

Lawrence Public Schools

UP Academy Leonard School Operational Plan dated April 8, 2015

UP Education Network will be guided by the School Operational Plan (the Plan) in the performance of all management and operational services referred to in the Memorandum of Agreement to which it is attached. As further described herein, UP Education Network shall determine and implement any and all school policies and programs for students and/or personnel, including without limitation all academic, ancillary, extracurricular and non-academic policies and programs. Except as specifically noted herein, this Plan is adopted as a guiding document and the policies, strategies, and all other details described herein are subject to modification by UP Education Network; in no event will the policies, strategies and other details described herein constitute binding obligations of UP Education Network or Up Academy Leonard Middle School ("UP Academy" or the "school"). As set forth in the Memorandum of Agreement dated April 12, 2013 ("MOA"), the Receiver will be notified of all substantial changes to the Plan, which shall require the Receiver's approval to become effective. The Receiver or the Receiver's designated representative shall be notified of all changes which are not substantial, which changes shall be deemed approved if no notice of disapproval is received by UP Education Network from the Receiver within five (5) business days.

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Policies

- **UP Academy Leonard Code of Conduct**

UP Academy Leonard (“UP Academy” or “school”) has created a Code of Conduct in order to:

- ensure that our school is a respectful, positive space for learning;
- allow scholars to focus on their learning; and
- prepare scholars to become engaged citizens who follow rules set by our communities.

The Code of Conduct describes behaviors that UP Academy considers inappropriate or unacceptable (which we will call “behavioral infractions”) and the consequences of those behaviors. Scholars who do not meet the school community’s clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others. We believe that a firm and consistent discipline policy allows all scholars to be treated fairly and promotes a positive, safe learning environment.

The following list of behavioral infractions is not comprehensive; it offers examples of inappropriate or unacceptable behaviors. While we have stated possible consequences for certain behavioral infractions, UP Academy staff has sole discretion to determine the consequence of each behavioral infraction.

A school-related behavioral infraction refers to the violation of this code occurring:

- while the scholar is on school grounds, during uniformed arrival / dismissal, or on transportation to and from the school,
- during school-sponsored activities and trips,
- during all other school-related events, and
- off of school grounds that results in substantial disruption to the learning environment.

Scholars are expected to always respond respectfully to the authority and direction of school staff. Behaviors that are considered disrespectful include,

but are not limited to: rolling of the eyes, making inappropriate remarks or sounds in response to a request, or disregarding instructions. Such disrespect will not be tolerated. To that end, we expect respectful interactions and we allow for scholars to express disagreement in a respectful manner.

Enforcement of UP Academy's Code of Conduct is based upon a framework of progressive discipline. Specifically, minor infractions result in less severe consequences while larger infractions result in more severe consequences. Furthermore, first-time infractions result in less severe consequences while repeated infractions result in more severe consequences.

Section I: Operational Disciplinary Procedures

A. Special Consideration for Scholars with Individualized Education Plans

UP Academy holds all scholars to the same standards and expects all scholars to act with scholarly behavior at all times. Staff will work to support scholars with Individualized Education Plans (IEPs) so that they are able to meet these expectations.

Scholars with IEPs are entitled to special access by law, as determined by the Individuals with Disabilities Education Act (IDEA). If a scholar with an IEP has been suspended for a total of 10 cumulative days throughout the school year, the school will host a manifestation hearing. The goal of this hearing is for the team is to determine whether a scholar's actions are a result (a manifestation) of the scholar's disability. If the action is believed to be a manifestation of their disability, the scholar will be allowed to return to school immediately and the team will work to support the scholar in having a successful re-entry. If the action is not believed to be a manifestation of the disability, the suspension length will be determined as a result of the meeting. However, the scholar will continue to receive educational services, though in a different environment and to make progress towards meeting the goals set out in the scholar's IEP.

Please note that the school will attempt to schedule a manifestation hearing as soon as the offending action has occurred (and in no more than 10 days). If the parent/guardians miss the meeting, the school team will work to reschedule. After the second missed meeting, the team will host one more meeting, regardless of the presence of the parent/guardian.

In accordance with state law, schools may choose to exclude scholars from school, regardless of manifestation determination for offenses that involves scholars carrying a weapon, scholars knowingly possessing, using, selling or soliciting drugs or instances in which scholars inflict bodily harm.

B. Scholar Searches

In order to maintain the security of all its scholars, UP Academy staff reserve the right to conduct searches of its scholars and their property when there is reasonable suspicion to do so. If searches are conducted, the school will ensure that the privacy of the scholars is respected to the extent possible, and that scholars and their families are informed of the circumstances surrounding and results of the search. School cubbies, desks, and lockers which are assigned to scholars for their use, remain the property of UP Academy, and scholars should, therefore, have no expectation of privacy in these areas.

C. Behavior to and from School

The UP Academy Code of Conduct applies on school bus, public transportation, in the community, and all other means of access during general transit to and from the school. Students who walk, take the school bus, or travel via public transportation (including the Merrimack Valley Regional Transit Authority, or MVRTA) are expected to act responsibly and respectfully at all times. All school rules apply during transit to and from the school. On the bus certain additional rules may apply: students may be given assigned seats, an administrator or other staff member will meet the bus every morning; students will be required to remain on the bus until an administrator or staff member checks with the driver as to behavior; failing to adhere to bus directives or expectations (i.e. remaining in an assigned seat, putting hands out of the bus, throwing things, using profane language, not obeying the bus driver) are all infractions, as well as those listed in the Code of Conduct. More serious behavior (i.e. fighting) will be investigated and treated in the same manner as if the conduct or incident occurred on school grounds. Regarding public transit, any action deemed inappropriate by MVRTA or school officials will be investigated and treated in the same manner as if the conduct or incident occurred on school grounds.

The following consequences may occur as a result of violating bus or MVRTA rules:

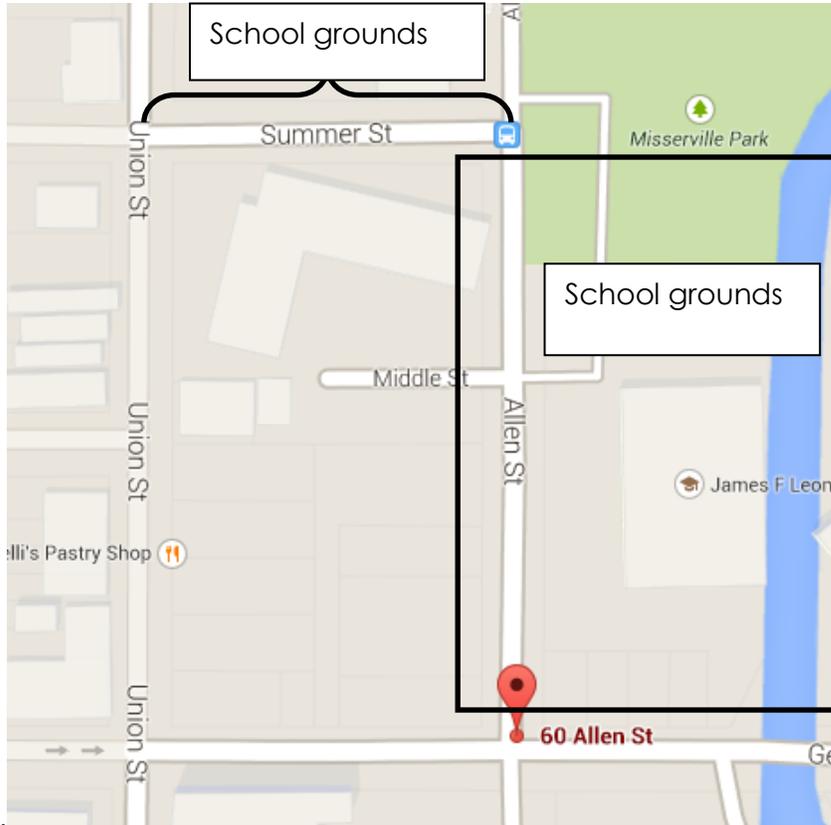
- One infraction = loss of transportation privileges for a week.
- Two infractions = loss of transportation privileges for a month.
- Three infractions = loss of transportation privileges for the year.

Infractions, if serious enough, can warrant immediate loss of transportation privileges for the year. Other consequences (e.g., demerits, detentions, suspensions,) may apply as well.

Families are strongly encouraged to reinforce the importance of proper bus behavior and the potential consequences for bad behavior.

Consequences for misconduct by students riding on transportation provided by their Individualized Education Plan will be dealt with on a case-by-case basis and in adherence with all applicable laws and regulations.

The map below indicates the areas that are considered “school grounds”; during arrival and dismissal times, staff will be stationed in these areas to ensure the safety of scholars



D. Field Trips/End-of-Year Events

The school’s curriculum may sometimes require outside learning experiences or special school events. During these activities, it is important for all scholars to be responsible for their behavior since the site of the activity or event is a temporary extension of the school grounds.

A permission slip will be sent home at the beginning of the school year and must be signed by a parent or guardian to allow the scholar to attend all school-sponsored field trips and events. The school will attempt to notify all parents and guardians before each school-sponsored trip. For trips that are not school-sponsored (e.g., voluntary trips), a permission slip may be sent home prior to the trip/ event, and must be signed by a parent or guardian.

A scholar may be considered ineligible for a trip for reasons including but not limited to: low PRIDE Report average, not returning the school-sponsored trip permission form, involvement in a disciplinary incident on a prior trip, poor school attendance, misbehavior in school in the days prior to the trip, etc. Scholars who are considered ineligible for attending a trip will be required to attend school that day.

If parents or other volunteers assist with such trips or events, scholars must afford these chaperones the same respect they would provide to teachers. Appropriate behavior must be maintained when attending school-sponsored events, and riding on school-provided transportation. Past inappropriate behavior, or excessive demerits and/or suspensions, may result in loss of privileges in attending or participating in class trips and events, end-of-year or otherwise.

E. Cheating, Plagiarism, and Copying Other's Work

Cheating on homework or exams, using resources inappropriately, and copying other people's work – scholars' or otherwise – is not only unfair but in the case of plagiarism, illegal. If scholars are unsure about an assignment or unsure about a test question or testing procedure, they should go to their teacher and ask for direction. Specific guidelines regarding cheating and plagiarism will be reviewed with scholars during Scholar Orientation and reiterated throughout the year. The school will determine appropriate consequences but cheating, plagiarism, and copying other's work may result in In-Class Reflection, Suspension, loss of academic credit, and/or other consequences.

F. Academic Credit for Homework / Missed Assignments

Any scholar who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall 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. Scholar work will be available in a folder for pick-up by a family member at the school daily after 4:00pm. The completed work will receive full credit, if submitted by deadlines in accordance with the school make-up policy outlined in the Scholar and Family Handbook. If a scholar does not complete this work, the scholar may face standard academic consequences (e.g., no academic credit).

Section II: Demerits, Detention & Friday Extension

A. Demerits

Definition: To achieve the goal of college readiness, scholars must maximize the learning time they have in school. Low-level misbehaviors, while not necessarily a sign of disrespect, take away from instructional time. A demerit serves as a reminder for scholars not to repeat those misbehaviors, and to refocus after small mistakes.

If a scholar commits any of the following infractions, the scholar will receive a demerit. In addition to a demerit, the scholar may receive additional targeted, corrective consequences and/or lose other school privileges as determined by UP Academy staff.

Infractions which may warrant a demerit include, but are not limited to:

Inappropriate communication:

- Passing a note (non-threatening in nature)
- Side conversations
- Face talking
- Providing suggestions during silent classwork
- Talking to a member of another group
- General noise making (whistling, tapping pencil, etc.)
- Noise-level-meter violation
- **Wrong response** —not as a challenge to teacher authority or overt disrespect, but out of self-frustration—including:
 - Eye rolling
 - Self teeth smacking
 - Statements such as “auuughh” or “oh man!”

Unprofessional conduct

- Shoes or personal property on other scholar's desk
- Unorganized work area
- Drinking sugared, artificially sweetened, or colored beverage or juice
- Eating during class without permission.
- Inappropriate materials: sharpie, candy, soda, etc
- Uniform violation (shirt untucked, pants slouched, taking off shoes, taking off uniform shirt)
- Unprepared for class (ie – no sharpened pencils or leaving binder in crate)
- Grooming during class (combing hair, putting on chapstick, braiding, biting nails, any active fidgeting)

Disengagement

- Poor posture
- Off task during lesson
- Tipping chair back

- Hand on face for more than 3 seconds

Disregarding Directions

- Not dropping pencil/pen at teacher request
- Hand not up in time after count-down
- Failure to track when requested or “faux” tracking
- Out of seat without permission

Procedures: When a scholar earns a demerit, the scholar will be notified by the issuing teacher.

B. Detention

Definition: The rules of school are the rules of life. Disrespectful responses, whether intentional or unintentional, are not tolerated in professional work environments or institutions of higher education. Therefore, it’s our duty to teach our scholars to handle adversity with respect for themselves and those in positions of authority. A detention is a consequence that requires scholars to stay after school, complete assigned punitive work, and reflect on instances of repeated non-compliance, low-level disrespect, or low-level breaches of trust and integrity.

If a scholar commits any of the following infractions, the scholar may receive a detention. Infractions which warrant a detention include, but are not limited to:

Misuse of materials in a manner that disrupts learning:

- No DEAR book/ leaving class materials at home
- Drawing on self or innocuous statements (I love Justin Bieber) on folder
- Cell phone and electronics policy violation (+collection)
- Chewing gum
- Littering

Wrong response —not as a challenge to teacher authority or overt disrespect, but out of self-frustration—including:

- Statements such as “I don’t care!” or “come on!”
- Directed wrong response TO teacher

Benign testing of school systems

- Head down on desk

- Humming in class (ie- attempting to distract)
- Walking in the hallway and communicating with someone in another class or line
- Sleeping

Inappropriate contact or communication:

- Low level public displays of affection (hugging, hand-holding) and μ
- A 'knock it off' hand poke or swat
- Lack of physical self-control (kicking chair/falling over yourself/soft shoulder bump)
- Low level profanity ('damn' or 'hell') or negative phrasing ("shut up,") [see next page for breakdown]
- Laughing to validate attention seeking behavior
- Seeking a different answer from a different teacher

Procedures: On Mondays-Thursdays, detention is served from 3:35-4:00 p.m. on the day the detention is earned. A double detention is served from 4:00-4:25pm. If a scholar is required to serve detention and Homework Club (HWC) during the same day, he/she will be required to serve the HWC from 3:30-3:55 and the detention from 3:55-4:25 pm. Any detention(s) earned on Friday may be served on Monday as a lunch detention, as detention is not held on Friday afternoon.

Student Notification: If a student is required to stay for detention, he/she will be notified by his/her Homeroom teacher during 5th period.

Family Notification: If a student is required to stay for detention, the school will do its best to contact the family no later than 3:00pm. In the case that the school cannot directly reach the family, the student is still required to stay. It is imperative that the school always have correct contact information for all parents and guardians. Families should provide the school with all relevant contact information as requested at the beginning of the year and keep the school updated if family contact information should change.

Other than for family/medical emergencies or health-related appointments, students may not be excused from detention. In the case of a family/medical emergency or health-related appointment, all students will be required to make-up missed detention time on the following school day. Under these circumstances, a family member must directly communicate with the Principal, Director of Operations, or Dean of Students in order for their child to be dismissed at 3:30pm. Absences from detention can only be excused by the Principal, Director of Operations, or Dean of Students.

C. Referrals

Definition: Scholars who earn 3 consequences (demerits/detentions or a combination of the two) within a single class or commit a referral-worthy infraction will be referred to the Dean of Students office. Referrals are designed for scholars to reflect meaningfully on their misbehavior and return to class ready to learn. Referrals are also a way for the Dean of Students to process high level misbehavior and issue consequences while supporting scholars in reflecting on their choices. If a scholar commits any of the following infractions, the scholar may receive a referral. Infractions which warrant a referral include, but are not limited to:

Being found in an unauthorized location during the school day. (8th grader on 3rd floor)

Disruption of learning environment

- 3rd consequence in a class-period (repeated disruption of class – scholar should be referred in the moment, not after class)
- Play-fighting
- Throwing items in class
- Gossip that instigates escalation
- Walking by a class or line and making a noise/joke that disrupts class
- Sleeping

Disrespect to adult:

- Lying to avoid consequences
- Talking back to an adult
- Storming away from adult or not returning when called
- Aggressive response to consequence "I hate this school" or slamming a desk

Disrespect to space/property:

- Vandalism

Threats/Aggression

- Includes Slamming doors, binders, or other objects to display aggression

Attacking the dignity of another scholar.

- Laughing at mistakes
- Hate-language

D. Friday Extension

Definition: Scholars who have earned a weekly cumulative PRIDE score below 70 will miss Friday enrichment and will stay at school until 2:00pm. In the event that an academic week does not end on a Friday, Extension will still be served at the discretion of the School Leadership Team.

Procedures: Scholars will receive notice with their weekly PRIDE Reports on Friday. UP Academy will reach families by auto-call before 12:00pm on Fridays.

Section III: Suspension and Expulsion

The following section sets forth the procedures for determining consequences scholars may face for violations of the Code of Conduct. All scholars are entitled to due process commensurate with the disciplinary consequences to which they may be subject. Part One governs non-expellable disciplinary offenses, including in-school suspensions, short- and long-term suspensions, and emergency removals. Part Two governs expellable offenses.

Scholars who are serving in-school suspension, short-term or long-term suspension, or expulsion will 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. The Dean of Students will inform the scholar and parent of this opportunity in writing when such suspension or expulsion is imposed.

Scholars who are expelled or suspended for more than ten consecutive days, whether in school or out of school, have an opportunity to receive educational services and make academic progress toward meeting state and local requirements, through the school's Education Service Plan.

If a scholar withdraws from the school and/or moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the scholar to its schools or provide educational services to the scholar in an education service plan, under section 21 of chapter 76.

Part One: Procedures Governing Non-Expellable Disciplinary Offenses

This section governs procedures for offenses that may result in (A) In-School Suspension; and (B) Short Term and Long Term Out-of-School Suspensions,

pursuant to G.L. c. 71, §37H ¾.¹ For such offenses under this section, no scholar may be suspended or expelled from school for ninety (90) school days or more.

The Receiver has designated the Principal or his/her designee as the decision-maker for overseeing matters involving disciplinary offenses that may result in suspension or expulsion for any period of time. In such cases, the Principal or his/her designee will exercise discretion in deciding the consequence, consider ways to re-engage the scholar in learning, and avoid using expulsion as a consequence until alternatives have been tried. Possible alternatives that may be considered include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, writing a letter of apology and publicly present this letter to UP Academy staff and/or scholars, submitting a reasonable and genuine plan for improvement, signing a behavior contract and positive interventions and supports.

Note: This Section does not apply to the following disciplinary offenses: (a) possession of a dangerous weapon; (b) possession of a controlled substance; (c) assault on a member of the educational staff; and (d) a felony charge of delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony (collectively, "Expellable Offenses"). For procedures governing Expellable Offenses, see Part Two below. Further, procedures governing special education scholars are set forth in this Code of Conduct at Section One, Paragraph A.

A. In-School Suspension

Definition: In-School Suspension is when a scholar is removed from regular classroom activities, but not from the school premises, as a result of his or her conduct. If a scholar faces in-school suspension for more than ten school (10) school days, consecutively or cumulatively during the school year, the procedures governing long-term suspension (Section B of Part One below) will be followed. Removal from extracurricular or after-school activities does not count as removal for purposes of calculating the number of days of suspensions. Infractions which may warrant an In-School Suspension include, but are not limited to:

- In the category of **Inappropriate Language:**
 - Examples: High-level profanity not targeted at another individual
- In the category of **Harassment:**
 - Examples: Teasing intended to frighten or intimidate that does not rise to the level of bullying

¹ A copy of G.L. c. 71, . 71, §37H ¾, and 603 CMR 53.00, et. seq., is set forth at Appendix A.

- In the category of **Threats**:
 - Examples: Threatening to damage school property
- In the category of **Physical Contact**:
 - Examples: Instigating an altercation, regardless of participation
- In the category of **Disrespect**:
 - Examples: Mocking others in tone, words, or ideas in a way that is intended to hurt
- **Other Infractions**:
 - Skipping school or afterschool commitments
 - Leaving school grounds without permission
 - Certain integrity violations (e.g., lying)

Procedures: When a scholar has engaged in behavior that may result in an In-School Suspension (and Short-Term and Long-Term Out-of-School Suspensions are not being considered), the scholar will be removed from class and sent to the Main Office, Dean of Students' office, or another designated school location. The Dean of Students will inform the scholar of the disciplinary offense charged and the basis for the charge, and provide the scholar an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the Dean of Students determines that the scholar committed the disciplinary offense, the Dean of Students will inform the scholar of the length of the scholar's in-school suspension, which shall not exceed 10 school days, cumulatively or consecutively, in a school year, and the school's expectations of the scholar during the In-School Suspension.

On the same day as the In-School Suspension decision, the Dean of Students will make reasonable efforts to notify the parent orally of the In-School Suspension, the disciplinary offense, the reasons for concluding that the scholar committed the infraction, and the length of the In-School Suspension. The Dean of Students will also invite the parent to a meeting (a "Parent Meeting") to discuss the scholar's academic performance and behavior, strategies for scholar engagement, and possible responses to the behavior. This meeting will be scheduled on the day of the suspension, if possible, or as soon as possible thereafter.

The Dean of Students will also send written notice to the scholar and parent about the In-School Suspension, including the reason for and length of the In-School Suspension discipline, and inviting the parent to a Parent Meeting, if the Parent Meeting has not already taken place.

While carrying out In-School Suspensions, scholars must check-in with the Dean of Students at the start of the regularly scheduled school day. The Dean of Students, or his or her designee, will reiterate the expectations of the In-School Suspension, which may include that the scholar will:

- Not be permitted to attend class, and must report to the Dean of Students office as required;
- Complete content and instructional materials while serving out the In-School Suspension;
- Not be permitted to communicate with any scholars throughout the day;
- Not participate in selected school or class activities;
- Not participate in breaks;
- Not attend reward events including field trips, dances, etc. (exceptions may be made in extraordinary circumstances at the sole discretion of the school administration)

Violation of the requirements of In-School Suspension may result in further discipline, up to an including Out- of-School Suspension and/or additional days of In-School Suspension.

B. Out-of-School Suspension

Definition: The consequences of certain behavior may result in a short-term or long-term out-of-school suspension (collectively or individually, “out-of-school suspension”). A **Short-Term Out-of-School Suspension** means the removal of a scholar from the school premises and regular classroom activities for no more than ten (10) consecutive or cumulative school days. A **Long-Term Out-of-School Suspension** means the removal of a scholar from the school premises and regular classroom for more than ten (10) consecutive or cumulative school days. These consequences are aligned with Lawrence Public Schools Code of Conduct and in include Level IV and Level V misbehaviors, but are not limited them. The following infractions which may warrant an Out-of-School Suspension:

- In the category of **Inappropriate Language:**
 - Examples: targeted high-level profanity, targeted hate language
- In the category of **Harassment:**
 - Examples: bullying, sexual harassment, and other targeted harassment
- In the category of **Threats:**
 - Examples: threatening to cause mass harm, threatening to hurt another person
- In the category of **Physical Contact:**
 - Examples: dangerous, targeted physical contact, fighting or attempted fighting, assault, physical contact that is sexual in nature
- In the category of **Disrespect:**
 - Examples: Significant disruption to the learning environment (e.g., pulling fire alarm), verbal confrontation with adult
- **Other Infractions:**

- Using or possessing tobacco products
- Being charged with a felony (see M.G.L. c. 71, §37H1/2 in Appendix)

Procedures: When a scholar has engaged in behavior that may result in an out-of-school suspension of any length, the scholar will be removed from class and sent to the Dean of Students' office. The Dean of Students will provide oral and written notice to the scholar and parent before the suspension takes effect, which notice will include but not be limited to informing the scholar of the disciplinary offense charged, the basis for the charge, the potential consequences, and rights to a hearing, including the parent's opportunity to participate in the hearing. Relevant portions of the oral and written notice will be provided in English and the primary language spoken in the scholar's home.

For infractions that may result in a Short-Term Out-of-School Suspension, the hearing will be held with the Dean of Students. The Dean of Students will determine at the hearing, based on the available information, including mitigating circumstances, whether the scholar committed the disciplinary offense, and if so, what remedy or consequence will be imposed. The Dean of Students will notify the scholar and the parent in writing of the determination and the reasons for it, and if the scholar is suspended, the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal.

If a suspension is imposed, the scholar and parent/guardian will be provided with written notice in English and in the primary language spoken at home of the right to right receive educational services that will enable the scholar to make academic progress during the period of suspension.

For infractions that may result in a Long-Term Out-of-School Suspension or considered Level 4 and Level 5 offenses under the LPS Code of Conduct, the hearing will be held with the Lawrence Public Schools Hearing Officer. The Hearing Officer will determine at the hearing, based on the available information, including mitigating circumstances, whether the scholar committed the disciplinary offense, and if so, what remedy or consequence will be imposed. The Hearing Officer will notify the scholar and the parent in writing of the determination and the reasons for it, and if the scholar is suspended, the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. If a suspension is imposed, the scholar and parent/guardian will be provided with written notice in English and in the primary language spoken at home of the right to right receive educational services that will enable the scholar to make academic progress during the period of suspension.

Appeals: Decisions imposing Long-Term Out-of-School Suspensions after a hearing with the Hearing Officer may be appealed. An explanation of appeal rights for expulsions is outlined in the statutes in the Appendix. Such disciplinary appeals will be made to the Receiver. Written notice of appeals rights will be provided in English and in the primary language spoken in the scholar's home. Note that Long-Term Suspensions will remain in effect unless and until the Receiver decides to reverse on appeal the Dean of Students' hearing determination.

C. Emergency Removal

In cases of emergency that do not involve scholars with Individualized Education Plans or Expellable Offenses, the school may authorize removal of a scholar on an emergency basis. Such emergency removal may occur when the Dean of Students has charged the scholar with a disciplinary offense and determined that his or her continued presence either a) poses a danger to a person or property, or b) materially or substantially disrupts the order of the school. The Dean of Students must also determine that there is no alternative available to alleviate the disruption or danger. In such cases, adequate provisions will be made for the scholar's safety and transportation.

In such case, the Dean of Students will make immediate and reasonable efforts to inform the scholar and parent/guardian orally of the emergency removal, the reason for the need for the emergency removal, the disciplinary offense, the basis for the charge, the potential consequences, including the potential length of the scholar's suspension, and the opportunity for the scholar to have a hearing with the Dean of Student or Hearing Officer concerning the proposed suspension, among other rights to which the scholar is entitled.

Part Two: Procedures Governing Expellable Offenses

This section governs procedures relating to conduct that may result in expulsion. UAL's procedures are aligned with that of Lawrence Public School District's Code of Conduct. We follow the same requirements as other LPS schools when scholars commit expulsion worthy behaviors known as Level VI behaviors.

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

Any scholar 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 hearing with the school district.

Per the Memorandum of Agreement between UP Education Network and Lawrence Public Schools, "in no event may a scholar be expelled without the prior, specific approval of the Receiver."

Therefore, expulsion for those offenses listed above and any other offenses deemed to be expellable by Lawrence Public Schools will involve the Receiver. Upon receipt of the recommendation for expulsion by the Principal or her/his designee, the Receiver or his designee will conduct a hearing to consider the expulsion of a scholar as provided for in M.G. L. c. 76, § 16 and § 17.

The following procedural safeguards will be in effect:

- After the behavioral infraction has occurred, and prior to the LPS hearing for a Level VI violation, the scholar may be referred to another educational setting as determined by Lawrence Public schools for a length of time as mutually determined by the Principal and Lawrence Public Schools.
- The scholar shall receive written notice of the hearing including:
 - The charge(s);
 - Date, time and place of a hearing;
 - Notice of the right at the hearing to:
 - Be represented by their parents, legal or other representative (at the scholar's / parent's own expense);
 - Present evidence; and
 - Confront and cross-examine witnesses.
- The Receiver will record (by tape or other appropriate means) the hearing and a copy of such will be made available to the scholar upon request.
- Notices and proceedings will be translated into the scholar's/parent's primary language if necessary for their understanding of the proceedings.
- A scholar and/or parent, upon request, will have the right to review the scholar's records in accordance with the Massachusetts Student Records Regulations or other applicable law.
- All decisions by the Receiver regarding expulsion of a scholar will be issued to the scholar in writing.

Per M.G.L. c. 71, §37H, any school district that expels a scholar under this section shall continue to provide educational services to the scholar during the

period of expulsion, under section 21 of chapter 76. If the scholar moves to another district during the period of expulsion, the new district of residence shall either admit the scholar to its schools or provide educational services to the scholar in an education service plan, under section 21 of chapter 76. If an Expulsion is imposed, the scholar and parent/guardian will be provided with written notice in English and in the primary language spoken at home, of the right to right receive educational services that will enable the scholar to make academic progress.

- **Attendance**

Given the fast pace and high rigor of UP Academy's curriculum, missing one day at UP Academy can have a detrimental effect on a student's learning. Regular attendance is required. Poor attendance is not tolerated.

Parents are expected to ensure that their child is in school; please do not allow your child to miss a day of school except for serious illness. Excessive absences will be considered a violation of the UP Academy Contract for Excellence. We ask that families not schedule vacations or non-emergency appointments during school time. Families should take advantage of 1:30pm dismissal on Fridays, as well as half-days and vacations, to schedule appointments and travel.

All student absences, including illness, suspension, appointments, vacations, excessive incomplete days, etc. count as absences. There are rare, pre-specified instances that would count as an excused absence (for example: certain rare medical circumstances, certain disability-related appointments, court-mandated appearances with proper documentation, or certain religious observance)s. If a student exceeds 15 absences in a school year, UP Academy reserves the right to retain the student. Additionally, students are afforded rights under Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA"), and the Individuals with Disabilities Education Act ("IDEA") should their absences be related to a disabling condition. Other rare exceptions may apply.

In order to help ensure that students do not exceed 15 absences, UP Academy has certain support policies in place. They are detailed below:

- Prior to 7 absences, the student's advisor will contact the family regarding attendance; this communication will be noted in the student information system.
- At 7 student absences, UP Academy will contact the family in writing.

- At 10 student absences (or five absences within the first academic quarter), UP Academy's administration will require a meeting with the student's family, during which an attendance contract will be established aimed at ensuring attendance patterns improve.
- At 12 student absences, UP Academy's administration will require a family meeting to discuss violation of the Attendance Pledge.
- The school reserves the right to retain any student who exceeds 15 absences.
- Students who are absent for any reason will lose PRIDE Points on their weekly PRIDE Report.
- In cases of truancy, UP Academy may report the student and/or family to certain state agencies or file an official complaint with the court.

Students who are absent from school cannot attend or participate in any school-sponsored activities occurring on the day of the absence, unless the school has given advance permission.

According to M.G.L. c. 76 and c. 72, § 8, all students under 16 are expected to be in school. All students under the age of 16 will be expected to comply with these laws and the school will follow procedures set out in M.G.L. c. 76, § 18 if the student does not comply with the law. In cases of truancy, the Principal (or her/his designee) will investigate the situation and report to the attendance officer of LPS, as needed, who will take appropriate action. UP Academy operates in compliance with Department of Transitional Assistance requests and requirements, which can include mandated reporting of truancy to appropriate state agencies.

UP Academy keeps accurate records of attendance and will make the records available for inspection by LPS as needed. All questions regarding student attendance and attendance records should be directed to the school's Director of Operations.

Incomplete Days: Lateness and Early Dismissal

At UP Academy, if a student does not complete a full school day, he/she is assigned an Incomplete Day. If a student is not in his/her assigned seat by 7:45am, for any reason, he/she is assigned an Incomplete Day. If a student is dismissed early, for any reason, he/she is assigned an Incomplete Day.

Incomplete Days due to traffic, routine medical appointments, family emergencies etc., are not excused. There are a few, pre-specified situations in which an incomplete day may be excused (such as court-mandated appointments with appropriate documentation, disability-related appointments, or rare medical circumstances).

Late students must check in at the main office before reporting to class. Students leaving early must check in with the main office before leaving.

Excessive Incomplete Days are not tolerated. In order to ensure that students show up on time and do not leave early, the school has clear consequences for student lateness and early dismissals.

- Both unexcused tardies and unexcused early dismissals result in a deduction of points in the student's PRIDE report for the week;
- Additionally, each incomplete day contributes 0.2 points toward the student's overall attendance total. That is, every 5 Incomplete Days count as one absence within the UP Academy attendance policy.
- As these points contribute to the overall absence point total, the previously outlined attendance follow up protocol will go into effect.

If a student needs to be sent home due to a behavioral infraction, a parent/guardian must come to the school, meet with the Principal and/or Dean of Students, and remove the student from school grounds. Incomplete Day consequences apply in cases of suspension. Students being sent home for behavioral infractions will not be dismissed unless the parent or guardian has physically come to the school (please see Family and Student Handbook for more details), unless certain rare exceptions apply.

- **Promotion**

If a student passes all core subjects and has not been absent for more than 15 days of the school year, the student is promoted automatically to the next grade level.

If a student fails one core subject, he/she must attend summer school in order to have an opportunity to be promoted to the next grade level. The student must pass a subject-specific minimum competency test at the conclusion of summer school in order to be promoted to the next grade level. If the student does not pass the minimum competency test, he/she may be retained.

If a student fails two or more core subject areas, he/she will be automatically retained and must repeat the grade level.

- **Grading**

UP Academy students take four core academic classes (mathematics, English, social studies, and science) during a given school year. English Courses, which take place daily for 100 minutes M-Th and 50 minutes every Friday, provide instruction to students in both Reading and Writing. Mathematics classes meet

daily M-Th for 100 minutes and 50 minutes on Fridays. Science and social studies classes meet daily M-Th for 80 minutes and 50 minutes on Fridays. Students take a full year of Science in the 6th and 8th grade years at UP Academy. They take a fully year of Social Studies during their 7th grade year at UP Academy.

Monday-Thursday, students take a daily 40 minute “encore class,” in one of the following subjects: art, fitness, music and life-skills. They also attend a daily “Math Block” period in which they participate in Math Remediation programs. Students attend a supplementary Literacy Block, which is held five times per week; four days a week, Literacy block is 20 minutes long. Throughout the year, students may be asked to attend a “tutoring block” that begins at 3:10 and extends after school until 4:00 pm.

Students also attend a 60-minute enrichment course on Fridays. Students select a new enrichment course every trimester. These classes are delivered by teacher volunteers and experts from the surrounding community. Enrichment classes are mostly offered in the areas of sports and the arts.

UP Academy shall develop and implement student evaluation standards and policies, including the form and content of student progress reports and grade reporting standards. Students will receive weekly PRIDE reports with information about their performance in each core subject area. At the end of each quarter, students will receive formal report cards with detailed information about their performance in each core subject area.

Skill and Content Mastery

The Skill and Content component measures student mastery of a subject's skill and content standards, as determined by performance on formal assessments and in-class assignments. This also measures a student's relative mastery of six, broader scholarly habits (e.g., organization, note-taking).

Honor Roll At the end of each quarter, an Honor Roll will be published. Students with all four core grades above 95% with no failing grades earn Highest Honors status; students with all four core grades above 90% with no failing grades earn High Honors status; Students with all four core grades above 85% with no failing grades earn Honor status. All honor roll students will be recognized at a formal, quarterly ceremony.

Failure At the end of the year, the quarter grades for each core academic subject are averaged together into a final, yearlong Course Grade, which also takes into account the final exam. A student fails a core subject if his/her final,

yearlong Course Grade is below 70%. All final course grades are rounded up or down to the nearest whole percentage.

- **Homework**

Homework is an essential component of UP Academy's academic program. Students have three daily responsibilities related to homework:

- Write down all homework assignments in their student planners
- Complete all homework assignments to the high standards set forth by the school.
- Read independently for 25 minutes

All homework assignments are collected each morning before the school day begins at 7:55 am. **If a student has not satisfactorily completed his or her homework that is due on a given school day, even if absent, late, or dismissed early the prior day, or tardy (i.e. arriving after homework submission time), he or she will be required to go to Homework Club from 3:30-3:55 pm.** Homework Club is held on Mondays, Tuesdays, Wednesdays, and Thursdays.

Homework Club is a quiet, constructive place where students begin the successful completion of their next evening's homework assignments. During Homework Club, academic support is provided by UP Academy staff members. The goals of Homework Club include increasing homework completion rates, improving homework quality, helping students achieve mastery of academic objectives, and building academic confidence.

The school will make its best effort to contact families at home or at work to notify them of their children's participation and obligation to stay after school by 2:30pm.

The following policies apply to Homework Club attendance:

- **Other than for family/medical emergencies or health-related appointments, students may not be excused from Homework Club,** as it is a critical part of the school's academic program. **Please note that transportation challenges will not be accepted as a reasonable excuse for missing Homework Club.**
- Only in very rare circumstances will a child ever be excused from Homework Club more than one time during a given academic quarter.
- No students will be excused from Homework Club unless a parent has directly communicated with the UP Academy Principal, Director of Operations, or Dean of Students regarding one of the above-listed exceptions.

- **Make-up work Policy**

Students who are not in school miss critical academic assignments and assessments. Our school make-up policy is designed to hold students accountable for all missed assignments and assessments, as well as to ensure timely make-up work such that students do not fall behind academically.

Absent Folder

If a student misses a class for any reason (absence, lateness, and early dismissal), the student's missed homework assignments will be compiled in a folder on the student's desk. **We strongly encourage students or their families to pick up this folder between 3:30pm and 5:00pm on the day of the absence.** Students who do not submit this work by 8:00am on the following day will be assigned Homework Club.

Assessment Make-ups

If a student is absent for any reason (up to five consecutive days), or if a student is late and/or dismissed early, all missed assessments (e.g., tests, quizzes) must be made up on the day the student returns to school. If a student is absent for five or more consecutive school days, he/she must meet with the school Principal, or her designee, to determine a reasonable timeline for making up missed assessments.

Other than for homework and assessments missed during absence from school, UP Academy does not permit students to makeup or redo assignments for academic credit.

- **Uniforms**

UP Academy Leonard Middle School has a dress code. The dress code applies during all school days and during all school-sponsored events.

The UP Academy dress code has been adopted to improve the educational environment for all students. Specifically, we have instituted a dress code for the following reasons:

- to foster a sense of school identity and community;
- to prepare students for the expectations related to professional attire that future institutions, organizations and employers will have;
- to ensure that our students focus on learning instead of clothing;
- to increase school safety and security by making the presence of visitors/outside immediately apparent;
- to reduce the cost of clothing for families.

Enforcement of Dress Code Policy

It is the goal of the school to have a dress code which makes things easier for parents and students, rather than more difficult. For that reason, we have made every effort to be clear about this policy and consistent in its enforcement. Parents who have questions or concerns should contact the school immediately and seek clarification.

Like all school policies, the dress code policy is strictly enforced. At UP Academy, we believe that even the smallest details are of critical importance; therefore, even minor deviations from our uniform policy will be addressed immediately. In this way, we can be careful to avoid making exceptions for some students that do not apply to all students. It is crucial that all students, families, and staff are aware of the specifics of the uniform policy; as such, we have tried to make the policy clear and detailed in order to reduce ambiguity. Families who have concerns or questions should contact the school immediately.

Students who are out of dress code are not allowed to attend their classes; instead, they work in the Dean of Students' office. Parents of students who are not in dress code will be asked to bring the proper attire to school during the day to facilitate a quick transition back to class. In addition, dressing inappropriately may result in disciplinary consequences.

The UP Academy dress code is not intended to suppress speech or expression. Students have alternate ways to express themselves through, among other things, verbal and written speech in the classrooms. In fact, by enforcing our uniform policy, we believe we are limiting distractions in the classroom, and thereby creating an environment in which students feel safe and comfortable taking academic risks and fully expressing themselves.

There are two dress codes at UP Academy Leonard Middle School. They are the **School Dress Code** and the **Fitness Dress Code**. Every student is required to have the regular school uniform and the fitness uniform. Students may only wear the fitness uniform on days they have fitness classes, on Fridays for enrichment, or for other school-specified events.

School Dress Code Policy

Mandatory Items – School Dress Code (every student **must have** the following):

- Navy Blue, short-sleeved polo-style shirt with UP Academy logo.*
- Khaki-colored (tan) dress pants, worn with a belt through belt loops or skirts that are at least one inch below the knee.

- Students may not wear khaki pants or skirts that are cargo-style (more than two front pockets and two back pockets), or that are baggy, overly tight or made of denim, corduroy, or spandex (leggings material).
- Students may not wear clothing with logos, unless it is the UP Academy logo or a small dress pant logo (i.e. Dockers) on the rear pocket. No other logos are allowed.
- Black or brown belt.
 - Belts must look professional and must be all black or brown. They may not be overly wide and must fit through belt loops.
 - Buckles must be professional and not oversized or distracting. Belts should have no excessive ornamentation.
- Black, navy blue, grey, or white socks.
 - Socks must be solid colors with no patterns or logos.
- Black dress shoes or sneakers.
 - Shoes must be 100% black with no other color, logos, or metal. If a student wears shoes that are not 100% black, the family will be given a formal grace period to replace them with fully black shoes, or the family may elect to have the school tape over other colors or logos.
 - Shoes must be tied and Velcro must be fastened at all times.
 - Black boots are not allowed (students may wear boots to the school in the winter time but must change into their uniform shoes before entering the building. Students will not be allowed to visit their homerooms or crates to get these shoes.)

Optional Items – School Dress Code (students **may choose** to wear the following in addition to the mandatory school dress code, but are not compelled to purchase these items. All items below may not have any **logos** except the UP Academy logo.)

- Navy blue v-neck sweater with the UP Academy logo.*
- Navy blue sweatshirt with UP Academy logo; this sweatshirt may not have pockets or a hood.
- Short-sleeved white, black, or grey undershirt.
 - Undershirts must not be oversized.
 - Shirts sleeves should not show from under the uniform shirt.
 - Shirts should not have hoods.
- Students may wear a plain, long sleeved shirt beneath their UP Academy polo shirt during the cooler months of the year. These shirts must be either solid white or grey and cannot be oversized, have logos, or have hoods.

***These uniform pieces will be sold to families from a local vendor. Uniform pieces will be sold throughout the course of the school year directly from this vendor.**

Fitness Dress Code Policy

Mandatory Items – Fitness Dress Code:

- Blue t-shirt with UP Academy's logo.*
- Navy blue sweatpants with UP Academy's logo.*
- White, navy blue, grey, or black socks.
- Black sneakers

Optional Items – Fitness Dress Code

- Navy blue shorts with the UP Academy logo.*
 - Shorts must be appropriately sized.

***These uniform pieces will be sold to families from a local vendor. Uniform pieces will be sold throughout the course of the school year directly from this vendor.**

Dress Code Specifics

- **Students may not wear clothing with logos, unless it is the UP Academy logo.**
- Clothing must be **sized appropriately** to fit the student. Clothes may not be too big or too small.
- Students may not wear clothing with significant **stains** (e.g. large ink blots, food stains, etc.).
- Students **may not alter** their clothing in any way (e.g. writing/drawing, cutting, etc.) Pant cuffs may not be frayed.
- Once students enter the school building, wearing of **hats, head wraps, bandanas, kerchiefs, or jackets** is not permitted unless it is in accordance with religious observation. Hats worn in the school building will be confiscated.
- Students may wear accessories that are color-coordinated with the school uniform (black, khaki, navy blue, white, or grey) and which do not cause any type of disruption.
- **Chains and necklaces** may only be worn beneath students' shirts, and may need to be removed during fitness class.
- Students may not wear any clothing tied around the waist or neck.
- When students **enter the school building**, they must be in the proper uniform. Students must be in uniform while on school grounds and may not change out of their uniform before dismissal. Upon arriving to school students may not visit their locker or homeroom to gather uniform pieces.
- Shirts must be **tucked in**, shoelaces must be **tied**, and Velcro must be **fastened** at all times.
- Students may not use beepers, headphones/music equipment (e.g. CD-players, iPods, etc.), or cell-phones while in the school building, even if it is before or after school, unless they have received permission from a

- member of the leadership team. These items will be confiscated and the student will be subject to disciplinary consequences.
- Any clothing or accessory that might disrupt learning or cause disorder to the learning process, or that does not conform to standards of health, safety and cleanliness is not allowed. Excessive jewelry and other ornamentation are not allowed. Accessories that do not align with the school's dress code will be confiscated. Parents and guardians may retrieve these items from a member of the school's leadership team.

As stated previously, students will not be admitted to class until their attire meets the requirements listed above. Families with questions or concerns about the uniform policy should consult the Principal. Further, the Principal, the Dean of Students, and the faculty have the right to restrict individual items of clothing as necessary if such clothing interferes with normal school activities.

- **Enrollment**

UP Academy Leonard Middle School both acknowledges and embraces that as a neighborhood district school, it serves students who reside within certain LPS-determined geographic bounds. Students are assigned to UP Academy Leonard Middle School solely on the basis of their residency location, as determined by LPS.

UP Academy Leonard Middle School has been designed to serve number of students in line with historical enrollment figures at the James F. Leonard Middle School. UP Academy Leonard Middle School recognizes that there will be natural and ongoing fluctuation in enrollment numbers, but to ensure the integrity and quality of its school program, the school can serve a maximum number per grade level offered.

Specifically, UP Academy Leonard Middle School can serve the following number of students per grade, at maximum, during the 2015-2016 school year and beyond:

- Grade 6: 120 students;
- Grade 7: 120 students;
- Grade 8: 120 students.

UP Academy Leonard recognizes that there is significant fluctuation in projected and actual student enrollment during the summer preceding a school year and during the initial days of the school year. As such, the school is comfortable with having more students pre-assigned to UP Academy Leonard Middle School than the above maximum numbers dictate, if and when the district feels that such excess is appropriate and will not result in the maximum being exceeded once the school year has commenced.

The following procedures will be used in relation to this matter:

- Should UP Academy Leonard's enrollment for any given grade level fall below the 120 students, LPS has the right to re-assign students to the empty seats when possible. If, on October 1st, enrollment falls below 100 students for any grade level, LPS has the right to re-assess the funding allocation for the following school year in line with the actual enrollment. In line with LPS policies, changes in enrollment after October 1st will not impact funding allocations.
- If, on September 7 or the end of the second week of a respective school year, the number of students enrolled at UP Academy Leonard is equal to or fewer than the grade level maximum, no immediate action needs to be taken by LPS. As students move into the defined geographic area served by UP Academy Leonard throughout the school year, LPS may assign said students to UP Academy Leonard up to, but never exceeding, the enrollment maximum.
- If, on September 7 or the end of the second week of a respective school year, the number of students enrolled at UP Academy Leonard exceeds a grade level maximum, LPS must reassign the appropriate number of students per grade to a different middle school within the school district such that there are no greater than 120 students per grade level. LPS has until September 14 or the end of the following week to complete this reassignment process. After September 14 or the end of the following week, as students move into the defined geographic area served by UP Academy Leonard throughout the school year, LPS may assign said students to UP Academy Leonard up to, but never exceeding, the enrollment maximum.

School Calendar

- **Hours of School Operation**

UP Academy shall determine and implement daily, weekly and annual schedules for students and personnel, including, without limitation, the schedules for classes, tutoring, professional development, recess and planning, ancillary, extracurricular and non-academic programs, the number of these scheduled and the start and end times of each, and when attendance is required by students and/or personnel. The school may have extended school days and/or years for both students and personnel, and/or utilize time outside of the school day for personnel planning and professional development. A typical student's schedule is shown below.

Monday-Thursday	
7:30am	UP Academy doors open
By 7:40	Be seated in homeroom or Community Circle
7:45-8:00	Morning homeroom (or Community Circle, once per week)
8:00-8:50	Period 1 (Math)
8:50-9:40	Period 2 (ELA)
9:40-9:55	Break
9:55-10:45	Period 3 (Math)
10:45-11:35	Period 4(ELA)
11:35-12:00	Lunch
12:00-1:30	Science
1:45-2:30	Specials (Gym, Music, or Art)
2:30-3:15	Intervention
3:15-3:30	PM Homeroom
3:30-3:40	Dismissal
3:35-4:00	Detention
4:00-4:25	Double Detention

Friday*	
7:25am	UP Academy doors open
By 7:40	Be seated in homeroom or Community Circle
7:40-8:10	Morning homeroom (or Community Circle, once per week)
8:10-9:00	Period 1 (Science)
9:00-9:50	Period 2 (Math)
9:50-10:05	AM Break
10:05-10:55	Period 3 (ELA)
10:55-11:25	Literacy
11:30-11:55	Lunch
11:55-12:15	PRIDE
12:15-1:30	Enrichment
1:30-2:30	Extension (selected students)

**Please note that this is the 2014-15 Friday schedule; the 2015-16 draft Friday schedule is not yet complete as of this submission, but will be similar to the current schedule detailed above.*

Students should arrive at UP Academy every day at approximately 7:30am. By 7:40am, daily, students must enter the school building and by 7:45 am students must have fulfilled several morning responsibilities and be seated in the appropriate seat within the school.

As shown on the schedule, each day, students engage in an activity before academic class periods begin: grade-wide community meetings (once per week) or more intimate homeroom meetings (four times per week).

Starting at 8:00am, students have four 50-minute class periods, consisting of two blocks each of English Language Arts and Math. Students also attend one 90-minute block of Science or History, one 45-minute block of Specials, and one

45-minute block of Intervention. These classes are broken up by two 15-minute breaks and a 25-minute lunch.

First dismissal occurs at 3:30pm; however, students who earned detention or homework club will remain for detention or homework club. On Mondays-Thursdays, detention is served from 3:35-4:00 pm on the day the detention is earned. A double detention is served from 4:00-4:25pm. If a scholar is required to serve detention and Homework Club (HWC) during the same day, he/she will be required to serve the HWC from 3:30-3:55 and the detention from 3:55-4:25 pm. Any detention(s) earned on Friday may be served on Monday as a lunch detention, as detention is not held on Friday afternoon.

Each Friday, starting at 8:00am, students have three 50-minute classes and a 30-minute literacy block. On these days, students enjoy a single 15-minute break in addition to their 30-minute lunch. After lunch, students receive their weekly PRIDE report, a comprehensive report of student academic and behavioral performance.

Students who earn PRIDE scores of 70 or higher participate in enrichment classes from 12:15pm-1:30pm and are then dismissed. However, students who earn PRIDE scores below a 70 are required to serve Friday extension during enrichment and are also required to stay at school until 2:00pm or 2:30pm. Families will be notified if students have earned extension and of the corresponding dismissal time via auto-call each Friday.

Cold Weather Plan

As part of their regular course of business, UP schools in Lawrence will not open doors to students in the morning prior to the official working condition start time for teachers. UP Academy will communicate this expectation to families. If families are unable to meet this expectation due to extenuating circumstances, they should reach out to the school directly. Schools will then work with these families to come up with a feasible plan.

The only exception to this is from November 1 to April 1, between 7:00am and 7:25am. **If** the weather is very cold (i.e., below freezing or 32 degrees Fahrenheit) or the wind chill is below 32 degrees Fahrenheit, UP Academy will open doors early to students waiting outside. Students waiting outside at this time will be required to come into the school and work during that time period on previously planned and structured activities. These expectations will be communicated to both students and families and will – at the very least – include: working on homework or engaging in DEAR; being silent; and, being in uniform.

Incllement Weather Closings

In the event of poor weather conditions such as heavy snow or hurricanes, please listen to the local television or radio stations for relevant information regarding school cancellation. **UP Academy Leonard Middle School follows the exact same delay and cancellation policies as the Lawrence Public School system.**

- **School Breakfast, Lunch, and Afternoon Snack**

The school participates in the National School Breakfast and Lunch Program, which provides free breakfast to all students and a free or reduced priced lunch to eligible students. UP Academy is a universal free breakfast and lunch site in 2015-2016. In order to maintain that status, all families must fill out an eligibility form at the beginning of the school year. We urge families, regardless of whether they think they will qualify, to return the form so that we can continue to provide free breakfast and school lunch to all students in future years. If you have questions about the forms, please contact the Director of Operations.

Families of students who order lunch and have particular dietary restrictions should alert the school's Director of Operations and nurse as early in the school year as possible.

Breakfast. Students may participate in the free breakfast program as long as the student arrives by 7:40am.

Lunch. Students may either purchase lunch and milk from the school or bring their own lunches from home. Lunch will be served each day between 10:45am and 12:30pm.

Soda, candy, and chewing gum are not allowed at UP Academy. Any student drinking soda, eating candy, or chewing gum will be asked to throw these items away and will receive a consequence.

Afternoon Snack. A nutritious, afternoon snack will be provided to students Mondays-Thursdays during afternoon break. This snack is free of charge for students, and is provided through the Lawrence Public Schools food services and after school program.

- **Staff Schedule**

A description of the working, planning and professional development hours afforded to all UP Academy Leonard staff, including teachers, administrators, paraprofessionals, and resident teachers, can be found in the draft Working Conditions in Appendix F.

- **Bell Schedule**

UP Academy will have the ability to use its own bell system, regardless of other schools or programs present at the facility. Bell schedules may be modified to accommodate school events, testing, or schedule changes.

- **Summer learning**

Overview

UP Academy students who fail one academic class (math, ELA, Science, or History) are required to attend Summer School. Tutors will tutor one group of students in a single content area with a ratio of no more than 3:1 for a total of 20 hours. Final exams will be administered to students upon completion of 20 hours of tutoring (5 sessions). Tutors may choose from one of three weeks to tutor.

Student Attendance/Expectations

Students are expected to follow the UP Academy behavior expectations to receive credit for participation in the summer session. Students are expected to arrive **on time** in uniform (if held at the school) for each session. Students are held to a 3-strike attendance policy, with the 3rd strike resulting in failure in the summer program. Every absence or tardy counts as 1 strike; a student must call the tutor if he/she will be absent. Poor behavior that violates the UP Academy Leonard Code of Conduct or incomplete work may also result in a strike.

Summer Curriculum

Tutors will use materials from the previous school year as baseline materials. They will use the “unit tests” as worksheets for students and carefully go over each question item, providing remediation as necessary. Tutors will use any additional worksheets they find on Dropbox or create to supplement the curriculum. Tutors will not use material from the Final Exam in their reviews, as students will be expected to take this exam to pass a course.

Services & Supports

UP Education Network shall develop, implement and administer the special education and ELL programs at the school.

- **IEP Implementation**

Plan for a Responsive, General Education Classroom: We believe that every UP Academy classroom needs to be an environment which is responsive to the educational needs of all children, and accommodates their needs to the maximum extent appropriate. Further, we believe that a continuum of services

must be available through the school so that all students can participate fully in the educational goals and mission of UP Academy.

Inclusion at UP Academy is based on a “Responsive Model,” that provides all students with a full-inclusion experience, with appropriate pull-out supports to ensure the least restrictive environment is created. The IEP Team Chairperson will ensure that Special Educators review student IEPs and make a personalized “menu” of services provided to each student at the beginning of the year.

Within the inclusive classroom, general education and special education teachers or aides will strive to deliver instruction together in order to maximize the talents of both educators and to present “co-teachers” as having equal knowledge and authority. Co-teachers will have clearly defined roles and responsibilities that dictate how often they meet to collaborate, when materials will be created or modified, to what extent they co-plan, and how to best divide the instruction within a lesson. Co-teachers will be provided with common planning time; they will attend professional development together and meet with the DCI for unit-planning meetings.

Primarily, the general education teacher is responsible for delivering high quality standards-based content, and collaborating with the special educator to ensure that the instruction is appropriately differentiated. General educators are ultimately responsible for creating accommodated versions of lesson materials. The special educator will be responsible for suggesting changes to the lesson plan and any classroom materials that are used for each student on his or her caseload in order to implement the IEPs and ensure that the learning needs of each student are being met. Both teachers will be trained in effective co-teaching strategies, and provided with ongoing feedback and support to improve practice and ensure that students with disabilities make effective progress. The special educator will also oversee the provision of pullout services, as appropriate, and may, when necessary, teach a pullout or alternative English or Math course based on student needs.

UP Academy Student Support Programs. First and foremost, for students to succeed in an environment with high expectations, teachers must be highly skilled at differentiating instruction. Differentiating instruction within a classroom, however, is only a starting point for supporting all learners; a school must have an extensive network of supports in place to catch struggling students before they fall behind. Every UP Academy student benefits from school-wide support programs. Some programs serve the entire student population and others require a teacher or referral to the Response to Intervention (RTI) Team.

- **Implementation of plans of support for individual ELLs²**

ELL Processes and Procedures: UP Academy will serve all students regardless of English language proficiency. UP Academy seeks to work collaboratively with LPS to best support its ELLs.³ UP Academy will identify, educate, and serve its students (and their families) who lack English proficiency using policies based on program models that are scientifically-based and known to be effective, and are in line with federal and state regulations regarding the education of public school ELLs.

Identifying ELLs. Specifically, to identify ELLs, we will use the following process. Upon enrollment into the district, all students will receive a home-language survey to identify languages spoken at home. If a language other than English is identified, either an administrator at the district level or an ESL teacher at UP Academy Leonard will administer the WAPT assessment, review student records (including those at the LPS Central Offices for students previously enrolled in a LPS school), interview parents and the student, and make a recommendation for whether the student is an ELL or not. Those students identified as ELLs will be assigned an ESL level (newcomer, novice, developing, expanding, bridging) as well as a program recommendation model. UP Academy will report data, annually, to the school district and to the state. Once the program model is determined, documents are provided to families (with copies available in their native language) to explain the services that their child will receive. These same documents are filed in their cume folders.

During this identification process, UP Academy seeks to afford every opportunity to help students understand the school's policies and become active members of the school community. Translators will be employed to support these efforts. UP Academy recognizes that parents have a right to decline ELL services for their child and will notify the Receiver and follow all appropriate regulations when this scenario occurs.

Serving ELLs. UP Academy uses a research-based Sheltered Content Instruction program model to support the majority of its ELLs and to help students master WIDA standards. This program model has two important components: differentiating ELL instruction and progress monitoring ELLs.

Differentiating ELL Instruction. UP Academy differentiates its ELL instructional model for students based on their English language proficiency upon entering

² UP Education Network is aware of the recent changes in ESE Regulations 6.03 CMR 14.00 (Education of English Learners). The ELL processes and procedures of UP Academy will be updated as necessary to be consistent with the new regulation.

³ All reference to ELL in this School Operational Plan shall refer to English Learner Education, as that term is used within LPS.

the school. Constant progress monitoring by certified ESL-certified teachers allows the school to move students into different instructional models as their proficiency improves.

ELL Categories	English Instruction	Math and Content Area Instruction	Additional Supports
Expanding and Bridging	ELLs who have demonstrated the ability to independently master grade-level English objectives will receive English instruction in grade-level classes.	Sheltered instruction will be provided in math and content areas. These lessons are designed to deliver content knowledge and English instruction. These	
Developing	All English instruction will be provided in an ESL classroom and will be focused on building language proficiency as quickly as possible. As students move towards proficiency, ESL instruction, with heavy scaffolding, will incorporate genre reading and introduce core comprehension and vocabulary skills taught in grade-level English classes.	standards-based lessons are designed to students' ELL proficiency level in accordance with the MA ELA benchmarks and outcomes, and they incorporate key ELL strategies such as visible, print-rich environment, group work, thematic units and questioning prompts.	Morning check-in with ESL instructor to review homework and instructional goals for the day Mandatory referral to the afterschool Literacy Program Two-Way Language Instructional model and Language Specific Sheltered Instruction if appropriate
Newcomer and Novice	All English instruction will be provided in an ESL classroom and will be focused on building language proficiency as quickly as possible. Although an ESL teacher will informally teach comprehension with questioning and retelling strategies, the focus of instruction will be decoding, fluency and conventions.	Newcomer and Novice ELLs will receive full period, intensive ELD instruction until achieving certain foundational decoding and fluency benchmarks.	

Progress Monitoring of ELLs. On an annual basis, ELLs will be assessed and, as appropriate, reclassified to a new ESL level or determined to be proficient in English. Specifically, in the fall and the spring, each ELL will be re-assessed in the areas of listening, speaking, reading, and writing in English by trained personnel at UP Academy. During this process, the following data will be considered: WAPT testing results; a student's performance in classes, ESL Progress Reports, school-based assessments, and statewide testing results, including ACCESS and the MCAS. UP Academy will schedule meetings with parents to discuss findings and recommendations.

When a student appears to be proficient in English, the school will follow the process of reclassifying a student from an ELL to a Former ELL status. The major criterion for determining whether a student may be reclassified as a Former ELL is his/her readiness to do ordinary classroom work in English without reliance on a specifically-designed program for learning English. UP Academy will monitor the progress of its students for two years after they have been reclassified from ELL status to Former ELL status, or until graduation from UP Academy, whichever is earlier. It is UP Academy's intention to maintain an ELL student population in line with the district average during the course of its operation.

ELL Staffing. In addition to hiring a proportionate number of Category 4 ESL-certified teachers to serve our students effectively, it is the policy of UP Academy to ensure that its ELL students are instructed by teachers who are qualified to shelter instruction. This includes teachers who are dually licensed in the subject matter in which they teach and ESL, or who are licensed in the subject matter in the subject in which they teach and have completed the DESE approved RETELL trainings. It is our intent to have all of UP Academy's content teachers ESL certified; what's more, in line with the district's plan for implementing RETELL training, cohorts of teachers will take the RETELL training each year to further bolster their ability to effectively deliver sheltered instruction. UP Academy further recognizes that only teachers licensed in English as a Second Language (ESL) will provide ESL instruction.

Evaluation of ELL Program. UP Academy will formally evaluate the effectiveness of its ELL programming every spring. During this time, UP Academy's administrators will review student performance in the school's ELL program including ELL Progress Reports, Report Cards, Monitor Reports of Former ELLs, LAS assessments, local assessments of literacy, and statewide assessments including ACCESS and the MCAS. The results of this analysis will inform our practice, and revisions, including Professional Development, will be made to better ensure that students are making progress to learn English and academic subject matters successfully.

- **General Education Classroom Referral Process**

The cohort RTI team is a group of faculty members who meet on a regular basis to discuss students who are struggling in the classroom, and to develop supports that could help the student be successful. The goal of RTI is to identify obstacles to student learning, and minimize or eliminate these obstacles. The RTI Team is made up of all the teachers who teach the referred student, special educators,

and a Dean of Students and/or counselor when appropriate. At times, the parents of the students referred may also be involved in these meetings. The purpose of the cohort RTI meeting is to gather multiple points of data on struggling students and to analyze this data to determine why a student is struggling. The cohort RTI team meets to evaluate the student's classroom performance, strengths and challenges, and prescribes an intervention to address the student's obstacle(s) to academic success. Through this process, the team creates a comprehensive plan that includes strategies and structures for teachers and school staff to employ. Over the next 3-5 weeks, members of the team periodically observe the implementation of the plan and reconvene to evaluate its effectiveness. The cohort RTI team uses observation and assessment data to decide which strategies and interventions to continue, modify, and discontinue. The plan and all adjustments to it are documented. If the adjusted plan is effective, the cohort RTI team continues its ongoing monitoring, evaluation and adjustments. If the plan is not effective, the team will consider referring the student for a special education evaluation or to an outside resource for more specialized evaluation.

- **Special Education Processes and Procedures**

UP Academy will serve all students regardless of ability. UP Academy will comply with all state and federal statutes, including Title II of the ADA, the IDEA, and Section 504. UP Academy will educate students with disabilities in the Least Restrictive Environment (LRE) and with their non-disabled peers, to the extent appropriate and allowed by each student's IEP. The school will not discriminate in admission and enrollment practices against students having or suspected of having disabilities.

At UP Academy, we believe that all students, regardless of ability, can achieve academically. UP Academy will provide students with disabilities a Free and Appropriate Public Education (FAPE). To ensure that all students' needs are well met, UP Academy will hire teaching staff who have the appropriate special education licensure issued by the DESE. Our teaching staff will be supported by their Deans of Curriculum, Special Education Coordinator, and Instruction (DCI) to make appropriate accommodations or modifications. Furthermore the DCIs will support the special education staff to ensure appropriate services are provided, appropriate records are kept, and IEP-related timelines are upheld.

UP Academy's college-focused mission applies to all its students. For some students, the path to college will lead to a traditional four-year, rigorous academic program. An equally valid path to realizing one's full potential could be attending a technical college, associate's degree program or special needs-focused college.

Identifying Students with Disabilities, IEP Development and Implementation. Upon enrollment, families will complete questionnaires to identify if their child has received special education services or has been diagnosed as having a disability. Once students are enrolled in the school, the DCI - Student Supports/Special Education Teacher will communicate with families whose students are already receiving special education services. The staff will implement existing IEPs and provide an appropriate education in the LRE. In the event that a student with an IEP is not making effective progress, the special educator will convene the team and, if appropriate and only with parent consent, the team will make changes to the IEP.

For all students, academic progress will be monitored regularly. Students who are suspected of having a disability and who are not making effective progress will be referred to the IST referral process, as described above. If, after the IST process, progress is still not being made, the IST will recommend an evaluation to identify a possible disability. UP Academy, with parental consent, will obtain evaluations by appropriately licensed professionals. When an evaluation indicates evidence of a disability and that special education services are appropriate, an IEP team consisting of the parents, IEP Team Chairperson, a regular education teacher, and the student (if age appropriate) will develop an IEP for the student and agreed upon special education services will be provided⁴. All IEPs will be evaluated annually and revised as needed by the IEP team. All students receiving special education services will be reevaluated at least once every three years.

Instructional Models. As mentioned above, UP Academy serves students with disabilities within an inclusive, co-teaching model to the greatest extent appropriate. We believe that students with disabilities benefit from additional adult support, and that there are extreme benefits of two teachers collaborating to plan and deliver high quality instruction, especially when structures and supports are in place to ensure each student's needs are being met. Some of these structures include a hard deadline in which the general education teacher provides the special education teacher with materials that need to be modified for each student with an IEP, or a built-in time for co-teachers to meet with each other to discuss achievement data of students with disabilities. Additionally, each teacher will be responsible for implementing the IEPs of all students in their classes, and seeking support in implementation when necessary.

⁴ The school will also convene manifest determination hearings as needed.

In cases where these students' IEPs dictate the need for a low teacher-to-student ratio or alternative curriculum, it may be necessary to place them in substantially separate (sub-separate) classroom settings.

Instructional Methods. UP Academy employs instructional methods that will, to the greatest extent possible, provide special needs students with access to the general curriculum. General education and special education teachers will collaborate to support students to help them meet IEP goals and make academic progress. Instructional methods are developed and revised for students through ongoing teacher communication, are dependent on each student's specific disability, and can be used in each of the full inclusion, substantial inclusion, or sub-separate classrooms. In 2015-16, on a biweekly basis, Friday Professional Development hours will be devoted to providing training to our staff on supporting a wide range of learning needs.

Special Education Staffing and Program Evaluation. Below is the staff profile required to best serve the special needs student population at UP Academy. The Special Education Teacher is expected to support the administrative functions of the school's Special Education programming. This table constitutes a potential list of UP Academy's Special Education service providers, but does not bind UP Academy to include each position provided and does not prevent UP Academy from hiring for additional positions.

Title	Central Role
IEP Team Chairperson	Monitor and assess all special education and student support programs; manage IEP review and evaluation process for individual students
Special Education Teacher – Inclusion	Design and implement curricular accommodations and modifications required by IEP;
Special Education Teacher - Sub-Separate	Design and implement highly specialized curricular accommodations and modification required by IEP
Special Education Aide	Assists special education teacher in general education or substantially separate classroom to ensure IEP compliance

Evaluation of Special Education Program. UP Academy will formally evaluate the effectiveness of its special education programming every spring. During this time,

UP Academy's Principal and IEP Team Chairperson, with guidance from the UP Director of Special Education, who is an authorized third party, will review student performance in the school's special education program, including individual student progress towards yearly IEP goals, Progress Reports, Report Cards, Monitor Reports from special education teachers, and statewide assessments such as ACCESS, the MCAS and MCAS-Alt. Scheduled file reviews will also be conducted throughout the school year to ensure that students' Special Education files are up-to-date and complete. The results of this analysis will inform our practice, and revisions, including professional development, will be made to better ensure that students are making better progress towards IEP goals and are making academic progress. All data will be shared with the school district upon request.

Special Education Staffing Levels. Special Education Staffing Levels. It is UP Academy's intention to always maintain a percentage of students with disabilities in line with the district average. As such, our special education staffing model is based on such expectation. The table below identifies specific positions and the proportion of each position's time that will be dedicated to special education instruction.

Academic Year	Title	Number of Positions	Share of Time on Special Education
2015-16	IEP Team Chairperson	1	100%
	Psychologist	1	100%
	Speech and Language Pathologist	0.1	100%
	DCI and Principal	2	12% each
	Special Education Teacher – Inclusion / Pull Out	2	100%
	Special Education Teacher - Sub-Separate	1	100%
	Special Education Aide - Inclusion	3	100%

Special education teachers will be responsible for writing/typing IEPs and handling other associated administrative tasks under the guidance and support of their DCI, the IEP Team Chairperson, and the lead Special Education teacher. The IEP Team Chairperson will also take on the role of the Evaluation Team Facilitator (ETF) in most LPS schools; this person will serve as a liaison between UP Academy and Lawrence Public Schools. As an ETF does, the Chairperson will obtain and disseminate evaluation and evaluator information to the DCI and/or Special Education Teacher. The Chairperson is also responsible for procuring evaluation services from the District. In preparation of re-evaluation and annual IEP meetings, special education teachers will gather information from general education teachers (if applicable), service providers, and any other special educator that provides direct services to the students. In preparation of eligibility determination meetings, the Special Education Teacher/DCI will work with the Chairperson to determine most appropriate next steps to ensure that students are provided with FAPE. In cases where an IEP requires specialized services not offered by UP Academy's special education staff, such as speech, physical and occupational therapy, the District is responsible for contracting with external providers. The District is also responsible for providing these services either through LPS, or by contact with external providers.

- **Methods and Strategies for Supporting a Wide Range of Needs**

In accordance with UP Academy's mission and central philosophy that all students can achieve, the school will provide a broad range of services to ensure that every kind of learner has access to the general curriculum. Examples of such supports include:

Support Program	Assignment Criteria/Process	Description
Summer Remedial Program	Students who fail one or more classes are assigned.	One-on-one remedial tutoring for all students who failed at least one course. Students in the program receive targeted, standards-based instruction in the subject area(s) of concern.

Focus	All students who are not pulled for one-on-one tutoring attend Study Hall	Structured time during which students can work on assignments and have access to all teachers. Students with special needs may be pulled to do homework in a small group setting under the supervision of a Resident Teacher.
Small Group Reading Intervention	Students are assigned based on Literacy Screening.	Program-based small group instruction in decoding, fluency and reading comprehension completed during a 40 minute daily literacy block.
Advisory	All Students are Assigned an Advisor	Students receive structured academic and behavioral guidance from teachers.
Core-Subject Tutoring	Students are selected on a daily basis by individual teachers.	Small-group, skill-based tutoring in a subject area provided daily by teachers during a 40 minute tutoring block. Students are pulled from learning lab or from a study hall to receive tutoring.
Homework Club	Students must attend if they do not complete all HW.	Structured afterschool work time for students who failed to complete the previous night's homework assignment.
Friday Extension	Students must attend if they earn a PREP score lower than 70.	Afternoon-long study hall afterschool on Wednesday half-days
After school tutoring	Assigned by teachers based on assessment results.	Skill-focused, one-on-one instruction
Content-specific homework support	Assigned based on HW trends.	Homework support with remediation provided by Special Education Teacher.

Behavior Plans	Formulated by teachers for students who are not being well-supported by school-wide discipline program.	Student-specific behavior modification through identification of problem behaviors, consequences and incentives
School-Based Counseling	Formal referral process.	Supports for students struggling with social-emotional challenges.
Math Block	All students attend a daily math remediation program, in the computer lab	Students work on adaptive software to build basic skills in mathematics
ESL MASC	Newcomers (level 1 or 2 on ACCESS test)	Students work on an individualized Rosetta Stone course of study to acquire the English language.

- **Nursing Services**

UP Academy Leonard will ideally employ a nurse with a Massachusetts nursing license, BA or MA in nursing, a DESE license, and at least two years of experience in a relevant child care setting. At minimum, individuals hired will possess a Massachusetts nursing license, a BA in Nursing, and a DESE license. The school nurse's roles and responsibilities will be aligned to national standards, and will include providing direct healthcare for the school; providing leadership for the development of school health services and policies; providing screening and referral for health conditions; and serving as a liaison between school personnel, families, the community, and health care providers.⁵

Budget & Procurement

- **Human Resources**

The staffing plan for UP Academy is illustrated in the below proposed staffing chart.

Staff Member
INSTRUCTION
Principal

⁵ Adapted from the National Association of School Nurses Roles and Responsibilities

2 Deans of Curriculum and Instruction
27 Teachers
3 Resident Teachers
OPERATIONS
Director of Operations
2 Office Managers
Coordinator of Families and Community
CLIMATE
2 School Culture Coordinators
STUDENT SERVICES
IEP Team Chairperson
School Nurse
Psychologist
School Counselor
Speech and Language Pathologist
Occupational Therapist (part-time)

Leadership Team. The leadership team includes a Principal, two Deans of Curriculum and Instruction, and one Director of Operations. This leadership structure will remain constant during the management term. Our founding team studied management structures at the highest-performing urban public schools to determine the most effective structure for our proposed school.

Non-Instructional Staff. The 2015-16 team includes two Office Managers, one Coordinator of Families and Community, two School Culture Coordinators, one IEP Team Chairperson, one Nurse, one School Psychologist, one School Counselor, one Speech and Language Pathologist, and one Occupational Therapist.

Instructional Staff. In addition to the non-instructional staff listed above, the 2015-16 teams are anticipated to include the following staff members:

- 6 ELA Teachers
 - 6 Math Teachers
 - 2 History Teachers
 - 4 Science Teachers
 - 3 Special Education Teachers
 - 3 ESL Teachers
 - 3 Resident Teachers (compensated as Crisis Aides)
 - 3 Specials (Art/Life Skills/ PE) Teachers
- **Third Party Service Providers**

UP Education Network may retain third party service providers on behalf of the school, subject to LPS procurement and contracting policies. UP Education Network may also retain third party service providers on its own behalf to assist it in the provision of management and operational services to the school.

Each year, the school will receive an additional allocation for special education service provider funds. These funds will cover the cost of any related service providers (RSPs), including but not limited to: physical therapists, speech and language pathologists, occupational therapists, psychologists, 1:1 aides, and ETFs. Each January, UP Education Network will inform LPS of the related service provider needs anticipated for the school for the following school year. LPS will then identify what centrally-funded related service providers would typically be provided by the District to an LPS school with the School's projected enrollment and student needs, including but not limited to any allocation of staff and service providers.

The special education service provider funds will also cover the cost of any translation of IEP documents, should there be a delay in the provision of this service from LPS. A delay will be defined as at least 3 school weeks after a translation request has been submitted. The incurred translation costs will be reimbursed by LPS.

LPS and UP Education Network will continue to discuss required funding levels based on services needed for the projected student population until they are able to come to an agreement of an initial additional allocation to be provided to the school. If they are not able to come to an agreement, the Receiver and CEO of UP Education Network will serve as the arbiter and determine the initial allocation to be provided to the school. LPS and UP Education Network will aim to come to agreement on this initial, additional allocation for the following school year no later than February 15. The full value of these supports shall make up the additional allocation to be included within School Funds annually.

An adjustment to the value of the additional allocation will be made twice each year as needed based on actual student enrollment. The first adjustment will take place no later than October 1. The second adjustment will take place no later than February 1. These adjustments will be made based on the process described above for determining the initial additional allocation.

Upon request, LPS will provide UP Education Network with an analysis showing how the special education allocation was determined for the School and two similar district schools as comparison. The School will have the option to access LPS special education support and services at the same costs reflected in the budget allocation, as long as LPS has the staff and time available to accommodate this desire.

Staffing

Staff recruitment: UP Academy believes that great teaching is the foundation through which we will achieve strong results. To that end, UP Education Network and UP Academy will invest heavily in the efforts through which they will recruit, screen, select, and yield the strongest individuals to join the school.

UP Education Network and UP Academy will work with local and national non-profits, colleges and universities, community organizations, and strategic partners to build the pipeline through which strong applicants will apply to the school. It is critical to the success of the school that we strategically recruit individuals both from within LPS and individuals from outside of the district. We aim to respond to 100% of applicants within a week of receipt of their application materials. Candidates who are not viable will receive email notification alerting them of this decision. Candidates who seem viable after their resumes have been reviewed will be invited to complete a phone interview. Following the phone interview, strong candidates will be invited to more detailed interviews. Most candidates will interview with a member of the Leadership Team once on the phone and once in person (including a sample lesson) before references are checked and an offer is made. For some candidates, additional interviews/sample lessons may be requested. It is the discretion of the Principal to determine what steps are necessary in order for the best hiring decisions to be realized. No offers of employment can be made without at least three references being officially checked. We aim for more than 90% of the individuals who receive offers from the school to accept those offers and begin employment at the school in the summer of 2015. Recognizing the importance of a diverse staff, UP Education Network has also set the following goals related to hiring, which primarily govern the outreach efforts we take to ensure a diverse pool of applicants entering our process: we hope that 30% of new hires will identify as male, 30% will be dual-language speakers, and 33% will identify as people of color.

UP Academy will have weekly professional development to advance teachers and will provide opportunities throughout the year for teachers to meet with their managers regarding their own development. UP Academy will strategically work to reward and retain the members of its school by offering targeted professional development and opportunities for career development both within and outside of the school.

Subject to the requirements of the MoA, the Principal of UP Academy has the discretion to select the staff for any and all positions at the school. UP Academy

may select staff without regard to seniority or past practices within LPS. UP Academy may formulate job descriptions, duties and responsibilities for any and all positions in its school. The selection of staff members shall be in compliance with the applicable federal and state laws and municipal ordinances. All hires are processed through the LPS human resources department and the school works with the district to follow LPS hiring practices

Above all else, UP Academy believes that the teachers of UP Academy are professionals and deserve working conditions that reflect the professional nature of their jobs. UP Academy believes that working conditions that support high levels of student achievement and working conditions that respect the professionalism of teachers are not mutually exclusive. UP Academy is excited to operate a school with working conditions that attract a highly motivated staff dedicated to the school's mission. Rather, a draft of the annual working conditions for teachers at UP Academy will be shared no later than March 1st each year (for the subsequent academic year), with a final version of the Working Conditions Acknowledgement Form to be signed by teachers in August.

Please see Appendices E, F, and G for an example of the Offer Letter, Working Conditions, and exceptions to the LTU CBA Agreement to be utilized and required by UP Education Network in its management of UP Academy.

- **Establishing Positions**

UP Education Network will develop and implement job descriptions (including, without limitation, titles, roles and responsibilities), staff assignments, staff patterns (including where and when all personnel will perform their duties), personnel policies, and terms of employment for all personnel, including, without limitation, (i) development and implementation of a work election or working conditions agreement detailing the expectations and additional responsibilities of all personnel, and (ii) development and implementation of reporting relationships and schedules, including permissible time outside of the school for district-wide meetings and for professional development/training.

UP Education Network will develop and implement (i) training and/or professional development policies (including, without limitation, any coaching or mentoring policies and programs and participation in any professional development communities) and (ii) evaluation, performance review and support systems for all personnel, including, without limitation, an initial teacher training

program for new teachers at the school, professional development programs for the Principal and teachers at the school, and training for all school staff.

UP Education Network will develop and implement retention strategies (including, without limitation, performance-based compensation, merit pay or bonuses) and supervision, discipline, promotion, assignment/reassignment, release, non-renewal and termination policies for all personnel, consistent with state law and the MOA.

Number of classroom observations of teachers. We will relentlessly train teachers – both during their August orientation as well as during their regular coaching sessions throughout the year – on exceptional instructional practices. During August staff orientation, the school's leaders will train new teachers on the school's expected instructional practices. For example, the Principal may model excellent practices and provide feedback to the school's new teachers on sample lessons that they deliver. During the academic year, teachers are regularly coached by the DCI who will make bi-weekly observations of every teacher and provide them with action-oriented feedback on management and instruction. Following each observation, a debrief meeting will focus on specific adjustments that need to be made to lessons to reach all learners more effectively.

Additionally, we will provide at minimum one hour of content-specific professional development to teachers every week, with the goal of improving upon instructional methods and practices across the school. Generally during this PD, teachers will meet in content teams. The goals of professional development sessions are to increase student achievement through reflective dialog, de-privatization of practice, collective focus on student achievement, collaboration, and holding each other accountable for shared instructional norms and values. Weekly agendas will be developed by the Principal or DCI, and will focus on topics including the creation or review of interim assessments or final exams; building-out of vertical alignment matrices; presentation or sharing of strategies around a particular skill taught across grade levels; student-work examination; peer observation debrief; or a review of and discussion about a video-taped lesson.

- **Staff evaluation processes**

We will implement a comprehensive teacher evaluation system, which may include periodic observations, and a teacher evaluation tool that values adult professionalism and student achievement, supports the growth and

improvement of all staff members, and enables the school's leadership to easily dismiss teachers who are not meeting the school's expectations. *The draft teacher evaluation tool, part of the overall evaluation system, is included in Appendix B.*

UP Academy Leonard Middle School will hold its staff members to the highest performance expectations; these expectations are geared towards ensuring that the school's students succeed. The evaluation system and tool reflect and reinforce these high expectations. The tool's components also reinforce many aspects of this redesign plan. For example, staff members will be evaluated on their ability to support the school's strong culture by enforcing the school's expectations, to effectively use data to drive instruction in their classroom, to differentiate instruction and effectively serve all learners, including students with disabilities and English Language Learners, and to communicate regularly with families.

In order to ensure the Principal is meeting the school's high leadership standards and driving rapid, significant, and sustainable student achievement growth, the Principal will also go through a robust annual evaluation process.

Professional Development

UP Academy will use its own staff, teacher, and administrator evaluation systems. UP Academy will utilize its own evaluation systems throughout the school year, which systems shall not violate state law, including, without limitation, DESE regulations, and shall be consistent with LPS reporting requirements under state and/or federal law.

At UP Academy, we measure our success not just on student performance, but also on the effectiveness, satisfaction, and retention of our staff members. It is for these reasons that we value so greatly professional development and a culture of continuous improvement. It is UP Academy's priority to ensure that staff members will find great professional opportunities within the school and within the UP Education Network organization.

We therefore provide individualized and relevant professional development for all staff members so they can effectively contribute to achieving our mission while fulfilling their professional goals. We hold ourselves accountable to this standard through regular staff feedback surveys that allow all employees to provide input on the quality of their professional development.

Following are the goals for UP Academy's Performance Management System:

- 1) To systematically enable all teachers, regardless of experience and seniority, to develop professionally by providing concrete and timely evaluation that paints a clear picture of their current performance and provides explicit, actionable feedback and
- 2) To provide concrete rationale for promotion, dismissal, and any and all other actions related to employment status.

Professional Development at UP Academy is defined as an opportunity for a staff member to deepen or expand his or her understanding on a topic that directly impacts the achievement of our students or helps a staff member get closer to his or her specific professional goals. Professional Development is an opportunity to learn something new, to apply a new skill in a new way, or to innovate on an already existing system or strategy based on newly presented best practices.

We consider our coaching and feedback structure to be at the core of our professional development. There are three primary avenues for coaching and feedback: frequent, informal feedback; two interim performance assessments (performance check-ins); and an annual performance review. In addition to individual coaching, there are opportunities for whole-school, department, grade level, and/or cohort professional development initiatives. Our goal is to achieve an environment of open, two-way communication; there should be no surprises on the performance review.

UP Academy's Performance Management process consists of the following elements:

1) Goal Setting

Individuals self-assess on each of the UP competencies. When possible, they reflect on last year's performance and student outcomes and use these data and their managers' feedback to identify priorities for the coming year. They set two to three goals—at least one outcome-related goal (student outcomes for instructional staff, operational or other outcomes for non-instructional staff) and at least one around an UP competency where they would like to focus their professional growth. These ambitious, realistic goals are the basis of individualized Professional Growth Plans that align manager support with employee learning. Employees with ratings from the previous year of proficient or exemplary take the lead in crafting their Professional Growth Plans; managers more tightly direct plans for new employees or those with performance areas in need of improvement.

2) Coaching

The goal of coaching is to provide frequent, actionable feedback to help employees improve their practice. The Principal and Deans of Curriculum and Instruction are the primary coaches for teachers. Mentor Teachers will also conduct teacher observations and give feedback to teachers. Coaching is informed by quick hit observations (5 minutes) and coaching observations (15 minutes), which occur at least every other week. Observers will deliver feedback in person or by email as soon as possible after observations. Employees in other roles will have check-in meetings at least twice a month with their managers or designees where they will receive coaching and support.

3) Performance Check-In

Individual employees have performance check-ins with their managers between goal setting and evaluations. During check-ins, employees receive interim feedback on their performance and they have an opportunity to provide upward feedback to their managers. The performance check-in is also an opportunity to discuss progress toward goals and problem-solve around obstacles to achieving these goals.

4) Mid-Year Evaluation

Individual employees receive a mid-year formative evaluation of their performance. These evaluations are informed by individualized Professional Growth Plans, observations, coaching, and performance check-ins that occur prior to the mid-year evaluation meeting. Managers rate employees' performance against each UP competency and translate these competency ratings to the MA Standards of Effective Teaching or Administrative Practice as appropriate.

5) Year-End Evaluation

Individual employees engage with managers in a year-end summative evaluation, which includes a rating of their performance and upward feedback to managers. Managers reevaluate employees' performance on each of the UP competencies based on additional evidence gathered between the mid-year and year-end evaluations. If an employee receives a proficient or exemplary rating during the mid-year evaluation, that rating may carry forward to the year-end evaluation, but managers can choose to reassess any or all competencies for the year-end evaluation.

Please see UP Education Network's Teacher Goal Setting tool, and teacher Performance Check in Template in Appendices C and D.

Curriculum & Assessment

A school's plan for curriculum and assessment must meet all state standards. These standards will be assessed across the district. Graduation requirements are set by the district and may not be changed by the school.

The school leadership team may propose its own models and strategies for the curriculum and assessment elements listed below:

- **Curriculum and assessment requirements**

Our school's Principal and DCI will provide teachers with coaching designed to help them create scopes and sequences based on the Massachusetts Curriculum Framework (MCF) and the Common Core Standards, unit plans, a suggested pacing guide, source materials, and catalogues of effective strategies tied to specific standards. We believe that providing our founding staff with this high level of curriculum support will allow them to focus on delivering high-impact instruction that will address skill gaps from the very first day of school.

In designing the above-noted curriculum, we have built upon the base curricula and processes that have been implemented at the highest-performing urban public middle schools in Massachusetts, including UP Academy Charter School of Boston, Excel Academy Charter School, Roxbury Preparatory Charter School, Boston Preparatory Charter Public School, and Edward W. Brooke Charter School.⁶ Our proposed curricula and curriculum development processes are further backed by extensive research that demonstrates they will result in high academic achievement.⁷ Of note, given the significant weakness demonstrated

⁶ These schools have built significantly-aligned curricula that have enabled low-skilled 5th and 6th grade students to reach and exceed grade level proficiency by the 8th grade.

⁷ UP Academy's English curriculum is influenced by seminal academic studies and texts. For example, the school's pedagogical approach is in line with the NRCELA's *Guidelines for Teaching Middle and High School Students to Read and Write Well*. Specifically, UP Academy teachers will explicitly teach reading strategies that students can apply independently and use partner work as a key strategy during guided practice. Ruth Schoenbach's *Reading for Understanding* underpins UP Academy's foundational metacognitive reading unit, which all students will complete at the beginning of the first turnaround year in order to form a foundation of basic annotation, main idea identification, and question generation strategies. Atwell's *In the Middle* has also provided a future vision for the school's curricular maturation once most students read and write on grade level. UP Academy's mathematics approach is influenced by NCTM principles for mathematical teaching

in ELA achievement at the school, we intend to supplement our English Language Arts courses with a new “Drop Everything and Read” program, whereby students are reading for no less than 40 minutes per day (M-Th) during school and 25 minutes per day outside of school. We will provide an array of appropriately-leveled books to each homeroom to support this program. This time will also be used as a venue for providing Tier 2 and Tier 3 literacy interventions to our students.

We are developing a systematic process for making annual and real-time adjustments to the curriculum to ensure the school's students master the state's standards as an increasing level over time. In August, during staff orientation, teachers will intensively examine and understand the MCFs (as well as ACCESS and PARCC released questions) for their particular subject and grade level. Teachers will examine student diagnostic information to determine gaps in student prior knowledge, and, as necessary, examine standards from earlier grade levels. Teachers will then study the curricula that have been used to date at UP Academy and determine the extent to which existing curricula can be utilized in the year ahead. Teachers will use all available resources to analyze gaps in the existing curriculum materials and to address UP Academy student needs. This analysis will enable teachers to adjust their respective scope and sequences for the year ahead. The scope and sequence will be broken into content units and aligned with the school's calendar and interim assessment schedule to determine how many days and weeks can and should be allocated to each learning standard and unit.

The curriculum that is created for the year will also be evaluated and adjusted daily through teacher reflection and coaching provided by UP Academy's Principal and DCIs. The data gathered from daily “exit tickets” will provide teachers with valuable information about how many students mastered the day's objectives as well as patterns of misconception that are illustrated in students' answers. Teachers will document these results and adapt the next day's lesson to reteach and assess content and skills as necessary.

Curriculum Iteration and On-Going Development. Once the school is up and running, the following operational systems will be used to design and update the curriculum:

and learning. Additionally, UP Academy math practices are aligned with multiple findings from mathematics research. For example, UP Academy teachers will integrate basic math skills and problem solving, emphasize teaching for meaning, and ensure that students work together to build their understandings of math concepts.

Structure	Time	Process	Impact
Curriculum Development and Revision	Summer Professional Development (20 Days)	Teachers internalize key skills and concepts of Massachusetts State Standards and create or refine scope and sequence, unit plans, daily objectives, classroom materials, and assessments.	School will realize improved quality of curricular plan and materials.
Curriculum Development and Revision	5 Professional Development Days	Teachers analyze interim assessment data and revise curriculum based on small group/ whole-class gaps in skills or knowledge.	School will realize improved quality of curricular plan and materials.
One-on-one coaching	Every two weeks	DCIs have one-on-one coaching sessions with teachers to discuss curriculum planning strengths and weaknesses.	High quality support, oversight and accountability for teacher planning result in improved instruction.
Programmatic Revision and Development	Annually	Administration reviews ACCESS, MCAS and relevant assessments to review the effectiveness of the academic program. Professional development goals are focused on improving overall weaknesses.	Overall academic program is improved.

Supervision of Educational Content and Pedagogical Approach: Our organizational structure is focused on supporting the effectiveness of teaching. The Dean of Student's role is to create a positive school culture in order to ensure that every classroom is calm, safe, and focused on learning. The Dean of Operation's role ensures that the majority of operational tasks do not fall on the Principal, and therefore the Principal will be able to devote the majority of time to instructional leadership. The majority of the administrative team is dedicated to instructional leadership. There are a total of three instructional leaders—the Principal, a Math/Science DCI and an ELA/SS DCI. Each DCI supervises 15-20 teachers.

Coordination of Educational Content and Pedagogical Approach. In order for students to achieve, the school must operationalize systems, structures, and procedures so that all staff is consistent, supported, and accountable. Operationally, the following structures are examples of systems in place to ensure

that all students are on a successful path to college and have the strength of character needed to achieve their full potential:

Structure	Time	Process	Impact
Homework Collection and Accountability	Each morning	All students turn in their homework in a centralized location. Homework is recorded for homework club and for grades. All parents are informed when student misses homework.	No instructional time is wasted collecting homework. Parent and school communication increases.
Saturday Academy	Some Saturdays during the year	Teachers may pull groups of students for tutoring on some Saturdays (or for work with volunteers) to provide specific remediation.	Skill deficiencies are addressed directly, resulting in higher student achievement.
Math Block	Daily	Students work on math remediation, including some computer-based adaptive math software to address math skill deficiencies.	Math skill deficiencies are addressed more directly, ultimately resulting in less retention as a result of math ability.
Systematic PD Schedule	Every Friday	Teachers meet in grade level or content teams to collaborate, review student progress, analyze data, revise curriculum, and participate in school-wide PD.	Teachers build capacity and team effectiveness to improve student achievement.
Demerit System	Daily	All staff members deliver demerits based on a consistent Family and Student Handbook. Demerits are entered onto a shared drive and reports are generated for detentions. Parents are informed of detentions.	Increased on-task, respectful behavior leads to a calm, safe environment in which students can learn at high levels.
Merit System	Daily	All staff members deliver merits based on a consistent vision for character development. Parents are informed through PREP reports.	Students feel celebrated for their hard work and take ownership for their academics and community.
Attendance Reporting	Daily	Attendance system provides structure for school to collect attendance data, inform parents when their children are absent, and use data to meet attendance goals.	School and families are in constant communication, and attendance goals are met.

Systematic observation schedule	Bi-monthly	Every teacher is observed at minimum once every two weeks by his/her DCI. DCI and teacher meet to debrief observation, set goals, or follow up on specific target area(s). DCI is held accountable by the Principal.	Greater teacher support, supervision, and accountability leads to improved instruction.
Tutoring	Daily	Teachers tutor students who are lacking particular skills or content knowledge. Teachers use interim and informal assessments to choose groups and time is set aside in teachers' schedules to do so.	More time and differentiated instruction lead to improved achievement.
Sustained Silent Reading	Daily	Students read independent reading books that match their reading level. Teachers have a systematic approach for holding students accountable for comprehension.	Sustained silent reading leads to improved reading comprehension and exposure to multiple genres.
Progress Reports	Biweekly	Families are informed of student progress on a regular basis and are given many pathways to partner with the school to support student performance.	Increased parent and school collaboration leads to increased student achievement.

Continual Assessment of the Educational Content and Pedagogical Approach.

UP Academy will operationalize the assessment of its academic program. Every six weeks, students take an interim assessment in each core class (Math and ELA assessments are provided by Anet). After every assessment, teachers will analyze the results and create action plans that outline how they will adjust their instruction to ensure that all students master the skill or standard. DCIs will provide support while holding teachers accountable to achieving benchmark goals. Additionally, teachers will be expected to adjust the curriculum that was taught leading up to the assessment so that the following year's mastery level will be different. Teachers will be given structured protocols, professional development, and held accountable by their DCIs to ensure that this process is completed at multiple intervals throughout the year. Additionally, teachers are expected to assess their students both informally and formally on a daily basis to ensure their students understanding of the skills and content they are teaching. They are expected to adjust their approaches depending on the results of their assessments.

UP Academy will assess the effectiveness of the educational content and pedagogical approach yearly. For any goals that are not met, the Principal and the DCIs will analyze data to determine the possible causes of low achievement or low growth. The leadership team will take action to remedy the problem and ensure that the goal is met the next year.

Lastly, after every school year, UP Academy's school leadership team and teachers will review student achievement data to determine how to improve or refine the curriculum. We will compare our results to our expectations to determine whether our curricula are effectively supporting fulfillment of the school's mission and the goals articulated in this redesign plan. Our analysis will look at data trends across the entire school as well as by specific subgroups of our student population, including but not limited to students with disabilities, ELLs, and students who have been retained in a given grade level. Further, we will ensure there are no statistically significant differences between groups of students, including student groups defined by gender, race, and family income status. This analysis will translate into curricular recommendations for teachers in August.

- **Curriculum-specific professional development**

In order to effectively orchestrate the transformation of the school's curriculum, instruction, and use of assessments, we will be hiring two Deans of Curriculum and Instruction who can focus exclusively on coaching and evaluating a small number of teachers in these areas. We will conduct a nationwide search to identify, recruit, and hire exceptional Deans of Curriculum and Instruction.

Further, we will create staff working conditions that maximize planning and collaboration time when compared to other teachers in the district. Above all else, our redesign team believes that the teachers of UP Academy are professionals and deserve working conditions that reflect the professional nature of their jobs. We believe that working conditions that support high levels of student achievement and working conditions that respect the professionalism of teachers are not mutually exclusive.

We are excited to use the flexibility granted to the school to create working conditions that give every teacher ample time to modify curriculum, plan lessons, and analyze assessment results. Specifically, every teacher is only expected to teach *two* class periods a day. (Our unique schedule and staffing model enable such latitude.) Notably, the scheduled is further designed in such a way where teachers may always collaborate with their content peers during

their non-instructional time (e.g., 6th grade math teachers share common non-instructional time)

Additionally, we are developing and documenting consistent expectations for outstanding instruction, based on proven best practices at urban public schools. Our overall instructional philosophy is consistent across all classrooms, and is founded in the belief that all students can learn. All classrooms will be structured through the common use of the Blackboard Configuration (with a Do Now, Lesson Objective(s), Agenda, and Homework assignment clearly visible). This configuration leads to greater instructional efficiency, as all lessons are sharply focused on clear, standard-driven objectives, and the entire 50 or 80-minute block is planned out in the agenda. Further, the vast majority of instruction at UP Academy will follow the “gradual release” approach, through which students benefit from a teacher’s direct instruction (“I Do”), group practice guided by the teacher (“We Do”), and individual opportunity to practice, apply, and master the skill and content of the class (“You Do”). This structure is particularly effective for many students with disabilities who often need clear directions and explicit modeling. Furthermore, ELLs often benefit from this structured approach as it provides a clear purpose for the lesson (often with key vocabulary highlighted), and multiple opportunities to practice and master a particular skill or concept in different contexts and modalities.

To ensure that content is accessible to and appropriate for students at all levels, teachers must be highly skilled at differentiating instruction. We believe that creating multiple learning opportunities for students of different abilities, skill levels, language levels, interests, or learning needs is another tool to ensure that all students succeed. Each lesson will include multiple ways—including kinesthetically, orally, visually, or working in groups—for students to understand a particular skill or concept.

Additionally, we believe that every lesson should be “student-centered.” In sum, students will do the majority of the “thinking” and “doing” in the classroom, while teachers are providing the appropriate structures, questioning and guidance needed to ensure students are learning at high levels. This approach serves all students, including ELLs and students with disabilities, who benefit from being pushed to think on multiple levels and who have ample opportunity to practice with the material, their peers, and the teacher.

We will relentlessly train teachers – both during their August orientation as well as during their regular coaching sessions throughout the year – on exceptional instructional practices. During August staff orientation, the school’s leaders will

train new teachers on the school's expected instructional practices. For example, the Principal may model excellent practices and provide feedback to the school's new teachers on sample lessons that they deliver. During the academic year, teachers are regularly coached by the Principal and DCIs, who will make bi-weekly observations of every teacher and provide them with action-oriented feedback on management and instruction. Following each observation, a debrief meeting will focus on specific adjustments that need to be made to lessons to reach all learners more effectively.

Lastly, we will facilitate Professional Development one hour every Friday afternoon to analyze and improve upon instructional methods and practices across the school. The goal of our Friday Professional Development is to increase student achievement through reflective dialog, de-privatization of practice, collective focus on student achievement, collaboration, and holding each other accountable for shared instructional norms and values. Weekly agendas will be developed by the Principal and DCIs, and will focus on topics including the creation or review of interim assessments or final exams; building-out of vertical alignment matrices; presentation or sharing of strategies around a particular skill taught across grade levels; student-work examination; peer observation debrief; or a review of and discussion about a video-taped lesson.

Surveys and Communications

From time to time, UP Education Network may develop and implement surveys of and/or communications relating to students, personnel, parents and community members.

On-Call Hours Plan

Phone Expectations
Staff will log 10 phone calls per week to families. At least ½ of these calls should be proactive communication with parents/guardians. Staff will log these into Dean's List and classify who they spoke to, as well as the nature of the call (proactive, homework, reactive).
Students will be told they can call their teachers until 6:30 pm nightly to ask questions about homework. Teacher expectation: if a student calls you after 4:30 and you are able to pick up, please do. If not, please return all calls within 24 hours (if a student calls for help with homework, check in with them during your daily tutoring block).

UP Academy believes that these phone expectations can be reasonably completed during the normal working hours, so the school does not believe these expectations warrant extra compensation for teachers. UP Academy will

work to create a "phone culture" that celebrates those who go above and beyond to connect with families.

Staff are given at minimum, an 80 minute planning period daily, a "homework checking" block, and the time between 4:00 p.m. and 4:30 p.m. to complete their calls, if a teacher is unable to make calls after school.

Data Reporting

The school will supply LPS with all reasonably required student information and reporting within the guidelines established in our MOU. The school will be using PowerSchool as its core SIS for the SY15-16, along with supplemental systems to meet our programmatic needs

Appendix A: Student Discipline Regulations

M.G.L. Chapter 71, Section 37H

(Expulsion for possession of a dangerous weapon or a controlled substance or assault of educational personnel)

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

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

(c) Any scholar who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the scholar may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in his discretion, decide to suspend rather than expel a scholar who has been determined by the principal to have violated either paragraph (a) or (b).

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

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

The following changes to M.G.L. Ch. 71 Section 37H will be effective on July 1, 2014:

(e) Any school district that suspends or expels a scholar under this section shall continue to provide educational services to the scholar during the period of suspension or expulsion, under section 21 of chapter 76. If the scholar moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the scholar to its schools or provide educational services to the scholar in an education service plan, under section 21 of chapter 76.

(f) Districts shall report to the Department of Elementary and Secondary Education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the Commissioner. The Department of Elementary and Secondary Education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the Department of Elementary and Secondary Education shall make district level de-identified data and analysis, including the total number of days each scholar is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by scholar status and categories established by the Commissioner.

(g) Under the regulations promulgated by the Department, for each school that suspends or expels a significant number of scholars for more than 10 cumulative days in a school year, the Commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

M.G.L. Chapter 71, Section 37H ½

(Delinquency complaint against scholar; suspension; hearing; expulsion upon conviction; appeal)

(1) Upon the issuance of a criminal complaint charging a scholar with a felony or upon the issuance of a felony delinquency complaint against a scholar, the principal or headmaster of a school in which the scholar is enrolled may suspend such scholar for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the scholar's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The scholar shall receive written notification of the

*charges and the reasons for such suspension prior to such suspension taking effect. The scholar 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 scholar shall have the right to appeal the suspension to the superintendent. The scholar 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 scholar and the scholar's parent or guardian within three calendar days of the scholar's request for an appeal. At the hearing, the scholar 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 scholar. The superintendent* shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.*

*(2) Upon a scholar 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 or headmaster of a school in which the scholar is enrolled may expel said scholar if such principal or headmaster determines that the scholar's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The scholar shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The scholar 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 scholar shall have the right to appeal the expulsion to the superintendent. The scholar 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 scholar and the scholar's parent or guardian within three calendar days of the expulsion. At the hearing, the scholar 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 scholar. The superintendent* shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or*

regional school district with regard to the expulsion. Upon expulsion of such scholar, no school or school district shall be required to provide educational services to such scholar.

M.G.L. Chapter 71, Section 37H ³/₄

(a) This section shall govern the suspension and expulsion of scholars enrolled in a public school in the commonwealth who are not charged with a violation of subsections (a) or (b) of section 37H or with a felony under section 37H1/2.

(b) Any principal, headmaster, superintendent or other person acting as a decision-maker at a scholar meeting or hearing, when deciding the consequences for the scholar, shall exercise discretion; consider ways to re-engage the scholar in the learning process; and avoid using expulsion as a consequence until other remedies and consequences have been employed.

(c) For any suspension or expulsion under this section, the principal or headmaster of a school in which the scholar is enrolled, or a designee, shall provide, to the scholar and to the parent or guardian of the scholar, notice of the charges and the reason for the suspension or expulsion in English and in the primary language spoken in the home of the scholar. The scholar shall receive the written notification and shall have the opportunity to meet with the principal or headmaster, or a designee, to discuss the charges and reasons for the suspension or expulsion prior to the suspension or expulsion taking effect. The principal or headmaster, or a designee, shall ensure that the parent or guardian of the scholar is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal or headmaster, or a designee, can document reasonable efforts to include the parent or guardian in that meeting. The department shall promulgate rules and regulations that address a principal's duties under this subsection and procedures for including parents in scholar exclusion meetings, hearings or interviews under this subsection.

(d) If a decision is made to suspend or expel the scholar after the meeting, the principal or headmaster, or a designee, shall update the notification for the suspension or expulsion to reflect the meeting with the scholar. If a scholar has been suspended or expelled for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year, the scholar and the parent or guardian of the scholar shall also receive, at the time of the suspension or expulsion decision, written notification of a right to appeal and the process for appealing the suspension or expulsion in English and

in the primary language spoken in the home of the scholar; provided, however, that the suspension or expulsion shall remain in effect prior to any appeal hearing. The principal or headmaster or a designee shall notify the superintendent in writing, including, but not limited to, by electronic means, of any out-of-school suspension imposed on a scholar enrolled in kindergarten through grade 3 prior to such suspension taking effect. That notification shall describe the scholar's alleged misconduct and the reasons for suspending the scholar out-of-school. For the purposes of this section, the term "out-of-school suspension" shall mean a disciplinary action imposed by school officials to remove a scholar from participation in school activities for 1 day or more.*

(e) A scholar who has been suspended or expelled from school for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year shall have the right to appeal the suspension or expulsion to the superintendent. The scholar or a parent or guardian of the scholar shall notify the superintendent in writing of a request for an appeal not later than 5 calendar days following the effective date of the suspension or expulsion; provided, that a scholar and a parent or guardian of the scholar may request, and if so requested, shall be granted an extension of up to 7 calendar days. The superintendent* or a designee shall hold a hearing with the scholar and the parent or guardian of the scholar within 3 school days of the scholar's request for an appeal; provided that a scholar or a parent or guardian of the scholar may request and, if so requested, shall be granted an extension of up to 7 calendar days; provided further, that the superintendent*, or a designee, may proceed with a hearing without a parent or guardian of the scholar if the superintendent*, or a designee, makes a good faith effort to include the parent or guardian. At the hearing, the scholar shall have the right to present oral and written testimony, cross-examine witnesses and shall have the right to counsel. The superintendent shall render a decision on the appeal in writing within 5 calendar days of the hearing. That decision shall be the final decision of the school district with regard to the suspension or expulsion.*

(f) No scholar shall be suspended or expelled from a school or school district for a time period that exceeds 90 school days, beginning the first day the scholar is removed from an assigned school building.

Appendix B: Teacher Evaluation Tool

Further detail of the 2015-16 UP Teacher Competencies and Performance Evaluation Process can be found [here](#), via UP Education Network's Google Sites, and detail regarding the Mid-Year Evaluation process can be found [here](#).

Appendix C: Professional Growth Plan

Further detail of the 2015-16 Goal-Setting Process and Professional Growth Plan template can be found [here](#), via UP Education Network's Google Sites.

Appendix D: Performance Check In

A sample of the 2015-16 Performance Check-In template can be found [here](#), via UP Education Network's Google Sites.

Appendix E: Offer Letter



Via Email

[CANDIDATE NAME]

[CANDIDATE ADDRESS]

[CANDIDATE EMAIL]

[DATE]

Dear [CANDIDATE NAME],

UP Academy Leonard is pleased to offer you the [FTE (i.e. full-time)] position of [POSITION] for the 2015-2016 school year. This offer is contingent upon the timely submission and successful completion of all background checks and required documentation that are satisfactory to Lawrence Public Schools at Lawrence Public Schools' sole discretion. To be eligible for continued employment after the 2015-2016 school year, you must be fully certified and SEI endorsed in your position before March 1st, 2016. We strongly encourage you to begin pursuing certification before your start date.

Other terms and conditions of your employment are as follows:

- Your total minimum annualized salary for your position will be \$[SALARY], reflecting a placement Step [X] on the LTU salary scale. Please note that having graduate credits does not equal an increased compensation. [Optional: You will also receive one/two stipends totaling an additional \$XXX for your work as a XXX.]. On occasion, you may have the opportunity to earn additional stipends in connection with your

employment at UP Academy for work above and beyond your regular role. The amount and terms of any stipend(s) will be set forth in this offer letter and/or in the working conditions statement from UP Academy. For your reference, all Lawrence Public School employees receive pay for the remaining weeks of their contracts on the last day of the school year.

[Keep ONLY for late hires] If you are starting your position later than the traditional start date for individuals in the same union at your school, you should know you will receive an adjusted salary for having fewer days of work.

- You will also receive an additional stipend of \$4,000 for extra hours worked.
- [When Applicable] Any employee who works less than .5 FTE does not have access to health insurance or most other union related benefits.
- As an employee of Lawrence Public Schools and UP Academy Leonard, you will receive the same access to personal and sick days, health insurance*, and dental insurance as others within your union. The agreement between UP Academy and the district allows us to modify working conditions, including, but not limited to: number of hours and days worked as well as when you can take time off. Please click [here](#) for last year's working conditions. The finalized working conditions for SY 2015-2016 will be shared in July and may vary slightly from the attached.

*Lawrence Public Schools health insurance is provided through GIC (Group Insurance Commission). GIC has a mandatory 60-90 day waiting period for new employees. It is important that you are extremely responsive to Lawrence Public Schools during the onboarding process to ensure this waiting period is 60 days and not 90.

Upon acceptance of this offer, you will receive an email detailing next steps for your onboarding. On your first day of employment, you will be given additional information about UP Academy Leonard's procedures and policies.

If you choose to accept this offer, your official start date with UP Academy Leonard in Lawrence, Massachusetts, will be August 3rd, 2015. This offer will expire at [TIME] on [DATE].

We are thrilled to have you join our team.

Sincerely,

[SCHOOL LEADER NAME]
[TITLE]

I, [CANDIDATE NAME], confirm the receipt and acknowledgement of my offer letter. My signature below indicates my intention to formally accept this position.

Appendix F: Working Conditions

See attached document for the draft Lawrence Teachers Union Working Conditions agreement for both UP Academy Leonard and UP Academy Oliver.

Appendix G: CBA Agreement Changes

SCHOOL OPERATIONAL PLAN: CBA AGREEMENT CHANGES

The School Operational Plan incorporates and depends on changes to or waivers from local collective bargaining agreements, including the Agreement between the Lawrence, Massachusetts School Committee and the Local Teachers Union Local 1019 American Federation of Teachers AFL-CIO dated August 27, 2007 – August 27, 2010 (the “Teachers CBA”), and the Memorandum of Agreement between the City of Lawrence School Committee and the Lawrence Administrators Association dated July 1, 2008 – June 30, 2011 (the “Administrators CBA”), the Collective Bargaining Agreement between the Lawrence, Massachusetts School Committee, and the Lawrence Federation of Paraprofessionals Local 3700 AFT Massachusetts, AFL-CIO Effective July 1, 2007 through June 30, 2010 (the “Paraprofessionals CBA”), and including any successor agreements.

The School Operational Plan assumes that any such changes shall be deemed by the Receiver to be necessary to maximize the rapid improvement of the academic performance of the students in the School, and the Receiver shall implement such changes after a ten (10) day period of consultation with the applicable bargaining unit, pursuant to the procedure set forth in Section IX of Appendix A of the Turnaround Plan for the Lawrence Public Schools (“LPS”) district. To the extent the foregoing procedure is not applicable, the School Operational Plan assumes that such requested changes shall be submitted to the applicable bargaining units for resolution pursuant to the procedures in M.G.L.c. 69, §1K(e), and that the Receiver and LPS shall use their powers under

Chapter 69, §§ 1J and 1K and the LPS District and School Turnaround Plans to implement any such requested changes.



Lawrence Public Schools
2015-2016 Staff Calendar
UP Academy Leonard, Grades 6 - 8
60 Allen Street - (978) 722-8159

Student Hours: Monday - Thursday 7:45 AM - 3:30 PM; Fridays: 7:45 AM - 1:30 PM

Teacher Hours: Monday - Friday 7:30 AM - 4:30 PM

Aug./Sept.	SUN	MON	TUE	WED	THU	FRI	SAT	February	SUN	MON	TUE	WED	THU	FRI	SAT
2		3	4	5	6	7	8								
9		10	11	12	13	14	15								
16		17	18	19	20	21	22								
23		24*	25	26	27	28	29		7	8	9	10	11	12	13
30		31*	1	2	3	4	5	14	15	16	17	18	19	20	
6		7	8	9	10	11	12	21	22	23	24	25	26	27	
13		14	15	16	17	18	19	28	29						
20		21	22	23	24	25	26								
27		28	29	30											

October	SUN	MON	TUE	WED	THU	FRI	SAT	March	SUN	MON	TUE	WED	THU	FRI	SAT	
					1	2	3					1	2	3	4	5
	4	5	6	7	8	9	10		6	7	8	9	10	11	12	
	11	12	13	14	15	16	17		13	14	15	16	17	18	19	
	18	19	20	21	22	23	24		20	21	22	23	24	25	26	
	25	26	27	28	29	30	31		27	28	29	30	31			

November	SUN	MON	TUE	WED	THU	FRI	SAT	April	SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6	7		3	4	5	6	7	8	9
	8	9	10	11	12	13	14		10	11	12	13	14	15	16
	15	16	17	18	19	20	21		17	18	19	20	21	22	23
	22	23	24	25	26	27	28		24	25	26	27	28	29	30
	29	30													

December	SUN	MON	TUE	WED	THU	FRI	SAT	May	SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4	5		1	2	3	4	5	6	7
	6	7	8	9	10	11	12		8	9	10	11	12	13	14
	13	14	15	16	17	18	19		15	16	17	18	19	20	21
	20	21	22	23	24	25	26		22	23	24	25	26	27	28
	27	28	29	30	31				29	30	31				

January	SUN	MON	TUE	WED	THU	FRI	SAT	June	SUN	MON	TUE	WED	THU	FRI	SAT
						1	2					1	2	3	4
	3	4	5	6	7	8	9		5	6	7	8	9	10	11
	10	11	12	13	14	15	16		12	13	14	15	16	17	18
	17	18	19	20	21	22	23		19	20	21	22	23	24	25
	24	25	26	27	28	29	30		26	27	28	29	30		
	31														

201 Teacher Days - 180 Student Days

<p>Aug. 3 - 21 Staff Orientation</p> <p>Aug. 19 LPS New Staff Orientation</p> <p>Aug. 21 LPS Kickoff (AM)</p> <p>Aug. 24 School Opens Grades 1 - 12</p> <p>Aug. 28 No School for Students/Staff PD</p> <p>Sept. 4 - 7 Labor Day Weekend</p> <p>Oct. 12 Columbus Day</p> <p>Oct. 16 No School for Students/Staff PD</p> <p>Nov. 3 No School for Students/Staff PD</p> <p>Nov. 11 Veteran's Day</p> <p>Nov. 25 Early Release for Staff and Students</p> <p>Nov. 26 - 27 Thanksgiving Break</p> <p>Dec. 21 - Jan. 1 Winter Break</p>	<p>Jan. 4 No School for Students/Staff PD</p> <p>Jan. 5 School Re-opens</p> <p>Jan. 15 No School for Students/Staff PD</p> <p>Jan. 18 Martin Luther King Day</p> <p>Jan. 28 Early Release for Students/Staff PD</p> <p>Feb. 15 - 19 Mid-Winter Break</p> <p>Mar. 4 No School for Students/Staff PD</p> <p>Mar. 25 Good Friday</p> <p>Apr. 7 Early Release for Students/Staff PD</p> <p>Apr. 18 - 22 Spring Break</p> <p>May 30 Memorial Day</p> <p>June 17 or 24 Last Day of School (Staff/Students) - Early Dismissal</p> <p style="text-align: right;"><i>June 24 includes 5 days for inclement weather</i></p>
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- No school for students and staff**
 - Early release for staff at 12:15 PM**
 - Early release for students/staff PD**
 - Staff professional development day/no school for students**
Typical PD Hours: 8:00 AM - 4:30 PM
- Note: Staff August Orientation runs from August 3-21.**

* Please see School Operational Plan for details on other required meetings/events for staff (e.g., staff meetings, family nights, etc).