



Community Day Charter Public School Handbook

UPPER AND LOWER SCHOOLS

73 Prospect Street
Lawrence, MA 01841

Lower School Phone: (978) 681-9910

Upper School Phone: (978) 682-6796

Lower School Fax: (978) 681-5838

Upper School Fax: (978) 682-1268

EARLY LEARNING CENTER AND BUSINESS OFFICE

190 Hampshire Street
Lawrence, MA 01840

Early Learning Center Phone: (978) 722-2583

Business Office Phone: 978-682-6628

Fax: (978) 682-1013

Website: www.cdcps.org



Community Day Charter Public School

Dear Community Day Charter Public School Family,

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

*This **Handbook** is your resource for information about our school--academic policies and procedures as well as other information you may need as the year progresses. Please keep it handy for reference. We hope that you find it helpful and as always, we encourage your questions and suggestions. The school's annual report also includes the information necessary to meet the report card requirements for No Child Left Behind.*

MISSION STATEMENT

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

At Community Day Charter Public School we believe:

Learning is well-balanced

Learning opportunities are equitable

Learning is active

Learning is inter-disciplinary

Learning is individual

Learning is lifelong

HISTORY OF COMMUNITY DAY CHARTER PUBLIC SCHOOL

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

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

The school governing board reflects the involvement of parents, teachers, community activists and professionals.

I. PARENT INVOLVEMENT

PARENT ADVISORY BOARD

The Parent Advisory Board meets regularly, giving parents an opportunity to plan programs which encourage parental involvement in the school. The PAB addresses a range of issues from academics and curriculum to fundraising. The PAB seeks to represent the concerns of parents of all children at the school, special needs, at-risk, limited English proficient and high achievers. Appointed Board members assume responsibility for setting and implementing the PAB agenda, but all parents may vote. Meetings are open to all parents as well as to the general public and are held at 6:30 p.m. on the first Monday of each month, during the school year, in the Lower School. Spanish translation is provided at all meetings. The Parent Advisory Board includes representation across grade levels and programs. The Parent Advisory Board Sub-Council on Special Education ensures parent participation in the planning, development and evaluation of the school's special education program as mandated by the laws that govern special education. The Association of Parents in Action (APA) is a support group for Spanish-speaking parents. Discussions focus on topics of concern to parents. English translation is provided. APA meets once a month on Fridays.

PARENT RESPONSIBILITIES

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

- ◆ Ensure that your child is at school every day on time.
- ◆ Support our work ethic that every child will have a school "job" and assume responsibility to do it well.
- ◆ Communicate regularly with your child's teacher. This includes: providing needed information, letting us know how things are going and coming to parent meetings and conferences.

- ◆ Participate in creating high standards for behavior, including supporting the school's code of conduct and working with our school in solving any problems which develop.
- ◆ Talk to your child about values such as work, responsibilities and the importance of education.
- ◆ Show interest in your child's homework and schoolwork and follow through on signing papers and participating in family projects.
- ◆ Never discipline any other CDCPS students (other than your own).
- ◆ Keep your child's emergency phone numbers and information in the school office up to date.
- ◆ Volunteer at the school or by doing things for the school as often as you can.
- ◆ Ensure that your child wears the CDCPS uniform daily.

VISITOR POLICY

CDCPS welcomes visitors! All visitors must sign in at the Upper or Lower School office and pick up a visitor's pass. Any unidentified adult in the building will be directed to the office by teachers, staff or parents. This includes any time parents need to pickup their child for an early release.

EXPECTATIONS FOR VOLUNTEERS

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

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

II. ATTENDANCE POLICIES AND PROCEDURES

- ◆ Regular attendance is expected of each child. Teachers keep attendance logs on a daily basis and are attentive to excessive absences.
- ◆ Parents must call in if a child is going to be absent.
- ◆ Parents are expected to make arrangements with the teacher to receive homework for their child during absences.
- ◆ Any child who is consistently absent without good reason may not be promoted.
- ◆ Parents will be required to conference with the Heads of School if their children have excessive absences.

SCHOOL CALENDAR

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

SNOW DAYS

It is the policy of Community Day Charter Public School to remain open despite inclement weather and to close only when the weather is declared too dangerous for travel. Community Day Charter Public School may be required to cancel classes or bus transportation, however, in the event that weather conditions make road conditions difficult. Cancellation of bus transportation or school will be recorded on the school's answering system (978-681-9910 or 978-682-6796) as early in the morning as possible and will be announced on the local radio stations.

ARRIVAL AND DEPARTURE

Students may arrive for school at 8:00 a.m. Punctuality is mandated to give children the opportunity to gain the most from the day as well as to build good habits. Any arrival after 8:10 a.m. will be considered tardy, and students must be signed in at the office when this occurs. Students with an excessive tardy record will be required to make up the time after school.

Any departure before 3:30 p.m. is considered early release and students must be signed out by an authorized adult. **Between 3:30 p.m. and 3:45 p.m., students will not be dismissed as the pick-up lane is reserved for the bus.**

Any child not currently enrolled in the school's extended day program who is left off prior to 7:50 a.m. or departing after 4:00 p.m. will be cared for in day care and an additional fee for this unscheduled care will be charged to the family. (Please refer to **Extended Day Program** for further information on Community Day Charter Public School's day care services.)

No child is dismissed to any adult other than the parents, unless there is a note or phone call given to the school, even if the adult is on the emergency or release form. Bus schedules remain scheduled for the semester and cannot be changed daily.

Parents are encouraged to come in to classrooms to visit. Parents of LS and US who plan to stay any length of time should park on High Street above the school and walk down the stairs to the school. CDCPS parents are not allowed to park on the lower levels of the parking lot and unauthorized cars are subject to towing. Parents of ELC may park in St. Mary's church parking lot. Parents should not park in front of ELC.

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

III. BEHAVIOR CONTRACT/DISCIPLINE POLICY

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

It is Community Day Charter Public School's belief that children need the security of knowing that the adults are in control and have the knowledge and skills necessary to support children. Children will learn skills related to the development of self-control, conflict resolution, problem solving and respect for others. We are aware that given the complex issues of today's families and society, there are individuals who need additional supports and services to be able to function as members of a group. If we find that our strategies and resources are not sufficient to create success for the student in our learning environment, we will work with the family and student to determine if we need to alter the setting, curriculum or strategies for children who require modifications.

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

COMMUNITY DAY CHARTER PUBLIC SCHOOL CODE OF CONDUCT

- *Each individual (student, teacher, parent and administrator) has a right to be treated with respect at all times, even if there are opposing points of view.*

- *Each individual has a right to be in a climate of physical and emotional safety.*
- *Each individual has a right to be viewed as a valued, contributing member of our community of learners.*
- *Each individual has a personal responsibility and investment in making sure that these rights are supported in our learning environment.*
- *Each individual must clearly understand the values and expectations set forth by our Code of Conduct and understand that violations of this code will lead to consequences.*

Appropriate behavior includes:

- *demonstrating respect for self, others, and property*
- *using courtesy and kindness for each other*
- *assuming responsibility for choices and accepting consequences*
- *being honest in all matters*
- *using good sportsmanship*

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

At Community Day Charter Public School students will:

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

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

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

Grounds for Suspension

1. A serious violation of any of the rules stated above.
2. Harassment of other students and adults (including, but not limited to, threats, sexual harassment, or racial, religious, or ethnic slurs).
3. Smoking.
4. Actions involving drugs and alcohol, including, but not limited to:
 - (1) purchasing or attempting to purchase
 - (2) using,
 - (3) possession,
 - (4) selling or distributing or intending or attempting to sell or distribute, or
 - (5) possession of drug paraphernalia.

For purposes of this rule, alcohol and drugs include not only alcohol, controlled substances as defined in Mass. Gen. Laws, Ch. 94C including but not limited to marijuana, cocaine and heroin, but also restricted drugs such as prescription or over-the-counter drugs, steroids, and other products which may be misused (aerosols, solvents, etc.).

5. Profanity or obscenity directed to or at school personnel.
6. Fighting.
7. Vandalism.
8. Stealing.
9. Causing a false fire alarm or other false alarm.
10. Possession and/or use of a dangerous weapon or injurious substance or material (suspension or expulsion).
11. Misbehavior by a student that becomes disruptive to the educational process of other students.
12. Truancy.
13. Severe bus problem.

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

Students who violate the policies described in this Code of Conduct will be subject to disciplinary action up to and including expulsion as set forth in the CDCPS School Policies.

DISCIPLINE POLICIES

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

Community Day Charter Public School Policy on Suspension and Expulsion

Overview

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

Description and Process for Suspension

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

Repeated Suspensions

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

Case for Expulsion

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

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

Discipline of Students with Disabilities

In general, if your child has violated the school's disciplinary code, the school may suspend or remove your child from his or her current educational placement for a period not to exceed ten (10) consecutive school days in any school year. If your child possesses, uses, sells or solicits illegal drugs on school grounds or at a school-sponsored event or carries a weapon to school or a school function, the school district may place your child in an interim alternative educational setting for up to 45 calendar days. If your child has been placed in an interim alternative education setting as a result of a disciplinary action, your child may remain in the interim setting for a period not to exceed 45 days. Thereafter, your child will return to the previously agreed-upon educational placement unless either a

hearing officer orders another placement or you and the school agree to another placement.

Anytime the school wishes to remove your child from his or her current educational placement for more than ten (10) consecutive school days in any school year, or for more than ten cumulative days when a pattern of removal is occurring, this constitutes a “change of placement.” A change of placement invokes certain procedural protections under the IDEA, the federal special education law. These include the following:

- (a) Prior to any removal that constitutes a change in placement, the school district must convene a Team meeting to develop a plan for conducting a functional behavioral assessment that will be used as the basis for developing specific strategies to address the problematic behavior. If a behavioral intervention plan has been previously developed, the Team shall review its implementation and modify it if necessary.

- (b) Prior to any removal that constitutes a change in placement, the school district must send you a full statement of your procedural rights (this brochure) and inform you that the Team will consider whether or not the behavior that forms the basis for the removal is related to the student’s disability. This consideration is called a “manifestation determination.” Remember that you, as the parent, always have the right to participate as a member of the Team.

Consideration of whether the behavior is a manifestation of the student’s disability:

The law provides that the Team must consider evaluation information, observational information, the student’s IEP and placement, and must determine whether the behavior prompting disciplinary removal was a manifestation of the student’s disability. The Team considers if the student understood the impact and consequences of the behavior, and further considers

if the student's disability impaired the student's ability to control his or her behavior.

If the Team determines that the behavior was related to your child's disability, then your child may not be removed from the current educational placement (except in the case of weapon or drug possession or use) until the IEP Team develops a new IEP and decides upon a new placement and you consent to that new IEP and placement.

If the Team determines the behavior was not related to your child's disability, then the school may suspend or otherwise discipline your child according to the school's code of student conduct, except that for any period of removal exceeding ten days, the school district must provide your child with a Free Appropriate Public Education (FAPE). The school district must determine the educational services necessary for FAPE and the manner and location for providing those services.

In the case of a disagreement with the Team's determination:

If you disagree with the Team's decision on the "manifestation determination" or with the decision relating to placement of your child in an interim alternative education setting or any other disciplinary action, you have the right to request an expedited due process hearing from the Bureau of Special Education Appeals.

Documentation of Discipline Incidents

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

IV. DRESS CODE

Community Day Charter School maintains a uniform dress code, which was recommended by the Parent Advisory Board in order to eliminate status dressing and reduce costs for parents and create a group identity for our School. CDCS reserves the right to amend or modify this dress code at any time.

Students should be neat and clean. Footwear must be in accordance with health and safety laws and must not damage floors. Boots and snow clothing must be provided for outdoor play in the winter.

Grades K-4 (Lower School)

Girls

- Navy blue skirt, jumper, belted pants, shorts or skort. (Jumpers recommended for younger girls). No Jeans/Denim.
- White, navy blue or light blue collared shirts (polo, button-down, peter-pan, turtle neck). Shirts under uniform shirt should be white, navy blue or light blue. No patterns or designs.
- Navy sweater, or vests (no stripes, designs or logos)
- Socks or tights should be white or navy blue. No patterns or designs.
- Shoes, - No sneakers unless gym day. No sandals. Flat heeled, low cut shoe boots are permissible during winter months (Nov.-Apr). Boots must be worn under pants. A change of shoes should be provided if snow boots are worn to school. Shoes or shoe boots must be dark blue, dark brown or black. All heels must be 2 inches or lower.
- No caps or hats inside

Boys

- Navy blue belted pants/shorts. No jeans/denim
- White, navy blue, or light blue collared shirts (polo, button-down, turtle neck). Shirts under uniform shirt should be white, navy blue or light blue. No patterns or designs.
- Navy sweater, or vests (no stripes, designs or logos)
- Socks should be white or navy blue. No patterns or designs.
- Shoes- No sneakers unless gym day. No sandals. Flat

heeled, low cut shoe boots are permissible during winter months (Nov.-Apr). Boots must be worn under pants. A change of shoes should be provided if snow boots are worn to school. Shoes or shoe boots must be dark blue, dark brown or black. All heels must be 2 inches or lower.

- No caps or hats inside

Grades 5-8 (Upper School)

Girls

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

Boys

- Khaki pants or hemmed shorts, belted at the waist (No jeans/denim)
- No excessively baggy pants
- A white/light blue/navy shirt with a collar – tucked into pants waist. Shirts under uniform shirt should be white, navy blue or light blue. No patterns, designs or logos.
- Navy sweater or jacket, no patterns, designs or logos

- Shoes, No sneakers unless gym day. No sandals. Flat heeled, low cut shoe boots are permissible during winter months (Nov.-Apr). Boots must be worn under pants. A change of shoes should be provided if snow boots are worn to school. Shoes or shoe boots must be dark blue, dark brown or black. All heels must be 2 inches or lower.
- No spandex, sheer, or other inappropriate materials
- No caps or hats inside, no sports headbands or bandanas

Boys and Girls - Gym days

- Navy blue sweat pants (**no stripes will be accepted**); Navy shorts
- Navy sweatshirt; or CDCPS logo t-shirt only (you can buy them at Mickey's Sporting Goods, 268 South Broadway, Lawrence, MA 01843)
- Sneakers

V. ACADEMIC POLICY

STUDENT RECORDS/CONFIDENTIALITY

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

AMENDING THE CHILD'S RECORD

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

Within 1 week after the conference the school will give parents a written statement of the reasons for the decisions. If the decision is in favor of the parents, the school shall immediately take steps as may be necessary to put the decision into effect.

TRANSFER OF RECORDS

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

TESTS

Children enrolled at Community Day Charter Public School are

required to take standardized tests including the DIAL-3, the Pre- and Regular Language Assessment Scale (LAS), the TerraNova Test (math only), the Massachusetts Comprehensive Assessment System (MCAS), and any other tests required by the state of Massachusetts. Students who have been deemed to require accommodations on these tests, may be offered the necessary accommodations.

HOMEWORK

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

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

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

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

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

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

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

HOMEWORK POLICY / UPPER SCHOOL

Recommended Time for Homework

Grades 5, 6, 7 and 8

1-1:30 hour

HOMEWORK POLICY / ELC & LOWER SCHOOL

Recommended Time for Homework

Kindergarten I and II	10 minutes
First	20 minutes
Second	30 minutes
Third	40 minutes
Fourth	50 minutes

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

REPORT CARDS

Community Day Charter Public School uses a grading system of report cards and **Personal Education Goals** (PEG) for each student. Report cards are distributed three times during the academic year, with parent conferences occurring in conjunction with the fall marking period and thereafter on an as-needed basis.

FIELD TRIPS

Field trips are important to the academic program and all students are expected to participate. Parents must complete a permission form. In the event a student misbehaves, permission to participate in the field trip may be withdrawn.

ENGLISH LEARNER EDUCATION

CDCPS has implemented an English immersion model that includes instructional support in the native language to ensure that limited English proficient (LEP) students achieve English language fluency. The language proficiency for all new students whose families identify a primary language other than English is assessed using the Pre-LAS and LAS (Language Assessment Scales). The majority of students identified as limited English proficient attain oral fluency in English by the end of their first year at CDCPS.

Beginning in school year 2003-2004 CDCPS implemented the English immersion model in accordance with the amendments to Chapter 71A of the General Laws of Massachusetts, the state law governing the education of LEP students. The amended law mandates that LEP students receive sheltered English immersion instruction until they are proficient in English. Section 5 of 71A gives the school the authority to waive the provisions of the law for individual students under certain conditions if a parent annually applies for a waiver by visiting the school and providing written informed consent.

As required by the Department of Education, CDCPS administers tests such as the MELA-O, LAS-R and LAS-W to assess English language proficiency and identify LEP students. CDCPS teachers have been trained to support second language

learners. Bilingual staff members provide academic support and counseling services to students who require extra help. The school as a whole values bilingual capability. All students take Spanish as a required subject and students are encouraged to value and share their native languages and cultures. Parents receive communications in English and Spanish, and parent conferences are held in the native language of the parent.

Special Education

CDCPS holds high expectations for all students and offers programs and support services designed to maximize student performance and participation in the general curriculum. A learning plan, or Personal Educational Goals (PEG) Plan, is developed for every child at CDCPS. The PEG outlines the responsibilities shared by teachers, parents, and the students themselves for achievement of learning objectives outlined in the PEG. CDCPS implements a District Curriculum Accommodation Plan (DCAP) that describes the programs and services that support students' achievement in accordance with the Massachusetts learning standards. The support includes remedial academic instruction in the form of one-to-one tutoring and small group instruction, speech and language therapy, counseling, physical therapy, and occupational therapy. CDCPS offers a full special education program to ensure that CDCPS students receive special education services designed to develop the student's individual educational potential in the least restrictive environment in accordance with state and federal special education laws and regulations.

VI. HEALTH AND MEDICAL EMERGENCIES

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

ACCIDENT AND ILLNESS

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

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

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

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

CONTAGIOUS DISEASES/CONDITIONS:

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

When a student is ill and has symptoms of vomiting or a fever over 100 degrees, parents are required to keep their child home for 24 hours.

School officials conduct regular checks for head lice, a common childhood occurrence. Any child who must remain out of school due to head lice must be examined by a school administrator before returning to school.

HEALTH RECORDS

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

DOCTOR'S NOTE

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

MEDICATION

Medicine cannot be administered without the written order of a physician which indicates the medication is for the specific child as well as the specific dosage required by that child. Permission statements are available in the office. It is the policy of Community Day Charter Public School to administer medicines only in situations when it is required.

VII. TRANSPORTATION PROGRAM

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

Bus pick-ups occur at designated bus stops throughout the city of Lawrence between 6:45 a.m. and 8:00 a.m. Bus drop-offs occur at the same designated bus stops from 4:00 p.m. to 5:15 p.m. A parent/guardian must be at the bus stop for the student to be released. If the student's guardian is not at the bus stop, the student will be brought back to school and a fee will be assessed for the extended day expense. Students over the age of 10 may be released by themselves from the bus if the parents offer written permission to the school.

A daily transportation fee is assessed for students who live inside the 2-mile radius (as determined by CDCPS) of the Charter School. This charge is not reduced if a student only uses bus transportation one way. Transportation fees are available from the CDCPS office. All South Lawrence students are bused at no cost.

Registration for transportation takes place during the month of August and then may be possible on a space available basis during the rest of the year. Once schedules are established, daily changes cannot be accommodated, and the bus cannot wait for students who are late in the morning.

MORNING DROP-OFF:

Those students who are not being bused and who are not attending the before-school-extended-day program are to be dropped off at 8:00 a.m. Any child arriving after 8:10 a.m. shall be considered tardy for that day.

It is important that the drop-off process moves as efficiently as possible. If a parent needs or wishes to speak with someone on the Charter School staff at drop-off time, please park in any available parking space and walk into the building with your child. Please do not stop your car to get out in the middle of the drop-off line.

Throughout the Drop-off Time, Community Day Charter Public School appreciates parental compliance with all **No Parking** areas and parental attention to Charter School staff's directions. In this way the School can ensure that students enter the building in a safe and efficient manner.

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

PORCH PICK-UP:

Those students who are not being bused and who are not attending the after-school extended day program are to be picked up between 3:50 p.m. and **no later than 4:00 p.m.** Parents may either park in any marked parking space and walk into the building to pick up their children or may pull their vehicle into the **Pick Up Line** to have their children placed directly in their cars by a Charter School staff member.

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

Any departure **before 3:30 p.m.** is considered an **early release**, and the students must be signed out by an authorized adult. Between 3:30 p.m. and 3:45 p.m., students will not be dismissed as the pick-up lane is reserved for the bus.

Do not pass the school bus or car line at any time.

VIII. SCHOOL FOOD PROGRAM

We are committed to working with our families to help students enjoy rich, rewarding, and healthy lives. We are working to educate our students about healthy eating habits, and how to avoid the pitfalls and dangers of an unhealthy diet. We firmly believe our healthful food policy will go a long way toward ensuring we meet these goals.

BREAKFAST AND LUNCH

School lunch and breakfast are served daily. **Parents are billed weekly for lunch costs incurred. Reduced rates and free lunches/breakfasts are available for those families who qualify.** Specific costs for meals are available in the Community Day Charter Public School office. The menu features low fat, low salt, whole grain foods, fresh fruits and vegetables.

SNACKS

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

SCHOOL LUNCH BOX AND BAG SUGGESTIONS

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

IX. EXTENDED DAY PROGRAM

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

Before School Day Care: 6:45 a.m.-7:45 a.m.

After School Day Care: 4:00 p.m.-5:30 p.m.

Fees for the above times are available through the Community Day Charter Public School office and are based on a full five day per week schedule. If fewer than five days are needed, the daily fee is assessed at a somewhat higher daily rate. All children are charged for day care services outside of school hours.

Drop-in day care is possible on a space available basis. Parents must confirm availability by phone in advance and no later than 3 p.m. for the day of the service.

In situations when children are dropped off **earlier** than their agreed upon extended day care schedule or picked up **later** than their agreed upon extended day care schedule, the family is subject to an additional charge of \$5.00 every 15 minutes for this unscheduled care.

X. STATEMENT OF NONDISCRIMINATION

Community Day Charter Public School does not discriminate on the basis of race, color, national origin, sex, disability, religion, or sexual orientation. Sheila Balboni, 190 Hampshire Street, Lawrence, MA 01840, 978-682-6628, coordinates compliance with equal protection laws and regulations including Title VI, Title IX, Section 504, and Section 5 of MGL Ch. 76.

XI. ASBESTOS

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

XII. PARENTS RIGHT-TO-KNOW

In compliance with the requirements of the *No Child Left Behind* Elementary and Secondary Education Act, the parents of children attending a school that receives Title I funding may request, and the school must provide in a timely manner, information regarding the professional qualifications of their child's classroom teachers and paraprofessionals. This information may include the status of a teacher's state qualification or license, graduate or undergraduate degree, or license, graduate or undergraduate degree, or other qualifications. This information is collected and disseminated in a manner that protects the privacy of individuals. Questions regarding the qualifications of the teachers and paraprofessionals

serving your child should be directed to: Sheila Balboni, Executive Director, 978-682-6628.

XIII. GRIEVANCE PROCEDURES

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

A complaint (grievance) made by a parent (student) or employee alleging discrimination is to be made to the appropriate Head of School. If the person making the complaint is not satisfied with a decision made regarding the complaint that person shall submit a written request of appeal to Sheila Balboni, 190 Hampshire Street, Lawrence, MA 01840, telephone 978-682-6628. Within 2 weeks the Executive Director will provide a written decision to the appellant, giving the reasons for the decision.

If the decision of the Executive Director is not satisfactory, the appellant has the right to appeal to the Board of Directors. Request should be in writing to the Board President. Within 4 weeks, the Board of Directors shall hold a hearing and render a decision on writing to the appellant. Employees of the school who are involved shall have a right to be present.

XIV. ENROLLMENT POLICY

Community Day Charter Public School is committed to ensuring that all of its programs and facilities are accessible to all members of the public. We do not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or

physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or in a foreign language or prior academic achievement when recruiting or admitting students.

Prior to the lottery Community Day Charter Public School advertises through the local media (English/Spanish) and by leafleting (English/Spanish/Vietnamese) in the community. These advertisements announce that applications are being accepted for the upcoming school year, grades the school serves, when open houses are being held, the application deadline and the lottery date, time and location.

- Advertising begins at least one month in advance of the application deadline.
- Advertisements can be found in the Eagle Tribune, Rumbo, local businesses and on Local Access Channel 8 cable station and local radio stations such as Mega WLLH 1400.
- Applications can either be mailed to individuals by calling the school or picked up at the main campus of Community Day Charter Public School at 73 Prospect Street or the Early Learning Center at 190 Hampshire Street.

Community Day Charter Public School's lottery is open to the public and conducted yearly in March. Children's names are entered by the signed application of their parent. Individuals without any connection to the school draw children's names for the lottery. Prior to drawing names the number of openings if any in the grade to be drawn is announced. The waiting list is created by the Lottery and is maintained throughout the year.

- Applications received after the deadline are not eligible for the lottery.
- All children from new applications received by the deadline are entered into the lottery for the upcoming school year.
- Applications received in previous years are also entered into the lottery for the upcoming school year. This will change the child's position on the waitlist from year to year depending on the order their name is drawn.

Using our process, the lottery creates the order in which we offer our openings to prospective families.

- Applications are sorted into two groups: Residents (who live in Lawrence) and Non-Residents (living outside of Lawrence). The lottery for Residents is conducted first and they are given priority over Non-Residents.
- Resident and Non-Resident students with siblings already attending the school are given priority in the lottery by being drawn before Resident and Non-Resident children without siblings enrolled.
- If a spot is available the Resident or Non-Resident children with a sibling(s) enrolled will be offered a slot when their name is pulled or placed on the top of the waitlist being created. Once the names of the Resident and Non-Resident children with siblings in the school have been pulled then the names of the Resident children without siblings in the school will be pulled and offered a slot if one is available or added to the waitlist after the Resident and Non-Resident children with siblings in the school.

- If the Resident lottery is completed and there are still spaces available then Non-Resident children will be offered admission. If there are more Non-Resident applications than openings, a Non-Resident lottery will be conducted using the same procedure as the Resident lottery and children will be offered a slot if one is available or added to the waitlist in the order they are drawn after the Resident children on the list.

Once the spot is accepted every student must complete the process of enrollment to finalize the acceptance, which includes families coming to an informational interview. This interview shall not be designed, intended or used to discriminate. Additionally parents must provide proof of Massachusetts residency. Due to sibling priorities, withdrawals and changes of address, the waiting list does change over the course of the year.

- If an opening arises the space is offered to Resident and Non-Resident children with sibling priority in the order they were selected in the lottery, then Resident children without siblings in the order they were selected in the lottery.
- If there are no Resident children (with or without sibling priority) on the waitlist then the Non-Resident children (without sibling priority) on the waitlist will be offered an opening in the order they were selected in the lottery.
- When an opening is available, parents are notified by phone and by mail and given a one-week deadline to respond. If they do not respond by the deadline, CDCPS moves to the next person on the waiting list.

- If an opening is declined the parent may have the child's name moved to the bottom of the waitlist for that school year in which case the child would be included in future lotteries or removed altogether from future consideration for an opening
- Parents are welcome to call for an updated status at any time.

Once a student is enrolled at CDCPS they have a right to continue attending the school even if they move out of the district unless the new district of residence is at or above its net school-spending cap. If this is the case and the student has siblings already enrolled in the school the parents may choose to pay the child's tuition.