalking or any other crime, a mandatory referral to law enforcement will be made. Staff will monitor the situations of victims/complainants carefully to ensure that no threats or acts of reprisal are made. Appropriate and immediate non-disciplinary administrative actions to mitigate possible or actual retaliation may also be taken, to the extent administrators have discretion to act.

9. Referral to Law Enforcement

Whenever a school employee has reason to believe that a potential hate crime has been or is about to be committed, s/he should notify the Civil Rights Administrator and, especially in an emergency, the local police. The civil rights designee has chief responsibility for notifying the police of potential hate crimes in non-emergency situations; the referral is mandatory whenever a possible hate crime is at issue.

10. Documentation Requirements

a. Record keeping

The Civil Rights Administrator will be responsible for keeping records of all civil rights violations and hate crimes reported for the School. These records shall be grouped according to school year and grade. In addition to recording the particulars of the incident itself, the system should record the actions taken in response and the results of the investigation and intervention. The Civil Rights Administrator shall keep this information gathered at a central place such as a school civil rights office.

b. Monitoring and Tracking to Identify Patterns

Records should be maintained so as to permit administrators to detect patterns in civil rights violations, repeat offenders, and problem locations. Responsive action should be tailored based on the pattern information that records reveal.

11. Dissemination of Information and Training

- a. This information shall be conspicuously posted throughout each school building in areas accessible to pupils and staff members.
- b. This information shall appear in the faculty and student handbook.
- c. The Civil Rights Administrator will provide instruction in the provisions of this information to teachers, other employees and students.
- d. This information shall be reviewed at least annually for compliance with state and federal law.

12. Additional Information: SECTION 504 OF THE REHABILITATION ACT

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. In order to fulfill obligations under Section 504, the Abby Kelley Foster Charter Public School has the responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability should knowingly be permitted in any of the programs and practices of the School system.

The Abby Kelley Foster Charter Public School has the responsibility under Section 504 to identify, evaluate, and if the student is determined to be eligible under section 504, to afford access to appropriate educational services. If the parent or guardian disagrees with the determination made by the professional staff of the School district, s/he has the right to a hearing with an impartial officer.

The Family Educational Rights and Privacy Act (FERPA) specifies rights related to educational records. This Act gives the parents or guardian the right to: (1) inspect and review his/her child's educational records; (2) make copies of these records; (3) receive a list of the individuals having access to those records; (4) ask for an explanation of any item in the records; (5) ask for an amendment to any report on the grounds it is inaccurate, misleading, or violates the child's rights; and (6) request a hearing on the issue if the School refuses to make the amendment.

Questions should be directed to the designated Civil Rights Administrator.

13. Additional Information: Notice of Non Discrimination

The Abby Kelley Foster Charter Public School is committed to compliance with the Americans with Disabilities Act (ADA). The school intends to ensure that individuals with disabilities, whether they are employed, apply for a position, or visit facilities within the School, are treated fairly and given an equal opportunity to access facilities, programs, activities and employment.

It is unlawful for the Abby Kelley Foster Charter Public School to discriminate on the basis of disability against a qualified individual with a disability in regard to:

- Recruitment, advertising, job application, and employment procedures;
- Hiring, upgrading, promotion, award of tenure, demotion, transfer, layoff, termination, right of return from layoff and re-hiring;

- Job assignments, job classifications, organizational structures, position descriptions, lines of progression and seniority lists;
- Leave of absence, sick leave, or any other leave;
- Fringe benefits available by virtue of employment, whether or not administered by the covered entity;
- Selection and financial support for training including apprenticeships, professional meetings, conferences, and other related activities and selection for leaves of absence to pursue training;
- Activities sponsored by a covered entity including social and recreational programs; and
- Any other term, condition, or privilege of employment.

The school will not isolate individuals with disabilities, discriminate on the basis of disabilities through contracts, avoid using qualification standards, criteria, methods of administration, or tests that discriminate against individuals with disabilities, avoid not making reasonable accommodations to an otherwise qualified individual with a disability.

The ADA requires that the School focus on the ability, not the disability, of the individual. The Abby Kelley Foster Charter Public School will consider reasonable accommodations providing the individual can perform essential functions of the position. It is not required, however, to give preferential treatment to individuals with disabilities or lower the expected standards of performance.

Abby Kelley Foster is committed to meeting the intent and spirit of ADA. All employees are urged to help meet this goal. If anyone believes that the Abby Kelley Foster Charter Public School has discriminated against him/her or someone else on the basis of disability, or if anyone has questions or concerns about the School's responsibilities in this regard, please contact the Civil Rights Administrator.

APPENDICES TO POLICY

Responsibilities of School Personnel and Students in Relation to Witnessed or Reported Bias Incidents

1. All Personnel and Students

- Report bias incidents and civil rights violations to school civil rights administrator.
- Be familiar with basic facts about hate and hate crimes so as to be able to identify bias incidents and have an understanding of the dynamics.
- Challenge biased attitudes and behavior whenever encountered in school and outside.
- Report hate crimes to police, and summon help in an emergency.
- Uphold school civil rights and safety policies and remain vigilant and alert to violations.
- Take responsibility so as to make a difference in stopping hate, finding and creating individual and group opportunities for action and involvement.

2. Teachers Only

- Set guidelines for classroom behavior to avoid hurt feelings and promote respect.
- Respond to and challenge insensitive behaviors like name calling and exclusion of children who are different.
- Instruct against hate and prejudice, where this message is apropos to classroom subjects and lessons.
- Look for and help implement proactive programs and strategies to promote tolerance and stop hate conduct.

3. School Staff Specifically

- Challenge and try to stop bias incidents when witnessed or encountered in progress, if a safe opportunity is presented.

4. Civil Rights Administrators Specifically

- Be available to receive reports of civil rights violations from students, faculty, and other administrators.
- Respond promptly to a report of a civil rights violation by intervening if possible, ensuring that individuals are safe and free from harassment, and by starting an investigation and quickly ascertaining the facts.
- Put a stop to ongoing harassment immediately and effectively, and refer victims to support services and resources available in the area.
- Take remedial, corrective, and disciplinary action as warranted following the investigation, and consistent with school policies and the Code of Conduct.
- Take steps to avert retaliation against individuals who report civil rights violations, and act immediately to ensure the individual's safety and freedom from harassment.
- Communicate and coordinate efforts with police on a regular, ongoing basis, and develop a working partnership with police officers assigned to Abby Kelley Foster Charter Public School and civil rights issues.
- Undergo specialized training to maintain knowledge of hate crimes and civil rights issues as they affect schools.
- Coordinate school prevention programming and activities, drawing on available resources and tools.

Federal and Massachusetts Laws Bearing on Harassment and Bias Crimes in School Settings

- Title VI, 42 U.S.C. Sec. 2000 et seq. (prohibition of discrimination based on race, color, or national origin)
- Title IX, 20 U.S.C. Sec. 168 et seq. (prohibition of discrimination based on sex or gender)
- Title II of the Americans with Disabilities Act, 42 U.S.C. Sec. 12134 (prohibition of discrimination based on disability)
- M.G.L. Ch. 71, § 37H (student handbooks required to state disciplinary measures applicable to “violations of other students’ civil rights”)
- M.G.L. Ch. 76, § 5 (prohibition of discrimination “on account of race, color, sex, religion, national origin or sexual orientation,” in access to “advantages, privileges and courses of study of [local] public school “)
- M.G.L. Ch. 151C (Fair Education Practices Act, includes prohibition of sexual harassment)
- M.G.L. Ch. 214 § 1B (right of privacy)
- M.G.L. Ch. 214 § 1c (right of freedom from sexual harassment)
- M.G.L. Ch. 12, §§ 11H and 11I (prohibition of threats, intimidation, or coercion interfering with someone’s legal rights)
- M.G.L. Ch. 265 § 37 (criminal penalties for the use of force or threats to interfere with someone’s legal rights)
- M.G.L. Ch. 265 § 39 (increasing penalties for assaults, batteries and property damage motivated by bias on grounds of race, religion, ethnicity disability and sexual orientation)
- M.G.L. Ch. 266 § 127A (criminal penalties for vandalism of a school)