

Lawrence Public Schools
UP Academy Oliver School Operational Plan dated April 15, 2014

Unlocking Potential 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, Unlocking Potential 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 Unlocking Potential; in no event will the policies, strategies and other details described herein constitute binding obligations of Unlocking Potential 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 Unlocking Potential from the Receiver within five (5) business days.

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Policies

- **Discipline**

Unlocking Potential shall develop and implement standards for student discipline, suspension and expulsion, consistent with state law. The following section explains the current procedures for determining consequences students may face for violation of this Family and Student Handbook. All students are entitled to due process commensurate with the disciplinary consequences to which they may be subject.

Family and Student Handbook

UP Academy Oliver Middle School has created a Family and Student Handbook in order to:

- ensure that our school is a respectful 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 Family and Student Handbook 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. Without a firm and consistent discipline policy, none of what we envision for the school can happen. This is the basis of our student Family and Student Handbook.

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 handbook occurring:

- while the student is on school grounds or school-related transportation,
- during school-sponsored activities and trips,
- during all other school-related events, and
- off of school grounds that results in substantial disruption to the school community or learning environment in subsequent days.

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 questioning a staff person's action or authority in a disrespectful manner. Such disrespect will not be tolerated, as it infringes upon students' rights to learn in a safe, engaging environment

At UP Academy we seek to help students become mature young adults. To that end, while we will not tolerate disrespect, we do allow for students to express disagreement in a respectful manner. The school has developed routines and procedures that enable students to easily express such disagreement with respect for all involved. Failure to disagree respectfully will result in further consequences.

Enforcement of UP Academy's Family and Student Handbook 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.

Demerits

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

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

- Being out of uniform (e.g., shirt is untucked)
- Arriving late to class without a pass
- Being unprepared for class
- Poor posture during class
- Making inappropriate noises during class
- Failing to follow directions or procedures of the class or school
- Talking out of turn
- Other behaviors deemed inappropriate by school staff

Extension

Requirements: On Mondays, Tuesdays, Wednesdays and Thursdays extension is served from 4:00 – 5:00pm on the day the extension(s) are earned (including during dismissal). If a student earns one extension and has not earned Homework Club, he/she will serve the extension from 4:00 – 4:30pm. If a student earns one extension and has earned Homework Club, he/she will serve Homework Club from 4:00

– 4:30pm and he/she must serve extension from 4:30 – 5:00pm. If a student earns two or more extensions, he/she will serve a double extension from 4:00 – 5:00pm the day he/she earned the extensions.

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

Family Notification: If a student is required to stay for extension, the school will do its best to contact the family by 3:30pm. In the case that the school cannot directly reach the family, the student is still required to stay. It is imperative that the school always have correct contact information for all parents and guardians. Families should provide the school with all relevant contact information as requested at the beginning of the year and keep the school updated if family contact information should change.

Other than for family/medical emergencies or health-related appointments, students may not be excused from 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, Director of Operations, or Dean of Students in order for their child to be dismissed at 4:00pm. Absences from extension can only be excused by the Principal, Director of Operations, or Dean of Students.

Friday Extension

Requirements: Students will miss Friday enrichment and serve an extended Friday extension from 12:20-2:30pm. Students with a behavior score between 60 -69 will serve extension from 12:20-1:30pm. Students with a behavior score between 0-59 will serve extension from 12:20-2:30pm.

Student Notification: Students will receive notice with their weekly PRIDE Reports on Friday.

Parent Notification: UP Academy will make reasonable efforts to reach families by phone before 12:00pm on Fridays. Students will be expected to stay even if the school is unable to reach the family.

In-School Suspensions:

Requirements:

In order to ensure the least disruption to student learning, some students may receive the consequence of In-School Suspension. In the morning, students will need to check in with Dean of Students who will reiterate the expectations of In-School Suspension. Students on In-School Suspension will:

- Not attend academic classes but shall have the opportunity to 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.
- Not be permitted to communicate with any students throughout the day, including during breaks and lunch, except as specifically instructed by a teacher during an academic discussion.
- Not participate in selected class activities, as determined by each teacher
- Not participate in recess

- 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 additional days of In-Class Suspension or an Out-of-School suspension.

The number of days on In-School Suspension, determined by a school administrator, will be commensurate with the severity of the behavioral infraction, but will not exceed 10 consecutive days.

In order for the student to re-enter the UP Academy community following an In-School Suspension:

- The student may have to write a letter of apology and publicly present this letter to UP Academy staff and/or students.
- Students who are suspended two or more times may be asked to submit a reasonable and genuine plan for improvement in addition to an apology to the Dean of Students.
- The student may have to meet additional conditions as required by UP Academy.

Once the above conditions are met, the student will be welcomed back into the community. If a student has not met the above requirements, he or she may earn Out-of-School Suspension until such requirements have been met.

Except as provided in a 603 CMR 53.07 (Emergency Removal under Section 37H ¾) the principal will not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent oral and written notice, and providing the student an opportunity to be heard and the parent an opportunity to participate in such hearing.

Student and Parent Notification: If a student is assigned In-School Suspension, the student and parent will receive oral and written notice in English and in the primary language of the home if other than English by the Principal. The notice shall include:

- The disciplinary offense;
- The basis for the charge;
- The potential length of the student's suspension;
- The opportunity for the student to have a hearing with the principal concerning the proposed suspension, and for the parent to attend the hearing;
- The date, time, and location of the hearing;

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

The Principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct a hearing without the parent present, the principal must be able to document reasonable efforts to include the parent. Written notice to the parent may be made by hand delivery, first-class mail, email to an address provided by the parent for school communications, or by any other method of delivery agreed to by the Principal and parent.

Out-of-School Suspensions and Expulsion

Short-Term Suspension means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in

calculating school days. For suspension between one and ten days, the following procedures will apply:

- 1) The Principal shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense.
- 2) Principal Hearing – Short-Term Suspension
 - a. The purpose of the hearing with the Principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in 603 CMR 53.05
 - b. Based on the available information, the Principal shall determine whether the student committed the disciplinary offense, and if so, what remedy or consequence will be imposed.
 - c. The Principal shall notify in writing the student and parent of the determination and the reasons for it, and, of the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as provided in 603 CMR 53.13(1).

Emergency Removal under Section 37H 3/4: Nothing shall prevent the Principal from removing a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially disrupts the order of the school. The temporary removal shall not exceed five (5) school days, which shall include the day of the emergency removal, during which time the principal shall:

- 1) Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters set forth in 603 CMR 53.06(2)
- 2) Provide written notice to the student and parent as provided in 603 CMR 53.06(2)
- 3) Provide the student an opportunity for a hearing with the principal that complies with 603 CMR 53.08(3), the parent an opportunity to attend the hearing, before the expiration of the five (5) school days, unless an extension of time is otherwise agreed to by the Principal, student, and parent.

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

In order for the student to re-enter the UP Academy community following an Out-of-School suspension:

- The student may have to write a letter of apology and publicly present this letter to UP Academy staff and/or students.
- An administrator will contact the parent/guardian to schedule a required re-entry meeting

- Students who are suspended two or more times may be asked to submit a reasonable and genuine plan for improvement in addition to an apology to the Dean of Students.
- The student may have to meet additional conditions as required by UP Academy.

Once the above conditions are met, the student will be welcomed back into the community.

If a student has not met the above requirements, he or she may earn In-Class Suspension until such requirements have been met.

Students are responsible for completing homework and assessments missed during the suspension. The homework will be available in a folder for pick-up by a family member at the school daily. The completed work will receive full credit, if submitted by deadlines in accordance with the school makeup 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., Homework Club, no academic credit).

Long-Term Suspension means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. Except for students who are charged with a) a possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the school staff; or d) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony that is followed by a Principal's determination that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school.

Prior to a suspension of more than ten days, the following procedures will apply:

- 1) Principal Hearing – Long-Term Suspension: The purpose of the hearing is the same purpose of a short-term suspension hearing.
- 2) At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights:
 - a. In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not;
 - b. The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
 - c. The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; and
 - d. The right to cross-examine witnesses presented by the school district;

The right to request that the hearing be recorded by the principal, and a copy of the audio recording provided to the student or parent upon request.

- 3) Based on evidence submitted at the hearing, the principal shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The principal shall send the written determination to the student and parent by hand-delivery, first-class mail, email to an address provided by the parent for school communications, or by other arrangement agreed upon by the

principal and the parent. If the principal decides to impose a long-term suspension, the written determination shall:

- a. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
- b. Set out the key facts and conclusions reached by the principal;
- c. Identify the length and effective date of the suspension, as well as a date of return to school;
- d. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as provided in 603 CMR 53.13(4)(a);
- e. Inform the student of the right to appeal the principal's decision to the superintendent or designee. Notice of the right of appeal shall be in English and the primary language of the home if other than English, and shall include the following information:
 - (a) the process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that,
 - (b) the long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.

In the event that a student search is performed, the school will keep a log of the search and the reasons for the search.

Expulsion means removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) school days, indefinitely, or permanently, as permitted under G.L. c. 71 37H or 37H ½ for: a) a possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the school staff; or d) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony that is followed by a Principal's determination that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

All decisions by the Principal regarding long-term suspension or recommendations for expulsion of a student for any of the four reasons cited in M.G.L. c. 71, §§37H and §37H1/2 will be in writing. An explanation of appeal rights for suspensions and/or expulsions based on the four behavioral infractions outlined in M.G.L. c. 71, §§ 37H and 37H1/2 are outlined in the statutes in the Appendix. All decisions made by the Principal regarding long-term suspension of a student (or recommendations for expulsion) for any reason other than the four outlined in M.G.L. c. 71, §§ 37H and 37H1/2 will be in writing.

Expulsion for all offenses except for the four listed in M.G.L. c. 71, §§37H and 37H1/2, must involve the Receiver. Upon receipt of the recommendation Principal or her/his designee, the Receiver will conduct a hearing to consider the expulsion of a student as provided for in M.G. L. c. 76, §16 and § 17.

As stated above, the Principal reserves the right at any time to request that the Receiver hold an expulsion hearing and consider the student for expulsion for a specific, severe behavioral infraction or for repeated disregard of school policies and procedures. Specifically, regarding the latter, a family meeting may be required and a behavior contract may be written once a student has been

Out-of-School Suspended for four separate incidents. A student's breach of this contract may form the basis for the Principal's decision to recommend an expulsion hearing. Whenever an expulsion hearing is held, the following procedural safeguards will be in effect:

- The student shall receive written notice of the following:
 - Charges;
 - 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.
 - Confront and cross-examine witnesses.
- The school 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.

Discipline of Students with Special Needs

Federal and state law provide certain procedural rights and protections relating to discipline of students who have been identified under such laws as having special needs based upon a disability. A copy of these rights may be obtained from the Principal.

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. Students should, therefore, have no expectation of privacy in these areas.

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 that allows students to attend all school-sponsored field trips and events will be sent home at the beginning of the school year and should be signed by a parent or guardian. 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 will 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.

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 also, 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 at the time; please note that cheating, plagiarism, and copying other's work may result in Suspension, loss of academic credit, and/or other consequences.

- **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**

UP Academy students take four core academic classes (mathematics, English, social studies, and science) during a given school year. English classes meet for eight 50-minute periods M-F and provide instruction to students in both Reading and Writing. Students attend a supplementary Literacy Block, which meets for 30 minutes daily M-Th; during this time, students participate in literacy remediation programs while ELA and support services teachers simultaneously pull students for daily tutoring and 1-1 support. . Students attend a supplementary Math Block, which meets for 30 minutes daily M-Th; during this time, students participate in math remediation programs while math and support services teachers simultaneously pull students for daily tutoring and 1-1 support. Mathematics classes meet for eight 50-minute periods M-F. Science and social studies classes meet for eight 50-minute periods M-F for one semester (e.g., a student will take

science for the first half of the year, and social studies for the second half of the year, or vice-versa).

Students will regularly participate in three specials per week.

Students also attend a 70-minute enrichment course on Fridays. Students select a new enrichment course every trimester. These classes are delivered by teacher volunteers and experts from the surrounding community. Enrichment classes are mostly offered in the areas of sports and the arts.

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

Skill and Content Mastery

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

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

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 7:45-8:00am. **If a student has not satisfactorily completed his or her homework that is due on a given school day, even if absent, late, or dismissed early the prior day, or tardy (i.e. arriving after homework submission time), he or she will be required to go to Homework Club from 4:00 – 4:30pm.** Homework Club is held on Mondays, Tuesdays, Wednesdays, and Thursdays.

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

The school will make its best effort to contact families at home or at work to notify them of their children's participation and obligation to stay after school by 3:30pm.

The following policies apply to Homework Club attendance:

- **Other than for family/medical emergencies or health-related appointments, students may not be excused from Homework Club**, as it is a critical part of the school's academic program. **Please note that transportation challenges will 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 will be assigned Homework Club.

- **Assessment Make-ups**

If a student is absent for any reason (up to five consecutive days), or if a student is late and/or dismissed early, all missed assessments (e.g., tests, quizzes) must be made up on the day the student returns to school. If a student is absent for five or more consecutive school days, he/she must meet with the school Principal 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 are not allowed to attend their classes; instead, they complete work in the Dean of Students' office. Parents of students who are not in dress code will be asked to bring the proper attire to school during the day to facilitate a quick transition back to class. In addition, 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.
 - 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 v-neck sweater 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:

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

- **Enrollment**

UP Academy 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. Specifically, the school was designed, at maximum capacity, to serve 360 students (120 students per grade).

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 (capped) number per grade level offered.

Specifically, UP Academy Oliver Middle School can serve the following number of students per grade, at maximum, during the 2014-2015 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 caps dictate, if and when the district feels that such excess is appropriate and will not result in the cap 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 cap, 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 cap.

- 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 cap, 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 cap.

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	7:30am	UP Academy doors open
By 7:45	Be seated in homeroom or Community Circle	By 7:45	Be seated in homeroom
7:45-8:00	Morning homeroom (or Community Circle)	7:45-8:00	Morning homeroom
8:00-8:50	Period 1 (Math)	8:00-8:50	Period 1 (Math)
8:50-9:40	Period 2 (ELA)	8:50-9:40	Period 2 (ELA)
9:40-9:55	Morning Break	9:40-9:55	Morning Break
9:55-10:45	Period 3 (Science or History)	9:55-10:45	Period 3 (Science or History)
10:45-11:20	Literacy Block	10:45-11:15	Lunch
11:20-11:55	Lunch	11:15-11:25	Afternoon Homeroom
11:55-12:45	Period 4 (Math)	11:25-12:15	PRIDE Block
12:45-1:35	Period 5 (Art)	12:15-1:30	Enrichment/Extension
1:35-1:50	Afternoon Break	1:30-2:30	Extension (selected students)

1:50-2:40	Period 6 (ELA)
2:40-3:15	Math Block
3:15-3:20	Afternoon Homeroom
3:20-4:00	Focus
4:00 – 5:00	Dismissal or Homework Club, extension, other supports (select students only)

Saturday (selected students only)	
By 8:45am	Arrive at UP Academy
By 9:00	Be seated in Assigned Group
9:00-12:00	Small-group math and ELA tutoring

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 8:00am, students have six 50-minute class periods, consisting of English Language Arts, Math, and Science or History. Students also attend two 30-minute blocks for literacy and math (during which students work on adaptive computer software to boost their math and reading fluency) a 40-minute Focus (a time during which students work to complete homework assignments), an art class, and a learning lab block These classes are broken up by two 15-minute breaks and a 30-minute lunch.

First dismissal occurs at 4:00pm; however, students who earn extension or Homework Club will be dismissed at 4:30pm.

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

Students who earn PRIDE scores of 70 or higher participate in enrichment classes from 12:10pm-1:30pm and are then dismissed. However, students who earn PRIDE scores of 60-69 are required to serve Friday extension during enrichment; these students are dismissed at regular dismissal at 1:30. Students who earn PRIDE scores below 60 will serve extension and are required to stay at school until 2:30pm.

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 2014-2015. 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 at 7:40am.

Lunch. Students may either purchase lunch and milk from the school or bring their own lunches from home. Lunch will be served each day between 10:45am and 12:00pm.

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 1:35pm 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.

- **Teachers**

The term of employment will be August 1, 2014, through July 31, 2015, and will include the following:

- Up to 20 days of professional development and planning time, with each day including up to eight hours of professional development and/or staff planning time;
- Up to 185 school days;

- Up to 5 days of professional development and planning days after the school year begins, with each day including up to eight hours of professional development and/or staff planning time; and
- Up to 5 working days after the last day of school, but before the end of this term of employment.

Members of the LTU working at UP Academy will not be expected to work more than 210 days in a given academic year.

UP Academy school leaders will develop the schedule for utilization of all professional development and planning days, both prior to and throughout the academic year.

Except as noted below, the standard workday for LTU members during a school day will be nine hours. For the majority of LTU members, required hours will approximate 7:30am–4:30pm. While some LTU members may be asked to work a different schedule to accommodate school programming, required hours will almost never exceed 45 hours per week. The only times during which working hours will exceed 45 hours a week are those weeks during which family-teacher conferences will occur.

Core Subject Teachers: Except in rare circumstances, English Language Arts, Math, Science, and Social Studies Teachers will be expected to teach no more than 800 minutes per week (either eight 80 minutes and two 50 minute periods per week or sixteen 50 minute periods per week). Teachers will have planning periods every day. This time can be to plan, grade, collaborate with their colleagues, etc. Teachers may be asked to perform some duties during this time. Except in rare circumstances, English Language Arts, Math, Science, and Social Studies Teachers will not have a student caseload that exceeds sixty (60) students at any given point in the academic year.

- **Administrators**

The term of employment will be July 1, 2014, through June 30, 2015, and will include the following:

- Up to 185 school days;
- Up to 5 days of professional development and planning days after the school year begins, with each day including up to eight hours of professional development and/or staff planning time; and
- Up to 40 additional work days either before the school year begins or after the school year ends.

The standard workday for LAU employees will be 10 hours; required hours will approximate 7:00am-5:00pm. The Principal/Director of Operations has discretion to adjust these hours to meet the needs of the school, but LAU employees' required hours will never exceed 50 hours per week.

LAU members are expected to participate in weekly administrative meetings. The leadership team of UP Academy intends to meet twice weekly, once during the school day and once at a time outside of traditional hours. The timing of that meeting will be determined by the Principal and Director of Operations prior to August 1, 2014.

- **Paraprofessionals**

The term of employment will be August 1, 2014, through July 31, 2015, and will include the following:

- Up to 20 days of professional development and planning time, with each day including up to eight hours of professional development and/or staff planning time;
- Up to 185 school days;
- Up to 5 days of professional development and planning days after the school year begins, with each day including up to eight hours of professional development and/or staff planning time; and
- Up to 5 working days after the last day of school, but before the end of this term of employment.

Members of the LTU working at UP Academy will not be expected to work more than 210 days in a given academic year.

UP Academy school leaders will develop the schedule for utilization of all professional development and planning days, both prior to and throughout the academic year.

Except as noted below, the standard workday for LTU members during a school day will be nine hours. For the majority of LTU members, required hours will approximate 7:30am–4:30pm. While some LTU members may be asked to work a different schedule to accommodate school programming, required hours will almost never exceed 45 hours per week. The only times during which working hours will exceed 45 hours a week are those weeks during which family-teacher conferences will occur.

Resident Teachers: Resident Teachers will support general education classrooms and will provide support to small groups of students. Resident Teachers will occasionally be asked to provide coverage if and when teachers are not able to lead their classrooms. Classroom coverage is considered a core responsibility of Resident Teachers; completion of this work will not result in additional compensation for Resident Teachers. Resident Teachers will be compensated as “Crisis Aides” according to LTU regulations. Resident Teachers will be hourly employees. They will earn double-time for all hours over 8 they work in a given day. Resident Teachers should not report hours beyond 9 in a given day unless they have been explicitly asked by their direct managers and/ or the Principal/ Director of Operations to work additional time.

- **Bell Schedule**

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

- **Summer learning**

Overview

- UP Academy students who fail one academic class (math, ELA, Science, or History) are required to attend Summer School.
- Tutors will tutor one group of students in a single content area with a ratio of no more than 3:1 for a total of 20 hours.

- Final exams will be administered to students upon completion of 20 hours of tutoring (5 sessions).
- Tutors may choose from one of three weeks to tutor.

Student Attendance/Expectations

- Students are expected to follow the UP Academy behavior expectations to receive credit for participation in the summer session.
- Students are expected to arrive **on time** in uniform (if held at the school) for each session.
- Students are held to a 3-strike attendance policy, with the 3rd strike resulting in failure in the summer program.
- Every absence or tardy counts as 1 strike; a student must call the tutor if he/she will be absent.
- Please track student attendance, behavior and work completion with a “check or no check” system on the back of the student contract provided with your curriculum materials.
- If a student does not earn a behavior or work completed “check” they should not receive credit for the day (i.e. - this should count as 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

Unlocking Potential 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 45 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 ELLs¹**

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.² 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, a Teacher Assessment Specialist at the school will administer the LAS 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

¹ Unlocking Potential 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.

² All reference to ELL in this School Operational Plan shall refer to English Learner Education, as that term is used within LPS.

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 WIDA standards. This program model has two important components:

- **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.

ELL Categories	English Instruction	Math and Content Area Instruction	Additional Supports
Expanding and Bridging	ELLs who have demonstrated the ability to independently master grade-level English objectives will receive English instruction in grade-level classes.	Sheltered instruction will be provided in math and content areas. These lessons are designed to deliver content knowledge and English instruction. These 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.	<p>Morning check-in with ESL instructor to review homework and instructional goals for the day</p> <p>Mandatory referral to the afterschool Literacy Program</p> <p>Two-Way Language Instructional model and Language Specific Sheltered Instruction if appropriate</p>
Developing	All English instruction will be provided in an ESL classroom and will be focused on building language proficiency as quickly as possible. As students move towards proficiency, ESL instruction, with heavy scaffolding, will incorporate genre reading and introduce core comprehension and vocabulary skills taught in grade-level English classes.		
Newcomer and Novice	All English instruction will be provided in an ESL classroom and will be focused on building language proficiency as quickly as possible. Although an ESL teacher will informally teach comprehension with questioning and retelling strategies, the focus of instruction will be decoding, fluency and conventions.		

- **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 March, 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: LAS testing results; a student's performance in classes, ESL Progress Reports, school-based assessments, and statewide testing results, including ACCESS and the MCAS. UP Academy will schedule meetings with parents to discuss findings and recommendations.

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

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

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

- **General Education Classroom Referral Process**

The 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 Dean of Support Services, special educators, and a counselor when appropriate. 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, Special Education Coordinator, and Instruction (DCI) to make appropriate accommodations or modifications. Furthermore the DCIs will support the special education staff to ensure appropriate services are provided, appropriate records are kept, and IEP-related timelines are upheld.

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

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

For all students, academic progress will be monitored regularly. Students who are suspected of having a disability and who are not making effective progress will be referred to the IST referral process, as described above. If, after the IST process, progress is still not being made, the IST will recommend an evaluation to identify a possible disability. UP Academy, with parental consent, will

obtain evaluations by appropriately licensed professionals 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, Special Education Coordinator, 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 provided³. All IEPs will be evaluated annually and revised as needed by the IEP team. All students receiving special education services will be reevaluated at least once every three years.

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

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 2013-14, on a biweekly basis, Friday Professional Development hours will be devoted to providing training to our staff on supporting a wide range of learning needs.

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

Title	Central Role
IEP Team Chairperson	Monitor and assess all special education and student support programs
Special Education Teacher – Inclusion	Design and implement curricular accommodations and modifications required by IEP

³ The school will also convene manifest determination hearings as needed.

Special Education Teacher - Sub-Separate	Design and implement highly specialized curricular accommodations and modification required by IEP
Special Education Aide	Assists special education teacher in general education 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. *Special Education Staffing Levels.* It is UP Academy’s intention to always maintain a percentage of students with disabilities in line with the district average. As such, our special education staffing model is based on such expectation. The table below identifies specific positions and the proportion of each position’s time that will be dedicated to special education instruction.

Academic Year	Title	Number of Positions	Share of Time on Special Education
2014-15	Team IEP 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:

Support Program	Assignment Criteria/Process	Description
Summer Remedial Program	Students who fail one or more classes are assigned.	One-on-one remedial tutoring for all students who failed at least one course. Students in the program receive targeted, standards-based instruction in the subject area(s) of concern.
Focus	All students who are not pulled for one-on-one tutoring attend Study Hall	Structured time during which students can work on assignments and have access to all teachers. Students with special needs may be pulled to do homework in a small group setting under the supervision of a Resident Teacher.
Small Group Reading Intervention	Students are assigned based on Literacy Screening.	Program-based small group instruction in decoding, fluency and reading comprehension completed during a 30 minute daily literacy block.
Advisory	All Students are Assigned an Advisor	Students receive structured academic and behavioral guidance from teachers.
Core-Subject Tutoring	Students are selected on a daily basis by individual teachers.	Small-group, skill-based tutoring in a subject area provided daily by teachers during a 30-minute literacy block and 30-minute math block.
Homework Club	Students must attend if they do not complete all HW.	Structured afterschool work time for students who failed to complete the previous night’s homework assignment.
Friday Extension	Students must attend if they earn a PREP score lower than 70.	Afternoon-long study hall afterschool on Friday half-days
Saturday Academy	Assigned by teachers based on assessment results.	Skill-focused, one-on-one instruction
Behavior Plans	Formulated by teachers for students who are not being well-supported by school-wide discipline program.	Student-specific behavior modification through identification of problem behaviors, consequences and incentives
School-Based Counseling	Formal referral process.	Supports for students struggling with social-emotional challenges.
Math and Literacy Blocks	All students attend a daily math and literacy block in the classroom	Students rotate between small group tutoring, independent practice, and work on adaptive software to build basic math and literacy skills.
ESL MASC	Newcomers (level 1 or 2 on ACCESS test)	Students work on an individualized Rosetta Stone course of study to acquire the English language.

- **Nursing Services**

Unlocking Potential’s Recruitment Team will conduct a targeted search for a school nurse for the 2014-2015 and 2015-2016 school years with initial licensure. Ideally, all candidates will have 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.⁴

Budget & Procurement

- **Human Resources**

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

2013-2014

Staff Member
9 Teachers (2 ELA, 2 Math, 1 Science, 1 History, 1 ESL, 1 Special Education, 1 Music)
Dean of Students
Director of Operations
2 Resident Teachers
Principal
Special Projects Coordinator

2014-on

Staff Member
2 Deans of Curriculum and Instruction
5 Resident Teachers
2 SLC Resident Teachers
27 Teachers
DHH Teacher
2 SLC Teachers
ESL Team Chairperson

⁴ Adapted from the National Association of School Nurses Roles and Responsibilities

Sign Language Interpreter
Special Projects Coordinator
Dean of Students
School Culture Coordinator
Director of Operations
High School Placement Teacher
2 Office Managers
School Nurse
Principal
Counselor
Psychologist
Speech and Language Pathologist
Occupational Therapist
IEP Team Chairperson
School Safety Officer

In addition, beginning in the 2014-5 year, the School shall retain a nurse, who will be compensated in accordance with the LPS/CBA salary scale.

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 2014-2015 team includes one Office Manager, one Special Projects Coordinator, one Social Worker, one Nurse, and one High School Placement Teacher.

Instructional Staff: In addition to the non-instructional staff listed above, the 2014-2015 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

3 ESL Teachers

3 Specials (Art/Music/ PE) Teachers

- **Third Party Service Providers**

Unlocking Potential may retain third party service providers on behalf of the school, subject to LPS procurement and contracting policies. Unlocking Potential 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, Unlocking Potential 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. LPS and Unlocking Potential 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 Unlocking Potential will serve as the arbiter and determine the initial allocation to be provided to the school. LPS and Unlocking Potential 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 Unlocking Potential 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, Unlocking Potential 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.

Unlocking Potential 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 the Principal 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 2014. Recognizing the importance of a diverse staff, Unlocking Potential 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, the annual working conditions for teachers at UP Academy will be specified no later than March 1st each year (for the subsequent academic year) within a Working Conditions Acknowledgement Form (Teachers).

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

- **Establishing Positions**

Unlocking Potential shall 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.

Unlocking Potential shall 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.

Unlocking Potential shall 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 the Head of Sixth Grade (2013-2014) or DCI (2014-2015 onwards), who will make bi-weekly observations of every teacher and provide them with action-oriented feedback on management and instruction. Following each observation, a debrief meeting will focus on specific adjustments that need to be made to lessons to reach all learners more effectively.

Additionally, we will facilitate “inquiry group” model for one hour every Friday afternoon to analyze and improve upon instructional methods and practices across the school. During inquiry groups, teachers will meet in content teams. The goals of inquiry groups are to increase student achievement through reflective dialog, de-privatization of practice, collective focus on student achievement, collaboration, and holding each other accountable for shared instructional norms and values. Weekly agendas will be developed by lead teachers (see below) in conjunction with the Principal or DCI, and will focus on topics including the creation or review of interim assessments or final exams; building-out of vertical alignment matrices; presentation or sharing of strategies around a particular skill taught across grade levels; student-work examination; peer observation debrief; or a review of and discussion about a video-taped lesson.

- **Staff evaluation processes**

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

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

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 Unlocking Potential organization.

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

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

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

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

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

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

- 1) Individualized Goal Setting
 - Annual goal setting informed by the previous year's evaluation (where possible) to align professional development feedback and opportunities with employees' goals
- 2) Coaching (Evidence and Feedback)
 - Frequent observations with written and/ or oral feedback
 - Collaborative debriefs
 - Follow-up observation and written feedback, as needed
- 3) A 2x2 Performance Check-in (Formative Check-in)
 - Performance check-ins where the manager and employee assess themselves and each other on strengths and areas for improvement
- 4) Annual performance review (Summative Check-in)
 - Yearly evaluation informed by observations, interim assessments, and more
- 5) Professional development sessions
 - Internal and external opportunities for shared learning on organization-wide or individual professional development goals
- 6) Performance interventions
 - Poor performance or misconduct that is not corrected through the normal coaching process may result in the initiation of a progressive discipline policy intended to improve individual performance and support organizational goals

*Please see *Unlocking Potential's* Teacher Goal Setting tool, and teacher Performance Check in Template in Appendices B and C*

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), unit plans, a suggested pacing guide, source materials, and catalogues of effective strategies tied to specific standards. We believe that providing our founding staff with this high level of curriculum support will allow them to focus on delivering high-impact instruction that will address skill gaps from the very first day of school.

In designing the above-noted curriculum, we have built upon the base curricula and processes that have been implemented at the highest-performing urban public middle schools in Massachusetts, including UP Academy Charter School of Boston, Excel Academy Charter School, Roxbury Preparatory Charter School, Boston Preparatory Charter Public School, and Edward W. Brooke Charter School.⁵ Our proposed curricula and curriculum development processes are further backed by extensive research that demonstrates they will result in high academic achievement.⁶

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 "Drop Everything and Read" program, whereby students are reading for no less than 25 minutes per day during school and 25 minutes per day outside of school. We will provide an array of appropriately-leveled books to each homeroom to support this program.

We are developing a systematic process for making annual and real-time adjustments to the curriculum to ensure the school's students master the state's standards as an increasing level over time. In August, during staff orientation, teachers will intensively examine and understand the MCFs (as well as ACCESS and 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 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.

⁵ 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.

⁶ UP Academy's English curriculum is influenced by seminal academic studies and texts. For example, the school's pedagogical approach is in line with the NRCELA's *Guidelines for Teaching Middle and High School Students to Read and Write Well*. Specifically, UP Academy teachers will explicitly teach reading strategies that students can apply independently and use partner work as a key strategy during guided practice. Ruth Schoenbach's *Reading for Understanding* underpins UP Academy's foundational metacognitive reading unit, which all students will complete at the beginning of the first turnaround year in order to form a foundation of basic annotation, main idea identification, and question generation strategies. Atwell's *In the Middle* has also provided a future vision for the school's curricular maturation once most students read and write on grade level. UP Academy's mathematics approach is influenced by NCTM principles for mathematical teaching 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.

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. The data gathered from daily “exit tickets” will provide teachers with valuable information about how many students mastered the day’s objectives as well as patterns of misconception that are illustrated in students’ answers. Teachers will document these results and adapt the next day’s lesson to reteach and assess content and skills as necessary.

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

Structure	Time	Process	Impact
Curriculum Development and Revision	Summer Professional Development (20 Days)	Teachers internalize key skills and concepts of Massachusetts State Standards and create or refine scope and sequence, unit plans, daily objectives, classroom materials, and assessments.	School will realize improved quality of curricular plan and materials.
Curriculum Development and Revision	5 Professional Development Days	Teachers analyze interim assessment data and revise curriculum based on small group/ whole-class gaps in skills or knowledge.	School will realize improved quality of curricular plan and materials.
One-on-one coaching	Every two weeks	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 assessments to review the effectiveness of the academic program. Professional development goals are focused on improving overall weaknesses.	Overall academic program is improved.

Supervision of Educational Content and Pedagogical Approach: Our organizational structure is focused on supporting the effectiveness of teaching. The Dean of Student’s role is to create a positive school culture in order to ensure that every classroom is calm, safe, and focused on learning. The Dean of Operation’s role ensures that the majority of operational tasks do not fall on the Principal, and therefore the Principal will be able to devote the majority of time to instructional leadership.

Coordination of Educational Content and Pedagogical Approach. In order for students to achieve, the school must operationalize systems, structures, and procedures so that all staff is consistent, supported, and accountable. Operationally, the following structures are examples of systems in place to ensure that all students are on a successful path to college and have the strength of character needed to achieve their full potential:

Structure	Time	Process	Impact
Homework Collection and Accountability	Each morning	All students turn in their homework in a centralized location. Homework is recorded for homework club and for grades. All parents are informed when student misses homework.	No instructional time is wasted collecting homework. Parent and school communication increases.
Saturday Academy	Saturdays	Any student demonstrating specific math skill deficiencies attends Saturday school. Students are tutored one-on-one by a community member.	Math skill deficiencies are addressed more directly, ultimately resulting in less retention as a result of math ability.
Systematic PD Schedule	Every Friday	Teachers meet in grade level or content teams to collaborate, review student progress, analyze data, revise curriculum, and participate in school-wide PD.	Teachers build capacity and team effectiveness to improve student achievement.
Demerit System	Daily	All staff members deliver demerits based on a consistent Family and Student Handbook. Demerits are entered onto a shared drive and reports are generated for 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	Bi-monthly	Every teacher is observed once every two weeks by his/her Principal. Principal 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. Teachers use interim and informal assessments to choose groups and time is set aside in teachers' schedules to do so.	More time and differentiated instruction lead to improved achievement.
Sustained Silent Reading	Daily	Students read independent reading books that match their reading level. Teachers have a systematic approach for holding students accountable for comprehension.	Sustained silent reading leads to improved reading comprehension and exposure to multiple genres.
Progress Reports	Biweekly	Families are informed of student progress on a regular basis and are given many pathways to partner with the school to support student performance.	Increased parent and school collaboration leads to increased student achievement.

Continual Assessment of the Educational Content and Pedagogical Approach. UP Academy will operationalize the assessment of its academic program. Every six weeks, students take an interim assessment in each core class (Math and ELA assessments are provided by Anet). After every assessment, teachers will analyze the results and create action plans that outline how they will adjust their instruction to ensure that all students master the skill or standard. The Principal 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 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 the Principal (2013-14) or DCI (2014-15 onwards) by Wednesday afternoon prior to its implementation. Plans will be returned to the teachers with feedback from the Principal or DCI no later than Saturday morning. Upon receiving feedback on their weekly plan, 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), 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 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., 6th 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 (2013-14) or DCI (2014-15 onwards), who will make bi-weekly observations of every teacher and provide them with action-oriented feedback on management and instruction. Following each observation, a debrief meeting will focus on specific adjustments that need to be made to lessons to reach all learners more effectively.

Lastly, we will facilitate 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 inquiry groups 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, Unlocking Potential may develop and implement surveys of and/or communications relating to students, personnel, parents and community members.

On-Call Hours Plan

Phone Expectations
Staff will log 10 phone calls 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 M-Th, one 50-minute planning period on Fridays, one 3-hour extended planning block per week, and the time between 3:50 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 required student information and reporting. The school will be using PowerSchool along with a second behavior management system as its SIS for the SY13-14.

Submission Requirements

Operational plans should be written in a Word document and submitted electronically to the Receiver no less than 45 days prior to the start of the school year. Each operational plan should include a table of contents indicating what policies or functions the plan is addressing.

Appendix A: Teacher Evaluation Tool



Teacher Evaluation
<p>UP Academy has developed its evaluation guidelines and evaluation instrument(s) in accordance with Massachusetts Law. An introduction to the evaluation process can be found in the document <i>Performance Management and Coaching</i>.</p>
<p>How the tool works:</p>
<p>The revised evaluation tool is the result of the tremendous work of many school-based leaders who wanted to create a tool that could meaningfully drive performance for teachers in their schools. This team identified five overarching areas that define excellence in teaching and, within each area, five supporting sub-categories. Within each sub-category, the team identified three questions to be answered. In order for an individual to earn a point for a subcategory, his/ her manager must be able to answer "yes" to 2 or 3 of the 3 questions regarding said sub-category. An overall area's score is determined by adding the scores (either 1 or 0) for each of the subcategories connected. Once a manager has answered all questions regarding an individual's performance, the scores for overall areas can be found in column F, rows 3-7. The overall score for the evaluation can be found in column F, row 8. The DESE scores can be found in column G, rows 10-14.</p>
<p>Directions:</p>
<p>The manager must assess each employee on each competency listed within the document.</p>
<p>To ensure ratings are grounded in previous, the manager should review all notes, including emails, work products, and observations.</p>
<p>The manager must answer each and every question using the drop down field in column B on the "Evaluation Instrument" page.</p>
<p>If any of the overarching areas remains red once the manager has answered all yes/ no questions, the manager must place an individual on a Performance Improvement Plan. If the overall score remains red, the manager must place an individual on a Performance Improvement Plan. If someone is not being placed on a Performance Improvement Plan, s/he has received a satisfactory evaluation. If someone is being placed on a Performance Improvement plan, s/he has received an unsatisfactory. The manager must indicate whether or not the individual has received a satisfactory evaluation on the "Comments_Signature" page. [NOTE: For special education coordinators and teachers, single area scores must be 3 or greater and the overall score must be 15 or greater. For resident teachers, single area scores must be 2 or greater and the overall score must be 10 or greater.]</p>
<p>The manager must complete the overall strengths and weaknesses section on the evaluation on "Comments_Signature" page.</p>

When reviewing the evaluation with an employee, **the manager must not distribute the evaluation electronically.** Instead, **the manager** must provide the evaluation to the employee at the evaluation meeting. **The manager** must give the employee 10-15 minutes to review the evaluation. Once the employee has reviewed the evaluation, **the manager** should highlight the employee's strengths and weaknesses and give the employee the opportunity to ask any questions s/he may have and comment on the evaluation.

The manager must ensure the employee, the manager, and the principal sign the evaluation on "Comments_Signature" page.

The manager must ensure the signed copy of the evaluation is promptly given to Unlocking Potential HR, either by scanning the complete evaluation and emailing it directly or by handing the evaluation directly to a member of the Unlocking Potential HR Team.

Performance Management and Coaching

2014-2015

Guiding Philosophy

We believe that great staff members are the single most important factor in ensuring that a school is successful. 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 Unlocking Potential organization.

We therefore provide excellent, individualized, and relevant professional development for all staff members so they can effectively contribute to achieving our mission while fulfilling their professional goals.

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

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

We consider our coaching and feedback structure to be at the core of our professional development. 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 components:

- 7) Goal Setting
 - Individual employees set annual goals to determine their priorities for improvement (using the evaluation template as a starting point). Managers and employees focus on goals during performance check-ins and evaluations.
- 8) Coaching
 - Individual employees receive written and/or oral feedback from observers/ managers as appropriate, including collaborative debriefs with actionable feedback and follow up observations and feedback as needed.
- 9) Two performance check-ins
 - Individual employees have performance check ins with their managers between goal setting and evaluations. During these check-ins, employees receive interim feedback on their performance and they are provided with opportunity to provide feedback directly to their managers.
- 10) Annual performance review

- Individual employees receive their annual evaluations each February. These evaluations are informed by individualized professional growth plans, observations, coaching, and performance check-ins that occur prior to the performance review. These evaluations are considered Formative Evaluations. Assuming an employee receives a satisfactory evaluation, the same ratings received will comprise the Summative Evaluations. If an individual receives an unsatisfactory evaluation and is placed on a Performance Improvement plan, said individual will receive a separate summative evaluation that includes overall ratings on the specific measures included in the formative evaluation that relate to DESE regulations.

11) Professional development sessions

- Individual employees are provided frequent opportunities for shared learning on organization-wide and/ or individual professional development goals.

12) Performance interventions

- Poor performance and/or misconduct that is not corrected through the normal coaching process may result in the initiation of a performance improvement plan and/ or recommendation to terminate an employee.

Performance Management and Coaching Calendar

Due Date	Action
Ongoing	Coaching and professional development
During August Orientation	The managers will review the performance management and coaching calendar, including but not limited to the evaluation tools to be used.
October 15	The managers shall meet with employees to set goals, explain the evaluation process/instrument and answer questions. Goals are submitted to managers by October 15, 2014 and managers submit said goals to Unlocking Potential's Senior Coordinator of Human Resources by October 22, 2014 .
December 15	Employees and managers complete Performance Check-In tool and meet by December 15 to debrief. Managers submit completed Performance Check-Ins for the individuals they manage by December 22, 2014 .
By February 15 or Six Weeks After an Individual Teacher's Hire (Whichever Date is Later in the Academic Year)	All employees will meet with their respective managers to complete their Annual Evaluations. During the evaluation meetings, employees and their direct managers will discuss the content of the evaluation. Employees will be given two (2) copies of the written Annual Evaluation (without goals), signed and dated by their managers. The employee shall sign and return one (1) copy to indicate having received it, but not to indicate agreement or disagreement with the content of the evaluation. Signed evaluations must be submitted to Unlocking Potential's Talent Team by March 1, 2015 .
Within 10 Calendar Days of the Annual Evaluation Meeting	Employees shall be allowed to attach their written comments to the evaluation form. These comments will be included in the employee's personnel file.
Within 20 Calendar Days of the Annual Evaluation Meeting	Employees will have a second meeting directly with their managers. During this meeting, employees who received a Satisfactory rating on their Annual Evaluations will collaborate with their managers to determine individual goals for the remainder of the school year. During this meeting, employees who received an Unsatisfactory rating on their evaluations will be formally placed on Performance Improvement Plans. The Performance Improvement Plans will include written prescriptions for any performance areas marked as Unacceptable or Needs Improvement in the evaluations. Performance Improvement Plans should last for at least 45 calendar days to ensure that all employees are given appropriate timeframes in which they can achieve progress. Signed Performance Improvement Plans must be submitted to Unlocking Potential's Talent Team within five business days of employees receiving Performance Improvement Plans .
By April 15 or Twelve Weeks After an Individual Employee's Hire (Whichever Date is Later in the Academic Year)	Any employee who received an Unsatisfactory rating on his/her first evaluation will meet with his/ her respective manager to receive a Follow-Up Evaluation. At this meeting, the employee will be given two (2) copies of the written Follow-Up Evaluation, signed and dated by his or her manager. The employee shall sign and return one (1) copy to indicate having received it, but not to indicate agreement or disagreement. It shall be appropriate for the Head of Sixth Grade to recommend dismissal of an employee who receives an Unsatisfactory rating on two consecutive Evaluations within the same academic year. [UP Academy will only recommend dismissal, except in cases of substantial violation, if the school has provided fair evaluations, appropriate assistance, and a reasonable timeline through which significant, measurable changes in performance can be measured, all as defined in this agreement. In cases where the twelve-week period extends beyond the last day of the school year, this evaluation will be delivered on the last school day of the year.]
April 15	Employees and managers complete Performance Check-In tool and meet by December 15 to debrief. Managers submit completed Performance Check-Ins for

	the individuals they manage by April 22, 2015 .
Within 10 Calendar Days of the Follow-Up Evaluation Meeting	Employees shall be allowed to attach their written comments to their individual evaluation forms. These comments will be included in employees' personnel files.

Overview of Process

1.) Individualized Professional Growth Plans

Employees will create annual, individual professional growth plans. The purpose of the plans is to align manager support and employee learning around ambitious, realistic goals. At the beginning of each academic year or within six weeks of starting, whichever is earlier, employees meet with their manager to draft their professional growth plans. An employee's professional growth plan consists of two standards taken from the UP Academy's evaluation standards and one personalized goal for professional growth.

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. It is expected that coaches email written feedback within 24 hours of the observation (preferably within 1 hour), and in-person collaborative debriefs of the feedback may occur as needed. Coaching of non-teachers will occur often. Non-teachers will have frequent check-in meetings with their managers and will receive coaching and support both in those meetings and elsewhere.

3.) Performance Check-Ins

In December and April, employees will complete a Performance Check-In meeting with their managers. The goal of these meetings is to provide employees with a snapshot of where they stand at key points in the year and to provide an opportunity to give upward feedback to managers.

4.) Annual Performance Review

Once a year, employees will receive a detailed performance review that collects and extends the feedback given through observations, coaching, and check-in meetings. Employees have an opportunity to discuss their reviews with their evaluators and add written comments on their reviews.

5.) Professional Development Sessions

Over the course of the year, employees will participate in a variety of professional development sessions. Some of these sessions will occur during August orientation. Others will take place during whole group professional development sessions held during the school year. The school has money identified for individual, team, and/or department professional development activities.

6.) Performance Interventions

Most cases of misconduct or poor performance are addressed through the normal coaching and check-in process. If an employee is not able to make significant improvements in job performance after problems have been explicitly

identified by one’s manager, or in cases of substantial violations, UP Academy may choose to do one of the following things:

- a) Give an oral warning;
- b) Place the employee on a Performance Improvement Plan;
- c) Place the employee on administrative leave;
- d) Suspend the employee; or
- e) Recommend dismissal of the employee to the district.

Achievement	
	Yes/No
Data Tracking	
Does the individual collect, analyze, and use data to inform choices?	
Does the individual consistently use the templates, tracking protocols, and tools put forth by the school?	
Does the individual's data cycle ensure stakeholders receive feedback in a timely manner?	
<i>Data Tracking Score</i>	<i>0</i>
High Expectations	
Do the individual's words and actions signal a growth mindset about the achievement of all students?	
Are the individual's classroom materials and assessments designed in line with those of the highest performing schools?	
Does the individual recognize academic and behavioral excellence?	
<i>High Expectations Score</i>	<i>0</i>
Setting a vision for your class	
Can the individual and his or her students articulate what the goals are for the class?	
Do the individual's students demonstrate their investment in these goals and articulate how they will reach them?	
Can the individual's students articulate where they are in relation to these goals at any time?	
<i>Setting a vision for your class Score</i>	<i>0</i>
Student Work	
Are students actively monitoring the quality of their own work and making improvements?	

Does student work reflect grade-level appropriate standards (i.e. neatness, evidence of precision of language, complete sentences, grammar, and conventions)?	
Is the individual modeling the expectations of high quality work and designing materials that allow the time and space for students to create it?	
<i>Student Work Score</i>	0
Student Growth	
Does the school have evidence that students are achieving ambitious results in line with the internal & external achievement goals of the school?	
Does the school have evidence that students are making meaningful and measurable growth in their executive functioning and social skills?	
Does the school have evidence that students are making meaningful and measurable growth in their non-cognitive skills (i.e. grit, positive self-concept, realistic self-appraisal)?	
<i>Student Growth Score</i>	0
Achievement Score	
	0
Classroom Culture	
	Yes/No
Challenging Situations	
When faced with challenging behavior, does the individual dispassionately and efficiently administer the correct consequence and administer appropriate follow-up steps (i.e. avoiding power struggles, shaming, and escalation)?	
Does the individual see student misbehavior as a skillset deficit that he or she can coach?	
Does the individual follow behavior plans for diverse learners with fidelity?	
<i>Challenging Situations Score</i>	0
Influence	
Do the individual's students feel known by him or her?	
Does the individual use knowledge of students outside of the classroom to inform what happens inside the school?	
Does the individual effectively command the room using the tools of his or her personality and preparation?	
<i>Influence Score</i>	0
<i>School-specific character education program</i>	

Do the individual's students understand the goals of the school's character education program and how it links to their future trajectories?	
Can the individual's students articulate how the character education program helps them make good decisions?	
Are the individual's students finding authentic ways to show they have internalized school values?	
<i>School-specific character education program Score</i>	0
Student investment in school community	
Do the individual's students demonstrate that they genuinely like/trust/will work readily with their classmates?	
Does the individual consistently narrate the value of teamwork and structure his or her class in a way that fosters effective, collective problem-solving?	
Does the individual foster pride in students, such that they enthusiastically participate in and promote unique components of the school program?	
<i>Student investment in school community Score</i>	0
Use of Systems	
Does the individual use school systems consistently in a manner that supports their purpose?	
Does the individual invest students in our systems by explaining their purpose with a focus on the positive?	
Does the individual's classroom-specific rituals and expectations in line with or higher than school-wide expectations?	
<i>Use of Systems Score</i>	0
Classroom Culture Score	
0	
Design of Materials	
	Yes/No
<i>Assessment</i>	
Are the individual's assessments designed to reveal sufficient evidence of mastery of the intended objective(s)?	
Are the criteria for success well-defined and aligned with the intended objective(s)?	
Do the individual's assessment components (e.g. texts, computations, vocabulary, etc.) align with the level of sophistication of classroom materials?	
<i>Assessment Score</i>	0
Differentiation	

Can the individual articulate differences in student needs based on data and observations? (i.e. Do the individual know where his or her students are?)	
Did the individual provide scaffolding or accommodations, based on data, to allow all students to reach the lesson objective? (i.e. Did the individual meet his or her students where they are so that they could achieve an ambitious goal?)	
Is the individual faithfully implementing the academic plans for diverse learners?	
<i>Differentiation Score</i>	0
Presentation	
Are materials professionally presented with proper spacing, clean unified font, and the appropriate use of images? (i.e. scaling, resolution, content)	
Do materials model excellence in grammar, punctuation, and syntax?	
Are materials student-focused with developmentally appropriate structures and content? (e.g. note-taking, reading level, vocabulary, scaffolding)	
<i>Presentation Score</i>	0
Rigor	
Do materials reflect a clear understanding of grade-level state standards and the peak thinking of the objective?	
Do materials require students to interpret information and apply it?	
Are materials designed to connect to the broader understanding of the units and course?	
<i>Rigor Score</i>	0
Structure and Process	
Is meaningful engagement in the school's backwards design processes evident in the individual's curriculum materials?	
Does the individual collaborate appropriately with his or her department in the design and delivery of materials?	
Do the materials the individual designs maintain a high level of rigor in the curriculum?	
<i>Structure and Process Score</i>	0
Design of Materials Score	0
Instruction	
	Yes/No
<i>Checks for Understanding</i>	
Is the individual able to reveal what students know in different parts of lessons?	
Is the individual able to respond to student answers in a way that keeps the group or individual moving towards the goal?	

Do checks for understanding end with clear understanding such that the majority of students can summarize the key teaching point?	
<i>Checks for Understanding Score</i>	0
	
<i>Clarity</i>	
Did the individual identify a key teaching point around which to center the lesson?	
Are students able to articulate the purpose of the lesson and explain its relevance?	
Is the individual consistently narrating how parts of the lesson relate to unit and course-level goals?	
<i>Clarity Score</i>	0
	
<i>Engagement</i>	
Do students immediately and energetically attempt tasks and engage in the lesson's thinking?	
Do students take pride in persisting through challenging tasks without individual assistance?	
Does the individual create opportunities within his or her curriculum for students to practice and reflect on key social and executive functioning skills (e.g. positive risk taking, personal organization) that build community and support them on the path to college?	
<i>Engagement Score</i>	0
	
<i>Pacing</i>	
Does the individual have a reasonable goal that can be accomplished in a given period?	
Did the individual make adjustments to ensure students had adequate time to participate in guided and independent practice of the lesson's most important thinking?	
Did the individual maintain the momentum of the lesson by identifying the key "sign posts"?	
<i>Pacing Score</i>	0
	
<i>Ratio</i>	
Does student talk and work make it evident that students are doing the thinking required by the objective?	
Is student practice aligned with instruction?	
Do students value, listen and respond to peer ideas in a format that helps them build towards mastery of the objective?	
<i>Ratio Score</i>	0
	

Instruction Score	0
Organizational Culture	
	Yes/No
<i>Communication</i>	
Is the individual's formal and informal communication professional and does it uphold the reputation of the school?	
Does the individual's family communication demonstrate cultural competence, build family capacity, and value families' funds of knowledge?	
Does the individual consistently choose the most efficient, thoughtful, and strategic means of communication?	
<i>Communication Score</i>	<i>0</i>
Mindset	
<i>Mindset</i>	
Does the individual exemplify a growth mindset in his or her solicitation, response to, and implementation of feedback?	
Does the individual demonstrate an internal locus of control and solution orientation in response to challenges?	
Does the individual model positivity and a strong sense of resolve, particularly in the face of challenges?	
<i>Mindset Score</i>	<i>0</i>
Ownership	
<i>Ownership</i>	
Does the individual treat his or her commitments as sacred? (i.e. attendance, punctuality, deadlines, and attendance to school guidelines)	
Does the individual own his or her role in maintaining a meticulously clean, orderly, and functional school building?	
Does the individual take mission aligned action in the face of time-constraints?	
<i>Ownership Score</i>	<i>0</i>
Teamwork	
<i>Teamwork</i>	
Does the individual seek out and take on extra work to help the team?	
Does the individual work according to the values and norms of your teams?	
Does the individual take responsibility for the quality of his or her interactions with teammates, including assuming the best and addressing concerns directly?	
<i>Teamwork Score</i>	<i>0</i>
United Front	
<i>United Front</i>	
Does the individual always consider whether his or her actions will help promote the success of the whole school?	

Does the individual seek out meaningful involvement with grade-level and whole-school events?	
Does the individual actively promote the school's mission to internal and external stakeholders?	
<i>United Front Score</i>	<i>0</i>
Organizational Culture Score	0

Area	Overall Score
Achievement	0
Classroom Culture	0
Design of Materials	0
Instruction	0
Organization Culture	0
Total Score	0

Standard I: Curriculum, Instruction, and Assessment	0
Standard II: Management and Operations	0
Standard III: Family and Community Engagement	0
Standard IV: Professional Culture	0
Overall Score	0

Overall Strengths

Overall Weaknesses

Direct Supervisor	Date

Principal	Date

I acknowledge receipt of my complete, formal evaluation at UP Academy. I understand that I can submit a written response to my formal evaluation within 10 calendar days.	
Employee	Date

Appendix B: Professional Growth Plan



Goal Setting

UP Academy employees work to set and accomplish ambitious professional goals each year. Managers will work with individual employees to set goals. In preparation for goal-setting, employees and managers should refer to their respective evaluations. Employees should submit goal setting sheets to their managers. Managers should review goal setting with their employees and then submit to Unlocking Potential Talent. If an employee does not start at the beginning of the school year, goals should be set approximately six weeks into the tenure of the employee's job. Goal setting sheets should then be submitted to the Unlocking Potential Talent team within one week of goals being set at the school level. All goal-setting documents will be filed in employees' personnel files.

Name: _____

Position: _____

Individual Self Evaluation	
Current Strengths:	Current Areas for Growth:

Goals			
Competency # and name	Goal	Action Steps For Employee	Action Steps for Manager

--	--	--	--

Personal Professional Development Goals		
Goal	Action Steps For Employee	Action Steps for Manager

Appendix C: Performance Check In



**Performance Check In
FORM & INSTRUCTIONS**

Employee Name: _____

Manager Name: _____

Self Assessment: An individual employee should complete the following self-assessment regarding his or her own performance this academic year.

Areas of Success	
Evaluation Competency Name/Number	Comments

Areas for Growth	
Evaluation Competency Name/Number	Comments

Other comments on own performance:

Assessment of one's manager: An individual employee should complete the following assessment of his/her manager's job performance this academic year.

Manager Areas of Success	
Area	Comments

Manager Areas for Growth	
Area	Comments

Other comments on manager performance:

Manger Assessment: An individual manager should complete the following assessment of an individual employee’s job performance this academic year.

Areas of Success	
Evaluation Competency Name/Number	Comments

Areas for Growth	
Evaluation Competency Name/Number	Comments

Manager Self-Assessment: An individual manager should complete the following self-assessment regarding his or her own performance (particularly related to his or her work with the employee referenced above) this academic year.

Areas of success in working with [Name]	
Area	Comments

--	--

Areas of growth in working with [Name]	
Area	Comments

Other comments on employee performance:

Appendix D: Offer Letter



Via Email

[CANDIDATE NAME]
[CANDIDATE ADDRESS]
[CANDIDATE EMAIL]

[DATE]

Dear [CANDIDATE NAME],

[SCHOOL] is pleased to offer you the [FTE (i.e. full-time)] position of [POSITION] for the 2014-2015 school year. This offer is contingent upon the successful completion of all background checks and required documentation that are satisfactory to Lawrence Public Schools at Lawrence Public Schools sole discretion. We are also asking that you pursue a path to Sheltered English Immersion (SEI) endorsement in accordance with recent regulations by DESE. Please be advised that you will need to start on these certification processes as soon as possible. Further, to be eligible for continued employment after the 2014-2015 school year you must have submitted all requirements to DESE and received notice of your official certification and endorsement by March 1st, 2015.

Other terms and conditions of your employment are as follows:

- Your total minimum compensation for your position will be \$[SALARY]. Please note that having graduate credits does not equal an increased compensation.
- This salary assumes that you are employed for all days you are expected to be at work during your contractual year. 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. 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.
- Any employee who works less than .5 FTE does not have access to health insurance or most other union related benefits.
- You are eligible to receive the same benefits as others within your union. This includes but is not limited to days off, personal and sick days, and *health insurance. Please note that there may be specifications in your working conditions regarding when you can take time off. Please also note that your working conditions will specify the number of days and hours worked per day for your role. These days and hours will likely not be consistent with what other individuals receive within your union.

*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 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 [SCHOOL's] procedures and policies.

If you choose to accept this offer, your official start date with [SCHOOL] in [CITY, STATE] will be August 1st, 2014. [UAL Only: Your report back date will be August 4th, 2014.] 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.

Signature

Date

Appendix E: Working Conditions

UP Academy Leonard and UP Academy Oliver

2014-2015 Working Conditions Acknowledgement Form:

All Members of the Lawrence Teachers Union

Above all else, UP Academy believes that the staff members 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 school staff members 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.

Per UP Academy's Memorandum of Agreement with Lawrence Public Schools, the provisions in the Lawrence Teachers Union Contract that address working conditions for LTU members shall not apply to members employed at UP Academy. Rather, the 2014-15 working conditions for all LTU members at UP Academy are articulated below. LTU Members selected to work at UP Academy are voluntarily electing to work at the school by signing this form. All working conditions are reviewed and approved by the Principal/ Director of Operations prior to their release to staff members.

All LTU members employed at UP Academy will be provided access to a laptop or desktop computer; a personalized email account; and a personalized voice mailbox, as well as other essential items and conditions that the Principal/Director of Operations believe will support their fulfillment of professional responsibilities at the school.

Terms of Employment

The term of employment will be August 1, 2014, through July 31, 2015, and will include the following:

- Up to 20 days of professional development and planning time, with each day including up to eight hours of professional development and/or staff planning time;
- Up to 185 school days;
- Up to 5 days of professional development and planning days after the school year begins, with each day including up to eight hours of professional development and/or staff planning time; and
- Up to 5 working days after the last day of school, but before the end of this term of employment.

Members of the LTU working at UP Academy will not be expected to work more than 210 days in a given academic year.

UP Academy school leaders will develop the schedule for utilization of all professional development and planning days, both prior to and throughout the academic year.

Hours

Except as noted below, the standard workday for LTU members during a school day will be nine hours. For the majority of LTU members, required hours will approximate 7:30am–4:30pm. While some LTU members may be asked to work a different schedule to accommodate school programming, required hours will almost never exceed 45 hours per week. The only times during which working hours will exceed 45 hours a week are those weeks during which family-teacher conferences will occur.

Sick, Personal, and Other Days

No more than 5% of employees of a given school can be absent for the purpose of personal days. Therefore, all employees should know their requests for personal days will be denied if and when those requests would result in more than 5% of the staff members at the school being absent.

If and when an individual takes time off during the standard workday for sickness or personal needs, the Director of Operations at the school will track that time internally. If and when an employee has taken enough time to equal .5 days (sick or personal), the use of sick or personal time equaling one day will be reported by the Director of Operations or his or her designee to Lawrence Public Schools. All time over .5 days used, when used on a single day, will be reported as one day only.

Compensation

UP Academy has limited flexibility in determining its own salary scales for certain positions within their schools. If an employee's pay scale is determined by the schools (and Unlocking Potential), said employee should be aware that s/he may transition to the same role at another Lawrence Public Schools and not necessarily be compensated at the same rate.

Job Descriptions

Core Subject Teachers: Except in rare circumstances, English Language Arts, Math, Science, and Social Studies Teachers will be expected to teach no more than 800 minutes per week (either eight 80 minutes and two 50 minute periods per week or sixteen 50 minute periods per week). Teachers will have planning periods every day. This time can be to plan, grade, collaborate with their colleagues, etc. Teachers may be asked to perform some duties during this time. Except in rare circumstances, English Language Arts, Math, Science, and Social Studies Teachers will not have a student caseload that exceeds sixty (60) students at any given point in the academic year.

English as a Second Language (ESL) Teachers: The ESL Teachers will teach no more than 800 minutes per week. The ESL Teachers will co-teach, teach newcomer classes, provide sheltered ELL instruction, and provide coaching and oversight to other teachers regarding their work with ELL students.

High School Placement Teachers: Except in rare cases, the High School Placement Teachers will be providing services (including but not limited to one-on-one and small group sessions) for approximately 30 hours weekly. The High School Placement Teachers may teach four forty-minute class periods weekly. Except in rare circumstances, the High School Placement Teachers will not be expected to teach/ counsel students for more than one hundred fifty (150) consecutive minutes. The High School Placement Teachers will not have a caseload that exceeds 130 students receiving high school placement services at any time.

IEP Team Chairpersons: The IEP Team Chairpersons will work to ensure that all students receiving special education services (or being tested for possible receipt of such services) receive all services to which they are entitled, on time and in compliance with state standards. The IEP Team Chairpersons will report to their schools Principals, but will receive significant coaching and guidance from Unlocking Potential's Director of Special Education.

Related Service Providers: Related Service Providers will provide appropriate services to their caseloads of students at UP Academy. They will work closely with the Principals, IEP Team Chairpersons, and Unlocking Potential's Director of

Special Education to determine the appropriate schedule and implementation. Unlocking Potential schools expect that Related Service Providers plan their schedules to minimize (if not avoid entirely) time spent travelling among sites during the school day.

Resident Teachers: Resident Teachers will support general education classrooms and will provide support to small groups of students. Resident Teachers will occasionally be asked to provide coverage if and when teachers are not able to lead their classrooms. Classroom coverage is considered a core responsibility of Resident Teachers; completion of this work will not result in additional compensation for Resident Teachers. Resident Teachers will be compensated as “Crisis Aides” according to LTU regulations. Resident Teachers will be hourly employees. They will earn double-time for all hours over 8 they work in a given day. Resident Teachers should not report hours beyond 9 in a given day unless they have been explicitly asked by their direct managers and/ or the Principal/ Director of Operations to work additional time.

Special Education Teachers: The Special Education Teachers support the learning of students with disabilities. The specific schedule for UP Academy’s Special Education Teacher will depend on the school’s student population and will be determined by the Principal and Director of Operations. The Special Education Teachers are expected to support the administrative functions of the school’s Special Education programming as directed by the Principal/ Director of Operations, including but not limited to academic achievement testing.

Specials Teachers: Specials teachers (art, music, physical education, theater, etc.) will teach no more than 800 minutes per week.

All Staff Members: Except in rare circumstances, class sizes will not exceed thirty (30) students.

All staff members are expected to participate in Professional Development and Collaboration activities and staff meetings on Friday afternoons from 2:00-4:30pm, unless otherwise directed by the Principal or Director of Operations.

During a typical Monday-Friday week, all staff members are expected to perform additional duties that are necessary to fulfill the mission of UP Academy. These duties may include, but are not limited to, the following:

- Coverage of homeroom periods, not exceeding 40 minutes per day;
- Coverage of lunch periods, break periods, or Literacy block periods, not exceeding 100 minutes per day;
- Substitute coverage of classes and duties of others who are absent from school;
- Coverage of afterschool activities, not exceeding one hundred twenty (120) minutes per week;
- Coverage of tutoring, not exceeding three hundred twenty (320) minutes per week;
- Coverage of Focus, not exceeding one hundred sixty (160) minutes per week; and
- Instruction of an Enrichment class.

UP Academy believes that, in order to accomplish its mission, all staff members must be school teachers, not simply classroom teachers. Therefore, all LTU members have some responsibilities for the overall effective working of the school. In addition to traditional responsibilities and those duties listed above, all UP Academy LTU members are expected to be involved in a variety of educational and administrative activities that are necessary to fulfill the mission of UP Academy. These activities may include, but are not limited to the following:

- Participating in three family conference sessions, including up to six evening sessions, during the school year;

- Phone contact with families about the academic progress of students;
- Preparation of individual student weekly reports, Progress Reports, and Report Cards;
- Leading student extracurricular activities;
- Participating in staff recruitment and selection processes;
- Maintaining bulletin boards;
- Working regularly with school administrators to improve one’s instructional practices;
- Checking homework on a daily basis;
- Attending student-related meetings; and
- Serving as an advisor to a small cohort of students.

Performance Management

UP Academy uses its own evaluation process that is separate and distinct from what is used in its district. The evaluation process has been submitted to Lawrence Public Schools and the Massachusetts Department of Elementary and Secondary Education for their review.

UP Academy aims to provide ongoing feedback, coaching, and support to all employees. If and when an employee is not meeting the expectations of his or her job, UP Academy may choose to place an employee on a Corrective Action Plan. If and when an employee is placed on a Corrective Action Plan, UP Academy will be sure to involve appropriate members of Lawrence Public Schools, who in turn will involve appropriate representation for the employee.

If and when the Principal/ Director of Operations and/ or her/his designee has determined that an employee’s performance is egregious, the school may elect to recommend that the employee be terminated by Lawrence Public Schools.

I understand that the provisions in the LTU Contract that address working conditions for LTU members shall not apply to LTU members employed at UP Academy. I am voluntarily electing to work at the school under the above working conditions by signing this form.

Name of LTU Employee: _____

Signature of LTU Employee: _____

Date: _____

Appendix F: 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.