Abby Kelley Foster Charter Public School
10 New Bond Street Worcester, MA 01606
Phone: (508) 854-8400 Fax: (508) 854-8484
www.akfcs.org

Education Committee Meeting Agenda-Digital Agenda

Friday, August 11, 2023, 8:00 a.m.

https://akfcs-org.zoom.us/j/95577422251?pwd=UzNtMDZUWjJaUFJSYWVPUDAvMkF2Zz09

Meeting ID: 955 7742 2251 **Passcode**: 916021

By phone: +1 929 205 6099 **Meeting ID**: 95577422251

I. Call to Order- Amy Vernon, Chair

II. Introductions/Attendance Recorded

III. Review of the June 9, 2023, Meeting Minutes
   a. **Motion**: To approve the June 9, 2023 Meeting Minutes

IV. DESE Update–AnnMarie Little
   a. Accountability Plan–Draft
   b. Annual Report
   c. Student Opportunity Act (SOA)

V. Handbooks –Amelie Cabral

VI. Summer School Recap–Lauren Blumberg/Shannon Laro

VII. Opening of School/Open Positions
   a. Elementary School- Ms. Kelly Gould
   b. Middle School- Ms. Shelly Hinds
   c. High School- Mr. Rob Kerr

VIII. Timely Topics as Identified by the Chair and/or Executive Director

IX. Upcoming Education Committee Meeting(s):
   a. Friday, September 9, 2023
   b. Friday, October 13, 2023

X. Adjournment

Abby Kelley Foster Charter Public School does not discriminate on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness and all students have equal access to the general education program and the full range of any occupational/vocational education programs offered by the district.

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Education Committee Meeting Minutes- DRAFT

Friday, June 9, 2023, 8:00 a.m.

https://akfcs-org.zoom.us/j/92031281922?pwd=anBYYjkyYlQwOUtjenVHOExxRUthUT09

Meeting ID: 920 3128 1922 **Passcode**: 861005

By phone: 13052241968 **Meeting ID**: 920 3128 1922

The meeting was called to order by Ms. Amy Vernon, Chair. The attendance was recorded and is attached.

Ms. Vernon requested a motion to approve the May 11, 2023, meeting minutes. Ms. Yarnie made the motion, and it was seconded by Ms. Bibiche Zagabe-Ndiku. Ms. Vernon requested a motion to approve the May 11, 2023, meeting minutes. Mz. Zagabe-Ndiku made the motion, and it was seconded by Ms. Yarnie.

iReady Update

Ms. Regan provided an update on the iReady data to the committee members. The discussion was centered around the district's end-of-year spring 2023 data for reading and math in grades K through 8. Four-year trends were analyzed for three cohorts (grade 3, grade 5, and current grade 7) to assess growth and performance. The data is evaluated based on three tiers: Tier 1 (on or above grade level), Tier 2 (approaching grade level with support), and Tier 3 (at-risk, two or more levels below). Text-to-speech accommodations were provided for students with Individualized Education Programs (IEPs) or English as a Second Language (ESL) services. Text-to-speech and human read-aloud were offered for reading, while adaptive technology was provided for math. The end-of-year reading scores showed 60% of students on grade level, a decrease in students one grade level below (26%), and a decrease in students two or more levels below (14%). The domains assessed include vocabulary, comprehension (literature and informational text), and specific areas like phonological awareness, phonics, and high-frequency words for beginning readers.

The importance of incorporating creative and hands-on learning experiences into the curriculum to engage and excite students about learning was also discussed. They mention the need to compare their growth to national trends and other schools using the i-Ready assessment system. They also highlight the integration of

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social and emotional curriculum, focusing on attention and executive functioning skills from elementary to high school. The increased need for support in executive functioning is also emphasized, leading to workshops for teachers and parents to address these needs.

Access Testing Update

An update on Access testing was presented by Ms. Cabral with some of the following information:

- 266 students took the ACCESS test this year, with 7 staff members proctoring.
- Grades 1-9 participated in the test, with separate test formats for kindergarten students.
- There are approximately 200 multilingual learners in the elementary school, with 196 students in grades 2-3, 58 students in the middle school, and 12 students in the high school.
- The ESL department supports various languages, including Spanish, Portuguese, Hindi, Arabic, and others.
- Male students slightly outnumber female students, with 142 males and 124 females.
- ACCESS measures language proficiency on a scale of 1 to 6, with level 1 indicating minimal language proficiency and level 6 indicating the highest proficiency.
- Reclassification eligibility is reached around level 4, indicating knowledge and use of social, academic, and technical language.
- Proficiency growth targets aim for students to reach level 4.2 within five to six years.
- Overall proficiency levels for K-5 students: Kindergarten (57% level 1), 1st grade (60% level 2), 2nd grade (80% levels 3-4), K-3 (69% levels 3-4), 4th-5th grade (61% levels 4-5), 5th grade (53% levels 4-5).
- Long-term English learners (6th-12th grade) are mostly at level 3, with 60% of 9th graders reaching level 4.
- Increased service hours for 6th and 7th graders resulted in growth across all domains but not yet meeting reclassification level.
- 8th and 9th graders received ESL support in ELA and writing, accommodating complex schedules.
- 15% of ESL students (39 students) were eligible for reclassification, including 23% of 3rd graders, 57% of 4th graders, and 40% of 5th graders.
- Reclassification rates are consistent with previous years, maintaining success despite growing department size.
- Strengths: Strong listening comprehension skills demonstrated across all levels.
- Areas for improvement: Writing skills, specifically in using technical language, need further development.

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- Future steps include analyzing benchmarks, comparing ACCESS and i-Ready data, and utilizing supplemental materials to enhance writing instruction.

DRAFT 2023-2024 Committee/BoT Calendar

A draft calendar was presented, noting the meeting dates for review. Any feedback on the calendar or meeting are to be sent to the administration team.

Ms. Vernon called for a motion to adjourn the meeting. Ms. Zagabe-Ndiku made the motion and the meeting was adjourned.

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Accountability Plan

Abby Kelley Foster Charter Public School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	**Location**	Worcester
Regional or Non-Regional	Regional	**Districts in Region**	Auburn, Leicester, Millbury, Oxford, Shrewsbury, Sutton, West Boylston, Wachusett Regional and Worcester
Year Opened	1998	**Year(s) Renewed**	2003, 2008, 2013, 2018, 2023
Maximum Enrollment	1426	**Chartered Grade Span**	K-12
Mission Statement: 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.			

Key Design Elements (Charter Renewal Application pages 5-7)

1. An excellent education
2. Comprehensive music program
3. Support parent engagement in their child's education
4. Character formation

The charter school commits to meeting Criteria 1 through 10 as outlined in the Charter School Performance Criteria.

Date of Preliminary Department Approval:	
Date of Board Approval:	
Date of Department Approval:	

Objectives and Measures related to Mission and Key Design Elements (*required*):

<table>
<tr><td colspan="2"><u>Objective (for KDE 1)</u>: Abby Kelley Foster Charter Public School provides students with an excellent education outcome by implementing the International Baccalaureate Programme.</td></tr>
<tr><td>Measure:
80% of the students enrolled in the international Baccalaureate Programme Diploma annually will score a 3 or better on annually on the IB exam.</td><td>Data to be reported:
● Number and percentage of students in grades 11 and 12 who participated in the full IB courses.

Data collection plan:
● IB Coordinator
● When will the data be collected?
● Data collected annually through the IB Programme and releases in July of each school year.
● Where will the data be stored?
● The data will be stored in the school's student information management system. (Powerschool)</td></tr>
<tr><td>Measure:
Over the next term of the charter, 50% of our college preparatory courses will be transitioned to the IB curriculum for all students.</td><td>Data to be reported:
● Number of courses transitioned from college prep to full IB courses

Data collection plan:
● IB Coordinator
● Director of College and Career Readiness
1</td></tr>
<tr><td>Measure:
65% of the K-8 students will make progress on their I-Ready results in math and ELA by June annually.</td><td>Data to be reported:
● I Ready results (ELA and Math)

Data collection plan:
● I ready results are reviewed three times per year.
● I ready results are maintained in the student information management system.</td></tr>
<tr><td colspan="2"><u>Objective (for KDE 2)</u>: Abby Kelley Foster Charter Public School will provide students with access to a comprehensive music program.</td></tr>
</table>

Draft

Measure: Abby Kelley Foster High School (8-12) will increase the number of students participating in the music program by 10% annually through the implementation of a technological infrastructure program.	**Data to be reported:** ● Number of Music course offerings ● Number of students participating in the program. **Data collection plan:** ● Data will be collected through grade book and maintained in the student information management system. ● Music Department Head.
Measure: Abby Kelley Foster Middle School (grades 5-7) students 100% of the students will have access to participate in strings, band and/or choir with 25% of those students enrolling in the formal performance program.	**Data to be reported:** ● Student participation in music programming ● Music Department Head **Data collection plan:** ● Data will be collected through grade book and maintained in the student information management system ● Music Department Head ● Strings and Band Teachers ●
<u>Objective (for KDE 3)</u>: Abby Kelley Foster Charter Public School will support parent engagement in their child's education.	
Measure: Abby Kelley Foster will increase parent participation across the district in district wide activities Portfolio Night and Celebration of the Arts, Back to School Night, Accepted Students Day, Open Houses, Family Conferences, Musical Performance, Volunteer Opportunities (Career Day, Guest Readers, Assembly Presenters, Spree Day, Block Party by 25% annually.	**Data to be reported:** ● Parent participation in school events ● Building Principals **Data collection plan:** ● Parent surveys ● Attendance sheets ● Minutes

Draft

Measure: Abby Kelley Foster Charter Public School will increase response rate on the PAnorama survey focused on topics family engagement and the barriers to family engagement	**Data to be reported:** ● Parent surveys ● Building Principals ● Baseline data to be determined in 23.24 school year. **Data collection plan:** ● Panorama management system.
<u>Objective (for KDE 4)</u>: Abby Kelley Foster Charter Public School students will model the school's character virtues.	
Measure: Beginning in the 2024 academic year, students in grades 9-12 will be required to complete two school based community service projects as part of their graduation requirements.	**Data to be reported:** ● Community Service project ● High School Administration **Data collection plan:** ● Data will be collected by grade level class advisor ● Data maintained in the Students information management system.
Measure: A minimum of 50% of the students in Grades 3-12 are report a strong sense of belonging as defined as "feeling connected and respected by adults and students in school" annually .	**Data to be reported:** ● **Student surveys (fall and spring)** ● **Director of Counseling and Guidance** **Data collection plan:** ● Student data will be collected through the Panorama management system.

Draft

Objective and Measures related to Dissemination (*required*):

Objective: Abby Kelley Foster Charter School will partner with area public schools to create a network of learning opportunities and sharing of best practices over the term of the charter.	
Measure: Abby Kelley Foster will engage annually with a local public school to share best practices regarding Abby Kelley Foster's MTSS model, co-teaching model, literacy and/or math curriculum development and other data based initiatives.	**Data to be reported:** ● Agenda, meeting minutes ● Elementary School Principal **Data collection plan:** ● Monthly meetings with the area public schools ● School based MTSS meetings
Measure: Annually, Abby Kelley Foster will share best practices regarding the IB method by collaborating with the Guild of International Baccalaureate Schools (GIBS) of the Northeast.	**Data to be reported:** ● Agenda, meeting minutes ● IB Coordinator **Data collection plan:** ● Data will be collected by the IB coordinator ● Department head monthly meetings

Draft

Abby Kelley Foster Charter Public School

2022-2023

Annual Report

Heidi Paluk, Executive Director
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Worcester, MA 01606
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Submitted July 31, 2023

TABLE OF CONTENTS

INTRODUCTION TO THE SCHOOL 3

FAITHFULNESS TO THE CHARTER

Mission and Key Design Elements 4
Amendments to the Charter 5
Access and Equity 5
Dissemination Efforts 6

ACADEMIC SUCCESS

Academic Program 6
Student Performance 6

ORGANIZATION VIABILITY

Organization Structure 7
Budget and Finance 7
Unaudited Statement 7
FY'24 Budget 10
Net Assets 12
Capital Plan 14

ADDITIONAL INFORMATION

Appendix A: Accountability Plan 15
Appendix B: Student Recruitment and Retention Plan 17
Appendix C: School and Student Data 23
Appendix D: Additional Required Information 26
Appendix E: Conditions, Complaints, Attachments 26
Appendix F: Organization Chart 27

Name of School Abby Kelley Foster Charter Public School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Worcester
Regional or Non-Regional	Regional	Chartered Districts in Region (if applicable)	Auburn, Oxford, Leicester, Millbury, Oxford, Shrewsbury, W. Boylston, Worcester, Wachusett Regional School District
Year Opened	1998	Year(s) the Charter was Renewed (if applicable)	2003, 2008, 2013, 2018, 2023
Maximum Enrollment	1426	Enrollment as of (**June 30, 2023**)	1416
Chartered Grade Span	K-12	Current Grade Span	K-12
Number of Instructional Days per School Year (as stated in the charter)	180	Students on Waitlist as of (**June 30, 2023**	460
Final Number of Instructional Days during 2022-2023 School Year	180		
School Hours	ES: 8:30 a.m. - 3:00 p.m. MS: 7:20 a.m.- 2:00 p.m. HS: 7:20 a.m.- 2:00p.m	Age of School as of 2022-2023 School Year	25
Mission Statement 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.			

FAITHFULNESS TO THE TERMS OF THE CHARTER

MISSION AND KEY DESIGN ELEMENTS

Abby Kelley considers families to be the primary educators of their students and encourages our parents to play an active role in the school community. The faculty focuses on developing positive relationships and communication with families. In order to foster positive relationships with our families, we host information sessions and encourage participation through parent groups, classroom volunteers, Parent/Teacher Conferences, and school activities.

Our character education program emphasizes self-respect, and basic moral values such as honesty and integrity, commitment to family and community. A highly structured curriculum sets high expectations and provides individualized monitoring to assist students in attaining ambitious goals for achievement. The school provides a strong academic foundation for students at the elementary level in preparation for demanding academic studies in middle school and high school.

As part of our mission, families must share and engage their students in the importance of character education. Student behavior is managed through positive reinforcement using Responsive Classroom in the elementary school. Middle and high school behavior is managed using the School's Code of Conduct. Students and faculty are strongly encouraged to incorporate problem solving and social skills into the school community. Community outreach has become an increasingly important component of our character education program. The district engages in a number of community service projects that support the school's character virtues throughout the school year.

The school's Code of Conduct is 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 of Conduct and accompanying parent compact clearly state school-wide rules governing student behavior as well as the consequences for breaking the rules. In effect, it is a contract among parents, students, and staff created to foster the best positive learning environment.

AMENDMENTS TO THE CHARTER

During the 2022-2023, Abby Kelley Foster Charter Public School did not submit an amendment to the charter.

ACCESS AND EQUITY

At AKFCS we believe that parents and families are a student's first teacher and are essential to a student's social, emotional and academic life. When schools and families work together for the education of the student, they can build strong connections that result in a student with strong academic and social emotional competencies such as the capacity for empathy, self-awareness and resilience to navigate their social and emotional world.

https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04450000&orgtypecode=5&=04450000&

2021-2022 Student Discipline					
Student Group	**Total Number of Students**	**Students Disciplined**	**Percent In-School Suspension**	**Percent Out-of-School Suspension**	**Percent Emergency Removal**
All Students	1,447	43	0.4	2.8	0
EL	230	4			0
Low Income	1021	32	0.5	2.8	0
Students with Disabilities	209	11	1.4	4.8	0
High Needs	1142	35	0.5	2.8	0
Female	774	15	0.1	1.8	0
Male	673	28	0.7	3.9	0
American Indian or Alaska Native	5				0
Asian	45	0			0
African American/Black	788	20	0.3	2.8	0
Hispanic/Latino	299	15	1.0	4.3	0
Multi-race, Non-Hispanic/Latino	79	3			0
Native Hawaiian or Pacific Islander	1				0
White	230	5			0

DISSEMINATION EFFORTS

Best Practice Shared	**Vehicle for Dissemination** (describe the method, format, or venue used to share best practices)	**Who at the school was involved with the dissemination efforts? (Title)**	**With whom** did the school disseminate its best practices? (Partners and Locations)	**Result of dissemination** (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
Academic Performance	Professional Development (MA Elementary Principals Association	Elementary School Principal	Central MA school administrators	The elementary school principal continues to share best practices regarding support for diverse learners through the response to intervention model and moved forward with the MTSS implementation. Members include Sudbury, Grafton, Wayland, Belmont.
Academic Performance	Guild of International Baccalaureate Schools	IB Coordinator	New England IB schools	Continued partnership with regional IB schools to share professional development for IB courses including
Multiple operations including Finance, HR, Enrollment, Parent Engagement, Recruitment		Executive Director, Administrative Team	Cultural Academy Charter School and Learning First Charter School	We shared information about Worcester politics, charter schools in our community, marketing strategies, HR policies, Enrollment information and parent engagement information as Cultural Academy prepared for their charter application.
Procurement and Retention and Recruitment Practices	Community of Practice	Executive Director, Director of Finance	Other Charter Schools in leadership Cohort	We have shared procurement information, bid documents, and promising practices around recruitment and retention from our internal committees including strategies for our revised salary scale and additional employee incentives.

ACADEMIC PROGRAM

Student Learning Goal:
By the end of the 22-23 school year, 66% of students who are identified through I-READY diagnostic tool as being two or more years behind in grades 2-8 will meet their growth goal.

Progress toward Student Learning Goal: 65%
Math: 65.8% of students scoring two or more grade levels below on the Fall Math Diagnostic (292 students total) have met their growth goal for the year.

Reading: 66.8% of students scoring two or more grade levels below on the Fall Reading Diagnostic (274 students total) have already met their growth goal for the year.

Combined: 66.3% of students scoring two or more grade levels below on the Fall Diagnostic have met their growth goal for the year.

The complete presentation is posted in the June 2023 Board of Trustee meeting notes.
https://www.akfcs.org/board-of-trustees/

STUDENT PERFORMANCE

To view our school report card, find Abby Kelley Foster's profile on Department of Education's website at

https://profiles.doe.mass.edu/accountability/report/district.aspx?linkid=30&orgcode=04450000&orgtypecode=5&
Click on the School and District Profiles website link and click the Accountability tab or by clicking on the link

ORGANIZATIONAL VIABILITY

ORGANIZATIONAL STRUCTURE OF THE SCHOOL

The school made no changes to the organizational structure of the school and does not anticipate making any changes for the 2023-2024 school year. **See Appendix F**

BUDGET AND FINANCE

The Board of Trustees voted to approve the FY'24 budget on April 27, 2023.

FY23 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2023 submission	1426
Number of students upon which FY24 budget tuition line is based	1426
Number of expected students for FY24 first day of school	1426

Abby Kelley Foster Charter Public School	
Statement of Revenues, Expenses and Changes in Net Position	
For the Year Ended June 30, 2023 (Unaudited)	
Operating Revenue	
Covid Funding	**$ 1,529,207.04**
E-Rate Revenue	**31,334.39**
Federal Grant Funding	**1,259,281.92**
Nutrition Revenue	**856,809.57**
Other Revenue	**53,572.74**
Private Fundraising	**28,325.85**
State Grant Funding	**42,434.35**
Tuition and Transportation Revenue	**24,013,065.00**
Total Revenue	**27,814,030.86**
Expenditures	
Administration	
Contracted Services- District	**510,864.58**
Depreciation Administration	**1,892.22**
Information Management & Technology	**376,551.85**
Other Administrative Expenses	**281,023.87**
Recruitment & Advertising	**6,396.40**
Salaries- Leadership & Administration	**957,539.24**
Total Administration	**2,134,268.16**
Benefits & Other Fixed Charges	

Insurance (non-employee)	127,383.08
Rental/Lease of Buildings, Grounds & Equipment	83,750.57
Retirement & Fringe Benefits	2,523,907.65
Staff Retention	61,210.91
Total Benefits & Other Fixed Charges	2,796,252.21
Instructional Services	
Contracted Services- Instructional	362,789.23
International Baccalaureate Program	35,078.65
Professional Development	61,140.23
Salaries- Instructional	12,176,967.67
Supplies & Materials	219,248.32
Total Instructional Services	12,855,224.10
Operation and Maintenance of Plant	
Contracted Cleaning Services	373,582.00
Depreciation Facilities Related	1,311,237.29
Maintenance of Buildings, Grounds & Equipment	726,087.27
Salaries	257,391.68
Utilities	730,036.38
Total Operation and Maintenance of Plant	3,398,334.62
Pupil Services - Other	
Athletic Programs	177,407.30
Food Services	593,785.25
Nursing Supplies	2,048.37
Other Student Services	77,984.50
Salaries- Other Student Services	642,143.60
Student Transportation	1,462,325.01
Translations	14,621.05
Total Pupil Services – Other	2,970,315.08
Uncategorized Expense	175.79
Total Expenditures	24,154,569.96
Net Operating Revenue	3,659,460.90
Other Revenue	
Non-Operating Revenue	
Interest	95,854.12
Unrealized Gain/Loss	5,295.79

Total Non-Operating Revenue	**101,149.91**
Total Other Revenue	**101,149.91**
Other Expenditures	
Non-Operating Expenses	
Interest Expense- Long Term Debt	**571,394.66**
Total Non-Operating Expenses	**571,394.66**
Total Other Expenditures	**571,394.66**
Net Other Revenue	**(470,244.75)**
Net Revenue	**$ 3,189,216.15**

Abby Kelley Foster Charter Public School
FY2024 Budget Proposal

	FY2022 Budget	FY2023 Budget	FY2024 Budget (Proposed)	FY2023 to FY2024 Comparison	FY2023 to FY2024 Comparison
Revenue					
Covid Funding	1,720,938	1,720,938	928,511	(792,427)	-46%
E-Rate Revenue	30,000	30,000	30,000	0	0%
Federal Grant Funding	874,000	871,000	1,209,888	338,888	39%
Nutrition Revenue	650,000	650,000	815,270	165,270	25%
Other Revenue	85,000	129,643	129,643	0	0%
Private Fundraising	20,000	0	0	0	0%
State Grant Funding	47,000	50,000	50,000	0	0%
Tuition and Transportation Revenue	22,063,322	23,450,355	25,532,008	2,081,653	9%
Total Revenue	**$ 25,490,260**	**$ 26,901,936**	**$ 28,695,320**	**$ 1,793,384**	**7%**
Expenditures					
Administration					
Contracted Services- District	296,760	349,120	434,120	85,000	24%
Depreciation Administration	86,188	2,064	2,064	0	0%
Information Management & Technology	144,000	380,000	200,000	(180,000)	-47%
Other Administrative Expenses	217,019	361,500	371,650	10,150	3%
Recruitment & Advertising	22,500	32,000	25,000	(7,000)	-22%
Salaries- Leadership & Administration	889,332	961,921	1,166,072	204,151	21%
Total Administration	**$ 1,655,798**	**$ 2,086,605**	**$ 2,198,906**	**$ 112,301**	**5%**
Benefits & Other Fixed Charges					
Insurance (non-employee)	154,241	158,849	163,614	4,765	3%
Rental/Lease of Buildings, Grounds & Equipment	84,000	85,000	87,550	2,550	3%
Retirement & Fringe Benefits	2,901,515	2,864,980	2,972,247	107,267	4%
Staff Retention	350,000	75,000	65,000	(10,000)	-13%
Total Benefits & Other Fixed Charges	**$ 3,489,756**	**$ 3,183,829**	**$ 3,288,411**	**$ 104,582**	**3%**
Instructional Services					
Contracted Services- Instructional	230,100	220,000	330,000	110,000	50%
International Baccalaureate Program	49,427	50,913	52,440	1,527	3%
Professional Development	140,700	150,000	75,000	(75,000)	-50%
Salaries- Instructional	11,698,071	13,271,726	14,414,988	1,143,262	9%
Supplies & Materials	276,208	283,750	286,000	2,250	1%
Instructional Initiatives	600,000	0	0	0	0%
Depreciation	165,768	0	0	0	0%
Total Instructional Services	**$ 13,160,273**	**$ 13,976,389**	**$ 15,158,428**	**$ 1,182,039**	**8%**
Operation and Maintenance of Plant					
Contracted Cleaning Services	120,684	244,860	338,766	93,906	38%
Depreciation Facilities Related	1,452,772	1,652,772	1,605,130	(47,642)	-3%
Maintenance of Buildings, Grounds & Equipment	615,100	591,040	755,000	163,960	28%
Salaries	407,695	373,181	495,394	122,213	33%
Utilities	870,034	864,000	881,680	17,680	2%
Total Operation and Maintenance of Plant	**$ 3,466,285**	**$ 3,725,853**	**$ 4,075,970**	**$ 350,117**	**9%**
Pupil Services - Other					
Athletic Programs	202,987	200,000	260,000	60,000	30%
Food Services	463,608	475,000	502,600	27,600	6%
Nursing Supplies	6,000	6,000	6,000	0	0%
Other Student Services	106,250	106,393	117,200	10,807	10%
Salaries- Other Student Services	672,572	714,086	872,119	158,033	22%
Student Transportation	1,356,592	1,444,900	1,466,800	21,900	2%
Translations	30,000	30,000	30,000	0	0%
Total Pupil Services - Other	**$ 2,838,009**	**$ 2,976,379**	**$ 3,254,719**	**$ 278,340**	**9%**
Total Expenditures	**$ 24,610,122**	**$ 25,949,055**	**$ 27,976,434**	**$ 2,027,379**	**8%**
Non-Operating Revenue					
Interest	3,000	3,000	250,000	247,000	8233%
Total Non-Operating Revenue	**$ 3,000**	**$ 3,000**	**$ 250,000**	**$ 247,000**	**8233%**
Non-Operating Expenses					
Interest Expense- Long Term Debt	686,720	645,000	603,000	(42,000)	-7%
Other Non-Operating Expenses	3,000	3,000	3,000	0	0%
Total Non-Operating Expenses	**$ 689,720**	**$ 648,000**	**$ 606,000**	**$ (42,000)**	**-6%**
Change in Net Position	**$ 193,418**	**$ 307,881**	**$ 362,886**	**$ 55,005**	**18%**

Abby Kelley Foster Charter Public School
Statement of Revenues, Expenses and Changes in Net Position
For the Year Ended June 30, 2023 (Unaudited)

Operating Revenue	
	$
Covid Funding	**1,529,207.04**
E-Rate Revenue	**31,334.39**
Federal Grant Funding	**1,259,281.92**
Nutrition Revenue	**856,809.57**
Other Revenue	**53,572.74**
Private Fundraising	**28,325.85**
State Grant Funding	**42,434.35**
Tuition and Transportation Revenue	**24,013,065.00**
Total Revenue	**27,814,030.86**
Expenditures	
Administration	
Contracted Services- District	**510,864.58**
Depreciation Administration	**1,892.22**
Information Management & Technology	**376,551.85**
Other Administrative Expenses	**281,023.87**
Recruitment & Advertising	**6,396.40**
Salaries- Leadership & Administration	**957,539.24**
Total Administration	**2,134,268.16**
Benefits & Other Fixed Charges	
Insurance (non-employee)	**127,383.08**
Rental/Lease of Buildings, Grounds & Equipment	**83,750.57**
Retirement & Fringe Benefits	**2,523,907.65**
Staff Retention	**61,210.91**
Total Benefits & Other Fixed Charges	**2,796,252.21**
Instructional Services	
Contracted Services- Instructional	**362,789.23**
International Baccalaureate Program	**35,078.65**
Professional Development	**61,140.23**
Salaries- Instructional	**12,176,967.67**
Supplies & Materials	**219,248.32**
Total Instructional Services	**12,855,224.10**
Operation and Maintenance of Plant	

Contracted Cleaning Services	373,582.00
Depreciation Facilities Related	1,311,237.29
Maintenance of Buildings, Grounds & Equipment	726,087.27
Salaries	257,391.68
Utilities	730,036.38
Total Operation and Maintenance of Plant	3,398,334.62
Pupil Services – Other	
Athletic Programs	177,407.30
Food Services	593,785.25
Nursing Supplies	2,048.37
Other Student Services	77,984.50
Salaries- Other Student Services	642,143.60
Student Transportation	1,462,325.01
Translations	14,621.05
Total Pupil Services – Other	2,970,315.08
Uncategorized Expense	175.79
Total Expenditures	24,154,569.96
Net Operating Revenue	3,659,460.90
Other Revenue	
Non-Operating Revenue	
Interest	95,854.12
Unrealized Gain/Loss	5,295.79
Total Non-Operating Revenue	101,149.91
Total Other Revenue	101,149.91
Other Expenditures	
Non-Operating Expenses	
Interest Expense- Long Term Debt	571,394.66
Total Non-Operating Expenses	571,394.66
Total Other Expenditures	571,394.66
Net Other Revenue	(470,244.75)
Net Revenue	$ 3,189,216.15

CAPITAL PLAN - FY2019-FY2027

Abby Kelley Foster Charter Public School
Estimated 10 Year Capital Plan - FY2019 thru FY2027

Location	Project Description		
Elementary	**Front Replacement**	**$**	**10,000**
Elementary	**Lighting retrofit change current T12, T8 to LED**	**$**	**100,000**
Elementary	**Brick Repointing**	**$**	**50,000**
Middle School	**Exterior Stairwell Drain -** Clear or replace drain in stairwell to cafeteria. Fire exit.	**$**	**40,000**
Middle School	**BRM Space roof leak**	**$**	**50,000**
Middle School	**Plumbing -** Enhance and segregation of plumbing,	**$**	**100,000**
Middle School	**Lighting retrofit change current T12, T8 to LED**	**$**	**75,000**
High School	**Epoxy Flooring -** Resurface epoxy flooring in kitchen	**$**	**30,000**
High School	**Parking Lot**	**$**	**575,000**
Middle School	**HVAC Upgrade -** Enhance HVAC for climate control.	**$**	**2,500,000**
System Wide	**Security Camera Installation -** Installation of security cameras throughout buildings and grounds.	**$**	**120,000**
System - Wide	**Furniture Replacement -** Annual allotment to replace one grade of classroom furniture per year.	**$**	**650,000**
System - Wide	**Equipment Replacement -** Annual allotment for replacement of maintenance and custodial equipment.	**$**	**100,000**
System - Wide	**Life Safety Improvements -** I annual; Allotment - improvement to existing life safety systems. Detection, suppression, etc.	**$**	**200,000**
Activity Center	**Building Upgrades**	**$**	**65,000**
	Total 10 Year Estimated Capital Plan- Building & Grounds	**$**	**5,000,000**

Appendix A

Accountability Plan Evidence

	2022-2023 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples.
Objective: Abby Kelley Foster Charter Public School provides students with an excellent education outcome by implementing the International Baccalaureate Programme		
Measure: 70% of the grade 12 students participating in the International Baccalaureate Programme will achieve a score of 3 or higher on the IB exam annually.	Met	93% of our 12th grade IB students scored a 3 or higher on the International Baccalaureate exam.
Measure: Each year, 85% of the Grades 8-10 core subject teachers will align their unit and lesson planning with the IB learner profile.	Met	Department meetings were held monthly to monitor lesson planning using backward design to ensure lower grades are aligning the curriculum to study skills, time management and open mindedness, viewing information from different perspectives. Department meeting notes and attendance are collected by the IB coordinator and/or the principal.
Objective: Abby Kelley Foster Charter Public School will provide teachers and staff with opportunities to engage in effective professional development to support academic excellence.		
Measure: Each year, 85% of the K-12 staff will attend a minimum of two professional development sessions in their subject area.	Met	All teachers and administrators attended two professional development sessions The Power of Relationships and Positive Emotions: A Basic Function for Learning & Resilience (Dr. Brooks) and diversity equity and inclusion (Dr. Jones)
Measure: Over the course of the charter term, 50% of the core teachers in Grades 8-10 will be trained in the IB method.	Met	Three teachers in grades 8-10 attended IB training in the areas of 80% of the core subject matter teachers have been trained in the IB method.
Measure: By the end of the charter term, 85% of the teachers in Grades 8-10 will use the IB teaching method in their instruction as demonstrated via the school's teacher evaluation system.	Met	100% of the teachers in grades 8-10 were formally evaluated during the school year which includes observations and meetings. Evaluations are documented in TeachPoint.
Objective: Abby Kelley Foster Charter Public School will provide students with access to an excellent music program.		
Measure: 100% of the high school students participating in the instrumental and vocal programs will demonstrate competence of their musical instrument by their senior year as measured by a solo performance assessment annually.	Met	100% of the seniors participated in person in the instrumental and vocal program demonstrated musical competence as measured by a solo performance assessment. Student performances including IB assessments are maintained by the music director.
Measure: The music department will increase the visibility of the K-12 ensemble performances based on the 2014 National Music Standards.	Met	The music department increased their visibility during the school year including concerts, performances, and talent show.

	2022-2023 Performance (Met/Not Met)	Evidence
Objective: Abby Kelley Foster Charter Public School will support parents as partners in their child's education.		
Measure: Annually, 75% of the Elementary School parents/guardians surveyed will report that Abby Kelley Foster supports parents as partners in their child's education. At least 40% of parents will take the survey annually.	NM	The school determined that a more inclusive and expanded school culture survey was necessary during the 21.22 school year. The school implement this survey again in 22.23 and it does not ask this specific question.
Measure: Annually, 75% of the Middle School parents/guardians of students nominated for the character virtue of the month will attend the monthly character virtue breakfast.	Met	The MS hosted monthly character awards, both students and parents attended.
Measure: Annually, 50% of the High School parents/guardians will attend a parent information night regarding college planning, financial planning and/or the IB Programme.	NM	Sessions were recorded and emailed to families for families to view at their convenience; data regarding the percentage of families attending the sessions were not recorded.
Objective: Abby Kelley Foster Charter Public School students will model the school's character virtues.		
Measure: 100% of the students in each graduating class will complete 50 hours of community service over the course of their high school career.	Met	The class of 2023 met the requirement for community service as part of their graduation requirement.
Measure: Each year, the Elementary School and Middle School students will each complete a minimum of two school-based community service projects.	Met	The elementary and middle school staff and/or coordinated community service activities to support Worcester Food Bank, Friendly House, Earth Day Clean up and Abby's House, a domestic abuse shelter
Objective: Abby Kelley Foster Charter School will partner with area public schools to create a network of learning opportunities and sharing of best practice over the term of the charter.		
Measure: Abby Kelley Foster will engage annually with a local public school to share best practices regarding Abby Kelley Foster's response to the intervention model and/or co-teaching model.	Met	The Elementary Principal continues to meet with members of the Regional Principals Group. Members include Sudbury, Grafton, Wayland, Belmont to share best practices regarding the MTSS model of support for all learners. Documentation maintained by the ES principal.
Measure: Annually, Abby Kelley Foster will share best practices regarding the IB method by collaborating with the Guild of International Baccalaureate Schools (GIBS) of the Northeast.	Met	The HS IB teachers and IB Coordinator participated in meetings in their subject matter throughout the school year. Documentation maintained by the IB coordinator.
Measure: Annually, Abby Kelley Foster will host one GIBS meeting to collaborate with regional IB instructors in the areas of lesson planning, exam preparation, skill development and assessment.	Met	Abby Kelley Foster hosted the GIBS Music for the regional IB Coordinators meetings. Documentation maintained by the IB coordinator.

Appendix B

Charter School Recruitment and Retention Plan Template

School Name: Abby Kelley Foster Charter Public School

2022-2023 Implementation Summary:

The school has approximately 120 seats available annually for students entering kindergarten. The school admitted 120 students both siblings and residents for the upcoming school year. Kindergarteners are not immediately identified as special education students unless the school received an IEP from the previous school. 15 students entering kindergarten are on IEPs for a communication, autism and speech services. There are a significant number of students who have not been identified as special education and have never been in a formal preschool or daycare. The school anticipates the majority of these students will be placed on IEP during the school year.

Abby Kelley Foster Charter Public School enrollment campaign for the 2022-2023 academic school year began in October and concluded in February. The majority of new students entering the school enroll in Kindergarten. The school's waitlist includes siblings for grades 1-6. The school accepted 120 Kindergarten students.

Describe the school's general recruitment activities, i.e. those intended to reach all students.

General Recruitment Activities for 2023-2024

General Recruitment Activities:

- The school's open enrollment campaign begins in October and concludes in February annually.
- Applications for grades K-6 are available on the school's website.
- The enrollment coordinator assists families with the application.
- The school implemented an online application in order to simplify the application process.
- The school emailed families on the waitlist and enrolled in the school regarding the upcoming application period.
- Notices are published in each of the school newsletters.
- Enrollment Announcements (open house dates and deadlines) were on social media and websites.
- Enrollment Announcement (open house dates and deadlines) are provided to interested parties.
- Parent Information Sessions (January)
- Established an enrollment hotline for parents to contact the school with enrollment questions.
- The school collaborates with the Assumption College School Counseling Program to recruit interns to work with our families and provide them with access to community resources including special education services and language support.
- The enrollment office collaborates with the Director of Guidance and Counseling Supports, special education director and EL Director to host parent meetings to educate our families regarding community resources.
- Community Partnerships with more than 50 area nonprofits (YMCA, Girls Inc, Friendly House, Boys and Girls Club, etc.)

Recruitment Plan –Strategies 2023-2024
List strategies for recruitment activities for <u>each</u> demographic group.

Special Education Students/students with disabilities

Special Education
(a) CHART data

School percentage: 11.7 %
GNT percentage:14.3%
CI percentage: 14.3%

The school is <u>below</u> GNT percentages and below CI percentages

(b) 2022-23 Strategies

☐ Met GNT/CI: no enhanced/additional strategies needed

- The Special Education Director will collaborate with the Elementary School staff to provide information to kindergarten applicants regarding the school's special education program.
- The Special Education Director and/ or the Special Education Coordinator provides kindergarten applicants with information regarding the school's speech and language programs.
- The Special Education Director will collaborate with the French River Education Center to share admissions information and related services.
- The Special Education Director will consult with Assumption College's Counseling program regarding supporting the city's high needs population.
- The Special Education Director will consult with the school's outside service providers (related services providers) regarding the school's enrollment process.
- The Special Education Director will collaborate with the Multicultural Wellness Center, Boys and Girls Club, Girls Inc, YMCA, and Friendly House to provide enrollment information for families with children with a disability.
- The Special Education Director will collaborate with Assumption College School of Counseling to provide families with programmatic information.
- The Special Education Director will attend open houses during the enrollment campaign for families with children who have a disability.
- The Special Education Department will participate in the Kindergarten Screening Process to provide parents with programmatic information.
- The enrollment office will provide families with information regarding the school's special education program.
- The Special Education Director will review the special education programs with interested families as requested.

(c) 2023-24 Additional Strategy(ies), if needed

☒ Did not meet GNT/CI: additional and/or enhanced strategies needed.
Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.
The special education department will continue to be present for parent information sessions to educate parents regarding our programs and maintain partnerships with community leaders and enhance the Kindergarten screening process. The incoming students in Kindergarten may not have been identified as requiring special education. The 23.24 kindergarten students have not been evaluated or provided services during their preschool years. Students presented with a number of areas of concern during the screening process. These students

	will be evaluated upon consent to determine eligibility for specialized instruction. Additionally, a number of students at the high school have been re-evaluated and determined they are no longer eligible for special education.
Limited English-proficient students/English learners	
EL **(a) CHART data** **School percentage**: 18% **GNT percentage**: 15.1% **CI percentage**:15.1 % The school is GNT percentages and above CI percentages	**(b) 2022-23 Strategies** X Met GNT/CI: no enhanced/additional strategies needed ● The English Learner Director will collaborate with the Enrollment office to participate in the open house sessions. ● The EL Director participates in the kindergarten screening process to support families who have been identified as limited English proficient through the enrollment process. ● The EL Director will collaborate with the Special Education Director to support the needs of students with disabilities who have been identified as EL. ● The Enrollment Office will ensure that translated information is available to families. ● Abby Kelley Foster will work with the elementary, middle and high school guidance department to provide parents with information regarding the availability of English learners services within the school and the community. ● The school will provide information on the school's website regarding the EL program with applications available in Spanish, Portuguese, Twi Vietnamese**,** Polish which are our predominant languages.
	(c) 2022-23 Additional Strategy(ies), if needed Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
Economically Disadvantaged **(a) CHART data** **School percentage**: 58.9 **GNT percentage**:40.5% **CI percentage**: 45.6% The school is <u>above</u> GNT percentages	**(b) 2022.2023 Strategies** X Met GNT/CI: no enhanced/additional strategies needed ● Abby Kelley Foster will provide enrollment information to area preschool programs including open house dates and application deadlines including but not limited to programs in the school's geographical area. ● The enrollment office will collaborate with counselors from community healthlink to ensure families have access to community resources. ● The school will provide enrollment information to Boys and Girls Club, Girls Inc, YWCA, YMCA, Friendly House and ArtReach, after school program for Worcester public school families ● The Enrollment Coordinator will continue to coordinate with the after school program to host a parent information session.

Students who are sub-proficient	**(d) 2022-23 Strategies** ● Abby Kelley Foster Charter Public School will continue to review Worcester Public School demographic information provided by Worcester Regional Research Bureau. ● Abby Kelley Foster Charter Public School will continue to work with the preschool programs to share enrollment information. ● The Special Education Director and EL Director will work with the enrollment office to share information regarding community resources and programs including areas in the city where the enrollment office should target.
Students at risk of dropping out of school	**(e) 2022.2023 Strategies** ● The high school principal, assistant principal, guidance counselor and special education director will collaborate to support and develop a plan for students at risk of dropping out. The plan will include scheduled before and/or after school extra help sessions, weekly meetings with the guidance and/or a member of the school administration and parent meetings. ● Abby Kelley Foster will work with parents and students to provide academic information sessions for at risk students. ● Abby Kelley Foster Charter Public School will provide parents and students with the opportunity to attend school wide information sessions regarding school programs, after and before school activities and programs and provide students with before and after school tutoring sessions

Retention Plan 2022-23

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2022.2023 Retention Plan.
2022.2023 Implementation Summary: Abby Kelley Foster's current retention rate is 94% and has remained in this range over the past ten years. The enrollment coordinator continues to speak with the parents of students who have expressed an interest in transferring outside of the district to determine the reason for the transfer. The school consistently maintains a waitlist of over 400 students. The school continues to enroll students throughout the school year and does not need to host a supplemental lottery. The enrollment coordinator meets with interested families and those who are transferring. The students transferring from Abby Kelley Foster at the end of the 2022.2023 school year are moving out of state, attending a vocational school, private high school or returning to their home district for more competitive sport programs. Our school cannot accommodate the vocational program select parents and students are seeking.

Overall Student Retention Goal

Annual goal for student retention (percentage):	95.1%

Retention Plan –2022-23 Strategies **List strategies for retention activities for <u>each</u> demographic group.**	
Special education students/students with disabilities	
<u>(a) CHART data</u> **School percentage**: 7.5% **Third Quartile**: 12.7 % The school is below third quartile percentages.	**(b) 2022-2023 Strategies** ☒ Below third quartile: no enhanced/additional strategies needed The special education director will host parent information sessions to provide parents with information regarding special education services. The special education director will meet annually with the parents of students identified with special needs to ensure the education program designed to meet their child's needs is appropriate. Abby Kelley Foster will provide parents with information regarding special education annually. The special education director will meet with parents to discuss concerns and best practices for improving school communication.
	(c) 2023-24 Additional Strategy(ies), if needed ☐ Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.
Limited English-proficient students/English learners Limited English-proficient students	
<u>(a) CHART data</u> **School percentage**: 4.0% **Third Quartile**: 15.1% The school is below third quartile percentages.	**(b) 2022 2023 Strategies** ☒ Below third quartile: no enhanced/additional strategies needed The school will continue to use the school's student information system to provide families with translated enrollment information, special education documents and school documents. The ELL parent group will continue to meet during the school year. Parents will be provided school and student academic information in the language they request. The school guidance office will work with families to provide access to community resources. The school will offer parent information sessions regarding school academic and program information.
	(c) 2023.2024 Additional Strategy(ies), if needed ☐ Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.

<table>
<tr><td></td><td>☐ No ELs were enrolled during the school year. No retention strategies needed.</td></tr>
<tr><td colspan="2">Students eligible for free or reduced lunch (low income/economically disadvantaged)</td></tr>
<tr><td rowspan="2"><u>(a) CHART data</u>

School percentage:4.5 %
Third Quartile: 13.5%

The school is below third quartile percentages.</td><td>(b) 2022.2023 Strategies
☒ Below median and third quartile: no enhanced/additional strategies needed
The school guidance counselors will host parent/community sessions at times convenient for families to provide them with information regarding access to community resources.

The school will host parent information and literacy nights over the course of the school year.

The school will provide families with information regarding community resources including the multicultural wellness center programs, among others.</td></tr>
<tr><td>(c) 2022-23 Additional Strategy(ies), if needed
☐ Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</td></tr>
<tr><td><u>Students who are sub-proficient</u></td><td>(d) 2022 2023 Strategies
The school will offer all students after school tutoring for students in grades 5-12.
The school may offer before school tutoring for students in grades K-4.
High school students with an average below a seventy in a core subject will be required to attend after school sessions.
The school has offered ELL assistance sessions during school vacation weeks, and EL students were part of the summer school in 2023.</td></tr>
<tr><td><u>Students at risk of dropping out of school</u></td><td>(e) 2022.2023 Strategies
The guidance office in partnership with the Multicultural Wellness Center will provide students and their families with information regarding community resources, college application process, financial aid and academic program requirements.

The school guidance counselors and special education director will collaborate with the counselors from Community HealthLink to work with students who are at risk of dropping out of school.</td></tr>
</table>

Appendix C

School and Student Data Tables

Student demographic information can be found on the Department's website using your school's profile. Please provide the link to your school's profile on the Department's website.

http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04450000&orgtypecode=5&

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	790	55.4
Asian	41	2.9
Hispanic	308	21.6
Native American	4	0.4
White	203	14.3
Native Hawaiian, Pacific Islander	0	0.1
Multi-race, non-Hispanic	75	5.3
Special education	166	11.7
Limited English proficient	969	68
Low Income	839	58.9

ADMINISTRATIVE ROSTER FOR THE 22-23 SCHOOL YEAR			
Title	Brief Job Description	Start date	End date (if no longer employed at the school
Heidi Paluk, Executive Director	Implemented the goals and objectives of the BOT.	July 1, 2020	
Christopher Kursonis, High School Principal	Implemented the goals and objectives of the ED, including academic policy and procedure, discipline, professional development.	July 1, 2007	March 1, 2023
Robert Kerr, High School Principal	Implemented the goals and objectives of the ED, including academic policy and procedure, discipline, professional development.	March 1, 2023	
Shelly Hinds, Middle School Principal	implement the goals and objectives of the ED, including academic policy and procedure, discipline, professional development.	July 1, 2022	
Kelly Gould, Elementary School Principal	Implemented the goals and objectives of the ED, including academic policy and procedure, discipline, professional development.	July 1, 2021	

Amelie Cabral, Director of ESL	Oversees the ESL program	March 12, 2008	
AnnMarie Little, Director of Special Education	Implements the goals and objectives of the Ed and oversees all student support services.	July 1, 2001	
Alisha Carpino, Director of Finance and Operations	Administers and oversees all business transactions including budget development.	September 20, 2020	July 6, 2023
Gabriel Beltran, Director of IT	Administer and oversee all aspects of security, information technology, and infrastructure to support the school.	August 25, 2021	
Dr. Carrie Cole, Director of Guidance and Counseling Services	Administers and oversees all guidance staff, counseling, behaviors, SEL implementations and MTSS models.	July 1, 2021	
Andrew Cruikshank, Director of Facilities	Oversees the operation of the three school buildings and fields	October 1, 2022	
Kim Nobrega, Director of Human Recourses	Oversees the hiring, onboarding, policy and benefits	May 15, 2023	

TEACHERS AND STAFF ATTRITION FOR THE 2022-23 SCHOOL YEAR				
	Number as of the last day of the 2022-23 school year	**Departures during the 2022-2023 school year**	**Departures at the end of the school year**	**Reason(s) for Departure**
Teachers	127	29	21	Salary, school closer to home, other employment, retirement, moved out of state.
Other Staff	119	21	6	Retirement, contract not renewed

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members identified in the Board Member Management System **as of August 1, 2023**	**6**
Minimum number of board members in approved by-laws	5
Maximum number of board members in approved by-laws	11

BOARD MEMBERSHIP DURING THE 2022-2023 SCHOOL YEAR				
Name	**Position on the Board**	**Committee affiliation(s)**	**Number of terms served**	**Length of each term** (including date of election and expiration)
Celia Blue	Member	Finance Facilities	4	9/6/2011-6/30/2014 7/1/2014-6/30/2017 7/1/2017-6/30/2020 7/1/2020-6/30/2023

Patrick Royce	Chair	Finance Facilities	3	12/1/2014-6/30/2017 7/1/2017-6/30/2020 7/1/2020-6/30/2023 7/1/2023-6/30/2026
Shelley Yarnie	Clerk	Education	2	7/1/2017-6/30/2020 7/1/2020-6/30/2023
Bibiche Zagabe-Ndiku	Member	Finance Facilities	1	2/29/2020-6/30/2023 7/1/2023-6/30/2026
Amy Vernon	Member	Education	0	4/6/2021-6/30/2024
Adam Beaudry	Member	Facilities and Finance	0	8/3/22-8/1/2025
Noah Ligeti	Member	Facilities and Finance	0	2/24/23-1/31/2026

2023-2024 BOARD OF TRUSTEE MEETING SCHEDULE	
Date/Time	**Location**
August 23 6:30 PM	High School /zoom
September 27 6:30PM	High School /zoom
October 25 6:30PM	High School /zoom
November 29 6:30 PM	High School /zoom
December 20 6:30PM	High School /zoom
January 24 6:30PM	High School /zoom
February 28 6:30 PM	High School /zoom
March 27 6:30PM	High School /zoom
April 24 6:30 PM	High School /zoom
May 22 6:30 PM	High School /zoom
June 26 6:30 PM	High School /zoom

COMMITTEE MEETING SCHEDULES FOR THE 2023-2024 SCHOOL YEAR		
Name of Committee	**Date/Time**	**Location**
Education Finance and Facilities	August 11 8:00 am August 18 8:00 am	Middle School/Zoom
Education Finance and Facilities Governance	September 8 8:00am September 15 8:00 am September 1 8:00 am	Middle School/Zoom
Education Finance and Facilities	October 13 8:00 am October 20 8:00 am	Middle School/Zoom
Education Finance and Facilities	November 9 8:00 am November 17 8:00 am	Middle School/Zoom
Education Finance and Facilities	December 8 8:00 am December 15 8:00 am	Middle School/Zoom

Governance	December 1 8:00am	
Education Finance and Facilities	January 12 8:00 am January 19 8:00 am	Middle School/Zoom
Education Facilities and Finance	February 9 8:00 am February 16 8:00 am	Middle School/Zoom
Education Finance and Facilities Governance	March 14 8:00 am March 15 8:00 am March 1 TDB	Middle School/Zoom
Education Finance and Facilities	April 5 8:00 am April 12 & 18 8:00 am	Middle School/Zoom
Education Finance and Facilities	May 10 8:00 am May 17 8:00 am	Middle School/Zoom
Education Finance and Facilities	June 14 8:00 am June 21 8:00 am	Middle School/Zoom
Governance	June 7 8:00 am	Middle School/Zoom

APPENDIX D: ADDITIONAL REQUIRED INFORMATION

Position	Name	Email Address	No Change/ New/Open Position
Executive Director	Heidi Paluk	Hpaluk@akfcs.org	No Change
Board of Trustees Chairperson	Patrick Royce	proyce@akccs.org	New
Special Education Director	AnnMarie Little	amlittle@akfcs.org	No Change
MCAS Test Coordinator	Robert Kerr	rkerr@akfcs.org jregan@akfcs.org	No Change
SIMS Coordinator/Contact	Gretchen Spencer	gspencer@akfcs.org	No Change
English Language Learner Director	Amelie Cabral	acabral@akfcs.org	No Change
School Business Official			Open Position
Admissions and Enrollment Coordinator	Angela Bates	abates@akfcs.org	No Change

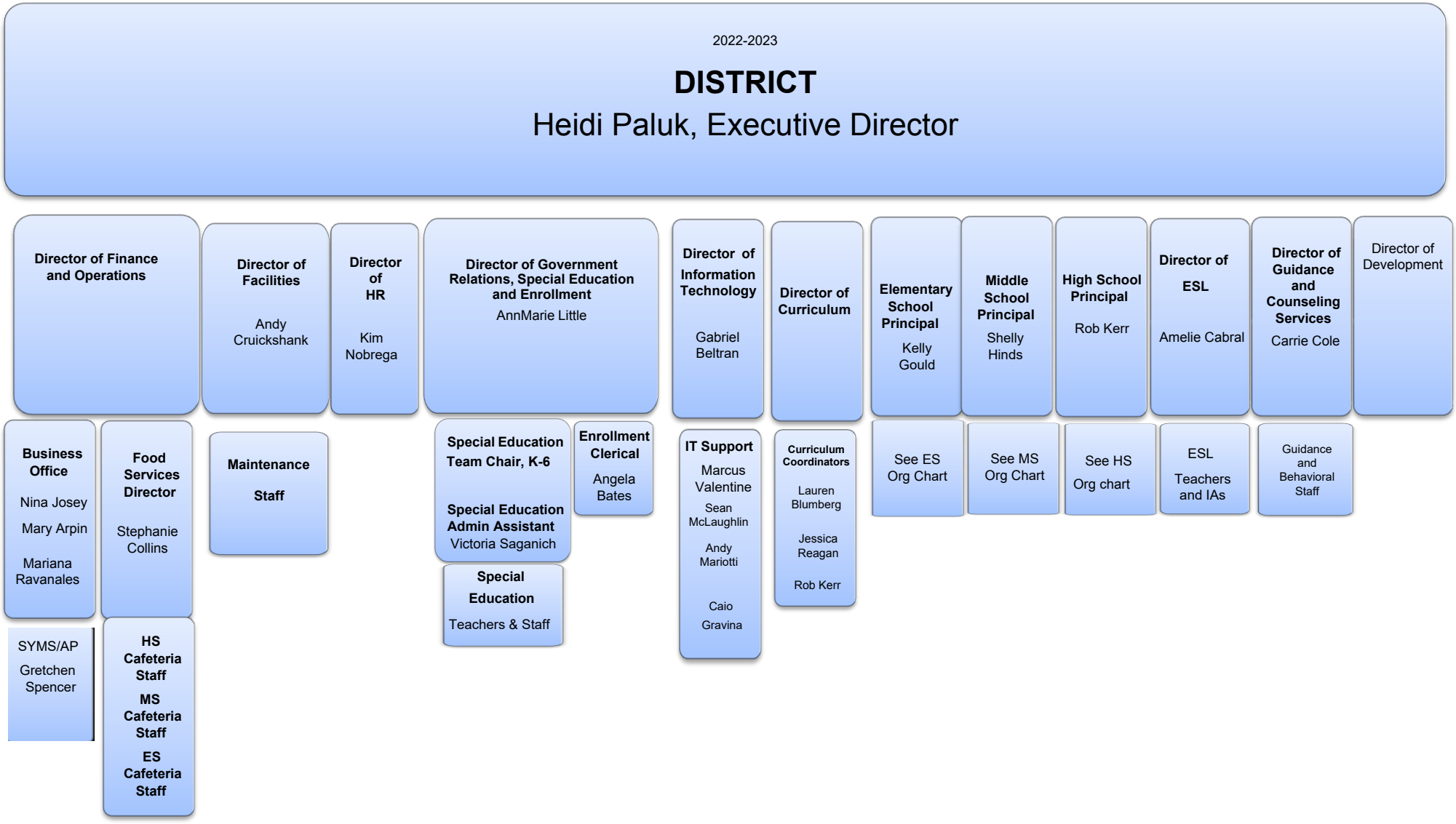
Facilities

Location	Dates of Occupancy
K-12 10 and 6 New Bond Street Worcester, MA 01606	1998-Present

Enrollment

Action	2022-23 School Year Date(s)
Student Application Deadline	February 28, 2024
Lottery	March 8, 2024

APPENDIX E: CONDITIONS, COMPLAINTS, AND ATTACHMENTS: NOT APPLICABLE


2022-2023
DISTRICT
Heidi Paluk, Executive Director
Director of Finance and Operations
Director of Facilities
Andy Cruickshank
Director of HR
Kim Nobrega
Director of Government Relations, Special Education and Enrollment
AnnMarie Little
Director of Information Technology
Gabriel Beltran
Director of Curriculum
Elementary School Principal
Kelly Gould
Middle School Principal
Shelly Hinds
High School Principal
Rob Kerr
Director of ESL
Amelie Cabral
Director of Guidance and Counseling Services
Carrie Cole
Director of Development
Business Office
Nina Josey
Mary Arpin
Mariana Ravanales
Food Services Director
Stephanie Collins
Maintenance Staff
Special Education Team Chair, K-6
Special Education Admin Assistant
Victoria Saganich
Enrollment Clerical
Angela Bates
Special Education
Teachers & Staff
IT Support
Marcus Valentine
Sean McLaughlin
Andy Mariotti
Caio Gravina
Curriculum Coordinators
Lauren Blumberg
Jessica Reagan
Rob Kerr
See ES Org Chart
See MS Org Chart
See HS Org chart
ESL
Teachers and IAs
Guidance and Behavioral Staff
SYMS/AP
Gretchen Spencer
HS Cafeteria Staff
MS Cafeteria Staff
ES Cafeteria Staff

Student Handbook Education Committee
August 9, 2023

Who: A Policy and Procedure Committee was created in spring of 2023. The Policy and Procedure Committee includes: Amelie Cabral, Kim Nobrega, Kelly Gould, Shelly Hinds, Jennifer Giusto, Nina Josey and Mariana Ravanales.

What: The goal of this committee is to review, update and/or create AKFCS policies and procedures. The community decided to start with a review and revamp of the student/parent handbook. The committee will then work to review the staff handbook as well as create a volunteer handbook.

Prior to the 2023-2024 school year, each building had a separate family/student handbook. The committee chose to create one handbook for the district that would better align AKF expectations from Kindergarten to Grade 12.

A few notes:

- ☐ The committee is presenting the content of this handbook. We have not formatted this handbook yet.
- ☐ The Table of Contents is incompleted; we will update this once we finalize the content.
- ☐ Portions of the handbook that are highlighted yellow are sections that reflect change. Some sections include small changes, while other sections were completely revamped.

Noted Changes Resulting in Wording Being Removed:

- ☐ **Massachusetts General Law regarding time on learning:** This was in the old ES handbook, but not in the MS or HS handbook. It was advised that this be removed as it is not connected to student attendance.
  - ☐ Removed Wording:
    - ☐ 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, as defined in 603 CMR 27.02 Massachusetts regulations require all students at the elementary school level to complete a minimum of 900 hours of structured learning time each year
      - ☐ This change was made in consultation with AnnMarie Little
- ☐ **Dress Code:** Removed the section about face shields
  - ☐ Removed Wording:
    - ☐ Face Shields alone [without a mask underneath] are not in compliance.
      - ☐ This change was made in consultation with Admin Council
- ☐ **Meal Applications:** The food service section was updated significantly to reflect changes from the last food service audit
  - ☐ Removed Wording
    - ☐ Families who receive a Notice of Direct Certification at the beginning of the school year are not required to complete a Free/Reduced Meal Application. All other families are requested to complete and return a meal application at the beginning of each school year. REMEMBER: only one application per family is necessary. At any time during the school year, if income/circumstances/family size should change, you can request another application, complete with new information, and submit it to the Nutrition Services Department.
      - ☐ This change was made in consultation with Stephanie Collins

- ☐ **Inhaler Use Grade 4-12:** The nursing department reviewed their section of the handbook. Medication should be administered through the nursing office, students should not be carrying medication around in their backpacks.
  - ☐ Removed Wording:
    - ☐ Students may self administer inhalers during the school day provided the school nurse receives written notification from the parent/guardian and a written medication order signed by the student's licensed prescriber with permission to do so on file in the student's health record.
      - ☐ This change was made in consultation with Melissa Joubert, Ariel Stricker and Sarah Ramirez
- ☐ **HS Credits**: A few updates were made to the HS credit section. For foreign languages, Latin was removed and French was added. Additionally, the Fine Arts requirement was updated to refelt 1.5 years as a requirement. Minimal credits required were updated to reflect a minimum of 24 credits not 26 credits.
  - ☐ Removed Wording:
    - ☐ Foreign Language one full year of Latin and two additional years of Spanish or Latin.
    - ☐ Fine Arts three years (music/band/choir, art and one additional selection)
    - ☐ Course Offerings and Credits: Students are required to earn a minimum of 26 credits to qualify for a diploma.
      - ☐ This change was made in consultation with Rob Kerr
- ☐ **Special Education:** This section was updated to reflect the latest changes submitted with a Special Education related audit.
  - ☐ Removed Wording:
    - ☐ **Charter schools accept and serve students with disabilities.**

    Charter schools are open to all grade-eligible students within the school's service area on a space
    available basis. If more students apply than there are available spaces, a lottery is held to randomly determine who will be admitted. All students who wish to attend a charter school have an equal chance of getting in regardless of, and without any consideration of, any need for special education services.

    See: M.G.L. c. 71 §89 (l) states that charter schools shall be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, gender identity, mental or physical disability, age, ancestry, athletic performance, special need, or proficiency in the English language or a foreign language, and academic achievement. (Emphasis added)

    Charter schools must ensure that your student receives special education services if the student has been determined to be an eligible student with a disability by the Individualized Education Program (IEP) team.

    Charter schools must ensure that students with disabilities receive the special education services to which they are entitled. The services may consist of special education instruction and related services in the least restrictive environment, or consist only of related services needed to access the general education curriculum. The amount and location of services (where services will be delivered) is determined by the student's IEP team and is documented in the student's IEP. As determined by your student's IEP team, your charter school will provide services in a placement that is:

    a. Full inclusion- the student is in the general education classroom for 80%-100% of the school day; or
    b. Partial inclusion- the student is in the general education classroom 40-80% of the school day; or
    c. Substantially separate- the student is out of the general education classroom more than 60% of the school day.

Your student must receive related services if the IEP team determines the student needs them.

Charter schools must provide related services to students with disabilities if the IEP team determines that the services are necessary for the student to benefit from special education or, if the student does not require special education instruction, that the related services are necessary to ensure the student's access to the general education curriculum. Examples of these services include: speech therapy, occupational therapy, physical therapy, psychological counseling, and/or adjustment counseling.

Charter schools are required to meet the needs of qualified students with disabilities under Section 504 of the Rehabilitation Act of 1973, as amended, even if the student is not eligible as a student with disabilities under federal and state special education laws. Charter schools are required to provide a free appropriate public education to qualified students with disabilities under Section 504 of the Rehabilitation Act of 1973, as amended.

- ☐ This change was made in consultation with AnnMarie Little

Noted Changes Resulting in Wording Being Added

- ☐ **Page 6: Extended Absences (More than 10 Days):**
  - ☐ Abby Kelley Foster Charter Public School is a school of choice and not part of the Worcester Public Schools. As a charter school, Abby Kelley Foster cannot offer students a leave of absence. If the student is not attending the charter school for 10 consecutive school days at any point during the academic year, they will be unenrolled from Abby Kelley Foster Charter School. Any student who is unenrolled from Abby Kelley Foster Charter School will need to contact their sending school district upon their return to school.

    If a student has been withdrawn from Abby Kelley Foster Charter Public School in grades K-6 due they must submit an application for admission and participate in the enrollment lottery like any other prospective student.

    This change was made in consultation with AnnMarie Little and the Admin Council
- ☐ **Page 12: Uniform (specifically headwear):**
  - ☐ Abby Kelley Students are prohibited from wearing headwear, including but not limited to: hats, hoods (including those on the senior sweatshirts), bonnets, bandanas. Exceptions will be made for documented religious or medical reasons, or identified disabilities.
    - ☐ This change was made in consultation with Admin Council
- ☐ **Page 22: School Nutrition Program:**
  - ☐ This sections includes significant changes that align with the latest nutrition audit.
    - ☐ This change was made in consultation with Stephanie Collins
- ☐ **Page 31 Curriculum and Instruction**:
  - ☐ This section for each building was updated pretty significantly to reflect current practices.
    - ☐ This change was made in consultation with building principal and their leadership team
- ☐ **Page 42 ESL/Multilingual Education:**
  - ☐ Our previous handbook never included information about our ESL/Multilingual education program.
    - ☐ This change was made in consultation with Amelie Cabral
- ☐ **Page 42 Special Education**:
  - ☐ This section was updated reflect information submitted in the latest Special Education related audit
    - ☐ This change was made in consultation with AnnMarie little

- ☐ **Page 43 Student Behavior Expectations/Code of Conduct:**
    - ☐ This section was updated significantly to reflect wording in current laws. It was updated to match what was submitted during our last Civil Rights Audit.
        - ☐ The new wording came directly from our attorney.

Abby Kelley Foster Charter Public School

Parent/Student Handbook

2023-2024

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.

Elementary School

10 New Bond Street
Worcester, MA 01606
AKFCS Elementary Website
Phone: 508-854-8400
Extension: 3699

Middle School

10 New Bond Street
Worcester, MA 01606
AKFCS Middle Website
Phone: 508-854-8400
Extension: 3634

High School

6 New Bond Street
Worcester, MA 01606
AKFCS High Website
Phone: 508-854-8400
Extension: 4966

Updated: June 2023

Draft

Table of Contents

Translation Notice	2
Overview	4
Elementary and Secondary Education Act	5
Non-Discrimination Act	5
Attendance Policy	5
Uniform Policy	6
Transportation Policy	7
Electronic Device Policy	8
School Nutrition Program	9
School Wellness Policy	10
School Nurse	11
School Safety	12
Student Transfer Policy	13

Draft

Translation Notice

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.

AVISO DE TRADUCCIÓN

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 politica geral escolar. Se você ou sua criança requere 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, requesitios 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.

Awofoo ne Ahwesofoo:

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 titinanii. 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).

Enfòmasyon sou sèvis tradiksyon

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.

إشعار الترجمة

:أعزائي أولياء الأمور وأولياء الأمور
دليل الوالدين / الطالب هو وثيقة مهمة ، توضح بالتفصيل سياسات وإجراءات مدرسة آبي كيلي فوستر تشارتر العامة. يتضمن دليل ولي الأمر / الطالب معلومات تتعلق ؛ الانضباط ، والإجراءات القانونية الواجبة ، والحقوق المدنية ، والتعليم الخاص ، والأكاديميين والسياسة العامة للمدارس. إذا كنت أنت أو طفلك بحاجة إلى خدمات مترجم أو ترجمة مستندات المدرسة ، فيرجى الاتصال بمدير المبنى الخاص بطفلك لترتيب .الخدمات

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.

Thông báo dịch thuật

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 Kelley 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.

翻译须知

尊敬的父母和監護人:
家長/學生手冊是一份重要的檔, 詳細說明了艾比凱利福斯特特許公立學校的政策和程式。家長/學生手冊包括有關的資訊:紀律、正當程式、公民權利、特殊教育、學術界和一般學校政策。 如果您或您的孩子需要翻譯的翻譯或學校檔的服務, 請聯繫您的孩子的建築校長安排服務。

此外, 如果您或您的孩子需要提供有關學術諮詢、大學諮詢、一般課程要求和有關職業/職業機會的資訊, 請聯繫您的孩子的建築校長。

Avis de traduction

Chers parents et tuteurs :

Le manuel parent/élève est un document important, détaillant les politiques et procédures de l'école publique à charte Abby Kelley Foster. Le manuel parent/élève comprend des informations concernant ; discipline, procédure régulière, droits civils, éducation spéciale, universitaires et politique scolaire générale. Si vous ou votre enfant avez besoin des services d'un traducteur ou de la traduction de documents scolaires, veuillez contacter le directeur de l'immeuble de votre enfant pour organiser les services.

Draft

Overview

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.

(Add message from District Offices..To Be Added)

THIS HANDBOOK WAS DESIGNED TO REFLECT THE POLICIES AND PROCEDURES OF THE DISTRICT. POLICIES AND PROCEDURES RELEVANT TO A PARTICULAR BUILDING OR GRADE LEVEL WILL BE NOTED AS SUCH.

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

Draft

Elementary and Secondary Education Act

Abby Kelley Foster makes every effort to comply with federal education regulations and requirements. This legislation requires school district personnel to notify parents/guardians of a variety of issues regarding their children's education.

In a Title I school, parents/guardians have the right to know the professional qualifications of classroom teachers who instruct their children. This regulation 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 Elementary and Secondary 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 related service providers meet the above stated qualifications.

If parents/guardians would like to receive information regarding your child's teacher, please contact the Director of Government Relations/Special Education.

Non-Discrimination Act

Charter schools may not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, homelessness, 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(l); 603 CMR 1.06(1).

Attendance Policy

Arrival

The buildings will open their doors at their established time (see chart on page 11). There are several buses assigned to serve each building or parents may choose to drive their children to school. Breakfast is served daily in each building until morning announcements begin. **Please do not drop off your student(s) before the established time as there are no adults present to supervise and protect your child(ren) at that time. Parents are responsible for supervising their child(ren) before the building opens for the day.**

Elementary School (K-3) Morning Program

Abby Kelley elementary school offers a before school program that is run through the school district's business office. It is overseen by the before school coordinator, Deb Martunas, who can be reached at 508-854-8400 extension 3627 regarding availability, as there are a limited number of spots. The program runs from 7:00-8:30 a.m. on AKF school days and is held in the Activity Center. The program does operate during school delays, but it does not operate on snow days.

Absences

The Abby Kelley Foster staff believes that regular school attendance is imperative to ensure academic success. Substantial absences send a negative message to the child about the importance of being in school. **Class attendance is one of the requirements for academic promotion.** Students removed from school during regular session lose valuable education time. **Students will be marked absent if they are dismissed early on a half day or if they do not attend school for at least 3.5 hours.** The decision to provide student work in advance prior to a scheduled absence will be made by the Principal/Assistant Principal and/or designee.

Draft

Parents must notify the school of their child's absence **prior to** the start of the day that their child will be absent. Notification can be made either by phone or by e-mail to the students homeroom teacher or the building's administrative assistant. If the absence is not reported, the parent/guardian will receive an automated phone call from the school office.

Extended absences (more than 10 consecutive days)

Abby Kelley Foster Charter Public School is a school of choice and not part of the Worcester Public Schools. As a charter school, Abby Kelley Foster cannot offer students a leave of absence. If the student is not attending the charter school for 10 consecutive school days at any point during the academic year, they will be unenrolled from Abby Kelley Foster Charter School. Any student who is unenrolled from Abby Kelley Foster Charter School will need to contact their sending school district upon their return to school.

If a student has been withdrawn from Abby Kelley Foster Charter Public School in grades K-6 due they must submit an application for admission and participate in the enrollment lottery like any other prospective student.

Tardies

Students should be in their seats prior to the start of morning announcements/ first period; anyone who arrives after the established time (see chart on Page 11) will be marked tardy. There is no distinction made between an excused or unexcused tardy. Please make every effort to have each student arrive at school at the designated school starting time. The Principal/Assistant Principal or other designee will monitor tardiness and when necessary assign appropriate consequences. Chronic tardiness may be subject to serious consequences.

Truancy and Parent Notification

Students with excessive absences are considered truant and are in academic danger. Chronic truancy is defined as **seven (7)** or more days of unexcused absences, and/or excessive or repeated tardiness to school. Chronic truancy may be addressed by the School filing an appropriate action with the Court, filing a 51A for chronic unexcused absences and/or result in retention. This procedure applies to all grade levels.

Parents and/or guardians will receive written notification throughout the year in the event of excessive absences. The failure of parents/guardians to receive these notifications does not change the facts or consequences regarding a student's absences. Parents or guardians may be called in for a meeting to address chronic tardiness or frequent absences.

Skipping Class

Students who skip classes on any given day will be assigned appropriate consequences. Students who skip multiple classes will be subject to more serious disciplinary and academic consequences, including loss of credit for a course. Missing a significant amount of a class without permission may be considered skipping class.

Absences, Tardies & Extracurricular Activities

If a student has been absent during the school day,the student will not be allowed to attend an extracurricular or athletic school activity that day. If a student misses the dress rehearsal or the practice before a performance or game, the student will not be allowed to perform or play.

If a student starts school after half of the academic day has passed, then that student will be marked absent from school for that day. The student may not participate in any school activity (e.g., sports, dances, prom) during the rest of that day.

Dismissal

Each building has an established dismissal time, (see the chart on page 11) for individual building times. The safety of our students is a priority; due to this, each building has several procedures that need to be followed during arrival and dismissal times.

Draft

For the safety of our students, dismissal changes must be in the form of a note, email or phone call to the homeroom teacher or the building's Administrative Assistant. If the teacher does not receive notification, the student will be dismissed as usual. Students should not be dismissed early from school unless it is absolutely necessary. Families should schedule appointments after school hours. If it is absolutely necessary to dismiss your child from school, we request dismissal happen no later than 30 minutes prior to the end of the school day due to interference with the building's dismissal procedures.Dismissals that occur within a half hour of the end of the day may result in following the regular dismissal procedures.

The safety of our students is a priority. If your child will be picked up by someone other than a contact person listed as an emergency contact, please give that person's name to your child's teacher; that person will also need to present a photo ID when dismissing the student.

Late Pick Ups

It is the parent's responsibility to pick up students on time from school, from the school bus, and from school activities. **Students are considered a late pickup if they are not picked up from school by the building's established time (see page 11).** Families of students in grades K-7 who are tardy in picking up their child(ren) after school will be charged a late fee of $1 per minute per child which will be due at the time of pick up. If we cannot reach a parent or guardian within 1.5 hours after school has released, we will determine that the child has been abandoned and the Worcester Police Department will be notified. Additionally, as mandated reporters, we are required to file a form Massachusetts General Law Chapter 119 Section 51A, "Reporting of Suspected Abuse or Neglect of a Child."

Elementary School Parent Responsibility for Picking Up Their Child(ren) at the Bus Stop

At AKF elementary school, 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 designate another responsible adult to pick up their child at school, or to meet their child at the bus stop. Please notify the elementary school before 2:00 p.m. if there is a change in the person who will be picking up your child(ren) from the school or at the bus stop, so building staff can inform the bus driver.

Parents 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. Parents must wait outside of their vehicles, where the bus doors open at the bus stop, regardless of the weather. This will allow the bus driver to verify that the appropriate person is picking up the students. Please arrive at the bus stop 10 minutes before the scheduled time.

For the safety of our students, students in grades K-3 will not be left at a bus stop if a parent (or other responsible party) is not there to meet them; they will be brought back to the school. Students who are returned to the school more than three times because a parent (or other responsible party) is not at the bus stop to meet them will lose their bus privileges for the remainder of the year. Parents will be charged a $25 fee (per child) when their child is returned to school on the school bus. If the late fee is not paid, the child will lose their bus privilege.

School Cancellations and Delays

Decision to Close or Delay:

If inclement weather impacts the morning commute, the Executive Director or their designee will decide whether to cancel school or delay the opening of school. Abby Kelley operates its own school district within the city of Worceter. As a regional school there are times when we must consider the weather and road conditions beyond the Worcester area; this means Abby Kelley does not automatically follow Worcester Public School's decision to close or delay. Please note that plowing and treating roads is the Highway Department's first priority, and neighborhood sidewalks may not be cleared prior to the morning commute. Conditions will vary in different neighborhoods (especially side streets), and many sidewalks may not be cleared for some time after snowfall.

Parents are in the best position to judge the situation in their own neighborhood and to make decisions regarding safety. When you are deciding whether your child may walk to school or wait at a bus stop, or to drive your child to school, please be mindful of the conditions, especially given the height of snow banks at intersections and in parking lots.

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During poor weather, parent pick up and drop off lines at schools and bus routes will typically run more slowly than on a normal day, so we appreciate your patience and understanding.

Communication of Closures and Delays

In the event of a snow day or delayed opening, parents should listen to local radio stations In the event of a snow day or delayed opening, Abby Kelley may send a text message, email and /or automated phone call to families. To ensure you receive these communications, be sure to keep your contact information up to date with the school.

Delay Information

In cases where some additional time for road treatment and snow removal from campuses will be needed for school to be held, the Executive Director may choose to delay the opening of school. Typically this will be a two-hour delay, but occasionally a one-hour or 90-minute delay may be put in effect. When there is a delay of any kind or a cancellation, the Before School Morning Program will be open following the delay schedule.

Please see the table on page 11 for the adjusted start times in the case of a delay. When a delay is called, students may not arrive at the school until one hour, 90 minutes or two hours later than the time they are allowed to arrive on a normal day, as there will not be access and supervision prior to that time. Bus routes will also begin one hour, 90 minutes or two hours later than on a normal day.

Early Dismissals Due to Weather

Under rare circumstances, the Executive Director or their designee may determine that inclement weather that threatens to make the afternoon commute unsafe requires an early dismissal from school. If such a decision is made, we will notify families using our automated phone and e-mail system (One Call Now) so that all primary phone numbers and emails on record will be called. Families are asked to plan ahead regarding childcare for such a situation.

High School Attendance and Graduation Requirements

A student who has enrolled in a class at AKFCS high school is expected to be present each time the course is in session. High school students will not receive full credit when they exceed the following number of absences:

- fourteen (14) class absences per one-credit course
- seven (7) class absences for courses less than one credit
- vacation days taken during regularly scheduled school time are absences

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. Students and Parents will receive written notification of students' loss of credit due to exceeding fourteen (14) absences. The failure of parents/guardians to receive these notifications does not change the facts or consequences regarding a student's absences. Attendance is required to earn credit for all subject areas.

Absences Not Resulting in a Loss of Credit

The following is a list of absences that will not count toward the loss of credit:

- Religious holy days. The student's religion must require that the student does not attend school on the specific holy day or that school attendance would interfere with required religious observances.
- Court appearance. The student must have been subpoenaed to appear in a court of law. The student must be a witness, plaintiff, or defendant in a court proceeding. Within five (5) school days before or after the required court appearance, the parent/guardian must notify the school in writing and provide documentation from the court.
- Extended hospitalization. The parent/guardian must submit to the school release papers from the hospital documenting the student's extended hospitalization. Because of a serious illness documented in writing by a doctor, any student who will be out of school for fourteen (14) consecutive days will receive home or hospital instruction.
- Documented medical absence for repeated days when excused by a physician.
- A death in the immediate family or other significant family crisis.

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- Days out of school because of out-of-school suspensions are absences that do not count towards a loss of academic credit. Students who are absent because of out-of-school suspensions must make arrangements to make up missed assignments, homework, and/ or tests. Allowing students to make up the missed work is at the discretion of each teacher. Students who are suspended as a result of skipping Saturday detention will be required to make up that time.

The principal can determine that other extenuating circumstances justify absences which do not merit a loss of academic credit. The principal has the right to require and seek additional medical opinions and diagnosis regarding a student's absence(s) due to illness.

Attendance Buyback Program

During the school year, eligible students in grades 8-12 may be able to voluntarily participate in an Attendance Buyback Program. Through this program, students can make up the credit(s) which they lost due to excessive absences. To be eligible for the Attendance Buyback Program, students must have passed a course and must have between 15 and 22 absences. Eligible students who complete additional hours of instruction on Saturday mornings can then receive full credit for the course. Students will not be able to change their passing grade for the course. Student eligibility is determined by the high school principal. Eligible students who are interested in this program should contact the high school guidance counselor for additional information.

Students in excess of 22 absences from a class will not be able to buy back the hours missed and will lose credit for that course. Students who do not receive credit for a course due to attendance will be required to take that class in summer school or repeat it the following year. Repeating the class could put the expected date of graduation in jeopardy for the student.

Administrative Procedure for Loss of Credit

- In any case where a student fails to receive credit for any course, the final course grade will still be recorded on that student's permanent record card.
- In the case where no credit is received for a course required for graduation (e.g., American History) and in which a passing grade has been received, it would be strongly recommended that the course be repeated.
- A minimum of twenty-six (26) credits is required to receive a diploma subject to budget allocation.

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Attendance Related Times by Building

	Elementary School	Middle School	High School
Doors Open	8:30 AM	7:15 AM	7:00 AM
Tardy By	8:45 AM	7:25 AM	7:20 AM
Absent Notification	8:30 AM	7:15 AM	8:30 AM
Absent if dismissed before	**Half Day**: Absent if dismissed at any time **Full Day:** 12:05 PM	**Half Day:** Absent if dismissed at any time **Full Day:** 10:35 AM	**Half Day:** Absent if dismissed at any time **Full Day:**10:35 AM
Parent Pick Ups	**Half Day:** 11:45 AM **Full Day:** 3:15 PM	**Half Day:** 10:45 AM **Full Day:** 2:15 PM	**Half Day:** 11:00 AM **Full Day:** 2:15 PM
Buses Depart	**Half Day:** 12:00 PM **Full Day:** 3:30 PM	**Half Day:** 10:45 AM **Full Day:** 2:15 PM	**Half Day:** 11:00 AM **Full Day:** 2:15 PM
Late Pick-Up (Fee charged)	**Half Day:** 12:00 PM **Full Day:** 3:30 PM	**Half Day:** 12:15 PM **Full Day:** 3:15 PM	**Half Day: NA** **Full Day: NA**

Inclement Weather/ Delay Times by Building

One (1) hour Delay Times

	Elementary School	Middle School	High School
Doors Open	9:30 AM	8:05 AM	8:00 AM
Tardy Time	9:45 AM	8:25 AM	8:21 AM

Ninty (90) minute Delay Times

	Elementary School	Middle School	High School
Doors Open	10:00 AM	8:35 AM	8:30 AM
Tardy Time	10:15 AM	8:55 AM	8:51 AM

Two (2) hour Delay Times

	Elementary School	Middle School	High School
Doors Open	10:30 AM	9:05 AM	9:00 AM
Tardy Time	10:45 AM	9:25 AM	9:21 AM

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Elementary Dismissal Procedure

The dismissal time for parent pick-ups on half days is **11:45 a.m**., and dismissal time for parent pick-ups on regular full days is **3:15 p.m**. The busses will leave the elementary school at approximately **11:55 a.m**. on half days and at approximately **3:25 p.m**. on regular full days. The safety of our students is a priority. There are several procedures that need to be followed during arrival and dismissal times:

1. Parents and guardians who are dropping off or picking up their students **must** proceed single file through the drop off line, which enters through the back of the parking lot on Brooks Street and exits onto New Bond Street.
2. Our "Walker Line" which crosses Route 12 is **only** for those students who **walk** to and from home. For safety reasons, do not park on Route 12 and drop off your student. That area has become congested and has become a safety issue.
3. Elementary school students **are not** to be dropped off on New Bond Street in the morning. Our busses enter and exit on New Bond Street, and it is dangerous to have students exiting their cars at the same time.
4. Parents and guardians who are dropping off Middle School students must take a right after the Middle School and exit onto Brooks Street. **U-turns are not allowed** on New Bond Street in the morning.
5. Proceed single file through the drop off line and exit onto New Bond Street. Do not use handicapped spots as a drop off location for your elementary school student in the morning.
6. When dropping your child off in the morning, please allow them to exit the car once you are along the sidewalk. Please do not wait until you have reached the front door to allow your child to exit the car. This helps to keep traffic moving.
7. Staff members are outside to assist students if needed. However, to help the flow of traffic, please allow your child to exit the car on their own if they are capable.
8. Early dismissals should occur before 11:00 a.m. on half days and before 2:15 p.m. on full days. Buses begin to arrive a half hour prior to dismissal and the parking lot becomes congested. It is also difficult to reach homeroom teachers at the end of the school day. Dismissals that occur within a half hour of the end of the day may result in waiting in line with other families.
9. Middle School students are not allowed to dismiss elementary school students.

Uniform Policy

School uniforms 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. Student's appearance must never distract from or disrupt the regular education process. All attire should be kept neat, clean and in good condition at all times. Personal hygiene must meet the highest standard.

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 and families/parents may be contacted regarding uniform issues. Uniform infractions may result in disciplinary action.

The Administration (Executive Director, Principal and/or appointed representative) 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 without Board approval; however, provisions for jewelry and hair are subject to change.

Any lost uniform items will be kept in a Lost and Found Area for **two weeks**; after that time, any unclaimed items will be donated. The school is not responsible for lost/stolen items or those left at the playground, activity center, or gymnasium throughout the school day. We recommend that clothes are labeled with the student's name.

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Dress Code

- Stripes, designs, writing or any logo other than AKFCS approved logo is not allowed on any uniform item.
- Hats and bandannas are not allowed in the building and are not part of the uniform.
- Shirts must be kept tucked in at all times and clean.
- All shirts must fit comfortably, not too tight or baggy. Only the top button is allowed to remain unbuttoned on all shirt styles.
- Variations of the color blue or maroon are not allowed.
- Students are not allowed to wear any long sleeve shirts under their uniform shirts.
- Pants should be traditional style tan khakis for all grades K-12 or black slacks/ dress pants (for 8th graders only). All bottoms must fit comfortably, not be too tight or baggy. Pants may not be wide-legged; this includes all styles of bell-bottoms, baggy, oversized, or flares. Denim or denim-style pants are not allowed. Cargo pants (or pants with large pockets), capris or leggings/Jeggings are not allowed. No Joggers. Pants should be worn at the waist and should not have ragged cuffs or fall below the top of the heel of the shoe.

Abby Kelley Students are prohibited from wearing headwear, including but not limited to: hats, hoods (including those on the senior sweatshirts), bonnets, bandanas. Exceptions will be made for documented religious or medical reasons, or identified disabilities.

Elementary School (K-3) Uniform Policy

	Color	Style	Notes
Uniform Shirts	Burgundy/maroon, (with or without the Abby Kelley logo)	Knit polo/golf shirt with a collar, long or short sleeves	• Stripes, logos or designs are not allowed on the shirts, other than the Abby Kelley Foster logo. • Not all types of burgundy shirt are acceptable; for example cotton dress shirts, T-shirts, or sweatshirts are not part of the uniform.
Uniform Pants/ Bottoms	Khaki	Slacks, shorts, skirt, skort, or jumper	• The length of the pants should reach below the ankle. • Skirts, skorts, and jumpers must be knee length, no floor length skirts or mini-skirts. • Shorts must be mid-thigh length; no "short shorts" will be allowed. Shorts may only be worn in August and September, May and June.
Shoes	NA	Closed toe, closed heel only. (No Crocs, sandals, flip flops, dress shoes with heels, or open toe shoes allowed)	• All students are required to wear sneakers while participating in physical education class. Those students without sneakers will be unable to participate and will receive a zero for that class.
Socks	White, Khaki, Burgundy, Brown or Black	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 - Optional	Black or Brown	NA	• Belts may not have any design or color other than black or brown..
Sweater/ Vest - Optional	Burgundy/maroon, with or without the Abby Kelley logo	V neck pullover, button up cardigan, vest or fleece	• Zip up sweaters or sweatshirts (with or without hoods) may be worn at recess only

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Jewelry	Students may wear one pair of simple stud earrings or very small hoops. No other jewelry is allowed. Watches are allowed as long as they are not a distraction to the student and/or the class.
Hair	Hair must be kept clean and neatly styled. Functional items are allowed, i.e. hair clips, headbands, etc.
Makeup, Etc.	Makeup, including artificial nails, and hair/body glitter, is not allowed for students in Grades K-3. Students will be asked to remove it. Temporary tattoos are not allowed. Perfume and cologne are not allowed for students in Grades K-3.

Elementary School (K-3) Gym Uniform Policy

In addition to the K-3 uniform policy above, the Elementary School will allow students to wear the following appropriate gym uniform attire, all day, only on days they have physical education class.

	Color	Style	Notes
Gyms Shirts	Gray or Maroon	Long sleeve or short sleeve T-shirt	• solid color only, no words, graphics, or logo except for AKFCS logo
Gym Pants	Gray or Maroon	Full-length sweatpants or shorts in warm weather only	• solid color only, no words, graphics, or logo except for AKFCS logo
Gym Sweatshirt	Gray or Maroon	Pull over, no hood allowed	• solid color only, no words, graphics, or logo except for AKFCS logo
These gym uniform items can be purchased at any store. The AKFCS logo is available for an extra charge at Allen's Uniforms.			

Kindergarten Students ONLY

Students in Kindergarten have the choice to wear either the Khaki pants/maroon shirt (traditional Elementary School uniform) or the appropriate gym uniform attire (gray/maroon pants, shorts, t-shirt) even on days they do not have gym. See chart above The flexibility for the uniform is to encourage independence, comfort, and self-help in the youngest students when it comes to play and bathroom breaks, especially.

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Middle School (4-7) Uniform Policy

	Color	Style	Notes
Uniform Shirts	Light Blue	Collared polo shirt/golf shirt with long or short sleeves with or without the AKFCS logo or Oxford style button down with long or short sleeves.	
Uniform Pants/ Bottoms	Khaki	Slacks, shorts, skirt, skort, or jumper	• The length of the pants should reach below the ankle. • Skirts, skorts, and jumpers must be knee length, no floor length skirts or mini-skirts. • Shorts must be mid-thigh length; no "short shorts" will be allowed. Shorts may only be worn in August and September, May and June. Khaki/ tan colored denim or denim-style pants are not allowed. Cargo pants (or pants with large pockets), capris,leggings/jeggings, or jams are not allowed. Students may wear a school chosen PLAID skirt that must be purchased from Allen's Uniform Stores. ○ Navy, white, black or gray tights or Navy, white, black or gray knee socks must be worn with the skirt.
Shoes	NA	Closed toe, closed heel only. (No Crocs, sandals, flip flops, dress shoes with heels, or open toe shoes allowed)	• All students are required to wear sneakers while participating in physical education class.
Socks	White, Khaki, Burgundy, Brown or Black	Ankle socks, knee socks, or tights.	• Socks must be a solid color and may not disrupt the learning environment. • No designs, stripes or logos on the socks or tights are allowed.
Belt - Optional	Black or Brown	NA	• Belts may not have any design or color other than black or brown • Students may be required to wear a belt if their pants do not fit properly at the waist, but otherwise a belt is not required.
Sweater/ Optional	Gray	V neck pullover	• Gray cardigans, gray crew neck sweaters and/or sweaters with hoods or zippers are not allow • A student may be asked to take off the sweater if it appears to be causing overheating.
Jewelry	Students may wear one pair of simple stud earrings or very small hoops. No other jewelry is allowed. Watches are allowed as long as they are not a distraction to the student and/or the class.		
Hair	Hair must be kept clean and neatly styled. Functional items are allowed, i.e. hair clips, headbands, etc.		

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Makeup, Etc.	Grades 4-6 **NO MAKEUP IS ALLOWED.** Grades 7 students are allowed to wear light and tasteful make-up and nail polish as determined by the School. Black nail polish is not allowed. Tattoos, body piercings (nose, lip, etc) and/or other body markings are not allowed.
Gym Requirements	• All students are required to wear **SNEAKERS for gym class.** Those students without appropriate footwear will receive a zero for that class.

High School Uniform Policy- Grade 8 Only

	Color	Style	Notes
Uniform Shirts	Light Blue Only	Oxford style button down with long or short shirt sleeves.	
Uniform Pants/ Bottoms	Black	Slacks or, skirt	• Cargo pants, Jeans, Joggers and Capri's are not allowed. • Students may wear a school chosen black skirt that must be purchased from JB Edwards or Allen's. Skirts may not be altered in any way.
Shoes	NA	Closed toe, closed heel only	• no clogs, sandals, flip-flops, slippers, moccasins or any other shoes deemed unsafe. • Heels must not exceed two inches (2") from the back top of the heel to the bottom. • Students may wear boots on as long as the pant leg covers the boot. • Students should bring sneakers to change into for physical education.
Belt	Black or Brown	NA	• Belts may not have any design or color other than black or brown • All students are required to wear a belt.
Sweater	Gray	V Neck Only	• The sweaters must be pull-over. Gray cardigans (button up) or gray crew neck sweaters are not allowed. **Students are not allowed to wear any other sweatshirts or vest during the school day.**
Tie	• Ties are optional for high school students grades 8-12		
Hair	• Hair must be kept clean and neatly styled. Functional items are allowed, i.e. hair clips, etc. Decorative items such as bandanas and headbands are not a part of the school uniform. Each student must have their facial hair neatly maintained.		
Makeup, Etc.	• High school students are allowed to wear light and tasteful make-up and nail polish.		
Backpacks	• Students are not allowed to carry backpacks during the school day and will keep them in their lockers. Students may carry small clutch purses.		
Gym Requirements	• All students are required to wear sneakers on days they have gym. • Students may bring gym attire to change into. • Those students without appropriate sneakers for gym will receive a zero for that class.		

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High School Uniform Policy- Grade 9-12

	Color	Style	Notes
Uniform Shirts	Light Blue Only	Oxford style button down with long or short shirt sleeves.	
Uniform Pants/ Bottoms	Khaki	Slacks or, skirt	• Cargo pants, Jeans, Joggers and Capri's are not allowed. • Students may wear a school chosen plaid skirt that must be purchased from JB Edwards or Allen's. Skirts may not be altered in any way.
Shoes	NA	Closed toe, closed heel only	• no clogs, sandals, flip-flops, slippers, moccasins or any other shoes deemed unsafe. • Heels must not exceed two inches (2") from the back top of the heel to the bottom. • Students may wear boots on as long as the pant leg covers the boot. • Students should bring sneakers to change into for physical education.
Belt	Black or Brown	NA	• Belts may not have any design or color other than black or brown • All students are required to wear a belt.
Sweater	Gray	V-Neck Only	• The sweaters must be pull-over. Gray cardigans (button up) or gray crew neck sweaters are not allowed. **Students are not allowed to wear any other sweatshirts or vest during the school day.**
Tie	• Ties are optional for high school students grades 8-12		
Hair	• Hair must be kept clean and neatly styled. Functional items are allowed, i.e. hair clips, etc. Decorative items such as bandanas and headbands are not a part of the school uniform. Each student must have their facial hair neatly maintained.		
Makeup, Etc.	• High school students are allowed to wear light and tasteful make-up and nail polish.		
Backpacks	• Students are not allowed to carry backpacks during the school day and will keep them in their lockers. Students may carry small clutch purses.		
Gym Uniform	• All students are required to wear sneakers and a t-shirt. Students must supply their own appropriate gym shorts and/or pants. Those students without appropriate gym uniforms will receive a zero for that class.		

K- 12 Mask guidance

Masks are optional for students to wear. Masks must be a solid color (no writing, images or graphics. Masks with an official AKF logo are permitted (the logo must be printed on a solid color mask)

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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. Toy weapons are strictly prohibited. Any inappropriate item that is brought into school will be confiscated

Student Identification Cards

Student ID cards and lanyards are provided free of charge at the beginning of each school year. Student ID cards monitor school meals, library books and safety. Abby Kelley Foster requires all students in grades 4-12 to wear their Student Identification Cards on a school issued breakaway lanyard.

There is a $5.00 replacement fee for lost cards and lanyards and a $1.00 replacement fee for damaged lanyards.

Uniform Violations

Grades K-12
Students found in violation of the uniform policy may be subject to disciplinary action, ranging from a verbal warning to office referral/ detentions.

Middle and High School Locker Policy

The lockers are school property. The school reserves the right to access lockers when deemed necessary. Students must use the locker assigned to them for the current school year, swapping is not allowed, and they are accountable for that locker and its contents. Opening another student's locker is an invasion of privacy and may lead to disciplinary action.

- Lockers must be locked at all times.
- Students may not decorate the outside of their lockers.
- Anything attached to the inside of the locker must be removed prior to the end of the school year.
- The school is not responsible for lost or stolen items.
- Students may be held responsible broken locks

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. If your child is removed from the bus for any reason, this applies to any and all Abby Kelley Foster buses. A bus suspension is not considered served if the child is absent from school, or if there is no school for any reason.

All students are eligible for transportation services. Please be aware that transportation will be provided from designated pick-up and drop-off points (cluster stops) within our charter region (Auburn,, Leicester, Millbury, Oxford, Shrewsbury, Sutton, Wachusett, West Boylston, and Worcester) and that it will not be a door-to-door service.

Riding on the bus to and from school is an extension of the school day. The School and the transportation company acknowledge that students riding the bus are under the authority of the school bus driver. Students who do not meet bus riding rules and expectations will be reported to the School. Students who have difficulty behaving on the bus may lose the privilege to ride the bus and transportation will become the responsibility of the parent.

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We strive to attain and maintain a safe and controlled environment for your child at all times throughout the school day. The School and the bus drivers reserve the right to assign seats for students on the bus, at their discretion. Please be advised that Abby Kelley Foster reserves the right to utilize video and/or audio recording devices on buses for purposes of monitoring student behavior. Due to confidentiality, it is viewed by school personnel only. 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. If you opt out of your student being videotaped or recorded, you may be required to provide transportation for your child. Parents do not have the right to view bus videos.

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

Abby Kelley Foster Charter Public School outsources bussing to AA Transportation; bussing staff are not employees of AKFCS. Any questions or concerns regarding the bus company and/or bus staff, please contact AA Transportation at 508-791-9100 extension 2.

Bus Accident Policy

ADD one- waiting for attorny's recomendation

Bus and Bus Stop Assignments

Upon enrollment. The School will assign a student a bus stop according to their home address. In the event the assigned stop does not meet the needs of the family, parents may choose to select a bus stop within the established route. To request a new bus stop, parents and/or guardians should contact the building's assistant principal. Additionally, if a student changes their address, such changes should be made to the school via email or phone call.

For complete bus routes, see the AKF website.

Dismissal from School or the School Bus

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 designate another responsible adult to pick up their child at school, or to meet their child at the bus stop. Please notify the School no later than 1 hour before dismissal begins if there is a change in the person who will be picking up your child(ren) from the school or at the bus stop, so we can inform the bus driver.

Elementary School (K-3) Dismissal from School for the School Bus

ONLY students in Grades K-3 will be allowed to ride on the Elementary School Bus. Parents or guardians should wait for the child on the right side of the bus, where the doors open, so the student will not be required to cross in front of the bus or behind it. Please arrive at the bus stop 10 minutes before the scheduled time. **For the safety of our students, elementary school (K-3) children will not be left at a bus stop if a parent (or other responsible party) is not there to meet them**; they will be brought back to the school. Students who are returned to the school more than three times because a parent (or other responsible party) is not at the bus stop to meet them will lose their bus privileges for the remainder of the year. Parents will be charged a late fee of $1 per minute per child which will be due at the time of pick up. when their child is returned to school on the school bus. If the late fee is not paid, the child will lose their bus privilege. If we cannot reach a parent or guardian by 5:00 p.m. on a full day and 1:30 p.m. on a half day, we will determine that the child has been abandoned and the Worcester Police Department may be notified. Additionally, as mandated reporters, we are required to file a form Massachusetts General Law Chapter 119 Section 51A, "Reporting of Suspected Abuse or Neglect of a Child."

K- 12 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.

K-12 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 if the following expectations are not followed:

- Students are to wait in orderly lines before boarding the bus.
- Students may speak in quiet voices 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.
- Students will not take anything out of their backpacks other than a book to read (including toys, paper, pencils, electronic decides, etc.).

Types of behavior that may result in a loss of bus riding privileges if the following expectations are not followed:

- 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 or school staff.
- 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 if the following expectations are not followed

- 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.
- Students will not use their cell phone or any other electronic devices.

K-12 Bus Violation/Consequences

If a student cannot 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, they 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 or Assistant Principal, in consultation with the School Administration, will determine the length of all bus suspensions. Bus suspensions will apply to any and all Abby Kelley Foster school busses. 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. 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 Principal or Assistant Principal.

High School Student Drivers and Parking

Students who hold a valid Massachusetts driver's license may drive to school. Under current law, no person holding a junior operator's license shall operate a motor vehicle during the first six months of licensure while a person under 18 years of age, other than the operator or an immediate family member of the operator, is present in such vehicle unless also accompanied by an operator, duly licensed by his state of residence, who is 21 years of age or over, who has had at least one year of driving experience and who is occupying a seat beside the driver. MGL Chapter 80 Section 8.

Draft

Walker Policy
To be created??- waiting for attorney's recommendation

High School Student Parking

There is a limited amount of student parking available. The cost is $25.00 per year and the car must be registered at the school. Students must provide a valid driver's license and proof of insurance for the vehicle they intend to drive in order to be registered. Students will be issued a parking permit that must be prominently displayed on the rear view mirror in their vehicle. Students who park improperly, do not display their parking permits, litter, loiter, violate school attendance policies, sit in or use their vehicle during unauthorized school hours, or disregard the traffic regulations of 6-10 New Bond Street, will lose their parking privileges.

Because there are limited parking spots available, seniors will receive their first choice of parking spaces. If these spots are not claimed by the end of the first week of school, the spots will be made available, by lottery to juniors who have no serious disciplinary actions from the previous year. The principal/assistant principal reserves the right to make the final determination regarding parking privileges.

Students and parents must assume in writing all responsibility and liability for comprehensive and collision claims that may result from collisions on school property. The Abby Kelley Foster Charter Public School assumes no liability for vehicles, passengers, or pedestrians. Students may not access their vehicles during regular school hours. Students who use parking spots without authorization will be towed at the owner's expense.

Electronic Device Policy

Elementary School (K-3)

Personal electronic devices of any kind including but not limited to laptops, tablets, and smartwatches, are not allowed on school premises, during field trips, or on school buses without expressed permission of appropriate school personnel. Any such device found on a student will be confiscated and held until a parent comes to the school to pick it up. However, cell phones may be brought to school but must be turned off and kept in the student's backpack while on the bus and on school property. Cell phones may not be used at any time on school grounds or school buses for any reason. If the cell phone makes noise or is taken out of the backpack at any time, it may be confiscated and held until a parent comes to the school to pick it up. In addition, Abby Kelley Foster is not responsible for lost or stolen property.

The use of technology, whether owned or not owned by the Abby Kelley Foster Charter Public School, whether on or off school property, is subject to the Bullying Prevention and Intervention Plan and other disciplinary rules promulgated by Abby Kelley Foster. Impermissible use of any technology will be subject to discipline, up to and possibly including expulsion from school.

Middle School and High School (4-12)

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 locker may be considered to be in the possession of the student assigned to the locker for purposes of disciplinary action. Students may not use unauthorized laptops or electronic devices at any time. However, cell phones and iPods/MP3 players may be brought to school but must be secured in the student's locker. Abby Kelley Foster is not responsible for lost or stolen property. Cell phones and iPods/MP3 players may not be used during school hours and must be turned off.

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. Cell phones shall not be used at any time on school grounds or at school-sponsored events for text messaging, photos, or other functions. A student shall not possess a laser pointing device of any type on school premises or in 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.

The use of technology, whether owned or not owned by the Abby Kelley Foster Charter Public School, whether on or off school property, is subject to the Bullying Prevention and Intervention Plan and other disciplinary rules promulgated by Abby Kelley Foster. Impermissible use of any technology will be subject to discipline, up to and possibly including expulsion from school.

Cell Phone Violations:

- 1st offense - Office detention.
- 2nd offense - Saturday detention and parents must pick up the phone.
- 3rd offense - The phone is confiscated for the reminder of the year and Saturday detention.
- 4th offense - The student will be suspended.

At the Administration's discretion, following **any** electronic device infraction, students may be

required to check their device in at the front desk each day.

School Nutrition Program

Abby Kelley Foster Charter Public High School offers all students a nutritionally balanced breakfast and lunch every day. All meals meet the USDA guidelines and restrictions for the National Breakfast and School Lunch Program. The school contracts with Elior Meals Systems, a registered vendor with the National School Nutrition Program. Nutritious, well-balanced meals are pre-packaged, cooked on campus and served to grades K through 5. Meals are prepared and served in the High School Kitchen/Cafeteria for grades 8 through 12 and delivered to the middle school for grades 6 through 7. Breakfast is served daily with the change of receiving breakfast after the first academic bell, if a student is late. Lunch is a 20 minute period. **Sharing food with other students is prohibited in order to minimize the spread of viruses and the risk of allergic reaction.**

For updated information from our Nutrition department, including breakfast and lunch menus, please see the AKF website.

Operating As A CEP District

All students during the school year can choose to receive a free breakfast and lunch daily. Notice of Direct Certification is sent to families via email who are Directly Certified through MA state programs. No paper applications are required. In order for meals to be free under our CEP agreement, students must take a breakfast or lunch that includes 3 meal components, one of those components being a fruit and/or vegetable. ***Nutrition members will encourage students to practice this requirement, however, if a student denies a meal that meets the reimbursable guidelines, this meal will be charged to the student's meal account. Paid breakfast price is $1.90 and lunch price is $3.50. Milk purchased alone is also not free for students. This comes at a cost of $.75 per carton.***

On half days of school, all students will be offered a cold lunch. Scheduling for eating lunch on half days will be at the discretion of the nutrition department and/or the building Principal.

Policy Regarding Charging of Meals

Abby Kelley Students will not be prohibited from charging meals. If you receive an outstanding balance notice and have any questions/concerns, contact the Director of Food & Nutrition Services, Stephanie Collins at 508-854-8400 x 4645. The school can also provide you with *Hunger Prevention Resources and access to SNAP benefit information*, if needed.

Nonpayment of outstanding meal balances will be referred to the building principal for a conference so that a solution can be found, if necessary.

Payment System

Abby Kelley Foster Charter Public School uses a bar coded ID card. This card is provided free by the school at the beginning of each year and is used for many purposes: Replacement of lost ID card is a $6.00 fee. The AKF School has an online payment option for your convenience. Visit www.payschoolscentral.com and set up a Credit Card payment for your child. This feature is at no expense to you. Checks can also be sent to the school – please make sure your child's name is on the check. Outstanding balance notices are sent home each week via email, please make sure the school has your correct address.

Please see Appendix A for the SFA civil rights policy as well as the meal modification policy.

Cafeteria

Each building has a cafeteria space for lunch. In order to provide all students with a safe and healthy lunch period, the following rules apply:

- Students must report during the assigned lunch period.
- Students must be seated during lunch and remain in the cafeteria until dismissed.
- Students must deposit trash and recyclables in designated areas.
- Students must leave tables and chairs in good order.
- Students must behave in a manner consistent with the Abby Kelley Foster mission and code of conduct.

School Wellness Policy

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

Abby Kelley Foster will provide a learning environment for developing and practicing lifelong wellness habits. 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. All foods available on school grounds and at school sponsored activities during the instructional day should meet or exceed the USDA's nutritional standards.

We strive to 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 is oftentimes included in our daily education program as well as after school activities.

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

We have a school wide Wellness Committee that meets quarterly and reviews the implementation of the policy.

School Celebrations and Parties

Due to the increase in food allergies, the School will no longer accept cupcakes, cakes, or food items for students' birthdays. Please be informed and understand that any food items brought into the building, other than for individual consumption, will be sent home immediately or donated for the safety and well-being of all children in our care. Please do not send birthday invitations to distribute during school hours; this should be done outside of school hours.

Draft

School Nurse

Emergency Cards

Please keep your child's homeroom teacher updated regarding address or phone number changes

Abby Kelley Foster employs 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 life threatening allergies, food allergies, 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 will explain the emergency 911 protocol to the parent and contact 911 if he or she determines that the circumstances warrant intervention by emergency services.

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, two doses of the 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 3:

- 3 doses of hepatitis B
- 5 doses of DTap/DTP
- 4 doses of Polio
- 2 doses of MMR
- 2 doses of Varicella
- Proof of lead screening is also required.

The following are the required immunizations for Grades 7 & 11 (or any student ≥12 years)

Grade 7:

- 1 dose of Tdap
- 1 dose; 1 dose MenACWY (formerly MCV4) required

Grade 11:

- 2nd doses; second dose MenACWY (formerly MCV4) must be given on or after the 16th birthday

For more information, please see the DPH website at www.mass.gov.

MASSACHUSETTS DEPARTMENT OF PUBLIC HEALTH Immunization Exemptions and Vaccine Preventable Disease Exclusion in School Settings. Definition of Allowable Exemptions (see MGL c. 76 §§15, 15C, 15D; 105 CMR 220)

Physical Examinations

A periodic physical examination is important for all children and adolescents. Current Massachusetts law (105 CMR 200.000) requires physical examinations of school children 12 months before entry into school or within the first 30 days of entrance to school and at intervals of either three or four years thereafter (entrance to 4th grade and 7th grade). Students are also required to have proof of an updated and signed physical with sports clearance within the previous 13 months in order to play in individual or team sports.

Vision and Hearing Screening

In accordance with M.G.L. c. 71, § 57, upon entering kindergarten or within 30 days after school entry, the parent or guardian of each child shall present certification that the student within the previous 12 months has passed a vision screening conducted by personnel approved by the Department. The hearing of each student in the public schools to be screened in the year of school entry and annually through grade 3 (or by age nine in the case of ungraded classrooms), once in grades 6 through 8 (ages 12 through 14 in the case of ungraded classrooms), and once in grades 9 through 12 (ages 15 through 18 in the case of ungraded classrooms).

For any student who does not pass a vision or hearing screening, a written plan shall be developed by the school nurse, in consultation to the extent possible with a student's parent or legal guardian, for appropriate follow up of the student.

BMI Screening

Weight and height shall be measured for each student in grades 1, 4, 7, and 10. The student's Body Mass Index (BMI) score and corresponding percentile are calculated. Parents and legal guardians shall be provided with an opportunity to request, in writing, that their child's measurements not be taken.

Scoliosis Screening

All students in grade 5- 9 are required to receive an annual scoliosis screening from the school nurse.

SBIRT Screenings

Screening, Brief Intervention and Referral to Treatment is done in grades 7 and 9.
The screening uses the CRAFFT tool as recommended by the American Academy of Pediatrics' Committee on Substance Abuse. Student screening sessions will be brief and conducted confidentially in a private, one-on-one session.

Dental Screenings

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.

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 nurse's office. 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.

Bathroom or Spill Related Accidents

Kindergarten students are expected to have an extra labeled full pair of clothing (top, bottom, socks and underwear) in school as a backup for bathroom related accidents, spills etc. This backup does not have to be a school uniform.

Grades 1-12, in an event that a student needs a change of clothing and does not have one, the nurse will be contacted to see if there is clothing available. If in the case that there is no clothing available for the student, the parent, guardian, or emergency contact will be notified to request a change of clothes be dropped off.

Abby Kelley Illness Policy and Procedures

- If your child has a temperature of **100.0 degrees or greater** within the last 24 hours they cannot be in school. Their temperature should be normal for 24 hours **without** the help of Tylenol, Motrin, or any other medication. Should your child return to school, the day after being sent home with a fever, parents/guardians will be called for pickup and are expected to come within an hour.
- If your child has a **diagnosis of strep throat,** they need to remain at home until he/she has been on antibiotics for a full **24 hours**.
- If your child has **vomited and is ill** during the previous night or in the morning, they cannot attend school.
- If your child has **diarrhea and is ill** during the previous night or in the morning, they cannot attend school.
- If your child has a **moist productive cough, chest congestion** or **thick nasal drainage,** they should remain home.
- If your child has **red, itchy, or swollen eyes that itch or have yellow drainage**, they should be seen by a doctor.
- If the nurse suspects your child may have **ringworm or impetigo**, you will be notified. He/she should be seen by a physician and may return to school with a doctor's note with a diagnosis. With these diagnoses, your child should remain at home until he/she has been on the course of treatment for a full 24 hours. With ringworm, the area should remain covered by a bandage while in school. (Please see the nurse for more information.)
- **Please** contact the school or school nurse if your child has a communicable disease, such as **chicken pox, measles, ringworm, impetigo or scabies.**

Medication Policy

Prescription medications may be administered at school by the nurse with a written order from a licensed healthcare provider, with parent permission, and in the original prescription labeled bottle.

For the safety of your child and others, children **CANNOT** transport medication to and from school. They must be handed off from a responsible adult, to a staff member, and the same when giving medication back. Arrangement for end of the year medication pickup will be made by the nurse. Emergency medications will need to be kept in school until the last day. Medications that are not picked up on the last day of school will be properly disposed of. Medications will not be kept in the building over the summer until the next school year.

Over the counter medication (acetaminophen, ibuprofen etc) will be administered by the school nurse with a signed parent/guardian consent. A new consent must be submitted every school year.

Epi pens & inhalers must also be accompanied by an action plan and a doctor's order. Children will be **unable** to attend scheduled field trips or before and after activities without their emergency medications.

Elementary school students may consume cough drops (dropped off to the school by a responsible adult). Cough drops will need to be accompanied by a parent/guardian written consent and must leave them in the nurse's office as they are considered an over the counter medication. **There will be no exceptions to these requirements.**

Abby Kelley Lice Policy

Abby Kelley checks all students for head lice at various times throughout the year. If a student is found to have head lice or nits (eggs), the student will not be allowed to attend school until proper treatment has been obtained and the student is nit free. **Children may not attend school with head lice or nits (eggs).** To re-enter school a parent/legal guardian is required to bring the child to the nurse's office for a recheck before returning to class or riding the bus. The student must: 1. Have been treated with a medically approved lice and nit killer, and 2. have had all nits (eggs) removed from the hair shafts. If lice or nits are present, the student must leave school until free of lice and nits. The students must then be rechecked and meet the above requirements.

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 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 response 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 student 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.

Alcohols, Drugs and Controlled Substances

In compliance with the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989, and pursuant to its commitment to provide students, student-athletes, employees, and visitors a safe and healthful campus, the School has implemented an Alcohol and Drug-Free Campus Policy. In addition, athletic events, whether they are held on school property or off-site, follow this policy. Therefore the same rules and regulations apply as aforementioned. This policy applies equally to all employees, faculty, students, student-athletes and visitors.

Use, possession, distribution, purchasing or being under the influence of alcohol or illegal substances 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.

No employee is permitted to supply students/ student-athletes with controlled substances of any kind, including but not limited to substances of illegal nature of any kind in any form (such as drugs, alcohol, cigarettes, e-cigarettes, etc.).

The above-referenced items are in no way intended to be an exhaustive list of prohibited conduct at the School. Failure to comply with any of these guidelines may result in immediate corrective action, up to and including termination of employment.

Alcohol/Illegal substances

Use, possession, distribution, purchasing or being under the influence of alcohol or illegal substances 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.

Draft

Tobacco

In accordance with G.L.71, section 2A, it is the policy of Abby Kelley Foster Charter School to prohibit the use of all tobacco products of any type within all school facilities, on all school grounds and on all school buses by any individual. The types of tobacco include but are not limited to:

- All types of smoking tobacco, including but not limited to cigarettes, cigars, little cigars, cigarillos, pipes, clove cigarettes, blunt wraps, vaping and any other burning of a tobacco product resulting in smoking.
- Smokeless tobacco products such as dip, snuff, tobacco chew, snus, spit pack, flavored tobacco and dissolvables as well as any other type of tobacco products that is ingested but not burned.
- Electronic cigarettes (e-cigarettes), personal vaporizer (PV) or electronic nicotine delivery products.

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 guidance counselor.

School Safety Policy

School Visitors:

All visitors to Abby Kelley Foster are required to sign in at the reception area and to wear a visitor's badge. All visitors must state the reason for their visit, the location, and time when checking in with the front desk. Faculty and staff have been instructed to escort anyone not having a visitor ID immediately to the receptionist for identification. Any visitor or volunteer should stay in the building and/or area in which they are assigned; they are not permitted to move freely throughout the premises, including additional areas of the school building. Volunteers and visitors who violate this agreement may have their privileges revoked. All volunteers are required to have a current, cleared CORI Check at Abby Kelley Foster before volunteering in the School. Please contact the school office to verify the status of your CORI Check.

Fire Drills/Evacuations/Intruder Drills:

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, intruder drills and other safety concerns. Specific signals and procedures have been established for all types of safety drills. Safe areas have been designated and teachers are equipped with instructions.

- Fire Drills are conducted at least 4 times a year with the Worcester Fire Department. Buildings may choose to have additional fire drills as well.
- AKF staff participate in ALICE training every year which gives them tools and practice for what to do in the event of an intruder in the building (enhanced lockdown, evacuation, etc.). This training is facilitated with the Worcester Police Department at the beginning of the year and then building level administration conducts drills with their individual buildings throughout the school year. These drills are done in a manner that matches the developmental level of each building.

In the event of an emergency, such as an off-site evacuation, lock down, etc., parents/guardians will be contacted via phone, text, and/or e-mail. It is crucial that parents maintain up-to-date contact information with the school. Please call the building's Administrative Assistant at any time to provide updated information.

For any questions regarding safety, please contact your building's Assistant Principal.

Draft

School Camera Policy:
Add a policy about our school's cameras and parents not being able to see footage?? Waiting for Attorneys recommendation.

Child Abuse and Neglect

If a school staff member suspects that a student is being abused or neglected, he/she is required by law (M.G.L. Ch. 119 §51A) to report it to the Massachusetts Department of Children and Families. All reports are confidential. Mandated reporters are not required to notify parents after a 51A has been filed.

Photographing/Videotaping/Social Media/Listing Names 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 Abby Kelley Foster reserves the right to utilize video and/or audio recording devices on school property and school events. This also includes student accomplishments and school events publicized through print media including local newspapers, school newsletters, any school performance programs, the school website, and social media. Unless you notify us otherwise, your signature on the return form of this Handbook constitutes an acknowledgement that you are aware of, have been informed of, and agree to the use of such recording and print devices.

The Abby Kelley Foster Charter Public School's strong academic offerings and impressive results have generated significant public interest and some media coverage. If for any reason you do not wish to have your child photographed, videotaped, or otherwise contacted by the media, please inform the school in writing.

Enrollment

As a charter school, Abby Kelley's enrollment is lottery based. Abby Kelley Foster Charter Public School will accept applications annually from October through January for the Enrollment Lottery. Abby Kelley maintains a waitlist following the lottery each year to fill student seats which may arise during the school year through February 15th annually.

For more information regarding enrollment, please visit our website.

Student Records and Confidentiality

Abby Kelley Foster 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. Unless a copy of a court order or restraining order is given to the School, a non-custodial parent/ guardian or anyone listed on the student's emergency card will be allowed to dismiss or pick up a student from school.

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. The custodial parent will be notified of the non-custodial parent's request for records.

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 post-secondary 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 any time 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.

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Age of Majority

A student who reaches the age of 18 may choose to act on his/her own behalf in educational matters. However, a parent may continue to exercise all rights until expressly limited by the student. A student who is at least 18 years of age who wishes to limit the rights of his parents should make that request in writing to the Executive Director. The Executive Director or designee will notify the parent that such a request has been made and will be honored. As provided in MGL Chapter 71, Sec 34E, the parent of any student enrolled at Abby Kelley Foster retains the right to inspect the student record, regardless of the age of the student.

Access and Amendments

A parent or eligible student has a right to access student records and seek an amendment if the parent or eligible student believes them to be inaccurate, misleading, or in violation of the student's privacy rights. In order to obtain access or to seek an amendment to student records, please contact the Principal/assistant principal.

Student Transfer Policy

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

The school will consider a student to be withdrawn from Abby Kelley Foster if the 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

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withdrawal form and/or where we have credible information that the child is enrolled in another school or not living in the area.

Abby Kelley Foster considers a student withdrawn from the School once the parent/guardian has completed and signed a withdrawal form, Abby Kelley is in receipt of a release of records from another school district, and/or the student has missed 10 consecutive school days per our extended absence policy.

Curriculum & Instructional Design

Elementary School (K-3)

At Abby Kelley Foster Elementary School, we use evidence based, high quality curricula materials that incorporate multimodal learning. These are inclusive of developmentally appropriate practices and uphold high expectations. We incorporate play based learning for our youngest learners and provide 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 cannot be considered. Class lists are ultimately 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.

Elementary School Homework

As a policy we do not require homework to be completed at the Elementary level. We do highly recommend that students read for at least twenty minutes each night either independently, with help, or listen to reading.

Progress Reports/Report Cards

Progress reports will be sent home to the parents of students of concern during the middle of the ~~first,~~ second, and third trimesters. Report cards and benchmark assessment results will be distributed to the parents of all elementary school students three times per year. In addition, teachers will discuss students' performance and progress at the family/teacher conferences, which are held twice during the school year. Families should contact the teacher to discuss the progress reports/report cards/assessment results and help develop a plan to ensure academic success. Please see the school calendar for the designated family/teacher conference dates.

Promotion and Retention

The students' 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.

Student Assessments and Standardized Testing

We follow the Massachusetts State Frameworks in order to identify and monitor the academic progress and learning of each student in relation to the state standards. All students in Grades K-3 are required to take school-administered benchmark assessments throughout the school year. Our staff administer ~~the~~ student assessments in all content areas. The i-Ready Assessment is utilized for Grades K-3 for math and reading. The Dynamic Indicators of Basic Literacy Skills

(DIBLES) benchmark assessments are administered 3 times each academic year in grade K-3.-Third Grade students also take the online State Assessment (MCAS 2.0) in the content areas of Math and ELA.

Textbooks, Library Books and Supplies

All textbooks, library books, chromebooks, and instructional materials furnished by Abby Kelley Foster remain School property. Parents will be required to reimburse the School for lost or damaged property 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 require regular replenishment.

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. Students in Grades K-3 will perform a minimum of one concert per year.

Middle School (4-7)

At the beginning of each course, each student and their families will receive a written explanation of course expectations and its content. All students are graded quarterly.

Late Policy for Assignments

Students are expected to turn in all assignments on the date that they are due. Academic consequences for late work vary according to each classroom teacher's policy.

Participation

Each student is encouraged to put forth his/her best effort at all times. Does the student consistently complete assignments in full and hand them in on time and to the best of his/her ability?

- Does the student routinely come to class on time and with all required materials?
- Does the student regularly participate in class?

Homework Policy

Homework assignments should be regular practice for all teachers and students and should be related and/or connected to the Massachusetts Frameworks. Assignments should be an extension of class lessons that provide students with opportunities to

- increase or practice learning objectives,
- practice skills,
- reinforce recent concepts,
- work on open-ended questions and writing skills or
- project work.

Purposeful homework will vary from day to day for each student. Teachers are responsible for including homework in their individual lesson plans and providing students with guidelines for:

- Linking assignments to learning objectives that reflect and support the Massachusetts Curriculum Frameworks, AKF curricula and school accountability plan;
- Providing learning experiences that are both important and meaningful and that can be completed independently by the student;

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- Ensuring that homework is an extension of learning that takes place in the classroom and applying the same standards of performance as applied to classroom work;
- Assigning homework that is explicit and of reasonable length;
- Ensuring that the quality of homework is more important than the quantity.

Report Cards

Report cards are issued 4 times a year with progress reports being issued half way between each quarter. Students in grades 4-7 will receive traditional graded report cards to indicate overall progress.

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 teachers and administration reserve the right to make all decisions regarding retention and/or promotion.

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
- Emotional and social maturity as determined by the classroom teachers
- Chronological age and physical development as compared to peers
- Number of previous retentions
- Support programs
- Attendance records

Standardized Testing

All students are required to participate in school wide internal and external assessments. This allows the school to assess the effectiveness of the curriculum and student progress. As a public school all students, including students with disabilities and students with limited English proficiency, are required to take the MCAS (Massachusetts Comprehensive Assessment System). MCAS was implemented by the Education Reform Act of 1993.

Textbooks, Library Books, and Supplies

All textbooks 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.

Students are asked to furnish some of their own supplies. Teachers at each grade level prepare 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 will require regular replenishment provided by the parent.

High School (8-12)

Academics

Abby Kelley Foster Charter Public School offers a classical liberal arts education. We believe our graduation requirements ensure the academic, artistic, and character-building experiences that reflect our commitment to this goal. Diplomas shall be granted to students who have completed the requirements for graduation as established in the curriculum approved by the Abby Kelley Foster Charter School Board of Trustees. All students are required to apply to a two or four-year institution of higher education and pass the Massachusetts Comprehensive Assessment System (MCAS) as part of their graduation requirements.

Abby Kelley Foster provides all students at the high school level with a college preparatory program. At the beginning of each course, each teacher will provide a written explanation of course expectations, methods of evaluation, and the grading

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system. Assessments may include, but are not limited to tests, quizzes, written assignments, projects, and labs. All students in the high school are graded quarterly.

The School Administration and Board of Trustees will not grant a high school diploma to any student failing to meet the approved graduation requirements and the student will not be eligible to participate in any senior activities.

Graduation Requirements

- **English** four full year literature courses
- **Mathematics** four full year courses
- **History** four full year courses
- **Science** four full year courses
- **Foreign Language** two full years of French or Spanish
- **Fine Arts** 1.5 years (music/band/choir, art and one additional selection)
- **Civics** one-year course
- **PE/Health** four years
- **Electives:** Offered Junior and Senior year only
- **Community Service:** 50 hours over 4 years
- **Course Offerings and Credits:** Students are required to earn a minimum of 24 credits to qualify for a diploma.

Course Levels

0 = International Baccalaureate
1 = Honors
2 = College Preparatory
3 = College Fundamental

Grading System

97-100 A+
94-96 A
90-93 A-
87-89 B+
84-86 B
80-83 B-
77-79 C+
74-76 C
70-73 C-
65-69 D
0-64 Failing

Massachusetts Comprehensive Assessment System

All students are required to pass the state mandated English language arts, math and science/technology MCAS exams in addition to the school graduation requirements in order to receive a diploma.

International Baccalaureate Courses

The International Baccalaureate (IB) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The school also offers The IB Diploma Programme is designed as an academically challenging and balanced programme of education with final examinations that prepares students, normally aged 16 to 19, for success at university and life beyond. The programme is normally taught over two years and has gained recognition and respect from the world's leading universities. IB Diploma Programme students study six courses at higher level or standard level. Students must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics. The sixth subject may be an arts subject chosen from group 6, or the student may choose another subject from groups 1 to 5.

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In addition, the programme has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding.

- **The extended essay** is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying.
- **Theory of knowledge** is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical.
- **Creativity, action, service** requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately.

Due to the 2-year commitment and extensive rigor of these courses, all students will be re-evaluated at the end of the 1st semester Junior year to see if their aptitude and commitment is on par with the IB expectations. Any students found to not meet the required levels may be removed from the class/program.

Honors Courses

Honors courses are developed to meet the needs of accelerated students. Honors classes offer the same curriculum that non-honors classes offer, but are more challenging. These courses are faster paced and cover topics more in-depth; however, they are not usually considered equivalent to college-level work.

There are several benefits of taking honors courses:

- Students can gain an edge in the college admission process. College admission officers look for students who take rigorous courses.
- Students can develop study habits that will prepare you for college. College level courses are more rigorous than standard high school classes. By taking the more challenging honors classes in high school, students are better prepared to succeed in college.

College Preparatory Courses

All college preparatory courses allow students the opportunity to gain a well-rounded foundation in skills, concepts, topics, and subjects that will prepare students for success in college. College prep classes require high level thinking, analysis, critical interpretation, and dedication to academic study in order for students to meet with success. Students that complete a college prep program are better able to enter the college or university system and be equipped with the background and skills needed to meet the ever-evolving demands placed on a college student. College prep courses include humanities, social sciences, mathematics, science, technology, visual arts, music, foreign language, writing, and literature.

College Fundamental Courses

College Fundamental courses allow students the opportunity to gain a well-rounded foundation in skills, concepts, topics, and subjects that will prepare students for success in college. The courses are designed for students with good skills who are motivated to learn at a reasonable pace. Classes at this level are designed to provide students additional support and review in a specific subject. These courses, while still preparing students for college, move at a slower pace with class time for review and skill building. Homework is assigned at this level.

Independent Study

The school may offer eligible students the opportunity to participate in an independent study. Independent studies are restricted to students in grade 12, unless approved by the school administration. To establish an independent study, the student and teacher will discuss the concept for the course including the curriculum, coursework, materials and scheduling. Not all students are eligible for an independent study. Independent study agreements are approved and maintained by the principal. Eligible students will be required to sign a contract outlining the details of the student/teacher agreement, signed by both the teacher and student, that each understands the contractual agreement. The school administration reserves the right to restrict the number of independent studies and/or subject matter.

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Scheduling of Students

Student scheduling involves a process whereby students select a range of courses across all academic subjects. Much thought must go into the preliminary course selection process since course subscription is the basis on which courses are ultimately offered.

Students are urged to select additional elective offerings in order to explore other areas of the curriculum in the hopes of broadening their background. Should courses not be offered due to insufficient enrollment, students will be asked to choose an alternate; possibly an independent study. Students should choose courses commensurate with their academic ability and their career goals. In order to make the best possible choices; they should consult with their teachers, counselor, parents, and anyone who can advise them with regards to the background necessary to pursue a particular career successfully.

The administration then constructs a master schedule, which considers the conflicts inherent in such a diverse curricula offering, and tries to provide as conflict-free a schedule as possible. Should conflicts arise during the process the student will be able to adjust their schedule, if possible, to resolve the conflict.

Mid-year and Final Exams

All exams are worth 10% of the final grade. Students should demonstrate their knowledge of their course on this exam. All exams contribute to the student's final grade. Please note the exam results appear separately on the student report card and will be reported to the college. Students who are absent on the day of the exam will be given the opportunity to make up the exam within one week. Half Year Course exams are worth 20%.

Homework Policy

Homework assignments should be regular practice for all teachers and students and should be related and/or connected to MCAS and the Massachusetts Frameworks. Assignments should be an extension of class lessons that provide students with opportunities to (1) increase or practice learning objectives, (2) practice skills, (3) reinforce recent concepts, (4) work on open-ended questions and writing skills or (5) project work.

Purposeful homework will vary from day to day for each student. Teachers at times will give homework assignments over several days. Meaningful homework is connected to district expectations for accelerating academic performance and college and career readiness. Principals are responsible for encouraging the school community to embrace homework as a true extension of student learning and to evaluate the utilization of homework as part of student achievement in the learning process. With the support and encouragement of teachers, principals, parents/guardians, students will be responsible for completing their homework assignments with care and consistency.

Teachers are responsible for including homework in their individual lesson plans and providing students with guidelines for:

- Linking assignments to learning objectives that reflect and support the Massachusetts curriculum Frameworks, AKF curricula and school accountability plan
- Providing learning experiences that are important, meaningful, and that can be completed independently by the student;
- Ensuring that homework is an extension of learning that takes place in the classroom and applying the same standards of performance as applied to classroom work;
- Assigning homework that is explicit and of reasonable length;
- Ensuring that the quality of homework is more important than the quantity.

Late Policy for Assignments

Students are expected to turn in all assignments on the date that they are due. Three or more missed assignments results in a teacher detention. All major projects and papers are due on the date assigned. Late work will not be accepted. Teachers can make exceptions in extenuating circumstances.

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Weighted Rank in Class and Weighted GPA

Grades 9 through 12, the weighting policy for Grade Point Average (GPA) and class rank is as follows: Rank in class and GPA are computed on all subjects receiving credit. Each course is designated International Baccalaureate (IB or Level 0), Honors (H or Level 1), College Preparatory (CP or Level 2), College Fundamental (F or Level 3). GPA and class rank are computed with additional weight for IB and for honors courses. One point is added for International Baccalaureate courses (IB) and one half point is added for Honors (H) courses. For example, an "A" in an IB course is considered 5.0 points, an "A" in an honors course is considered 4.50 points and an "A" in college preparatory/fundamental courses is considered 4.0 points. An "F" receives no quality points, regardless of course level. This also applies to the final grades earned in summer school.

Students who retake a previously failed course in summer school, receive credit if they pass. Their final grade becomes a passing mark of 65 and is calculated as such in their GPA. GPA and class rank are computed at the end of each quarter.

Honor Roll

At the end of each of the four marking periods an honor roll is published listing students who are included on one of two lists, Highest Honors or Honors. To attain Highest Honors a student must obtain an average of 90 or above in all subjects. To attain Honor Roll status a student must receive an average of 80 or above in all subjects.

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 teachers and administration reserve the right to make all decisions regarding retention and/or promotion.
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
- Attendance records
- Internal and external assessments

In order to receive credit for a class, a student must have a **FINAL** grade of 65 and no more than 14 absences.

Summer School

Students are required to attend summer school to earn credits for failed classes and for those not meeting the attendance requirements at their own expense. A student who receives a grade of less than 55 for the year will be required to repeat the class the following school year. A grade of 55-64 will be required to attend summer school.

Standardized Testing

All students are required to participate in school wide internal and external assessments. This allows the school to assess the effectiveness of the curriculum and student progress.

Textbooks and Supplies

All textbooks 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.

Students are asked to furnish some of their own supplies. Teachers at each grade level prepare 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 provided by the parent.

Extracurricular Requirements and School Sports

All students must maintain passing grades in all subject areas to participate in any extracurricular activity including sports teams, academic clubs, student government and student council. The principal/assistant principal or designee reserves the right to make final eligibility decisions.

National Honor Society

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Eligible students may be invited to participate in the National Honor Society. Eligibility is determined by leadership qualities, academic performance and discipline.

Parent Involvement & Communication

Board of Trustees

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

The Board of Trustees meet on a regularly scheduled basis. The dates, times and locations of these meetings are posted on the school website. Meetings. 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 to The Executive Director's Administrative Assistant, 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

All regular volunteers must complete a CORI (Criminal Offender Record Information) Request. 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

All visitors to Abby Kelley Foster are required to sign in at the reception area and to wear a visitor's pass. All visitors must state the reason for their visit, the location, and time when checking in with the front desk. All visitors need to wear a visitor's badge. Faculty and staff have been instructed to escort anyone not having a visitor's ID immediately to the receptionist for identification. Any school visitor or volunteer may not go to any additional areas of the school during the visit. Volunteers and visitors who violate this agreement may have their privileges revoked.

Parents are encouraged to participate in school-related activities, including those pertaining to curriculum and instruction, such as storytelling and assisting with School events. In addition, parents are encouraged to contribute their time and talent to organizing extracurricular activities and community outreach projects.

Volunteers should dress professionally in business casual attire. Discretion and confidentiality must be exercised. Volunteers must not discuss students, staff or classroom issues with others. Volunteers will coordinate their schedule with the classroom teacher. Early dismissal will be granted to volunteers, who must sign their child(ren) out at the reception desk.

Parent Plus Portal Information

Parents are able to log into the PowerSchool SIS https://akfcs.powerschool.com/public . Parents will receive instructions on how to login to the PowerSchool Parent Portal at the beginning of the School year. If you already have your login information and need assistance, there is information on akfcs.org under "PowerSchool Parent Access".

Parent Conferences

Formal parent/teacher conferences are scheduled twice a year for students and families in grades K-7. These meetings are meant 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

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teacher has a phone with voicemail to receive your messages. In addition, each teacher has an email address to further ease communication.

When Parents Have a Concern

We welcome the opportunity to reinforce the home/school partnership to ensure each student has a successful experience in school. Contacting the appropriate person and discussing your concerns can solve most problems. Generally, the best place to resolve an issue is with the source, the classroom teacher; Please allow them sufficient time to return your call, as they do not answer calls during the instructional day. In the event you have met or spoken with the teacher about your concern and you are still not satisfied with the solution, please contact the building principal. In the rare case your concern is not addressed sufficiently at the building level, please contact the Executive Director's office at 508-854-8400 extension 3656.

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 **c**ontact 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.

Newsletters

A weekly newsletter is e-mailed out to families by each building. All electronic newsletters can be found posted on the AKF website. Questions about the newsletter can be directed to the building's administrative assistant.

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 may be times when students will not be allowed to participate due to unsafe 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. The use of electronic devices and/or cell phones during a field trip is prohibited. Students found in violation may be subject to disciplinary action.

Occasionally parents may be needed to serve as chaperones on class field trips. All chaperones must have a valid, clear CORI Check on file with the School. 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. Classroom teachers will notify parents if they have been selected, or not selected, for the field trip.

Parents/guardians who attend school events and create a disruption in any way will not be able to volunteer for future events; further restrictions could also apply.

Extracurricular Grade Requirements and School Sports

All students must maintain passing grades in all subject areas to participate in any extracurricular activity including sports teams, academic clubs, student government and student council. The principal/assistant principal or designee reserves the right to make final eligibility decisions. Any student who fails 2 or more classes will be ineligible for all athletics and club activities.

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School Travel Policy

Trip Approval Process

Requests for field trips involving late night or overnight travel will be presented to the Board of Trustees by the Executive Director for approval. Teachers and other school staff are prohibited from soliciting privately run trips through the school system. The trip approval process should apply only to school sanctioned trips; the Board of Trustees will not approve trips that are privately organized and run without school sanctioning.

Transportation

The use of vans or private automobiles for trips planned to include late night or overnight student travel should generally be avoided. Such trips should generally use commercial motor coaches. Trips planned to include late night or overnight student travel should involve pre-trip checks of companies, drivers, and vehicles. School officials should ensure that the selected carrier is licensed for passenger transportation by the Federal Motor Carrier Safety Administration (FMCSA). The school should not contract with any carrier that has an FMCSA safety rating of "conditional" or "unsatisfactory."

If the school is unable to conduct an in-depth review of bus carrier qualifications, the school may elect to use ratings and pre-qualifications established by other public entities, such as the Department of Defense's approved list of motor carriers for troop transport. The contract with the carrier should prohibit the use of a subcontractor unless sufficient notice is given to the school to allow verification of the subcontractor's qualifications.

Trip Scheduling

Overnight accommodations should be made in advance with student safety and security in mind. Whenever possible, the trip schedulers should avoid planning student travel between the hours of midnight and 6 a.m., due to the increased risk of vehicular accidents during this time period.

Whenever possible, overnight trips should be scheduled on weekends or during school vacations to minimize lost classroom time. Non-academic field trips are considered "optional school programs" and do not count toward meeting structured learning time requirements under 603 CMR 27.00. However, academic field trips may be considered structured learning time (see the Department's Student Learning Time Regulations Guide). The School may consider travel for field trips as included in students' schedules, but the Department recommends that schools consider scheduling additional structured learning time when significant travel time is anticipated (i.e., time outside the hours of the regular school day).

Trip itineraries must leave enough time for drivers to rest in conformity with federal hour-of-service requirements and common sense. Trip scheduling should take into account the likelihood of delays due to weather, traffic, stragglers, and other unanticipated factors. If substantially all members of a class are participating in a trip, the school should provide appropriate substitute activities for any students not participating.

Student Supervision

Students shall be accompanied by a sufficient number of chaperones, taking into account the trip scheduling and logistics. All chaperones, including parents and volunteers, must have a CORI check in accordance with M.G.L. Ch. 71 §38R. CORI checks are recommended but not required by law for bus drivers who do not regularly work for the school and who will not have direct and unmonitored contact with students. If such checks cannot be done, a chaperone must always be present whenever students are on the bus.

All participating students must submit a signed parent/guardian permission form. Such forms shall include appropriate authorization for emergency medical care and administration of medication

Fundraising

The Executive Director or designee may permit occasional fundraising activities related to the school through the school's PTO. We respectfully request that students not solicit staff or other students for donations for outside organizations.

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Parent Teacher Organization (PTO)

Abby Kelley Foster's School Parent/Teacher Organization(s) (PTO) and Booster Club were formed to support the students and overall success of the School. Parents and guardians are encouraged to join.
For more information, contact the

- Elementary School PTO at espto@akfcs.org.
- Middle School PTO at mspto@akfcs.org
- High School Booster Club

Special Education Parent Advisory Council (PAC)

Parents/guardians of special education students meet during the school year to discuss programs, concerns and issues of the special needs children. For more information, contact the Special Education Director at x3625.

English Learners (EL) Parents' Group

Parents/guardians of English language learner students meet during the school year with the ESL staff to discuss issues and subjects relative to the program. For more information or to join this group, contact the ESL Coordinator at x3664.

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.

Multilingual Learner Education

Multilingual Learners are among the most diverse student groups in Massachusetts and across the nation, representing a range of cultural, linguistic, educational, and socioeconomic backgrounds. They bring their school communities a wealth of cultural and linguistic assets, as well as additional cognitive, social, emotional, political, and economic potential.

Education is a basic right of all children in the United States, including students who are ELs. Federal civil rights laws, namely, Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA), require schools to take appropriate steps to address the language barriers that prevent ELs from meaningfully participating in their education. Courts and federal guidance have interpreted these provisions to require districts to provide sufficient language and academic supports to enable ELs to become English proficient and meet academic standards in a timely manner. In addition, federal education laws such as the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2016 (ESSA), address specific requirements for supporting ELs.

For more information about Abby Kelley's Multilingual Learner Education program, visit our website.

Special Education

Charter schools are open to all grade-eligible students within the school's service area on a space available basis. If more students apply than there are available spaces, a lottery is held to randomly determine who will be admitted. All students who wish to attend a charter school have an equal chance of getting in regardless of, and without any consideration of, any need for special education services.

Charter schools must ensure that your student receives special education services if the student has been determined to be an eligible student with a disability by the Individualized Education Program (IEP) team.

Charter schools must ensure that students with disabilities receive the special education services to which they are entitled.

The services may consist of special education instruction and related services in the least restrictive environment, or consist only of related services needed to access the general education curriculum. The amount and location of services (where services will be delivered) is determined by the student's IEP team and is documented in the student's IEP. Your student must receive related services if the IEP team determines the student needs them.

Charter schools must provide related services to students with disabilities if the IEP team determines that the services are necessary for the student to benefit from special education or, if the student does not require special education instruction, that the related services are necessary to ensure the student's access to the general education curriculum. Examples of these services include: speech therapy, occupational therapy, physical therapy, psychological counseling, and/or adjustment counseling.

Charter schools are required to meet the needs of qualified students with disabilities under Section 504 of the Rehabilitation Act of 1973, as amended, even if the student is not eligible as a student with disabilities under federal and state special education laws.

Charter schools are required to provide a free appropriate public education to qualified students with disabilities under Section 504 of the Rehabilitation Act of 1973, as amended. Such education consists of general education accommodations and related aids and services designed to meet the individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met. An appropriate education for a student with a disability under Section 504 regulations could consist of education in general education classrooms with accommodations, education in general education classes with supplementary services, and/or related services. Schools would include these services in a "504 Plan."

For students who may require special education services that are beyond what the charter school is required to provide, an IEP team meeting will be convened to arrange for provision of needed services.

If the IEP team convened by the charter school believes that your student may require a full-time day or residential special education program, the charter school will convene a separate placement meeting to determine the appropriate placement. You will be invited to the meeting, as will the school district of the town where you reside. When the meeting occurs, the placement team must first consider whether the school district of residence has an in-district program that is able to provide the services that are recommended by the IEP team, either alone or as a supplement to services available at the charter school. If there is such in-district programming available, the placement team must propose an in-district program to the parent (which may be delivered in the charter school itself, through a program located in the school district of residence or a combination of both), the student will remain enrolled in the charter school, and the charter school retains programmatic and financial responsibility for the student. Please note that the charter school has full discretion over where it will propose to deliver any in-district programming, and is not required to contract with the school district of residence for service delivery unless the charter school chooses to do so.

If the placement team, including the school district of residence, agrees that the student cannot be served in-district, then the placement team shall determine that the student requires an out-of-district placement, in which case the student's enrollment and responsibility for the student's special education program reverts to the school district of residence.

Because enrollment at the charter school is always voluntary on the part of the parent, the parent may elect to disenroll from the charter school and enroll, instead, back at the school district of residence or another school for any reason and at any time. However, the charter school may not require the parent to disenroll as a condition for receiving any service, except when the student's special education placement has been determined, as above, to be an out-of-district program.

Observations

In order for the school district to have verbal or written contact with an educational advocate or evaluator, a "Release of Information" form must be signed by the parent. This same form applies for requests for an advocate or evaluator to observe the student in the classroom.

A request for a parent, advocate, or evaluator observation shall be made to the school principal either through email, letter, or telephone at least 3 days in advance of the requested observation date. Principals will immediately notify the teachers involved and determine the appropriateness of the specific date requested. Requests for an observation shall include the purpose and desired outcome of the observation.

Principals should inform parents that their presence might influence the performance of their child that day, as well as the performance of other children. If applicable, the building principal will notify the Director of Special Education of the request to observe.

There will be periods of times when observations will not be scheduled, such as during MCAS or other district wide testing and during the first two weeks and the last two weeks of school. The duration and extent of the observation will be determined on an individual basis and shall be limited to an amount of time agreed up by the school principal.

The number of people scheduled to observe a child will be limited to 2 people and no children may accompany a parent, advocate, or evaluator. A staff member will accompany a parent, advocate, or evaluator for the duration of the observation. Those observing will be seated in an area that will not disrupt instruction. Staff members involved in a classroom observation will welcome observers to the class but will not interact with observers before, during, or immediately after the observation.

Those observing shall respect student confidentiality and will not share any impressions of other students with anyone. Observers will be asked to sign a statement that in the event that they obtain personally identifiable or confidential information during the course of an evaluation/observation, they will not disclose it.

Principals retain the authority to exercise their discretion at any time to reschedule or terminate an observation in the event of a building emergency or disruption that impacts the physical or emotional well-being of the children in the school.

Depending on the purposes of the observation, staff will schedule a meeting or make telephone contact to follow up on the observation.

Student Behavior Expectations

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.

School rules and regulations apply to all school sponsored events whether or not they take place inside the school building or on school grounds. Students are required to have a hall pass except during regular transition times.

The school will work with students with chronic behavior issues to help them establish behavior goals. Inappropriate behavior will result in consequences. The administration reserves the right to prohibit any behavior it believes interferes or might interfere with the education process and may assign appropriate consequences.

Code of Conduct

The Abby Kelley Foster Charter Public School recognizes that effective instruction requires an orderly environment focused on learning, and that schools have an important role to play in clearly supporting parents' efforts to teach basic values to their children. The Code of Conduct defines expectations for student conduct, focusing on ten character virtues:

Responsibility · Respect · Self-discipline · Perseverance · Courage
Truth · Kindness · Fairness · Friendship · Citizenship

These values are the cornerstone of our character education curriculum. 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 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 Code of Conduct has been designed to guide the efforts of teachers and staff in creating a safe, orderly environment and to reinforce our primary mission: 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 pact among parents, students, and staff.

In addition to the expectations described in the Code of Conduct, the following rules apply in every classroom: Follow directions the first time given, remain in your assigned seat, transition in a quiet and orderly manner, get attention in a polite and respectful way, respect yourself and others, be prepared for each class, and be responsible for all work.

The Code of Conduct promotes character education and discipline. The Code's guidelines and policies are supported by all members of the school community.

Appropriate Conduct

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

Daily interactions between staff and students provide the best opportunities for encouraging appropriate behavior and promoting the development of good habits. Staff at the school will strive to interact with students in a friendly, supportive manner at all times. Staff will attempt to interact with each student more frequently when the student is engaged in appropriate behavior than when the student is behaving inappropriately.

Positive Interactions and Positive Feedback

Positive interactions will include greeting students, talking to students, making eye contact, smiling, and overly 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 and monthly a student from each grade is elected by a committee for best exemplifying that virtue.

Correcting Inappropriate Conduct

It is expected that the great 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 calm and 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. The Principal/Assistant Principal, in discussions with the teacher(s), will determine the type of restitution required for a particular infraction. In general, teachers handle the day-to-day behavior in their classrooms. The Executive Director will become involved when necessary.

Insubordinate behavior is the direct refusal to comply with a reasonable staff instruction and/or speaking to staff members disrespectfully through tone of voice or language usage and non-verbal mannerisms. Inappropriate behavior will be addressed by the classroom teacher and/or Principal/Assistant Principal.

Student behavior will be monitored by the Assistant Principal and/or the principal. Students that engage in dress code and/or code of conduct violations will be subject to consequences. Students may receive an after school detention or a Saturday school detention depending on the severity of the offense. Students may be subject to suspension if violations continue. Parents/guardians may be contacted by phone or receive written communication when necessary.

Resolving School-Related Problems

In order to resolve school-related problems, parents should contact the appropriate person, as outlined below. If the issue is unresolved, please move to the next individual. Please note that the board of trustees will not engage in day-to-day school matters involving students or parent concerns outside of the formal grievance process.

- **Step 1 – Classroom teacher**
- **Step 2 – Assistant Principal/Principal**
- **Step 3 – Executive Director**

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, cameras, cell phones, other electronic devices, 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.

PROVISIONS GOVERNING DUE PROCESS for DISCIPLINARY REMOVALS and SERVICES DURING REMOVALS

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

Please note that students have the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense, at any and all hearings concerning student discipline. If you wish to bring an attorney to any hearing or meeting at the school, please inform AKFCS immediately. If you fail to inform the school prior to bringing an attorney to a hearing, and AKFCS's attorney is not present, then AKFCS will exercise its right to cancel and reschedule the meeting to ensure that its attorney can attend. This rescheduling may delay the hearing or meeting, and if so, your child's disciplinary removal will be extended until a decision is rendered following the rescheduled hearing or meeting. AKFCS hereby notifies you that it may have its legal counsel present at any hearings and meetings involving student discipline.

Any and all notices referenced herein shall be provided in English and the primary language of the home, if other than English.

Section A. NOTICE OF STUDENT AND PARENT RIGHTS UNDER G.L. c. 71 §37H

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

Specifically, any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife, may be subject to expulsion from the school by the principal. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a controlled substance, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school by the principal. 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.

Any student who is charged with any of the misconduct detailed above has an opportunity for a hearing before the principal. At the hearing, the student may have representation at his or her own expense, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, the principal may, in his/her discretion, decide to suspend rather than expel a student who has been determined by the principal to have committed the misconduct detailed above.

Any student who has been expelled from a school district pursuant to GL c. 71 §37H shall have the right to appeal to the superintendent[1]. 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 his or her own expense, 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.

Students who are suspended or expelled under §37H are entitled to receive educational services during the period of suspension or expulsion under AKFCS's Education Service Plan, which is described below in Section D. If the student withdraws from the charter school and/or moves to another school district during the period of suspension or expulsion,

the new school/district/district of residence shall either admit the student to its schools or provide educational services to the student under the new school or district's education service plan.

Section B. NOTICE OF RIGHTS UNDER G.L. c. 71 §37H½

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

Suspension Following Criminal or Felony Delinquency Complaint

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

Expulsion Following Felony Adjudication or Admission

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

Students who are suspended or expelled under §37H½ are entitled to receive educational services during the period of suspension or expulsion under AKFCS's Education Service Plan, which is described below in Section D. If the student

withdraws from the charter school and/or moves to another school district during the period of suspension or expulsion, the new school/district/district of residence shall either admit the student to its schools or provide educational services to the student under the new school or district's education service plan.

Section C. NOTICE OF STUDENT AND PARENT RIGHTS UNDER G.L. c. 71 §37H¾

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

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

Any decision-maker at a student disciplinary meeting or hearing under G.L. c. 71 §37H¾ must consider ways to re-engage the student in the learning process. Any decision-maker at a student disciplinary meeting or hearing shall not suspend or expel a student "until alternative remedies have been employed, and their use and results documented, following and in direct response to the specific incident or incidents, unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive; or in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school. "Alternative remedies" may include, but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving. AKFCS implements a school-wide model to re-engage students in the learning process, which includes but not be limited to positive behavioral interventions and supports models and trauma sensitive learning models. The school-wide model is not considered a direct response to a specific incident.

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

Notice of Suspension and Hearing under §37H¾

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

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

(a) the disciplinary offense;

(b) the basis for the charge;

(c) the potential consequences, including the potential length of the student's suspension;

(d) the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;

(e) the date, time, and location of the hearing;

(f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;

(g) if the student may be placed on long-term suspension following the hearing with the principal, the student's short- and long-term suspension hearing rights and the right to appeal the principal's decision to the superintendent (*see* Hearing Rights section below).

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

Emergency Removal

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

(a) Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the Hearing Rights outlined below;

(b) Provide written notice to the student and parent;

(c) Provide the student an opportunity for a hearing with the principal that complies with the rights outlined below in the Hearing Rights section, as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and parent.

(d) Render a decision orally on the same day as the hearing, and in writing no later than the following school day.

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

Hearing Rights

Principal's Hearing under §37H¾: Short-term Suspension

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

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

whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

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

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

Principal's Hearing under §37H¾: Long-term Suspension

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

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

1. In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;
2. the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
3. the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
4. the right to cross-examine witnesses presented by the school district; and
5. the right to request that the hearing be recorded by the principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

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

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

If the principal decides to suspend the student, the written determination will:

1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
2. Set out the key facts and conclusions reached by the principal;
3. Identify the length and effective date of the suspension, as well as a date of return to school;
4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school;
5. Inform the student of the right to appeal the principal's decision to the superintendent or designee (only if the principal has imposed a long-term suspension). Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information stated in plain language:

    a) the process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that

    b) the long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.

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

Superintendent's Hearing under §37H¾

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

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

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

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

The superintendent will conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence will be. The superintendent hereby notifies all parties who may be involved that an audio recording of the hearing will be made. A copy of the audio recording shall be provided to the student or parent upon request.

The student and parent shall have all the rights afforded them at the principal's hearing for long-term suspension, as detailed above in the sections entitled Principal's Hearing under §37H¾: Short-term Suspension and Principal's Hearing under §37H¾: Long-term Suspension.

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

In-School Suspension under §37H¾

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

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

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

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

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

Removal from Privileges and Extracurricular Activities

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

Education Services and Academic Progress under §37H¾

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

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

Section D. SERVICES DURING REMOVALS AND SCHOOL-WIDE EDUCATION SERVICE PLAN

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

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

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

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

Discipline of Special Needs/§504 Students

The disciplining of special needs students is governed by state and federal special education law and by the regulations that were created to implement these laws. These laws include the Individuals with Disabilities Education Act, 20 U.S.C. §1400 *et. seq.*, 34 C.F.R. §§300.519-529 *et. seq.*; and M.G.L. c. 71B, 603 C.M.R. §28.00 *et seq.*.

In general, the discipline of a student who has been identified as having special needs pursuant to 603 C.M.R. §28.00 *et seq.* or the Individuals with Disabilities Education Act (IDEA) will be subject to the requirements of the student's Individualized Education Plan (IEP). The IEP for every special needs student will indicate whether the student can meet the requirements of the regular discipline code, or if a modification is necessary.

If a modification is necessary, it will be described in the student's IEP.

A record of all suspendable offenses committed by special needs students will be kept.

Special needs students who violate school rules are subject to removal from their current placement for up to ten (10) consecutive school days, to the extent that such a removal would be applied to students without disabilities, without a prior determination as to whether the conduct is related to the student's disability. Additionally, in certain circumstances; special needs students may be removed for additional periods of up to ten (10) consecutive school days in the same school year for separate incidents of misconduct.

A suspension of longer than 10 consecutive days, or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern, are considered to represent a change in placement. Within ten (10) days of a removal that constitutes a

change in placement (i.e., a removal of more than ten (10) consecutive school days or a pattern of removals), the student's IEP Team will convene to review all information in the student's file, including the IEP, in order to:

(a) develop or review a Functional Behavioral Assessment of the student's behavior in order to modify a behavioral intervention plan or to develop an assessment plan;

(b) identify appropriate alternative educational setting(s); and

(c) determine the relationship between the disability and the behavior – a "manifestation determination."

The parents as well as the student's special education team shall review all the relevant information in the student's file, including the IEP, teacher observations, and any relevant information provided by the parents to determine if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or was the direct result of the school's failure to implement the IEP.

If the team determines that the behavior is NOT a manifestation of the disability, then the school may suspend or expel the student consistent with the policies applied to any students without disabilities, except that the district must still offer an appropriate education program to the student with disabilities that may be in some other settings. The DESE must also be notified of the suspension.

If the team determines that the behavior IS a manifestation of a disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan, provided that such an assessment was not conducted prior to the determination. In the situation where a behavioral intervention plan has been developed, the team shall review the plan, and if necessary, modify it to address the behavior. The student will be returned to the placement from which the child was removed, unless the parent and school agree to a change in placement as part of the modification of the behavioral intervention plan.

School personnel may remove a student to an interim alternative educational setting (IAES) for up to 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the disciplinary matter involves a weapon, illegal drugs, a controlled substance, or the infliction of serious bodily injury upon another person. The IEP Team determines the interim alternative educational setting. Any decision made by school personnel pursuant to this paragraph is subject to expedited appeal to a Bureau of Special Education Appeals (BSEA) Hearing Officer, who may approve, disapprove or modify the school's decision. The school may also seek an appeal through the BSEA if it believes that maintaining the current placement of the child is substantially likely to result in injury to the child or others.

The BSEA Hearing Officer may order a 45-calendar day placement in an interim alternative educational placement if the District proves that the presence of the student poses a danger.

Danger is defined as:

- Likeliness to result in injury to the student or others
- Appropriateness of the student's current placement
- Reasonable efforts made to minimize risk of harm

Please be advised that when a student with a disability is reported to the police for an alleged crime, special education and disciplinary records must be furnished to the police. The Individuals with Disabilities Education Act Regulations at 34 CFR § 300.529 state the following: "Nothing in this part prohibits an agency from reporting a crime committed by a child with a disability to appropriate authorities or to prevent State law enforcement and judicial authorities from exercising

their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability. An agency reporting a crime committed by a child with a disability shall ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom it reports the crime. An agency reporting a crime under this section may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Right and Privacy Act. (Authority: 20 U.S.C. §1415(k)(9).)

Hazing

The following Code of Conduct provisions for Secondary schools is required by MGL Ch. 269,

Sections 17-19.

M.G.L. c. 269 §17 states as follows:

"Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation."

M.G.L. c. 269 §18 states as follows:

"Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars."

AKFCS complies with M.G.L. c. 269 pertaining to issuance of §§17 through 19 to students and student groups, teams and organizations annually and reporting. [1] At AKFCS, the superintendent is the executive director.

School Technology

Internet Safety & Acceptable Use Policy for Abby Kelley Foster Charter Public School

The Abby Kelley Foster Charter Public School is pleased to make available to students access to interconnected computer systems and to the Internet, the worldwide network that provides various means of accessing significant educational materials and opportunities. In order for the Abby Kelley Foster Charter Public School to be able to continue to make its computer network and Internet access available, all students must take responsibility for appropriate and lawful use of this access. Students must understand that one student's misuse of the network and Internet access may jeopardize the ability of all students to enjoy such access. While the school's teachers and other staff will make reasonable efforts to supervise student use of network and Internet access, they must have student cooperation in exercising and promoting responsible use of this access. If you have any questions about this policy, you should contact the building principal. If any user

violates this policy, the student's access will be denied, if not already provided, or withdrawn and he or she may be subject to additional disciplinary action.

It is the policy of Abby Kelley Foster Charter Public School to:

1. Prevent user access to, or the transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications over the school's computer network
2. Prevent unauthorized access and other unlawful online activity;
3. Prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors;
4. Comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Acceptable Uses (*Educational Purposes Only)*

The Abby Kelley Foster Charter Public School provides access to its computer networks and the internet for educational purposes as a privilege, not a right. This privilege may be revoked if a user is in violation of this acceptable use policy. If it is unclear if any observed computer activity is educational, please consult with the building level Principal or Assistant Principal.

Unacceptable Uses

Though the following list is not comprehensive, it contains activities which are explicitly not permitted. Abby Kelley Foster Charter Public School reserves the right to make judgments both as to what constitutes inappropriate behavior and the consequences that apply.

1. Unauthorized access, "hacking", and/or other unlawful activities;
2. Unauthorized disclosure, use, and dissemination of personal identification information regarding minors.
3. Sending or displaying offensive messages or pictures
4. Using obscene language
5. Giving personal information, such as complete name, phone number, address or identifiable photo without permission from teacher and parent or guardian.
6. Harassing, insulting or attacking others (cyberbullying)
7. Damaging or modifying computers, computer systems or network resources, whether physically or through use of software means such as deletion, formatting, viruses, hacking, phishing, cracking
8. Violating copyright laws. All communications and information accessible via the network are private property unless otherwise stated.
9. Using others' passwords
10. Trespassing in others' folders, work or files
11. Intentionally wasting limited resources
12. Installing any software, shareware or freeware without Principal approval and installation by onsite contact person
13. Employing the network for commercial purposes, financial gain or fraud
14. The network, wired and wireless, is for educational uses only. Non-educational use is prohibited.

Net Etiquette

All users must abide by rules of network etiquette, which include the following:

1. Be polite. Use appropriate language. The use of swearing, vulgarities, suggestive, obscene, belligerent, or threatening language is strictly prohibited.
2. Any electronic abuse of one student by another student through electronic communications may be considered bullying as defined by Massachusetts laws and regulations.
3. Avoid language which may be offensive to other users. Don't use technology access to distribute jokes, stories, or other materials which are based on slurs or stereotypes related to gender, ethnicity, or race.
4. The use of electronic communications must not incur legal liability or embarrassment to the Abby Kelley Foster Charter School.

Internet Safety

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General Warning

All users and their parents/guardians are advised that access to the electronic network may include the potential for access to materials, inappropriate for school-aged pupils. Every user must take responsibility for his or her use of the internet and avoid the attempt to access such sites. Parents of minors should monitor their child's internet browsing habits and provide guidelines for appropriate use of the internet, both at home and away from home. If a student finds that other users are visiting offensive or harmful sites, he or she should report such use to their teacher, assistant principal, or principal. If a student accidentally accesses information which is inappropriate, he or she should immediately notify a teacher, assistant principal, or principal.

Personal Safety

Users should always be safe when using the computer network and Internet. Though not comprehensive, the list below offers some general guidelines.

1. Students should not reveal personal information. This includes their home address or telephone number.
2. Students should not reveal real last names or any other information which might allow a person to locate the user without first obtaining the permission of a supervising teacher.
3. Students should not, under any circumstances, arrange a face-to-face meeting with someone they meet on the computer network or Internet without their parent's permission. Students should never agree to meet a person with whom communication has only occurred on the Internet, and certainly not in a location which can be considered secluded or private.

"Hacking" and Other Illegal Activities

It is a violation of this Policy to use the School's computer network or Internet connection to gain unauthorized access to other computers or computer systems, either on the Abby Kelley Foster (AKF) network or external or to attempt to gain such unauthorized access. Any use which violates state or federal law relating to copyright, fraud, the distribution of obscene or pornographic materials, or which violates any other applicable law or municipal ordinance, is strictly prohibited.

Confidentiality of Student Information

Personally identifiable information related to Abby Kelley Foster students should never be disclosed or used in any way on the Internet without the expressed permission of a parent or guardian. Users should never give out private or confidential information about themselves or others on the Internet, particularly the following:

1. home addresses
2. telephone number
3. credit card numbers
4. Social Security numbers.
5. Photographs
6. Video

A supervising teacher or administrator may authorize the release of directory information, as defined by state law, for internal administrative purposes or approved educational projects and activities.

Safety and Security of Minors when using Electronic Mail

1. Students will only use their AKFCPS email account or PowerSchool accounts to communicate with teachers
2. AKFCPS employees will only use their AKFCPS email or PowerSchool accounts to communicate with students
3. Students will not share contact information about themselves or others.
4. K-7 Students will never disclose their full name or any other contact information for any purpose
5. High school students will not disclose personal contact information, except to education institutes for educational purposes, companies or other entities for career development purposes, or with specific staff approval.
6. Students will not disclose names, personal contact information, or any other private or personal information about other students under any circumstances. Students will not forward a message that was sent to them privately without permission of the person who sent them the message.
7. Students will not agree, under any circumstances, to meet someone they have met online.

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8. Students will promptly disclose to their teacher or other school employees any message they receive that is inappropriate or makes them feel uncomfortable. Students should not delete such messages until instructed to do so by a staff member.

Employed Restriction Measures

It shall be the responsibility of all members of the Abby Kelley Foster Charter Public School (AKFCPS) staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act (**CIPA**), the Family Educational Rights and Privacy Act (**FERPA**), and the Children's Online Privacy Protection Act (**COPPA**). AKFCPS will comply with any additional state and federal regulations that pertain to technology use within the district and through use of the district network infrastructure and servers that is forthcoming from the local, state and federal regulatory agencies.

Filtering

Abby Kelley Foster Charter Public School will make every reasonable effort to minimize the risk that users will encounter objectionable material on the Internet. However, there is no absolute guarantee that all objectionable material will be successfully blocked. AKFCPS utilizes filtering safeguards required by The Children's Internet Protection Act (CIPA), which address concerns about access to offensive content over the Internet on school and library computers. CIPA imposes certain types of requirements on any school or library that receives funding support for Internet access or internal connections from the "E-rate" program. With these measures, in addition to user education, implementation of this policy and grade-appropriate supervision, AKFCPS believes that the Internet can be used safely to enhance the delivery of educational services.

The AKFCPS technology infrastructure employs third-party filtering systems that prevent accessing web pages that are 1) obscene, 2) pornographic, or 3) deemed harmful to minors. These filtering systems block content at the root level based on databases of inappropriate websites and web apps which are updated in real-time. While these systems utilize powerful filtering algorithms, given the vast number of new websites on the Internet, they cannot block 100% of all inappropriate content. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of Technology Director or designated representatives.

Monitoring

In addition to the root level filtering, the school also utilizes various additional 3rd party monitoring and computer management tools which allow teachers to further control the use of classroom computers. The staff and students are advised that any and all electronic communication transmitted using the school network, email system, or other school licensed software or services are potentially viewable to AKFCPS and school administration. Furthermore, this communication is admissible in court.

Education

All Abby Kelley Foster Charter Public School teachers or designated representatives will provide age-appropriate training for students who use the Abby Kelley Foster Charter Public School's Internet facilities and school technology devices. The training provided will be designed to promote the Abby Kelley Foster Charter Public School's commitment to:

a. The standards and acceptable use of Internet services as set forth in this document, "Abby Kelley Foster Charter Public School Internet Safety & Acceptable Use Policy".
b. Student safety with regard to:
    i. Safety on the internet
    ii. Appropriate behavior while online, on social networking web sites, and in chat rooms; cyberbullying awareness and response.
c. Compliance with the E-rate requirements of the Children's Internet Protection Act ("CIPA").

Go Guardian

GoGuardian is an educational technology tool that allows teachers and administrators to monitor student activity online on any school owned device.

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Protect Your School Device
Through School Device Coverage, Abby Kelley proves families with the opportunity to purchase insurance for your child's school device. For less than $25.00, families can purchase insurance directly from School Device Coverage by signing up at https://schooldevicecoverage.com/

For more information regarding School Device Coverage, please visit our website.

Athletic Policy

Abby Kelley is a member of the Massachusetts Interscholastic Athletic and Colonial Athletic League; offering student-athletes to participate in several Varsity and Sub-Varsity sports during the Fall, Winter and Spring seasons.

For additional information regarding the school's athletic department, visit our website and review the full athletic handbook.

Bullying Prevention and Intervention

"Bullying" for the purposes of requirements related to Chapter 92 of the Acts of 2010 legislation is defined as the following:

The repeated use by one or more students or a member of a school staff [aggressor(s)] of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (i) causes physical or emotional harm to the target or damage to the target's property; (ii) places the target in reasonable fear of harm to him/herself or of damage to his/her property; (iii) creates a hostile environment at school for the target; (iv) infringes on the rights of the target at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of requirements related to this law, bullying shall include cyber-bullying. See section 5 of the legislation for more details on the definition of cyber-bullying and more.

I. PURPOSE

The Abby Kelley Foster Bullying Prevention and Intervention Plan (Plan) meets the requirements of M.G.L. c71 S370 and is modeled after the Massachusetts Department of Elementary and Secondary Education's plan for dealing with bullying behaviors. The plan includes strategies for identifying, reporting and responding to bullying behaviors. The plan is consistent with our mission 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.
This plan applies to students and members of a school staff, including, but not limited to educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals.

II. LEADERSHIP AND IMPLEMENTATION

Our school leaders and families have a primary and critical role in teaching students to be civil to one another and promoting understanding of and respect for diversity and difference. Our leadership team will work collaboratively with all stakeholders to promote the character virtues detailed in our character education curriculum and promote a safe and orderly learning environment for all students.

A. Public involvement in developing the plan.
Abby Kelley Foster Charter Public School developed this plan in consultation with teachers, school staff, administrators, special education staff, counselors, community representatives, parents, students and members of the Board of Trustees. The plan is distributed annually to all members of the school community for comment.

B. Assessing needs and resources.

The Abby Kelley Foster Bullying Prevention and Intervention Plan is our blueprint for enhancing capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. The school will continue to assess the adequacy of current programs; review current policies and procedures; review available data on bullying and behavioral incidents; and assess available resources including curricula, training programs, and behavioral health services. This "mapping" process will assist our school in identifying resource gaps and the most significant areas of need. Based on these findings, we will revise or develop policies and procedures; establish partnerships with community agencies, including law enforcement; and set priorities.

Abby Kelley Foster will survey our students, staff and families on an annual basis to assess school climate and the prevalence, nature and severity of bullying in our schools.. In addition, the school will collect and analyze school safety data on a monthly basis to determine areas of concern. The student survey will be used with faculty, staff, and parents/guardians to assist in determining school climate needs. All data collection will be completed by the assistant principal and reported to the school administration on a monthly basis. The school will monitor behavior in all school buildings, on the school bus and during school sponsored activities. The data collected will help to identify patterns of behaviors and areas of concern, and will inform decision-making for prevention strategies including, but not limited to, adult supervision, professional development, age-appropriate curricula, and in-school support services.. Additionally, the school will annually report bullying incident data to the Department.

C. Planning and oversight.

The Abby Kelley Foster Charter Public School has identified the Elementary, Middle and High School Principal/Assistant Principal or their designee as the individual(s) responsible for receiving all reports on bullying. The school administration is responsible for planning on-going professional development that is required by law.

The School Administration is responsible for the following tasks under the Plan:

1. receiving reports on bullying
2. collecting and analyzing building- and/or school-wide data on bullying to assess the present problem and to measure improved outcomes
3. creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors
4. planning for the ongoing professional development that is required by the law
5. planning supports that respond to the needs of targets and aggressors
6. choosing and implementing the curricula that the school or district will use
7. developing new or revising current policies and protocols under the Plan, including an Internet safety policy, and designating key staff to be in charge of implementation of them
8. amending student and staff handbooks and codes of conduct to, among other things, make clear that bullying of students by school staff or other students will not be tolerated
9. leading the parent or family engagement efforts and drafting parent information materials
10. reviewing and updating the Plan each year, or more frequently.

D. Priority Statement

Our school is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

We recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic, status, homelessness, academic status, gender identity or expression, physical appearance, or sensory, disability, or by association with a person who has or is perceived to have one or more of these characteristics. The school or district will identify specific steps it will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

Abby Kelley Foster Charter Public School has established separate discrimination or harassment policies that include these or other categories of students with the student and employee handbooks. Nothing in this section shall alter the obligations of a school district, charter school, non-public school, approved private day or residential school or

collaborative school to remediate any discrimination or harassment based on a person's membership in a legally protected category under local, state or federal law.

We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber bullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will promptly investigate all reports and complaints of bullying, cyber bullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

The Bullying Prevention and Intervention Plan ("Plan") is a comprehensive approach to addressing bullying and cyberbullying, and the school or district is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyber bullying, and retaliation. The principal is responsible for the implementation and oversight of the Plan except when a reported bullying incident involves the principal or the assistant principal as the alleged aggressor. In such cases, the Superintendent or designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim. If the Superintendent is the alleged aggressor, the School Committee, or its designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim.

III. TRAINING AND PROFESSIONAL DEVELOPMENT

The Abby Kelley Foster Charter Public School's school wide professional development plan reflects the requirements under M.G.L. c. 71, § 37O to provide ongoing professional development for all staff, including but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals.

A. Annual staff training on the Plan.

Annual training for all school staff on our Bullying Prevention and Intervention Plan will include staff responsibilities, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school. Staff members hired after the start of the school year are required to participate in the training online on the HR Knowledge website. Staff members will acknowledge receiving this training through electronic sign off.

B. Ongoing professional development.

The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of school wide professional development will be informed by research and will include information on:

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

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

Additional areas identified by the school or district for professional development includes:

1. promoting and modeling the use of respectful language;

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

C. Written notice to staff.
The school or district will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties and bullying of students by school staff, in the school or district employee handbook and the code of conduct. All members of the staff are required to submit written notice that they have read and understand the school's policy.

IV. ACCESS TO RESOURCES AND SERVICES

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, student aggressors, families, and others are addressed. The Plan should describe the strategies for providing support and services necessary to meet these needs. In order to enhance the school's or district's capacity to prevent, intervene early, and respond effectively to bullying, available services should reflect an understanding of the dynamics of bullying and provide approaches to address the needs of targets and student aggressors. Plans must include a strategy for providing counseling or referral to appropriate services for student aggressors, targets, and family members of those students. These locally established strategies should be reflected in the school or district Plan.

A. Identifying resources.
The Plan should include the school's or district's process for identifying its capacity to provide counseling and other services for targets, student aggressors, and their families. The Abby Kelley Foster Charter School administration in consultation with our school guidance counselors, school psychologists and school adjustment counselors will work to identify the school's capacity to provide counseling, case management, and other services for students in need. The school will annually review program availability and curriculum materials to address the needs of our families and students, including the implementation of a K-12-character education curriculum. The school will focus on early interventions and will identify areas of concern, gaps in services through the annual family, and staff and student surveys. The school will work in collaboration with local and state agencies to provide additional preventative resources for students, families and staff.

B. Counseling and other services.
School counselors, nurses, school psychologists and special educators provide a variety of skill- based services to students within the educational setting that include on-going emotional support, risk assessment, crisis intervention, and help with community based counseling referrals when appropriate. School counselors meet with parents and teachers as needed to help address students' academic, emotional and behavioral concerns as collaboratively as possible. School counselors work with administrators to provide linguistically appropriate resources to identified families.

School counselors maintain up-to-date information on community based mental health referrals as well as Community Service Agencies (CSAs) such as the Multicultural Wellness Center, within the local vicinity, providing services to Medicaid eligible students. School counselors, school psychologists and special needs educators work collaboratively to develop behavior plans, social emotional plans and a variety of social emotional skill based groups for students with social emotional skill challenges.These services assist in preventing bullying and provides interventions and supports for students who have been targets of bullying as well as intervention for students that have exhibited bullying behavior. In addition, school counselors, school psychologists and special education professionals' work together to educate and support parents, conduct parent workshops and apprise parents of outside resources to enhance parenting skills and provide for the needs of children. In addition, Abby Kelley Foster consults with specialists to develop and

implement effective classroom management and positive behavior strategies. All members of the staff are required to participate in professional development regarding classroom management, civil rights, bullying, and sexual harassment at the beginning of the school year.

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It is important to note that school-based counseling services are limited in scope and are related to school-related issues, while more intensive or long term counseling for social-emotional issues may be provided by resources outside the school district. The school district may engage the services of individuals with expertise, such as social workers, counselors, psychologists or psychiatrists, to assist families with accessing appropriate outside counseling and mental health services.

When a school becomes aware of a problematic situation involving bullying that may require a coordinated response to provide intervention, support, and follow-up for the students involved, the school will convene a team which will include representation from the school administration, school psychologist and/or adjustment counselor, school nurse, and other education professionals as deemed appropriate by the principal.

C. Students with disabilities.
As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

D. Referral to outside services.
Abby Kelley Foster will establish a referral protocol for referring students and families to outside services. The school counselors will assist families and students in accessing appropriate services with outside agencies in a timely manner. The referral protocol will comply with relevant laws and policies. The protocol will be evaluated on an annual basis to determine its effectiveness with the school's bullying prevention and intervention plan.

V. ACADEMIC AND NON-ACADEMIC ACTIVITIES

The Abby Kelley Foster Charter Public School will provide age appropriate instruction on bullying prevention in each grade that is incorporated into the School's evidenced based curricula and character education curriculum. Effective instruction includes classroom approaches, whole school initiatives, and focused strategies for bullying prevention and social skills development.

A. Specific bullying prevention approaches.
Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:

1. using scripts and role plays to develop skills;
2. empowering students to take action by knowing what to do when they witness other students or school staff engaged in acts of bullying or retaliation, including seeking adult assistance;
3. helping students understand the dynamics of bullying and cyber bullying, including the underlying power imbalance;
4. emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
5. enhancing students' skills for engaging in healthy relationships and respectful communications; and
6. engaging students in a safe, supportive school environment that is respectful of diversity and difference;
7. Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan. The Plan should include specific information about how and when the school or district will review the Plan with students.
8. Initiatives will also teach students about the student-related sections of the Abby Kelley Foster Charter Public School Bullying Prevention and Intervention Plan through school assemblies and/or class meetings annually.

B. Instructional programming currently in place.
Abby Kelley Foster Charter Public School will continue to utilize a variety of instructional approaches already in place to teach students how to prevent bullying and how to report or intervene appropriately. These include:

1. Character Education which includes specific instruction in anti-bullying, ways to empower bystanders or those who become aware of bullying, strategies for responding to bullying situations, etc. is supported throughout the district.
2. Social emotional learning including Second Step is taught throughout the district.
3. Instruction regarding the school's technology acceptable use policy that includes learning about appropriate and inappropriate use of the internet.
4. Presentation by the office of the District Attorney regarding bullying/cyber bullying for students in parents throughout the district.
5. Training around bullying and bullying prevention is provided for all teachers and staff.
6. The use of all-school meetings or student assemblies where staff emphasizes expectations regarding bullying prevention, student's present information or act out scenarios, guest speakers address the topic, etc.

C. General teaching approaches that support bullying prevention efforts.
The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

1. Setting clear expectations for students and establishing school and classroom routines;
2. Creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
3. Using appropriate and positive responses and reinforcement, even when students require discipline;
4. Using positive behavioral supports;
5. Encouraging adults to develop positive relationships with students;
6. Modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
7. Using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
8. Using the Internet safely; and
9. Supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

VI. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

To support efforts to respond promptly and effectively to bullying and retaliation, schools or districts must put in place policies and procedures for receiving and responding to reports of bullying or retaliation. These policies and procedures will ensure that members of the school community – students, parents, and school staff – know what will happen when incidents of bullying occur. Schools and districts should describe in the Plan detailed procedures for staff reporting of incidents, processes for communicating to students and families how reports can be made (including anonymous reports), and procedures to be followed by the principal or designee, or the superintendent or designee when the principal or assistant principal is the alleged aggressor, or the school committee or designee when the superintendent is the alleged aggressor once a report is made. The Department recommends that districts and schools develop different procedures for reviewing and investigating reports of bullying by students, and of bullying by school staff. Incorporate these procedures into the local Plan.

A school district, charter school, non-public school, approved private day or residential school or collaborative school may establish separate discrimination or harassment policies that include these or other categories of students. Nothing in this section shall alter the obligations of a school district, charter school, non-public school, approved private day or residential school or collaborative school to remediate any discrimination or harassment based on a person's membership in a legally protected category under local, state or federal law.

A. Reporting bullying or retaliation.

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee, or to the superintendent or designee when the principal or assistant principal is the alleged aggressor or to the school committee or designee when the superintendent is the alleged aggressor, any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by

students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. The school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, a voicemail box, a dedicated mailing address, and an email address.

Use of an Incident Reporting Form is not required as a condition of making a report. The school or district will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and 3) post it on the school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

At the beginning of each school year, the school or district will provide the school community, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, paraprofessionals, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, and the superintendent or designee when the principal or the assistant principal is the alleged aggressor, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

1. Reporting by Staff

A staff member will report immediately to the principal or designee, or to the superintendent or designee when the principal or the assistant principal is the alleged aggressor, or to the school committee or designee when the superintendent is the alleged aggressor when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report as provided does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

2. Reporting by Students, Parents or Guardians, and Others

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

B. Responding to a report of bullying or retaliation – Allegations of Bullying by a Student.

1. Safety

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

The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation. (Include locally established student safety planning policies and procedures here.)

2. Obligations to Notify Others

a. Notice to parents or guardians

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

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

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

In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

C. Investigation
The principal or designee will promptly investigate all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged student aggressor, target, and witnesses of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation. (Align this with school or district procedures.)

D. Determinations
The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or student aggressor's parents or guardians, to identify any underlying social or

emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

The principal or designee shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination.

E. Responses to Bullying

Use this section of the Plan to enumerate the school's or district's chosen strategies for building students' skills, and other individualized interventions that the school or district may take in response to remediate or prevent further bullying and retaliation. The following is sample language that may be included in school or district Plans:

1. Teaching Appropriate Behavior Through Skills-building

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

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

2. Taking Disciplinary Action

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

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

3. Promoting Safety for the Target and Others

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

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

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F. Responding to a Report of Bullying by School Staff

Schools and districts need to develop policies and procedures that address how school or district administration will respond to and resolve a report of bullying of a student by school staff. The policies and procedures must address safety planning, notification to parents or guardians and others, investigation, and response – areas that are addressed when a student is alleged to have bullied another student (see Section V. B – E above). Policies and procedures currently in place that address unacceptable conduct by school staff may be a useful starting place. Schools and districts should consider consulting with local counsel. The policy should emphasize the importance of the investigation, the need for the aggressor, target, and witnesses to be truthful, and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

VII. COLLABORATION WITH FAMILIES

The Abby Kelley Foster Bullying Prevention and Intervention Plan includes strategies to engage and collaborate with students' families in order to increase the capacity of the school to prevent and respond to bullying. Resources for families and communication with them are essential aspects of effective collaboration. The provisions for informing parents or guardians about the bullying prevention and intervention curricula used by the school include: (i) how parents and guardians can reinforce the curricula at home and support the school plan; (ii) the dynamics of bullying; and (iii) online safety and cyberbullying. Parents and guardians will be notified in writing each year about the student-related sections of the Bullying Prevention and Intervention Plan, in the language(s) most prevalent among the parents or guardians.

A. Parent education and resources.

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

B. Notification requirements

Each year the school will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyber bullying and online safety. The school will send parents written notice each year about the student-related sections of the Abby Kelley Foster Bullying Prevention and Intervention Plan and the school's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The school will post the Abby Kelley Foster Bullying Prevention and Intervention Plan and related information on its website.

VIII. PROHIBITION AGAINST BULLYING AND RETALIATION

Abby Kelley Foster Charter Public School will not tolerate any unlawful or disruptive behavior including any form of bullying, cyber bullying, or retaliation in our school, on school grounds, on school buses, at school bus stops, or in school related activities. The school will promptly investigate all reports of bullying and complaints of bullying, cyber bullying, and retaliation, and take prompt action to end that behavior and restore the target's safety. The Abby Kelley Foster Public School will support this plan and the safety of all our students, families and staff including the use of curricula, instructional programs, professional development, extracurricular activities, and parent/guardian involvement.

Acts of bullying, which include cyber bullying, are prohibited

1. on school grounds and property immediately adjacent to school grounds, at a school- sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school; or through the use of technology or an electronic device owned, leased, or used by the school, and
2. at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school, if the acts create a hostile environment at school

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for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited. As stated in M.G.L. c. 71, § 37O, nothing in the Abby Kelley Foster Behavior Prevention and Intervention Plan requires the school to staff any non-school related activities, functions, or programs.

IX. Problem Resolution System

Chapter 86 of the Acts of 2014 amended Section 37O of chapter 71 of the General Laws to include (g) (v): The Plan shall inform parents or guardians of the target about the Department's problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system. This information will be made available in both hard copy and electronic formats:
Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: DESE PRS, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information is also available at the Executive Director's office.

X. DEFINITIONS

Several of the following definitions are copied directly from M.G.L. c. 71, § 37O, as noted below. Schools or districts may add specific language to these definitions to clarify them, but may not alter their meaning or scope. Plans may also include additional definitions that are aligned with local policies and procedures.

Aggressor is a student or a member of a school staff who engages in bullying, cyber bullying, or retaliation towards a student.
Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or a member of a school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:
causes physical or emotional harm to the target or damage to the target's property;
places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
creates a hostile environment at school for the target;
infringes on the rights of the target at school; or
materially and substantially disrupts the education process or the orderly operation of a school.
Cyberbullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyber bullying.
Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.
Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.
School Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, and bus drivers, and athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.
Target is a student against whom bullying, cyber bullying, or retaliation has been perpetrated.

XI. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, religion, ancestry, national origin, sex, socioeconomic status, academic status, gender identity or expression, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.

Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Abby Kelley Foster Bullying Prevention and Intervention Plan is designed or intended to limit the authority of the school to take disciplinary action or other action under M.G.L. 71, §§ 37H or 37H½, other applicable laws, or local school policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

APPENDICES TO POLICY

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

All Personnel and Students
Report bias incidents and civil rights violations to school civil rights administrators.
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.

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.

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

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")

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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 interring 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)

Appendix A

SFA Civil Rights Complaints Policy, Process and Procedure

Abby Kelley Foster Charter Public School is committed to a policy of equal opportunity, non-discrimination and diversity. The School does not discriminate on the basis of race, color, religious creed, national origin, sex, ancestry, sexual orientation, as defined by law, or on the basis of age, as defined by law, disability, gender identity, genetic information, veteran's status, military service or application for military service. The School is committed to providing a working and learning environment for our students, employees and other members of the School community that values the diverse backgrounds of all people and is free from all forms of civil rights discrimination and unlawful conduct that is coercive, disruptive, retaliatory or harassing, including sexual harassment. The School expressly prohibits all persons, including employees and students, from engaging in any form of unlawful civil rights discrimination, discriminatory harassment or retaliation against another person. All complaints of discrimination, discriminatory harassment and retaliation will be dealt with promptly through the procedures outlined below, as applicable. Where it is determined that inappropriate conduct has occurred, the conduct will be eliminated and such corrective action as is necessary, including disciplinary action where appropriate, will be imposed. Abby Kelley Foster Charter Public School will comply with the Civil Rights Requirements outlined in FNS Instruction 113-1 and the 2016 Memorandum of Understanding between United States Department of Agriculture Food and Nutrition Service Civil Rights Division and the Massachusetts Department of Elementary and Secondary Education, Office for Food and Nutrition Programs. If a participant, parent/guardian, or potential participant reports a concern that involves a federally or state protected class we will inform, accept, document, and share the complaint or concern in accordance with the procedures outlined here.

A. Duty to Report:

No member of the School community who receives a complaint of discrimination, discriminatory harassment, including sexual violence, or retaliation can ignore it; s/he must give to the person making the complaint as much assistance in bringing it to the attention of AnnMarie Little, (508) 854-8400 ext. 3625, amlittle@akfcs.org, as is reasonably appropriate given his/her position at the School and relationship with the person making the complaint. Any manager, supervisor, administrator, principal, Executive Director or trustee who receives a complaint of civil rights discrimination, discriminatory harassment, including sexual violence, or retaliation from a student or other member of the School community is obligated to report the complaint to AnnMarie Little as soon as s/he becomes aware of it. Similarly, all students and family members, faculty, staff and others having dealings with the School are encouraged to report to AnnMarie Little any conduct of which they have direct knowledge and which they in good faith believe constitutes discrimination, discriminatory harassment, including sexual violence, or retaliation in violation of this Policy. 29 Any member of the School community who has a question about his/her responsibilities regarding discrimination or receipt of complaints should contact AnnMarie Little.

- All individuals can file a complaint within 180 days of the alleged incident*. Complaints can be received written, verbal or anonymously (complaint forms are available in this binder but can also be found online at USDA's Office of the Assistant Secretary for Civil Rights. *Please note that we cannot accept a complaint about

an incident that took place more than 180 days prior to the filing of your complaint. If the discrimination occurred more than 180 days prior to filing you complaint, you may request a waiver of the filing requirement (information below).

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at:

https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:**
   U.S. Department of Agriculture
   Office of the Assistant Secretary for Civil Rights
   1400 Independence Avenue, SW
   Washington, D.C. 20250-9410; or
2. **fax:**
   (833) 256-1665 or (202) 690-7442; or
3. **email:**
   Program.Intake@usda.gov

This institution is an equal opportunity provider.
Complainant may also contact the Center for Civil Rights Enforcement Customer Service Unit for further information at
(866) 632-9992 (Toll-Free Customer Service)
(202) 260-1026 (Local)
(800) 877-8339 (Local or Federal relay)
(866) 377-8642 (Relay voice users)
(800) 845-6136 (Espanol/Spanish)
(202) 720-2600 (USDA's TARGET Center. Voice and TDD)

- Does the complaint, written, verbal or anonymous, include the following:
  - The complainant's name, address and telephone number
  - The complainant's name, address, and telephone number of your attorney or authorized representative, if you are represented.
  - The basis of the complaint. The basis is what he/she believes was the motivating factor for the discrimination. For example, he/she may believe he/she were treated differently because of their race, color, religion, sex, age, national origin, marital status, sexual orientation, familial/parental status, disability or because all or a part of an individual's income is derived from a public assistance program. (Not all bases apply to all programs).
  - The date(s) that the incident(s) the complainant is reporting as discrimination occurred.
  - The name of the individual(s) or entity the complainant believes discriminated against him/her and the agency or recipient that employs that/those individual(s).
  - The issue(s) of the complaint. The issue is a description of what happened, or the action that was taken by the individual(s) or agency that discriminated against the complainant, resulting in some harm. Recommendation for a clear as possible description of what happened, why he/she believed it happened, and how he/she felt discriminated against. Included should be how other persons were treated differently from him/her, if applicable. If the complainant was denied a benefit or service, provide a copy of the

denial letter. If the complainant has documents to support the events he/she is reporting, request a copy of the supporting documents.

- The SFA will always remain empathetic, polite, calm and patient. The SFA will rely on the written *policies on non discrimination enclosed below.*

In accordance with Federal Civil Rights law and U.S. Department of Agriculture (USDA) Civil Rights regulations and policies, the USDA, its agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior creditable activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the responsible Agency or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

- Requesting a waiver after the 180-day filing deadline:
  - A waiver may be granted for the following reasons: (1) the discriminatory act could not reasonably be expected to be known within the 180-day period; (2) illness or incapacitation; (3) the same complaint was filed with another Federal, state, or local agency; and (4) any other basis determined by the Director of the Center for Civil Rights Enforcement.

- Once received, the filed complaint will be written in the Civil Rights Complaint Log. Once the complaint is looked over, a Corrective Action Plan will be put into place if necessary. If a resolution cannot be made, the SFA will refer said complaint USDA's National Office or to ESE's Problem Resolution System Office. If needed, a third party, Alternate Dispute Resolution, will be provided.

- SFA will maintain and track notifications, corrective actions and required actions, if so imposed internally or, by the USDA's Office of the Assistant Secretary for Civil Rights.

All SFA civil rights complaints should be given to Stephanie Collins, AKFCS Director of Nutrition:
Stephanie Collins
6 New Bond St.
Worcester, MA 01606
508-854-8400 x4645
SCollins@akfcs.org

AnnMarie Little, Director of Special Education and Government Relation
6 New Bond St.
Worcester, MA 01606
508-854-8400 x3625
amlittle@akfcs.org

Accommodating Individuals with Disabilities in the Abby Kelley Foster Charter School Child Nutrition Program

It is the goal and central concern for Abby Kelley Foster Charter School to work collaboratively with families to ensure equal access to Program benefits for children with disabilities.

The U.S. Department of Agriculture's (USDA) nondiscrimination regulation (7 CFR 15b), as well as the regulations governing the Child Nutrition Programs, make it clear that substitutions to the regular meal must be made, at no extra cost, for children who are unable to eat meals served in any Child Nutrition Programs (CNP) because of their disabilities. USDA's Food and Nutrition Service (FNS) has issued SP 59-2016: Policy Memorandum on Modifications to Accommodate Disabilities in the School Meal Programs, which clarify that, School Food Authorities (SFAs) are required to make reasonable modifications to accommodate children with disabilities.

Statutory and Regulatory Requirements

A growing body of Federal law clearly requires schools to protect the rights and privileges of children with disabilities, and to ensure they have equal access to benefits when compared to children without disabilities. SFAs that fail to make appropriate meal modifications for children with disabilities could be found in violation of Federal civil rights laws. This section provides an overview of statutory and regulatory requirements related to disability accommodations.

The Rehabilitation Act of 1973

The Rehabilitation Act of 1973 (Public Law 93-112)2 prohibits discrimination on the basis of disability in any Federal Government program that receives Federal financial assistance. Even one dollar of Federal money brings the entire scope of operations within the jurisdiction of Section 504, regardless of whether the requested modification is related to the part of the operations receiving Federal money. The law includes, “a local educational agency (as defined in Section 9901 of Title 20), a system of vocational education, or other school system” as entities covered by the Rehabilitation Act. Specifically, Section 504 of the Rehabilitation Act states: “No otherwise qualified individual with a disability in the United States, as defined in section 705(20) of this title, shall, solely by reason of his or her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by any Executive agency or by the United States Postal Service.” USDA’s implementing regulations for Section 504 of the Rehabilitation Act are incorporated at 7 CFR 15b.

The Americans with Disabilities Act of 1990, As Amended By law, recipients of Federal financial assistance must make reasonable modifications to accommodate children with disabilities. Title II of the Americans with Disabilities Act of 1990, as amended (Public Law 101-336, 42 U.S.C. 12101, ADA)3 prohibits discrimination based on disability in the provision of State and local government services, including services provided by public schools. Title III of the ADA prohibits discrimination based on disability by private entities offering public accommodations, including private schools.

The Definition of a Disability:

The Americans with Disabilities Act (ADA) Amendments Act of 2008 made important changes to the meaning and interpretation of the term "disability." The changes demonstrated Congress's intent to restore the broad scope of the ADA by making it easier for an individual to establish that he or she has a disability. After the passage of the ADA Amendments Act, most physical and mental impairments constitute a disability.

Meal Modifications and Substitutions

Once a disability determination has been made, Abby Kelley Foster Charter School (AKFCS) is required to provide reasonable modifications to prevent discrimination on the basis of disability. A “reasonable modification” is a change or alteration in policies, practices, and/or procedures to accommodate a participating child’s disability. Reasonable modifications to effectively accommodate children with disabilities must be made on a case-by-case basis. A meal modification must be related to the disability or limitations caused by the disability.

Food Allergies: A child's modification request extends to any food items and ingredients offered to the child. When accommodating a child's food allergy, no food item offered to the child may contain traces of substances that may trigger an allergic reaction. For example, if a child has a peanut allergy, no foods served to the child may contain peanuts or include peanuts as an ingredient. This means food labels or specifications on food items children with allergies will consume must be checked for allergens. FNS recommends providing the child's parent or guardian advance copies of breakfast and lunch menus, if applicable, so they can ask questions and raise any potential concerns. If a food label for a product served in the Programs does not provide adequate information, it is the responsibility of the school food service to obtain the information necessary to ensure no allergic substances are present. This may be accomplished by contacting the supplier or manufacturer or checking with the State agency. Private organizations may also be consulted for information and advice.

Facilities and personnel must provide the necessary services to accommodate a child with a disability. In certain situations, modifications may require additional equipment or specific staff training and/or expertise. When these instances occur, it is important for school food service professionals and parents or guardians to work together, prior to the child's entrance to the school, to ensure the child has equal opportunity to participate in and benefit from the Programs.

Team Approach

When implementing the guidelines, AKFCS Nutrition staff will take a team approach when complying with guidelines and providing modifications for participants with disabilities. Having a team that includes individuals from the SFA, nursing staff, and the Section 504 Coordinator helps ensure consistent decisions, implementation, and tracking of meal modifications. Any request for a modification related to the meal or meal service should be reviewed by the team.

- **Integrated Setting Meal Service** — Abby Kelley Foster Charter School will provide all meal services in the most integrated setting appropriate to the needs of the disabled participant. Exclusion of any participant from the Nutrition Program environment is not considered an appropriate or reasonable modification.
- **Confidentiality** — It is extremely important for Abby Kelley Foster Charter School to protect the privacy of our students who have a disability. The Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the Family Educational Rights and Privacy Act of 1974 (FERPA) require medical information to be kept confidential. This includes medical information related to a child's disability. Abby Kelley Foster Charter School Nutrition team may not request medical records or medical charts related to a child's disability as part of the medical statement. Schools also must follow confidentiality requirements under IDEA; any questions about IDEA should be directed to the Section 504/ADA Coordinator.
- **Current Information Assurance** — Parents and/or Guardians will not be required to resubmit medical statements, but an effort will be made by Abby Kelley Foster Charter School to ask if they would like the accommodation to continue or stop either annually or in another defined period of time.
- Abby Kelley Foster Charter School **will provide a yearly policy update located under the SFA Civil Rights Policy and Procedure**. This link can be found on the school website under the Nutrition Services tab – USDA Statements.

Declining Meal Modification Requests

AKFCS generally will not decline to provide a meal modification to accommodate a child's disability that is supported by a medical statement. However, AKFCS may decline a request for a meal modification that would fundamentally alter the nature of the CNP. A fundamental alteration is a modification so drastic that it would change the essential nature of the CNP. AKFCS will work closely with families to prevent any misunderstandings before declining a modification request. The Food & Nutrition Services Director will contact our DESE consultant if we plan to decline a modification request.

- If AKFCS declines a request, under the Procedural Safeguards requirements, AKFCS will ensure that the child's parent or guardian understands their right to file a grievance if they believe a violation has occurred regarding the request for a reasonable modification.
- Procedures in place to address requests to accommodate children with disabilities in the facility/school, in compliance with Section 504 of the Rehabilitation Act of 1973 or IDEA, may be used to fulfill this requirement.
- The USDA Civil Rights Complaint process may be utilized in addition to or in place of Procedural safeguards.

Instructions for meal modifications are as follows:

Families in need of a Meal Modification form should contact Stephanie Collins, Director of Nutrition Services; scollins@akfcs.org or 508-854-8400 ext. 4645.

§ The medical statement must include:

§ Information about the child's physical or mental impairment that is sufficient to allow Abby Kelley Foster Charter School Nutrition Department to understand how it restricts the child's diet,

§ An explanation of what must be done to accommodate the child's disability, and

§ The food or foods to be omitted and recommended alternatives, in the case of a modified meal.

§ If the child's IEP or 504 Plan includes the information required in the medical statement, or if Abby Kelley Foster Charter School obtains written medical verification of the impairment during the IEP/504 Plan process, it is not necessary for Abby Kelley Foster Charter School to also obtain a separate medical statement.

§ Abby Kelley Foster Charter School may not require the written medical statement to provide a specific diagnosis by name or use the term "disabled" or "disability," though the State licensed healthcare professional may use these terms when submitting a medical statement.

If a medical statement is provided and does not fully explain the modification needed, AKFCS will immediately contact the child's parent or guardian for guidance and ask the family to provide an amended medical statement as soon as possible. However, clarification of the medical statement will not delay AKFCS from providing a meal modification. AKFCS will follow the portion of the medical statement that is clear and unambiguous to the greatest extent possible, while obtaining the additional information.

On a yearly basis, all AKFCS Nutrition staff members are required to take food allergen training. Extra allergen training is provided upon request. One staff member is ServSafe certified at every AKFCS building.

If you have any questions please reach out to the Nutrition & Food Service Director, Stephanie Collins, 508-854-8400 x4645, 6 New Bond St. Worcester, MA 01606 or SCollins@akfcs.org

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, familial/ parental status, income derived from a public assistance program, political beliefs, reprisal or retaliation for prior civil rights activity. (Not all prohibited bases apply to all programs.)

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, and American Sign Language) should contact the responsible Mission Area, agency, staff office, or USDA's TARGET Center at **(202) 720-2600** (voice and TTY) or contact USDA through the Federal Relay Service at **(800) 877-8339.**

To file a program discrimination complaint, a complainant should complete a Form AD 3027, USDA Program Discrimination Complaint Form (PDF, 293 KB), which can be obtained online, from any USDA office, by calling **(866) 632-9992,** or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 (PDF, 293 KB) form or letter must be submitted to USDA by:

mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

fax: (833) 256-1665 or (202) 690-7442;
email: program.intake@usda.gov

Abby Kelley Foster Charter School is an equal opportunity provider, employer, and lender.

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