

**Lawrence Public Schools**

**UP Academy Oliver 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 Oliver 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.

**Contents**

Policies.....	3
• UP Academy Oliver Code of Conduct.....	3
• Attendance.....	17
• Promotion.....	19
• Grading.....	20
• Homework.....	21
• Make-up work Policy.....	22
• Uniforms.....	22
• Enrollment.....	26
School Calendar.....	27

- Hours of School Operation .....28
- School Breakfast, Lunch, and Afternoon Snack.....30
- Staff Schedule .....31
- Bell Schedule.....31
- Summer learning.....31
- Services & Supports .....31
  - IEP implementation.....32
  - Implementation of plans of support for individual ELLs .....33
  - General Education Classroom Referral Process.....36
  - Special Education Processes and Procedures.....36
  - Methods and Strategies for Supporting a Wide Range of Needs.....40
  - Nursing Services.....42
- Budget & Procurement .....43
  - Human Resources .....43
  - Third Party Service Providers .....44
- Staffing .....45
  - Establishing Positions .....47
  - Staff evaluation processes .....48
- Curriculum & Assessment .....51
  - Curriculum and assessment requirements.....51
  - Curriculum-specific professional development.....57
- Surveys and Communications .....58
- On-Call Hours Plan.....59
- Data Reporting.....59
- Appendix A: Student Discipline Regulations .....60
- Appendix B: Teacher Evaluation Tool .....65
- Appendix C: Professional Growth Plan .....65
- Appendix D: Performance Check In.....65
- Appendix E: Offer Letter .....65

Appendix F: Working Conditions.....	67
Appendix G: CBA Agreement Changes.....	67

## **Policies**

- **UP Academy Oliver Code of Conduct**

**UP Academy Oliver (“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 students to focus on their learning; and
- prepare students 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. Students 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 students 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 student 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.

Students 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 students 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 Students with Individualized Education Plans**

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

Students with IEPs are entitled to special access by law, as determined by the Individuals with Disabilities Education Act (IDEA). If a student 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 to determine whether a student's actions are a result (a manifestation) of the student's disability. If the action is believed to be a manifestation of their disability, the student will be allowed to return to school immediately and the team will work to support the student 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 student will continue to receive educational services, though in a different environment and to make progress towards meeting the goals set out in the student'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/guardian misses 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 students from school, regardless of manifestation determination for offenses that involve

students carrying a weapon, students knowingly possessing, using, selling or soliciting drugs or instances in which students inflict bodily harm.

## **B. Student Searches**

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

## **C. Behavior to and from School**

The UP Academy Code of Conduct applies on the 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, extensions, 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.

#### **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 students 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 student 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 student 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. Students 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, students 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 – students' or otherwise – is not only unfair but in the case of plagiarism, illegal. If students 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 students during Student 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 student 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. Student 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 Student and Family Handbook. If a student does not complete this work, the student may face standard academic consequences (e.g., no academic credit).

## **Section II: Demerits, Afterschool Extension, and Friday Extension**

### **A. Demerits**

**Definition:** To achieve the goal of college readiness, students 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 students not to repeat those misbehaviors, and to refocus after small mistakes.

If a student commits any of the following infractions, the student will earn a demerit. In addition to a demerit, the student may earn 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:

- Speaking out of turn
- Face talking and making unwanted noises
- Leaving a seat without permission
- Passing benign notes
- Being unprepared for class (e.g. no writing utensil)
- Having his or her head on the desk or slouching down or away from the desk (e.g. tipping chair)

- Leaning/resting his or her face on the hand except during extended independent work time
- Having his or her shirt untucked or a necklace out
- Consuming soda or candy (followed by confiscation)
- Failing to comply with a time-bound or explicit direction (e.g. pencils down)

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

## **B. Afterschool Extension**

**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 students to handle adversity with respect for themselves and those in positions of authority. An afterschool extension is a consequence that requires students 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 student commits any of the following infractions, the student may earn an afterschool extension. Infractions which warrant an afterschool extension include, but are not limited to:

- Reacting disrespectfully or negatively to a demerit or direction either verbally or non-verbally (e.g. lip smacking, teeth sucking, eye rolling, "Why?" etc.)
- Using low level curse words or low level disrespect towards other students (e.g. damn, sarcastic comment about another student's achievement)
- Allowing a phone to ring or make other noises during class
- Earning his or her third demerit in one class period
- Earning his or her fourth demerit in one school day
- Hugging in the school building
- Self-tattooing
- Being in the wrong place at the wrong time (i.e. wandering in another hall)

**Procedures:** On Mondays-Thursdays, a single afterschool extension is served from 3:00-3:30pm on the day the extension is earned. If a student earns two or more extensions, he/she will serve a double extension from 3:00-4:00pm the day

he/she earned the extension. In the case of a double extension, the school will do its best to contact the family by an autodial no later than 3:10pm.

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

### **C. Referrals**

**Definition:** Every one of our students deserves a safe and distraction-free learning environment. When a student is so disruptive that the learning of others is compromised or exhibits a high-level breach of respect or integrity, we must remove the disruptive student from the classroom. Referrals also provide an opportunity for students to process extreme misbehavior privately with the Dean of Students, which helps them make better choices in the future. A referral is a consequence that removes a student from the class for processing in the Dean's Office and results in an extension. Generally speaking, referrals are issued when a student's defiance or gross disrespect has significantly disrupted the learning environment or posed a challenge to the teacher's authority.

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

- Responding negatively to a Level II consequence
- Publically challenging the teacher's authority or refusing to follow directions (e.g. "I'm not doing that," slamming the desk shut, refusing to stand or greet)
- Attacking the dignity or self-worth of others (e.g. "He's retarded")
- Making physical or verbal threats
- High level curse words
- Explicitly sexual comments or contact
- Using a phone during school without permission (followed by confiscation)
- Using or having out unsanctioned technology after uniform check or before exiting the building at dismissal (e.g. headphones, Kindle Fire)
- Breaching integrity by defacing school property or cheating
- Upon receiving the fourth (4<sup>th</sup>) demerit in one class period

**Procedures:** The issuing teacher will privately explain the reason for the referral to the student and inform him/or her to go directly to the Dean's Office. The issuing teacher will also initiate the referral, with a brief description of the reason, on Dean's List in order to notify the Dean of Students of the referral. Students then report directly to the Dean's Office and may incur greater penalties if they are late in doing so. While in the Dean's Office, students will complete written assignments and discuss the incident with the Dean of Students. When the student is calm, focused, and contrite, he or she will be returned to class. A typical referral process is completed in 40 minutes. If an extended referral is earned, the process can last up to, but not exceed, 49% of the school day. Students who are referred out of class are issued an extension for that same day. Each referral costs a student (-5) PRIDE points; additional deductions can occur as the result of an extended referral.

#### **D. Friday Extension**

**Definition:** Students who have earned a weekly cumulative PRIDE score below 70 will serve Friday Extension from 1:15-2:00pm. 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:** Students will receive notice 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 students may face for violations of the Code of Conduct. All students 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.

Students 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 student and parent of this opportunity in writing when such suspension or expulsion is imposed.

Students 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 student 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 student to its schools or provide educational services to the student 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 <sup>3</sup>/<sub>4</sub>.<sup>1</sup> For such offenses under this section, no student 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 student 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 students, 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 students are set forth in this Code of Conduct at Section One, Paragraph A.*

#### **A. In-School Suspension**

**Definition:** In-School Suspension is when a student is removed from regular classroom activities, but not from the school premises, as a result of his or her conduct. If a student 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

---

<sup>1</sup> A copy of G.L. c. 71, . 71, §37H <sup>3</sup>/<sub>4</sub>, and 603 CMR 53.00, et. seq., is set forth at Appendix A.

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
- In the category of **Threats:**
  - Examples: Threatening to damage school property
- In the category of **Physical Contact:**
  - Example: 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 student 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 student 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 student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the Dean of Students determines that the student committed the disciplinary offense, the Dean of Students will inform the student of the length of the student'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 student 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 student 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 student's academic performance and behavior, strategies for student 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 student 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, students 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 student 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 students 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 and 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 student 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 student from the school premises and regular classroom for more than ten (10) consecutive or cumulative school days.

Infractions which may warrant an Out-of-School Suspension include, but are not limited to:

- 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 student has engaged in behavior that may result in an out-of-school suspension of any length, the student 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 provide oral and written notice to the student and parent before the suspension takes effect; notice will include but not be limited to informing the student 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 student'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 student committed the disciplinary offense, and if so, what remedy or consequence will be imposed. The Dean of Students will notify the student and the parent in writing of the determination and the reasons for it, and if the student 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 student and parent/guardian will be provided with written notice in English and in the primary language spoken at home of the right to receive educational services that will enable the student to make academic progress during the period of suspension.

For infractions that may result in a Long-Term Out-of-School Suspension, 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 student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed. The Hearing Officer will notify the student and the parent in

writing of the determination and the reasons for it, and if the student 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 student and parent/guardian will be provided with written notice in English and in the primary language spoken at home of the right to receive educational services that will enable the student 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 student'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 students with Individualized Education Plans or Expellable Offenses, the school may authorize removal of a student on an emergency basis. Such emergency removal may occur when the Dean of Students has charged the student 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 student's safety and transportation.

In such case, the Dean of Students will make immediate and reasonable efforts to inform the student 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 student's suspension, and the opportunity for the student to have a hearing with the Dean of Student or Hearing Officer concerning the proposed suspension, among other rights to which the student is entitled.

### **Part Two: Procedures Governing Expellable Offenses**

This section governs procedures relating to conduct that may result in expulsion.

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

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

Per the Memorandum of Agreement between UP Education Network and Lawrence Public Schools, "in no event may a student 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 student 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 hearing, the student 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 student 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 student'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 student upon request.
- Notices and proceedings will be translated into the student's/parent's primary language if necessary for their understanding of the proceedings.
- A student and/or parent, upon request, will have the right to review the student's records in accordance with the Massachusetts Student

Records Regulations or other applicable law.

- All decisions by the Receiver regarding expulsion of a student will be issued to the student in writing.

Per M.G.L. c. 71, §37H, any school district that expels a student under this section shall continue to provide educational services to the student during the period of expulsion, under section 21 of chapter 76. If the student moves to another district during the period of expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76. If an Expulsion is imposed, the student and parent/guardian will be provided with written notice in English and in the primary language spoken at home, of the right to receive educational services that will enable the student 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 very 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 observances).** **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:

- At 5 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 and advisor, during which an Attendance Pledge will be established and 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 Supervisor of Attendance 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.

- **Every 5 Incomplete Days count as one absence within the UP Academy attendance policy.**
- At 10 Incomplete Days (or five Incomplete Days within the first academic quarter), UP Academy's administration will require a meeting with the student's family and advisor, during which a Punctuality Pledge will be established aimed at ensuring the student's attendance patterns improve.
- At 15 Incomplete Days, UP Academy's administration will require a family meeting to discuss violation of the Punctuality Pledge.
- Students who have an Incomplete Day lose 5 PRIDE Points on their weekly PRIDE Report.

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**

All UP Academy students take math and ELA all year long. In addition to math and ELA, sixth grade students take history/social studies class, seventh grade students take science and history/social studies classes, and eighth grade students take science class. English classes meet for eight 50-minute periods M-F and provide instruction to students in both reading and writing. Students attend a supplementary Reading Workshop, which meets for 30 minutes daily M-F. Students attend a supplementary Math Routines Block, which meets for 15 minutes daily M-Th. Mathematics classes meet for eight 50-minute periods M-F. Science and social studies classes also meet for 50-minute periods M-F. Students will regularly participate in at least two specials per week. All eighth graders will participate in a High School Placement class.

Students also attend a 35-minute enrichment course Tuesdays, Wednesdays, and Thursdays. 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.

Students will receive weekly PRIDE Reports summarizing their performance in each core subject area, behavior, attendance, and homework completion. 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.

*Honorable Mention.* At the end of each quarter, teacher teams will nominate students who have shown the most consistent effort across several academic categories (e.g., homework completion, organization, participation) during the preceding quarter. These students will be recognized at the Honor Roll 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. 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 during AM Homeroom between 7:45-7:55am. **If a student's weekly homework completion average falls below 70%, he or she will be required to go to Friday Homework Club from 1:15-2:00pm.**

Homework Club is only held on Fridays and 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 for Friday Homework Club by 10:00am.

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 never 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 a family member to pick up this folder between 3:10pm and 4:30pm on the day of the absence.** Students who do not submit this work during AM Homeroom on the following day increase their likelihood of earning Friday 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 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 Oliver Middle School has a dress code. The dress code applies during all school days and during all school-sponsored events, unless

specifically stated otherwise by the Principal, Director of Operations, or Dean of Students.

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 may be given loaner uniform attire and face an after school consequence; they must also complete work in the Dean of Students' office before entering class.** Parents of students who are not in dress code will be asked to bring the proper attire to school during the day. In addition, intentionally 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 Oliver Middle School. They are the **School Dress Code** and the **Fitness Dress Code**. Every student is required to have the regular school uniform and may opt to have the fitness uniform. Students may only wear the fitness uniform on Fridays for enrichment.

### **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 solid 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, no 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 lockers 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 sweatshirt with the UP Academy logo.\*
- Short-sleeved white, black, or grey undershirt.
  - Undershirts must not be oversized.
  - Shirts sleeves should not show from under the uniform shirt.
- 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.

**\*These uniform pieces will be sold to families from a local vendor. Uniform pieces will be sold during family orientations and 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 during family orientations and 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 the Principal or Dean of Students. 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 need to process with the Dean of Students before attending class if their attire does not meet 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 Oliver 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 Oliver Middle School solely on the basis of their residency location, as determined by LPS.

UP Academy Oliver Middle School has been designed to serve number of students in line with historical enrollment figures at the Henry K. Oliver Middle School. UP Academy Oliver 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 Oliver 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 Oliver 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 Oliver 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 Oliver'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 90 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 Oliver 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 Oliver throughout the school year, LPS may assign said students to UP Academy Oliver 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 Oliver 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 Oliver throughout the school year, LPS may assign said students to UP Academy Oliver 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		Friday	
7:30am	UP Academy doors open	7:00-7:30	AM Priming (AM MASC)
By 7:45	Be seated in homeroom	7:30-7:40	Arrival/Breakfast
7:45-7:55	AM Homeroom	7:40-7:50	AM Homeroom
7:55-8:25	AM Lit Workshop	7:50-8:25	AM Lit Workshop
8:25-9:15	Period 1	8:25-9:15	Period 1
9:15-10:05	Period 2	9:15-10:05	Period 2
10:05-10:20	Morning Break	10:05-10:20	AM Break
10:20-11:10	Period 3	10:20-11:10	Period 3
11:10-11:45	Lunch / Math Drills	11:10-11:25	Math Drill
11:45-12:00	Math Drills / Lunch	11:25-11:45	Lunch
12:00-12:50	Period 4	11:45-11:55	PM Homeroom
12:50-1:40	Period 5	11:55-12:45	PRIDE Block
1:40-1:55	PM Break	12:45-1:30	Friday Focus
1:55-2:45	Period 6	1:30-1:40	Dismissal
2:45-2:55	PM Homeroom	1:15-2:00	Friday Extension / Friday HWC
2:55-3:30	Mondays: Focus/Extension 1 Tuesdays-Thursdays: Enrichment / MASC / Extension 1		

3:30-3:40	Dismissal
3:30-4:00	Extension 2

Students should arrive at UP 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 or more intimate homeroom meetings.

Starting at 7:55am, students begin the day with a morning Lit Workshop, and then dive into six 50-minute class periods, consisting of two blocks each of English Language Arts and Math, one block of Science or History, and one block of Specials. Students also attend one 30-minute block for Lit Workshop, one 15-minute period for Math Drills, and a 35-minute block where on Mondays they attend Focus (a time during which students work to complete homework assignments and can get tutoring from teachers), and on Tuesdays-Thursdays they attend Enrichment. During this 35-minute block, students who earn a minimum PRIDE score participate in Focus or Enrichment; however, those who have not completed homework earn mandatory academic support center (MASC), and those serving consequences serve Extension. If a student earns two or more extensions, he/she will serve a double extension from 3:00-4:00pm the day he/she earned the extension. These classes are broken up by two 15-minute breaks and a 15-minute lunch. First dismissal occurs at 3:30pm; however, students who earn double extension will be dismissed at 4:00pm.

Each Friday, starting at 7:50am, students begin the day with a morning Lit Workshop, and then dive into three 50-minute class periods. On these days, students enjoy a single 15-minute break in addition to their 20-minute lunch. After lunch, students receive their weekly PRIDE Report and attend a 50-minute period PRIDE block focused on character education. Students end each Friday with a 45-minute Focus block. All students are dismissed at 1:30pm.

#### *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.

#### *Inclement 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 Oliver 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 11:10am and 12:00pm.

**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 demerit.

**Afternoon Snack.** A nutritious, afternoon snack will be provided to students at approximately 1:40pm 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 3<sup>rd</sup> 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 Oliver 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 Special Education Coordinator 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 a “collaboration block” of 50 minutes at least twice a week to plan together. 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 ELLs<sup>2</sup>**

**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.<sup>3</sup> 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 school, all students will receive a home-language survey to identify languages spoken at home. If a language other than English is identified, the ELL Chairperson will administer the W-APT 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.

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

---

<sup>2</sup> 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.

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

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

<b>ELL Categories</b>	<b>English Instruction</b>	<b>Math and Content Area Instruction</b>	<b>Additional Supports</b>
<b>Expanding and Bridging</b>	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.	
<b>Developing</b>	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.	These 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  Two-Way Language Instructional model and Language Specific Sheltered Instruction if appropriate
<b>Newcomer and Novice</b>	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 day-long, intensive ESL 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, during the month of February, 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: W-APT 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 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, W-APT 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 Response to Intervention (RTI), 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 is made up of all the teachers who teach the referred student, the Principal, special educators, and school psychologist. At times, the parents of the students referred may also be involved in the RTI meetings. The purpose of the RTI is to gather multiple points of data on struggling students and to analyze this data to determine why a student is struggling. The RTI 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 RTI 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 RTI periodically observe the implementation of the plan and reconvene to evaluate its effectiveness. The RTI 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 RTI continues its ongoing monitoring, evaluation and adjustments. If the plan is not effective, the RTI 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 and Instruction (DCI) and the IEP Team Chairperson 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 IEP Team Chairperson 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 RTI referral process, as described above. If, after the RTI process, progress is still not being made, the RTI facilitator will recommend an evaluation to identify a possible disability. UP Academy, with parental consent, will obtain evaluations by appropriately licensed professionals through the District. 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 provided<sup>4</sup>. 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

---

<sup>4</sup> The school will also convene manifest determination hearings as needed.

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.

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, ongoing professional development and teacher training sessions 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.

<b>Title</b>	<b>Central Role</b>
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 Paraprofessional or Resident Teacher	Assists special education teacher in general education and 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 office upon request.

*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.

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

	Special Education Teacher - Sub-Separate	2	100%
	Special Education Aide – Sub-Separate	2	100%
	Counselor	1	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, 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:

<b>Support Program</b>	<b>Assignment Criteria/Process</b>	<b>Description</b>
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	<p>Structured time during which students can work on assignments and have access to all teachers held on Mondays and Fridays.</p> <p>Students with special needs may be pulled to do homework in a small group setting under the supervision of a Resident Teacher.</p>
Reading Workshop Intervention	All students are assigned to groups based on reading levels.	Leveled reading groups focused on building literacy and teaching students strategies for reading and comprehension. Workshop model allows teachers to differentiate and meet the needs of all students; it provides time for students to practice reading strategies independently and with guidance.
Literacy Intervention	Specific students identified to need more targeted literacy intervention than provided through Reading Workshop guided reading model.	Program-based small group instruction in decoding, fluency and reading comprehension completed during a 30 minute intervention block (in place of Reading Workshop).
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 literacy and math intervention times, Focus periods, and MASC (Mandatory Academic Support Club).

Friday Homework Club	Students must attend if they achieved a weekly homework completion average below 70%.	Structured afterschool work time/study hall to complete homework with assistance from teachers.
Incentive 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 Intervention	All students participate in math intervention block in the classroom	Intervention block(s) occur as part of weekly math instructional sequence. Math teachers will plan one to two 50-minute intervention during which students rotate between small group tutoring, independent practice, and work on adaptive software to build basic math skills.
Math Routines	All students participate in math routines in the classroom	Students participate in 15 minute Math Routines block four times per week which provides the opportunity to develop operational sense, fluency, reasoning, problem solving, and mental math skills over time.

- **Nursing Services**

UP Academy Oliver 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.<sup>5</sup>

---

<sup>5</sup> Adapted from the National Association of School Nurses Roles and Responsibilities

## Budget & Procurement

- **Human Resources**

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

<b>Staff Member</b>
INSTRUCTION
Principal
2 Deans of Curriculum and Instruction
27 Teachers
2 SLC Teachers
4 Resident Teachers
OPERATIONS
Director of Operations
Office Manager
Special Projects Coordinator
CLIMATE
Dean of Students
School Culture Coordinator
STUDENT SERVICES
IEP Team Chairperson
High School Placement Counselor
School Nurse
Psychologist
School Counselor
Speech and Language Pathologist
Occupational Therapist (part-time)

*Leadership Team:* The leadership team includes a Principal, two DCIs, one Dean of Students, 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 one Office Manager, one Special Projects Coordinator, one IEP Team Chairperson, one High School Placement Counselor, 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
  - 3 History Teachers
  - 3 Science Teachers
  - 3 Special Education Teachers
  - 2 Autism Program Teachers
  - 4 ESL Teachers
  - 2 Specials (Art/Music/ 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 school 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 be male, 30% will be dual-language speakers, and 33% will be 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 shall 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.

Use of these funds will be determined jointly by each teacher and the Principal or DCI, and will be aligned with teacher-specific growth areas identified through the staff evaluation process.

Number of classroom observations of teachers (as long as proposal meets minimum required by educator evaluation regulations and TIF requirements) 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 DCIs, who will observe every teacher formally for at least 20 minutes biweekly, informally for 5-10 minute increments weekly, and provide them with action-oriented feedback on

management and instruction. During observations, DCIs will regularly engage in real-time coaching of teachers in the classrooms as they teach. Following formal observations, a debrief meeting will focus on understanding and practicing specific adjustments that need to be made to lessons to reach all learners more effectively.

- **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 Oliver Middle School will hold its staff members to the highest performance expectations; the 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.

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 will provide teachers with coaching designed to help them create scopes and sequences based on the Massachusetts Curriculum Framework (MCF) and Common Core State Standards, unit plans, a suggested pacing guide, source materials, and field guides containing effective strategies tied to specific standards. We believe that providing our 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.<sup>6</sup> Our proposed curricula and curriculum development processes are further backed by extensive research that demonstrates they will result in high academic achievement.<sup>7</sup>

---

<sup>6</sup> 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.

<sup>7</sup> 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

Of note, given the significant weakness demonstrated in ELA achievement at the school, we intend to supplement our English Language Arts courses with a new daily Reading Workshop, whereby students are engaged in independent or guided reading of books at their individual reading levels for 30 minutes per day during school. We will provide an array of appropriately-leveled books to each homeroom to support this program.

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 CCSSs and MCFs (as well as ACCESS and MCAS exams from previous years) 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, with DCI support, 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 classwork and 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.

---

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 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.

*Curriculum Iteration and On-Going Development.* The following operational systems will be used to design and update the curriculum:

Structure	Time	Process	Impact
Curriculum Development and Revision	Summer Professional Development (20 Days)	Teachers internalize key skills and concepts of Massachusetts State Standards and Common Core 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	Weekly	The Principal will 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 interim 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 and School Culture Coordinator's roles are 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 leadership of curriculum, instruction, and school culture.

**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.
Systematic PD Schedule	Two 45-minute sessions Mon-Thursday; 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 extensions. Parents are informed of extensions.	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	Weekly	Every teacher is observed formally once every two weeks and informally one to two times weekly by his/her manager (Principal or DCI). Manager and teacher meet to debrief observation, set goals, or follow up on specific target area(s).	Greater teacher support, supervision, and accountability leads to improved instruction.
Tutoring	Daily	Teachers tutor students who are lacking particular skills or content knowledge within the school day (Mon/Fri Focus, Tues-Thurs MASC). 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	Weekly	Families are informed of student progress related to behavior, attendance, homework completion, and academic performance 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. 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. The Principal and 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 Principal 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 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.

Further, every teacher will be required to submit their weekly instructional plan to their DCI prior to its implementation as well as at least one day's worth of lesson plans and materials for feedback based on a DCI-created lesson plan rubric. Upon receiving feedback on their weekly plans, teachers will translate the document into daily lesson plans. Teachers will have access to wide-reaching and well-organized instructional materials (e.g., Do Now activities, homework assignments) where appropriate, secured and provided by UP Academy's founding team, to effectively implement their daily lesson plans.

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, our Principal and DCIs will focus exclusively on coaching and evaluating all teachers in these areas.

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 has two 50-minute planning periods M-Th and one 50-minute planning period on Fridays. Notably, the schedule is further designed in such a way where teachers may always collaborate with their content peers during this non-instructional time (e.g., 6<sup>th</sup> grade math teachers share common non-instructional time). Teachers will also have one extended 3-hour planning block per week with their content peers to allow for in-depth collaboration around lesson and unit planning and student data analysis.

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 -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, a Dean of Curriculum and Instruction 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 Deans of Curriculum and Instruction who will make 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 extended Data Days following administration of interim assessments focused on analyzing student data and improving upon instructional methods and practices across the school. During Data Days, teachers will meet in content teams. The goals of Data Days are to increase student achievement through reflective dialogue, de-privatization of practice, collective focus on student achievement, collaboration, and holding each other accountable for shared instructional norms and values.

## **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**

<b>Phone Expectations</b>
Staff will log 10 phone calls biweekly 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 two 50-minute planning periods daily M-Th, one 50-minute planning period on Fridays, one 3-hour extended planning block per week, and the time between 3:45 p.m. and 4:30 p.m. to complete their calls. As a result of this time, calls can be made during their 50- minute planning periods, the extended planning block or the 3:50 p.m. to 4:30 block 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 <sup>3</sup>/<sub>4</sub>**

*(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 3<sup>rd</sup>, 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 Oliver, Grades 6 - 8**  
**233 Haverhill Street - (978) 722-8670**

**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		<del>3</del>	<del>4</del>	<del>5</del>	<del>6</del>	<del>7</del>	8								
9		<del>10</del>	<del>11</del>	<del>12</del>	<del>13</del>	<del>14</del>	15								
16		<del>17</del>	<del>18</del>	<del>19</del>	<del>20</del>	<del>21</del>	22								
23		24*	25	26	27	28	29	7	8	9	10	11	12	13	14
30		31**	1	2	3	4	5	14	15	16	17	18	19	20	21
6		7	8	9	10	11	12	21	22	23	24	25	26	27	28
13		14	15	16	17	18	19	28	29						
20		21	22	23	24	25	26								
27		28	29	30											
<b>October</b>								<b>March</b>							
	SUN	MON	TUE	WED	THU	FRI	SAT		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		
<b>November</b>								<b>April</b>							
	SUN	MON	TUE	WED	THU	FRI	SAT		SUN	MON	TUE	WED	THU	FRI	SAT
			<del>3</del>	4	5	6	7							1	2
	1	2		11	12	13	14		3	4	5	6	7	8	9
	8	9	10		19	20	21		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													
<b>December</b>								<b>May</b>							
	SUN	MON	TUE	WED	THU	FRI	SAT		SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4	5								
	6	<del>7</del>	8	9	10	11	12		1	2	3	4	5	6	7
	13	14	15	16	17	18	19		8	9	10	11	12	13	14
	20	21	22	23	24	25	26		15	16	17	18	19	20	21
	27	28	29	30	31				22	23	24	25	26	27	28
									29	30	31				
<b>January</b>								<b>June</b>							
	SUN	MON	TUE	WED	THU	FRI	SAT		SUN	MON	TUE	WED	THU	FRI	SAT
						1	2					1	2	3	4
	3	<del>4</del>	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>Oct. 21 Early Release 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. 7 No School for Students/Staff PD</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>Feb. 10 Early Release for Students/Staff PD</p> <p>Feb. 15 - 19 Mid-Winter Break</p> <p>Mar. 25 Good Friday</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>
---	--

- 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).