

# Laura Lee Therapeutic Day School School Handbook

2018-2019



## **Purpose of this Handbook**

**This Laura Lee Therapeutic Day School Handbook is intended to serve as a guide to help students and their families learn about policies and procedures of the Laura Lee Therapeutic Day School, as well as to set forth basic rights, responsibilities, and expectations of students. Please understand that no set of rules or guidelines can cover every conceivable situation that may arise at a school. The rules, policies and procedures set forth in this handbook are intended to apply under normal circumstances. However, from time to time, there may be situations that require immediate or nonstandard responses. This handbook does not limit the authority of Laura Lee staff to deviate from the identified rules and procedures set forth in this handbook. Laura Lee Therapeutic Day School reserves the authority to deal with individual circumstances as they arise in the manner it deems most appropriate taking into consideration the best interests of the school environment, its faculty, employees, and students. Please review the contents of this handbook to help answer any questions you may have about the Laura Lee Therapeutic Day School, its programs, rules, and policies.**

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Parent/Guardian & Student Signature Page

The Parent/Student District Handbook is available on-line at: <http://www.lowell.k12.ma.us>

By signing below, I acknowledge I have accessed the school handbook, and I acknowledge that my child is responsible for adhering to these policies and may face consequences for failing to comply.

Student's Name (Print): \_\_\_\_\_

ID Number: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Address: \_\_\_\_\_

Apt. # \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Phone Number: \_\_\_\_\_

Work Number: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Emergency Phone Number: \_\_\_\_\_

Emergency Contact Name: \_\_\_\_\_

Relationship: (i.e. grandparent, uncle, friend, etc.) \_\_\_\_\_

Parent Email Address: \_\_\_\_\_

I do not have access to the on-line version of the handbook. I request a hardcopy.

Parent/Guardian Signature: \_\_\_\_\_ - Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*To be filled out by office only with copy kept on file.*

\_\_\_\_\_ Date hardcopy provided to parent/guardian.



**LOWELL PUBLIC SCHOOLS**  
**Laura Lee Therapeutic Day School**  
**235 Powell Street**  
**Lowell, Massachusetts 01851**

**Frank Vicente**  
**Coordinator**

**Tel: (978) 937-7655**  
**(978)452-0208**

**School Hours:**

**Elementary (K-4)**

***Monday, Tuesday, Thursday, Friday***

**Start 7:50am – Dismissal 2:10pm**

**Wednesday**

**Start 7:50am – Dismissal 1:00pm**

**Tardy Bell – 8:05am**

**Middle School (5-8)**

***Monday, Tuesday, Thursday, Friday***

**Start 7:20am – Dismissal 2:10pm**

**Wednesday**

**Start 7:20am – Dismissal 1:00pm**

**Tardy Bell – 7:35am**

***Family Resource Center (978) 674-4321***

***Pridestar Student Transportation (978) 856-7401***

***“We Promote the Love of Learning”***

Superintendent of Schools-Lowell Public Schools- Lowell, MA  
2018-2019 School Year Calendar

Monday, August 27, 2018	Orientation Day – Staff Only
Tuesday, August 28, 2018	First Day of School – Grades 1-12
Friday, August 31, 2018	No School – Labor Day Recess
Monday, September 3, 2018 *	No School – Labor Day
Tuesday, September 4, 2018	No School for Students- Professional Day for Staff -Election Day
Wednesday, September 5, 2018	Schools Re-Open along with Prekindergarten & Kindergarten Classes Beginning
<b>Wednesday, September 19, 2018</b>	<b>Wednesday - ½ Day Early Release for grades PreK-12</b>
<b>Wednesday, October 3, 2018</b>	<b>Wednesday - ½ Day Early Release for grades PreK-12</b>
Monday, October 8, 2018 *	No School – Columbus Day
Tuesday, November 6, 2018	No School -Election Day
Monday, November 12, 2018 *	No School - Veterans' Day Observed
<b>Wednesday, November 21, 2018</b>	<b>Early Dismissal – Thanksgiving Recess</b>
Thursday, November 22, 2018 *	No School - Thanksgiving Day
Friday, November 23, 2018 *	No School – Thanksgiving Recess
Monday, November 26, 2018	Schools Re-Open
<b>Wednesday, December 5, 2018</b>	<b>Wednesday -½ Day Early Release for grades PreK-12</b>
Friday, December 21, 2018	Holiday Vacation Begins at the Close of School
Monday, December 24, 2018 Through Tuesday, January 1, 2019 *	No School – Holiday Break * [Holiday Break: Monday, December 24 <sup>th</sup> – Tuesday, January 1, 2019]
Wednesday, January 2, 2019	Schools Re-Open
<b>Wednesday, January 9, 2019</b>	<b>Wednesday - ½ Day Early Release for grades PreK-12</b>
Monday, January 21, 2019 *	No School – Martin Luther King, Jr. Day
<b>Wednesday, February 6, 2019</b>	<b>Wednesday - ½ Day Early Release for grades PreK-12</b>
Friday, February 15, 2019	Mid-Winter Vacation Begins at the Close of School
Monday, February 18, 2019 *	President's Day -[Mid-Winter Vacation: Monday, February 18 – Friday, February 22, 2019]
Monday, February 25, 2019	Monday - Schools Re-Open
<b>Wednesday, March 6, 2019</b>	<b>Wednesday - ½ Day Early Release for grades PreK-12</b>
Friday, April 12, 2019	Spring Vacation Begins at the Close of School
Monday, April 15, 2019 *	Patriot's Day - [Spring Break: Monday, April 15 <sup>th</sup> – Friday, April 19, 2019]
Friday, April 19, 2019 *	No School – Good Friday
Monday, April 22, 2019	Schools Re-Open
<b>Wednesday, May 1, 2019</b>	<b>Wednesday - ½ Day Early Release for grades PreK-12</b>
Monday, May 27, 2019 *	No School – Memorial Day
<b>June 2019 (TBD)</b> Will be on the last day of School	<b>Thursday - ½ Day Early Release for grades PreK-12</b>
Wednesday, June 12, 2019	180 <sup>th</sup> School Day
Wednesday, June 19, 2019	185 <sup>th</sup> School Day [Includes five (5) Snow Days]

Approved by the Lowell School Committee at their meeting of  
Wednesday, February 7, 2018

\* Central Administration, Family Resource Center

Number of School Days Per Month

August	3	January	21
September	18	February	15
October	22	March	21
November	18	April	17
December	15	May	22
		June	8





## LOWELL PUBLIC SCHOOLS

### SCHOOL CANCELLATION & 1 HOUR OR 2 HOUR DELAY

The Superintendent will exercise one of the following options when weather conditions dictate a change in the normal opening of the school day:

1. Cancellation of school
2. Delay of 1 or 2 hours in the opening of school

If a delay is in effect, all AM Preschool classes and AM “before school programs” will be cancelled and breakfast will not be served.

If there is a delay in the opening of school, all procedures now in place will be delayed by either one or two hours.

1. Reporting time of pupils is delayed by the 60 or 120 minutes.
2. Pickup time of all bus routes is delayed by the 60 or 120 minutes.

Example: If a bus normally picks up a child at 7:15AM

- In a one-hour delay the pick-up time would be 8:15AM
- In a two-hour delay the pick-up time would be 9:15AM

3. All Principals, Unit B Administrators, Teachers, Clerks, and Paraprofessionals will report to their stations fifteen (15) minutes prior to the delayed opening time of school (first bell - as presently in practice).

4. All Custodians and Cafeteria Workers will report to their assigned positions at regular time.

Announcements of no school or a delay in the opening of school will be announced on the following radio stations and TV channels:

Radio Stations: WCAP (980 AM), WBZ (1030 AM), WRKO (680 AM), WUML (91.5 FM)

TV Channels: 4, 5, 7, Fox 25 and Lowell Ed TV - Channel 22

Website: [www.lowell.k12.ma.us](http://www.lowell.k12.ma.us)

To keep lines clear for emergencies, the Police and Fire Departments have asked that students and parents refrain from calling them to make inquiries as to the status of school.

A “CONNECT ED” phone call message will also be sent to all for homes for no school announcements as well as any other special announcements (early dismissal, etc.).

2016-2017 SCHOOL YEAR

FILE: EBCD-R2

Dr. Salah Khelifaoui, Superintendent of Schools

## **About the Laura Lee Therapeutic Day School**

The Laura Lee Therapeutic Day School is a Kindergarten through 8th grade special education program within the Lowell Public Schools. There are 5 classrooms, each consisting of 1 teacher and 1 paraprofessional. Staff to student ratios average 3:1, with a standard approximation of 6-8 students in each classroom. Laura Lee students have been identified with a primary disability of emotional, and require a higher level of structure and intervention to effectively participate in their school community. The program provides students with a holistic approach to personal development and academic growth. The goal of the Laura Lee Therapeutic Day School is to assist students in developing self-regulatory skills and strategies while generalizing pro-social behaviors throughout the school day so that they may return to a less restrictive setting. The Laura Lee Therapeutic Day School embraces student strengths through a positive behavioral support framework to help students self-monitor their behavior matched to the school's guiding principles and mission.

## **School Mission**

The mission of the Laura Lee Therapeutic Day School is to support students in building capacity in their social emotional development. We provide a safe environment combining core academic instruction with holistic learning opportunities where the members of our learning community can build new skills. We believe that prosocial behavior must be taught and practiced for students to internalize growth. The Laura Lee Therapeutic day school aims to support and challenge students to evolve in all areas of their personal development.

## **Guiding Principles:**

- All students have the capacity to be successful in a well-structured learning environment with appropriate supports in place to meet their needs.
- Students are most responsive to an environment that prioritizes consistency in all facets.
- The establishment of Social Norms as a baseline for general expectations throughout the school community is a primary component to the success of our students and staff of the Laura Lee Therapeutic Day School.
- Skills and Norms need to be taught to our students to produce the highest level of positive outcomes for everyone.



- A Strengths Based approach supported by a Collaborative and Proactive Solutions Model provides a therapeutic methodology for working through daily challenges as they arise for all members of our learning community.
- The goal for all Laura Lee students is to develop the skills and strategies necessary to progress towards a less restrictive learning environment.

## **Identification of Student Population**

Students that have been placed at the Laura Lee Therapeutic Day School have typically struggled for an extended period of time in the mainstream environment. All students have been designated as requiring special education services based on an Emotional Disability and have been placed on an Individual Education Plan (IEP) which calls for a placement in a more restrictive environment to meet their learning needs.

# Laura Lee Therapeutic Day School Norms



The Laura Lee Therapeutic Day School Norms are the primary behavioral expectations of our school. All programming is centered around these behaviors with the goal of normalizing them as core values in our learning community.

## **Safe**

Safe behavior is the primary concern for the Laura Lee Therapeutic Day School. Everyone is expected to behave in a safe manner at all times. This includes being where they are expected to be, following school safety protocols, using language that is considered safe for all present and not acting in a manner that can be considered physically or emotionally dangerous to anyone. ***Safe with our words, Safe with our actions, safe with each other.***

## **On Task**

On task behavior at the Laura Lee Therapeutic Day School is defined as following direction, participating in an appropriate manner, and giving your best effort to complete what is asked of you in and out of the classroom. ***Do Your Job.***

## **Respectful**

Being respectful is a behavior that is expected of everyone at the Laura Lee Therapeutic Day School. We define respectful behavior as doing the right thing in all situations, because we recognize our actions impact others. We are all expected to carry ourselves, and interact with each other, in a respectful manner at all times. Respectful behavior includes appropriate interactions with others, using appropriate language and volume, and maintaining appropriate boundaries. ***Treat Others the way You want to be Treated.***

## **Individual Student Goals**

Individual students goals are developed for every student at the Laura Lee Therapeutic Day School. The goals highlight areas of personal growth for each one of our learners. These goals are developed as part of the Student Success plan, outlining what each student is currently working in conjunction with the other three norms to demonstrate their individual progress at the Laura Lee Therapeutic Day School.

**These Norms are the foundation for the academic and social/emotional programming afforded to the students of the Laura Lee Therapeutic School. They are defined, taught, measured regularly through a point system, and reinforced through the development of a common language and positive behavioral support framework throughout the school community.**

# Laura Lee Therapeutic Day School

## Social Norms Matrix



Norms	What does it Mean?	What does it look like?
<b>Be Safe</b> <i>Safe with our words, safe with our actions, safe with each other.</i>	Behave in a way that makes others feel comfortable and is not dangerous to yourself or others.	<ul style="list-style-type: none"><li>· Hands and feet to yourself</li><li>· No dangerous behavior</li><li>· No dangerous language or topics of discussion</li><li>· Be where you're supposed to be</li><li>· Allow others to feel comfortable</li></ul>
<b>Be On Task</b> <i>Do Your Job</i>	Come ready to learn, participate, and always give your best effort.	<ul style="list-style-type: none"><li>· Show you're ready to learn</li><li>· Follow directions</li><li>· Listen and participate</li><li>· Work the entire time you are asked to</li></ul>
<b>Be Respectful</b> <i>Treat others the way you would like to be treated.</i>	Do the right thing, because your behavior impacts others.	<ul style="list-style-type: none"><li>· Act appropriate with others</li><li>· Good language and volume</li><li>· Understand and follow boundaries</li></ul>

The Laura Lee Therapeutic Day School Social Norms Matrix is a visual representation of how our school norms are defined and demonstrated by the members of our school community throughout the school day. These norms are a direct manifestation of the positive school climate our students and staff strive to create at the Laura Lee Therapeutic Day School on a daily basis.

## **Student Success Team and Student Success Plan**

The Student Success Team is comprised of the student, parent or guardian, and members of the Laura Lee Therapeutic Day School team. The purpose of the Student Support Team is create an individualized support network for every student who attends the Laura Lee Therapeutic Day School, outlined in a Student Success Plan. The Student Success Team may include any of the following staff members to address the needs of the student:

- Jay Breen – Evaluation Team Chairperson
- Frank Vicente - Coordinator
- Sara Silva – Social Worker
- Beth Stack - BCBA
- Assigned Laura Lee School classroom teacher

When applicable the SST Team may also include:

- Sending/receiving school teaching staff
- sending/receiving school administration
- Mike Ortiz or Jane Mosher-Canty – District-appointed lawyer
- State-appointed caseworkers(DCF), Educational Surrogate Parent, other applicable service providers
- Other applicable members of the Special Education Evaluation Team

## **Parent/Guardian Communication & Involvement**

Recognizing that parent/guardian communication is vital to the success of the program, several steps will be taken to ensure that parents are well informed of student progress and achievement. Parent communication is meant to be positive and focused on growth.

- Parents/guardians will be invited in to meet with the Student Success Team within the first month of school to assist in the development of the Student Success Plan.
- Parents will be invited to all school functions, Parent/Teacher conferences, School Site Council Meetings, and IEP meetings
- Classroom teachers will establish systems of communication for home/school communication with each family

If a student is not making progress in accordance with their Student Success Plan, the SST team will invite the parent in for a Student Success Team meeting to review the student's current performance.

## LAURA LEE SCHOOL FAMILY COMPACT

Student Name: \_\_\_\_\_

### Administrator

I understand the importance of the school experience to every student and my role as an administrator. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Provide a safe environment for all students.
- Ensure that decisions are shared by all members of our community.
- Supply information to parents concerning individual student profiles and interpretations of test results.
- Address parental needs.
- Provide a welcoming and open environment to parents, students, and community.
- Work to ensure a positive school climate that celebrates diversity and is characterized by mutual respect.

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

### Teacher

I understand the importance of the school experience to every student and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Provide high quality curriculum and instruction by utilizing the Massachusetts Curriculum Frameworks.
- Maintain a good line of communication between home and school.
- Address the learning needs of each child.
- Consciously agree to provide an open and welcoming classroom environment to all parents and students.
- Recognize that each child is a member of various communities and that respect must be cultivated and diversity honored.

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

### Student

I know my education is important to me. It will help me become a better person. I know my parents want to help me, but I am the one who has to do the work. Therefore, I agree to do the following:

- Do my classwork and homework on time.
- Return corrected work to my parent/guardian.
- Be responsible for my own behavior and show respect to all in school.
- Be safe, respectful, and on task.
- Pay attention in class.
- Work hard and put my best effort in all my school work.

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

### Parent/Guardian

I realize that my child's school years are very important and that my participation in my child's education will help his/her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Read to my child or have my child read to me.
- Have my child in school on time and prepared for class.
- Help my child with his/her homework.
- Monitor television, computer and video game time.
- Take advantage of teachable opportunities.
- Attend parent/teacher conferences to review and monitor learning expectations and to request additional meetings when needed.

- Sign and return progress reports, report cards, and all important notices in a timely manner.
- Attend the Annual Meeting/Open House to acquire information on State standards, curriculum, and our school plan.
- Strive to volunteer, in some way, to support programs, planned activities, or classroom-based activities to extend and enhance my child's learning.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

## **Special Education and the Laura Lee Referral Process**

Students are referred to the Laura Lee Therapeutic Day School through the special education process after attempts have been made in a less restrictive setting (elementary school or middle school) to access the curriculum and improve student progress.

### **Criteria for referring a student to the Laura Lee Therapeutic Day School are as follows:**

- Student is identified with an Emotional Disability and has been determined to require the supports and services of a more restrictive setting. This includes smaller class sizes, reduced transitions, increased supervision, and therapeutic supports for management of their school day.
- Documented individualized interventions have been implemented without success in the less restrictive setting, including collaborative plans with parents and administrators.
- Formalized data has been collected to support the proposed referral.

### **Referral procedures:**

- An IEP meeting is scheduled with members of the evaluation team present to review the student's progress, data, and discuss interventions that have been implemented to assist the student with accessing the curriculum. A member of the Laura Lee staff will be invited to this meeting.
- The Team will determine if it is appropriate to consider further recommended interventions prior to consideration of placement in a more restrictive setting. If the Team determines there are more interventions that can be put in place, a data collection system will be implemented and a follow up meeting will be scheduled to review new information after a data collection period.
- The Team will make the determination if a student requires the support and services of a therapeutic day school. An IEP will be drafted reflecting the change in placement, services, and the duration. If the student is placed at the Laura Lee Therapeutic Day School as part of an extended evaluation, the Team will determine the date and time of the next IEP meeting. If the change in placement is not part of an extended evaluation, the IEP will be reviewed at the next annual review meeting.
- Upon receipt of an IEP signed by the parent or guardian, the Laura Lee Therapeutic Day School SST Team will contact the parent to setup an intake meeting for the referred student.

### **Role of the Student Success Team (SST)**

When issues arise that require collaborative decision-making, the Student Success Team (SST) will meet, discuss, and make appropriate recommendations and decisions. The SST may include any of the following members depending on the purpose of the meeting:

- The student and Parent/Guardian
- Laura Lee Administration
- School Social Worker and Support Staff
- A classroom Teacher
- Sending/receiving school school teams
- Lowell Public Schools Counsel
- State-appointed caseworkers(DCF), Educational Surrogate Parent, other applicable service providers
- Members of the Special Education Evaluation Team as applicable

Student Success Teams can meet any time to address the needs of the student. All meetings that include the SST are not Special Education Team meetings. If an IEP meeting is warranted, formalized documents will be drafted and sent out, and member of the Student Success Team will be invited.

### **Intake Procedures for placement at the Laura Lee Therapeutic Day School**

If the determination is made to place a student at the Laura Lee Therapeutic Day School, the following intake procedures will be followed:

1. Parents/Guardians and the appropriate members of the SST will be notified to attend a meeting at the Laura Lee Therapeutic Day School.
2. An intake packet will be completed.
3. The SST and student will participate in the creation of a Student Success Plan to set appropriate goals, behavior expectations, and desired outcomes.
4. A formalized Student Success Plan will be written by a Laura Lee teacher or administrator and kept on file to be reviewed annually.

### **Change in Placement to a Less Restrictive Setting**

When a parent, teacher, or administrator feels a student is ready to transition to a less restrictive setting, the following procedures will be followed:



1. Parents/Guardians and the SST will be notified and called in for a meeting to discuss the student's progress, review data, and the potential for a recommendation to transition the student back to a less restrictive setting.
2. The Team will determine necessary information to bring forth to the Special Education Evaluation Team to be considered in the decision making process for a change in placement.
3. The STT will formally meet with appropriate members of the Special Education Evaluation Team to discuss and determine if the change of placement would be effective for the student's growth and progress.
4. If a change in placement is recommended, a new IEP will be drafted and signed with the recommended change to a less restrictive setting.
5. The SST and student will participate in the creation of a student success plan to set appropriate goals, behavior expectations, and desired outcomes for the new placement to provide to teachers in the new setting.
6. The SST will facilitate a transition plan with the receiving school to best support the student in their change of placement.

## **Transition Planning**

### **Special Education Transition Planning**

The Individuals with Disabilities Education Act (IDEA) is a federal mandate that requires all students to formally begin transition planning will begin when they turn fourteen. IDEA requires that once a child turn fourteen, the student's IEP should include a post-school vision statement as well as identify the transition services necessary to support the vision. Additionally, the Laura Lee Therapeutic Day School believes in continuous transition planning for all students, regardless of age. A transition plan will be created for all students as part of the Student Success Plan to outline goals for accomplishing reintegration into a less restrictive learning environment.

### **Transition Planning Upon Graduation from the Laura Lee Therapeutic Day School**

It is an exciting time when our students complete their academic requirements and graduate from the Laura Lee Therapeutic Day School, and it is the priority of the Laura Lee Therapeutic Day School to assist our graduating students in a smooth transition to their new academic journey. During a student's final months before graduation, the SST Team will convene to discuss the appropriate supports for the following school year. The Laura Lee staff will collaborate with staff members at the student's anticipated school to ensure for a smooth transition. Additionally, the Laura Lee staff will work in conjunction with

the student’s anticipated school to provide opportunities for both the student and parent/guardian to visit the school, meet new staff, and observe daily routines. It is our goal to familiarize the student to the new learning environment and fully prepare the student and parent/guardian for the new academic transition.

**Special Education and Student Support Team Directory**

Name	Role	Contact Information
Frank Vicente	School Coordinator	(978)937-7655 <a href="mailto:fvicente@lowell.k12.ma.us">fvicente@lowell.k12.ma.us</a>
Sara Silva	School Social Worker	(978)937-7655 <a href="mailto:ssilva@lowell.k12.ma.us">ssilva@lowell.k12.ma.us</a>
Jay Breen	Evaluation Team Chair	(978)674-4322 <a href="mailto:jbreen@lowell.k12.ma.us">jbreen@lowell.k12.ma.us</a>
Beth Stack	BCBA	(978)937-7655 <a href="mailto:enolan-stack@lowell.k12.ma.us">enolan-stack@lowell.k12.ma.us</a>
Tammy McGlaulin	School Clerk	(978)937-7655 <a href="mailto:tmcglaulin@lowell.k12.ma.us">tmcglaulin@lowell.k12.ma.us</a>

**Auxiliary members of the Student Success Team may be contacted through the main office of the Laura Lee Therapeutic Day School at (978)937-7655.**

# **Academic Expectations and School Policies**

Laura Lee students are held to the same academic expectations as outlined in the Lowell Public Schools Elementary and Middle School Student Handbook in accordance with the goals and objectives of their Individual Education Plan (IEP).

## **Elementary School**

The administration and teaching staff strive to create plans of instruction and instructional organization that provide maximum opportunity for students to progress through school according to their own needs and abilities without the stigma of failure or retention. Students are entitled to promotion upon satisfactory completion of the year's work. In any instance of admittance, promotion and/or placement, final decision will rest with the Superintendent, except in those cases requiring a vote of the school committee.

Multiple factors are considered in promotion or retention recommendations for elementary students. A thorough examination of the child's record takes place, with specific notice of attendance, tardiness, academic progress, academic performance, developmental readiness, and any other applicable indicators of the student's potential for success in the next grade.

## **Middle School**

The administration and teaching staff will provide a challenging educational environment in order to maximize the opportunity for each student to progress through middle school according to his/her own needs and abilities without the stigma of failure or retention.

## ***Academics***

In order to be promoted to the next grade, middle school students must earn:

1. English and Mathematics:
  - Final passing grade of 65 or better in English.
  - Final passing grade of 65 or better in all Mathematics classes.
  - Students who earn a final grade between 60 and 64 will be reviewed for retention. The final determination for retention after review will be determined by the Laura Lee Therapeutic Day School administration.
2. Other Core Academic areas: Reading, Writing, Social Studies, Science

- Cumulative final average of 65 or better in all academic classes.
- Students who earn a final grade between 60 and 64 will be reviewed for retention. The final determination for retention will be determined by the Laura Lee School Therapeutic Day administration.

3. Allied Arts:

- Cumulative final average of 65 or better in all other allied arts classes.
- Students who earn a final grade between 60 and 64 will be reviewed for retention. The final determination for retention will be determined by the Laura Lee School Therapeutic Day School administration.

***Grading:***

- 1<sup>st</sup> marking period – A grade no lower than 60 can be given in any subject area.
- Subsequent marking periods – A grade no lower than 55 can be given in any subject area.

***Classroom Attendance:***

- Five (5) or more excused or unexcused absences per marking period MAY result in a school attendance hearing at the discretion of the school coordinator.
- Unexcused absences between 16-25 days in a school year may result in Retention/Provisional Promotion in Middle School and grade retention in Elementary School.
- Unexcused absences over 25 days will result in a team meeting for consideration of retention based on school attendance.

***Retention/Failure Intervention Plan:***

A Failure Intervention Plan will be developed at the school level for students in danger of failing one or more classes. This will include a team meeting to discuss the student's IEP and any additional support or considerations the team would like to implement.

Students will participate in a full academic curriculum based on their grade level. Delivery of instruction and progress monitoring will be in accordance with the goals and objectives of the IEP. Academic progress will be measured quarterly through grades, progress reports, formal and informal testing, Fountas and Pinnells Reading Assessments, other online Data, LLI, and MCAS.

## Daily Attendance

Daily attendance is vital to the success of our Laura Lee students. All efforts should be made by the school team and home to encourage students to attend school, everyday. The Following information relates to our practices at Laura Lee Therapeutic Day School around Attendance:

- Attendance is taken daily and logged in Aspen for every student
- If a student reaches two consecutive absences with no parent/guardian contact with the school, a call should be made home to inquire about their absences.
- If a student reaches 3 consecutive absences with no parent/guardian contact with the school, the school resource officer and social worker should be notified to determine if a home visit/wellness check is warranted.
- If a student reaches 5 absences within a marking period, the liaison will notify administration and determine if a team meeting to review the IEP is necessary. The Team can determine if any measures need to taken within the document or through case management to address the attendance needs of the student.
- If a student reaches 5 tardies within a marking period, a call should be made home to inquire about the tardies and ask if there is anything we as a school can do to assist the families with management of tardies/attendance concerns.
- The Lowell Public Schools supports the Attendance Matters initiative, offering recognition and supports to students who attend school on a regular basis.

If there is a concern about daily student attendance, Laura Lee staff will make all efforts to communicate with the families proactively to address the concerns. Laura Lee administration may initiate individual systems of communication, meetings, or home visits to support students and families with attendance matters at any time.

## **Student Behavior**

The Laura Lee Therapeutic Day School will adhere to a Student Code of Conduct aligned with the policies and procedures of the Lowell Public Schools. The staff of the Laura Lee Therapeutic Day School recognize that all students in attendance have been identified with an Emotional Disability and placed at the Laura Lee Therapeutic Day School as the result of a comprehensive Special Education evaluation process. The Laura Lee Therapeutic Day School will follow all guidelines pertaining to Special Education in the handling of all matters related to student discipline.

### **Classroom Supports**

Each classroom is staffed with a Special Education Teacher and Paraprofessional. The School Coordinator, School Social Worker, and BCBA are available to support the classroom at any time support is necessary during the school day.

### **Quiet Space**

The Laura Lee Therapeutic Day School has designated quiet spaces strategically identified in the school for use when a student is having difficulty remaining in the classroom and accessing the curriculum. Students are encouraged to proactively seek out use of the quiet space as needed. The goal for all students who access the quiet space is to return to the classroom as soon as possible and continue with their academics.

### **Dress Code**

Laura Lee Therapeutic Day School will adhere to the policies and procedures of the Lowell Public Schools regarding expectation for appropriate student attire.

### **Laura Lee Policy for Electronics and Prohibited Items**

All students who enter the Laura Lee Therapeutic Day School daily will be subject to a wand metal detector. Students will be asked to turn in all electronics daily upon entry to the school. This will include the following:

- Cell phones
- Cameras/recorders
- Electronic devices for playing music
- Portable speakers
- Headphones and chargers at staff discretion
- Other prohibited items as identified in the Lowell Public Schools Student Handbook

All electronics turned in will be labeled, secured, and returned to the student at the end of the school day.

Any prohibited items found in the possession of students will be confiscated. Failure to turn in an identified electronic device will result in administration removing the device and holding it until a parent or guardian can come to the Laura Lee Therapeutic Day School to collect the item.

### **Positive Behavioral Support System**

The Laura Lee Therapeutic Day School will employ a Positive Behavioral Support System to engage students in safe and socially appropriate behavior in our learning community. Students and staff will follow the guidelines and expectations modeled in the Laura Lee School Social Norms Matrix.

### **Violation of School Policy**

Laura Lee Therapeutic Day School will adhere to the policies and procedures of the Lowell Public Schools regarding any violation of school policy. When a student is being considered for discipline outside of any standard classroom policy, a parent or guardian will be notified. A hearing will be held prior to a final determination is made for disciplinary action.

The Laura Lee Therapeutic Day School will follow all guidelines pertaining to Special Education in the handling of all matters related to student discipline.

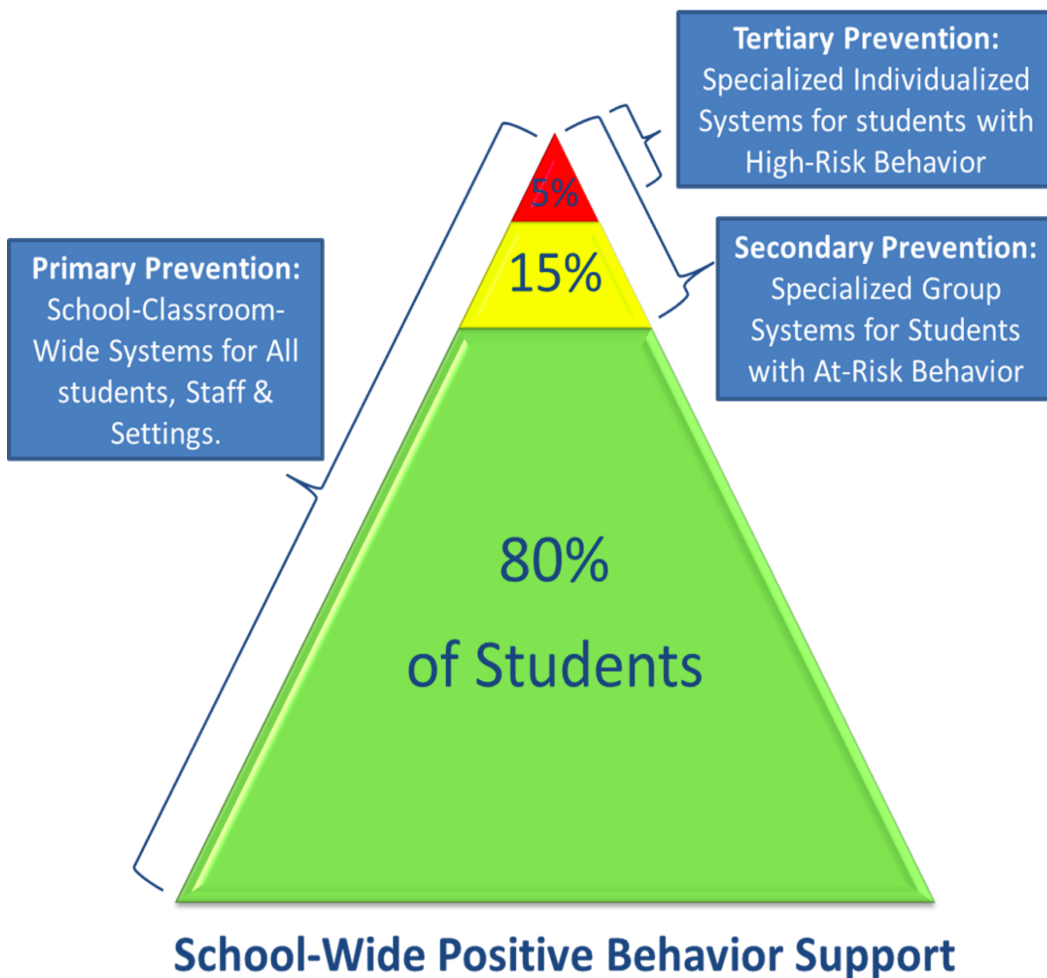
### **Re-Entry to School Community after Discipline or Crisis Intervention**

All students returning the Laura Lee Therapeutic Day School after disciplinary action resulting in removal from the school building or a crisis evaluation are subject to a re-entry meeting with the Student Success Team. Laura Lee administration requests that any relevant outside provider or staff member from the crisis evaluation be present at the re-entry meeting to ensure the staff of the Laura Lee Therapeutic Day School have all necessary information regarding the student's needs and present level of functioning.

# Positive Behavioral Supports System

## Objective:

A highly structured behavior management system designed to provide optimal supports to the students attending the Laura Lee K-8 Therapeutic Day School. This plan is designed to address the holistic needs of our students who benefit from increased supervision and structure in their school day. The basis of the program is a 3 tiered system of supports and interventions targeting the needs of each of our students.



### Tier 1 Students:

80% of our student population requiring school wide primary prevention structures to meet behavioral expectations and access grade level curriculum.

### Tier 2 Students:

15% of our student population requiring secondary prevention structures and specialized group systems to meet behavioral expectations and access grade level curriculum.



### **Tier 3 Students:**

5% of our student population requiring tertiary prevention structures and specialized individual systems to meet behavioral expectations and access grade level curriculum.

### **Structures - Point and Level System**

#### **I. Behavioral Data Collection**

All student behavior will be tracked daily at the Laura Lee Therapeutic Day School. This includes our 3 standard school norms, and one individualized goal for each student. (4 points)

**Turnaround Points:** In addition to points earned for meeting the school norms and individual goals, students may earn up to two turnaround points during a data collection period in place of a lost point, at teacher discretion. Turn around points allow for a student to demonstrate their ability to recover after challenging behavior.

**Behavior Data Collection Protocol:** At designated times throughout the school day, staff will go to each student and review the 3 norms and individual goal with them to determine their progress for that respective data collection period:

*“Were you safe?”*

*“Were you on task?”*

*“Were you respectful?”*

*“Did you meet your goal?”*

Students may earn up to 4 points in a period based on their ability to meet the 3 standard norms and their individual goal.

#### **II. Level System**

A school-wide level system is used to identify privileges and opportunities for Laura Lee students throughout their school day. Based on a student’s ability to consistently demonstrate the 3 norms and work towards their individual goal, each student will have access to privileges and opportunities as defined below:

##### **Level 3 - Full Room Privileges**

- Access to the computer
- Break outdoors
- Games / Board Games
- Cards

- Crafts
- Print individual coloring sheets to color
- Level 3 students may visit other classrooms during break time if worked out with both teachers prior to break time.

Level 2 – Privileges at your desk or teacher designated space with a friend

- Bring a friend to your desk or designated space
- Games / Board Games
- Coloring sheets
- Teacher directed activities

Level 1 – Privileges at your desk

- Remain at your desk
- May complete any outstanding work
- Independent reading
- Coloring sheets
- Teacher directed activity

**Points**

Points are based on the student’s ability to consistently meet the Norms and work towards their individual goal throughout the school day. Points are reviewed before options periods, and each student’s level is determined by the number of points earned.

**Point and Level Criteria**

Lunch Options	Afternoon Options	
Level 3: 17 – 20 points	Level 3: 24 – 28 points	85% Minimum Compliance
Level 2: 14 – 16 points	Level 2: 20 – 23 points	70% Minimum Compliance
Level 1: 13 points or less	Level 1: 19 points or less	Under 70% Compliance

**Elementary School Students**

The promotion of the school norms is a school wide initiative in the Laura Lee learning community. The expectations of the point and level system will be modified for elementary grade students to age

appropriate expectations. Positive reinforcement systems will supplement the point system in the elementary school classrooms.

### **Opportunity Day**

One of the primary objectives of the Laura Lee Therapeutic Day School is to teach student self-advocacy skills. An Opportunity Day can be offered to a student as an alternative to loss of points or changes in the level system at staff discretion. If a student comes to school and proactively seeks out staff to let them know they are not in good space and will need increased supports to get through their school day, they can be offered an Opportunity Day. Staff will meet with the student and devise a plan to get through the day, or portion of the day as needed. Student's level status is not impacted by the opportunity Day because they proactively sought out staff and engaged in a collaborative problem solving process. Opportunity Days happen at staff discretion. As part of the plan that is developed, students will have access to privileges as deemed appropriate when they meet with staff. Opportunity Days cannot be awarded two days in a row.

### **Laura Lee Howl Cards "Howls"**

Laura Lee Howl Cards are school wide positive reinforcement cards aimed at the promotion of positive behavior and contributions to our learning community. Howls can be given out by staff at any time for positive behavior. Howls can be used by students at the Laura Lee School Store, for participation in special events, and as recognition for their individual achievements and positive contributions to the Laura Lee School community.

### **Laura Lee School Store**

Laura Lee School store is a privilege afforded to all Laura Lee students. Students have the opportunity to spend their Howl Cards at School Store for various items throughout the school year. School Store is scheduled 5 times a year, coinciding with the Lowell Public Schools holiday, vacation, and testing schedules:

1. Two school days before Thanksgiving Break
2. Two school days before Christmas Break
3. Two school days before February Vacation
4. Two school days before April Vacation
5. After the completion of Spring MCAS at an appropriate date and time

Students must be present at school the day of School Store to participate.

## **Social Responsibilities**

A student's social responsibilities include good citizenship. In schools, good citizenship is based on respect and consideration for the rights of others. All students in Lowell Public Schools are expected to conduct themselves in such a way that the rights and privileges of others are upheld. Good citizenship includes a student's responsibility to:

- respect authority
- understand and adhere to school rules
- be fully responsible for their own actions and for the consequences of those actions
- respect the rights and beliefs of others
- respect and obey the federal, state and local laws
- respect the property of others, both private and public

## **Academic Responsibilities**

A student's academic responsibilities in school are based upon study and hard work. In order to participate successfully in academic programs, students must:

- be on time for school
- attend school every day
- be prepared for class
- listen and participate in class
- complete all classwork and homework
- study for tests
- demonstrate effective effort

## **Alternative Learning Opportunities**

Laura Lee students are provided regularly with alternative learning opportunities outside their core academia to promote generalization of prosocial behaviors, self-regulatory skills, and expose students to life experiences they may not have access to otherwise.

## **Field Trips**

Field Trips are offered throughout the school year on an ongoing basis related to our curriculum, and student needs. Criteria for field trips is established based on attendance, points earned for meeting behavioral expectations, and completion of academic work. Safety considerations will always be factored into a student's participation in field trips. Please note that students who are new to the Laura Lee Therapeutic Day School will not participate in school field trips until they have been a member of our learning community for one month's time. This measure is to allow our staff to get to know the child, and their needs prior to taking them out into a new setting. Alternative learning opportunities will be afforded to students who do not meet criteria to participate in school field trips.

## **Collaborative Problem Solving**

The goal of the Laura Lee Therapeutic Day School is to assist students in developing self-regulatory skills and strategies while generalizing pro-social behaviors throughout their respective school day. Students and staff will engage in a collaborative problem-solving strategies designed to promote safety, awareness, student advocacy, and productive reciprocal communication. Three base systems for supporting students in problem solving and working through periods of challenging behavior are outlined as follows:

### **A. Collaborative Problem Solving Model – Dr. Ross Greene ‘Plan B’**

#### **Empathy → Definition → Invitation**

Dr. Ross Greene’s Collaborative and Proactive Solutions (formerly Collaborative Problem Solving Model) is a blueprint for staff and students working together to solve problems proactively, as they arise.

Step 1 – Empathy: Gather information about and achieve a clear understanding of the kid’s concern or perspective on the unsolved problem you’re discussing.

Step 2 – Definition: Define the problem and enter the concern of the second party (the adult) into consideration.

Step 3 – Invitation: Generate solutions that are realistic (meaning both parties can do what they are agreeing to) and mutually satisfactory (meaning the solution truly addresses the concerns of both parties)

### **B. Crisis Prevention Institute Crisis Development Model:**

Level	Staff Response
I. Anxiety	Supportive
II. Defensive	Directive
II. Acting Out	NCPI
IV. Tension Reduction	Therapeutic Rapport

The Crisis Development Model is a visual representation created by the Crisis Prevention Institute outlining the development of crisis behavior.

Level I – Anxiety: Anxiety is a noticeable change in behavior, and the first of problematic behavior. Staff response is supportive in Level I, non-judgmental, with the goal of addressing the anxiety before the behavior advances to level II.

Level II – Defensive: Defensive behavior is the early stage of loss of rational behavior. Staff response is directive in Level II, providing simple directions to redirect a child’s behavior while continuing to address their anxiety.

Level III – Acting Out: Acting Out is a loss of control resulting in verbal and/or physical escalation in unsafe behavior. Staff response in Level III is Non-violent Crisis Prevention Interventions as indicated through training and certification.

Level IV – Tension Reduction: After an acting out episode, Tension Reduction is the stage where the acting out person de-escalate. In Level IV staff engage in Therapeutic Rapport, reconnecting with the student and assuring them preservation in the relationship.

### **C. Trauma Informed Care**

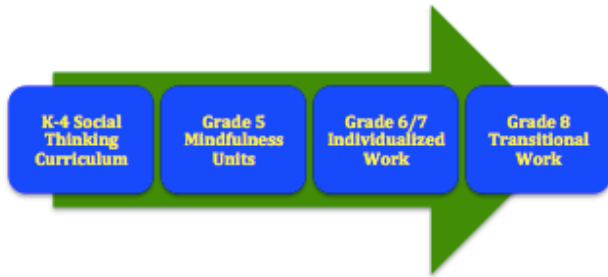
Trauma Informed Care education is ongoing for all Laura Lee staff. Professional development, trainings, and various learning opportunities are afforded to staff when available and applicable to our work. In addition, each classroom is provided direct instruction in social emotional learning once a week with the social worker and classroom teacher.

### **Therapeutic Supports**

Students at the Laura Lee Therapeutic Day School have access to therapeutic supports to assist with their school day. Ongoing professional development assists staff in addressing the needs of our unique population, along with student access to our school social worker, and student/staff support provided by a Board Certified Behavior Analyst (BCBA).

The Laura Lee School Therapeutic Support Continuum outlines all available Therapeutic Supports to our students and where/how the services are provided during the school day. Therapeutic Supports are embedded into the Laura Lee program in a variety of formats based on student need.

## Therapeutic Support Continuum



KEY		OTHER
	Seen outside of School	Self Referrals
	Agency comes to school	Needs based appointments
	Social Thinking Curriculum K-4	Target Support Groups
	Mindfulness Units	AIM
	Individual Work	Enrichment
	Transitional Work	Other available supports
	Check & Connect	
	S.E.L.F	

Student	Outside Agency	Agency in School	Social Thinking	Mindfulness Units	Individualized Work	Transitional Work	Check & Connect	S.E.L.F

## **Crisis Response**

The School Social Worker, BCBA, and School Coordinator are available to assist teams during crisis response. The Goal of any behavioral incident is to assist students with self-regulatory skills so that they may return to the classroom whenever possible. Safety for all students and staff is a number one priority and will be always be a determining factor in addressing the needs of a student. Building protocols outline the steps for crisis response, as well as general procedures for providing increased support to a classroom as needed.

## **Crisis Prevention and Intervention**

All Laura Lee staff will be CPI certified, and procedurally follow the steps of the CPI Crisis Model, along with the direction of the school social worker and administration. Nonviolent Crisis Prevention Intervention (NCPI) may be employed as a last resort for the safety of the students and staff of the Laura Lee Therapeutic Day School.

**Please note that Safety is of the utmost importance to our learning community. If school staff determine that a child is in crisis and requires support outside of the Laura Lee Therapeutic School building, a parent will be contacted immediately with information regarding the steps for a crisis evaluation.**



**The Following is a list of Lowell Public Schools District Regulations. These Regulations will be enacted at the Laura Lee School as outlined by the Lowell Public School District. Information on Said Protocols can be found in the Lowell Public School Student Handbook.**

**<https://www.lowell.k12.ma.us/>**

**Lowell Public Schools Attendance Criteria and Policies**

**School Truancy Policies**

**School Visitors and Release of Information**

**Attendance for students with disabilities**

**Emergency Procedure Cards and Records**

**School Health Unit Policies and Procedures**

**Medical Emergency Forms**

**Health Emergencies**

**Post Illness School Attendance Guidelines**

**Medication Policies**

**Life Threatening Allergic Reactions and Epi-Pen Policy**

**Lowell Public Schools Conduct and Behavior Policies**

**Proper Dress**

**Hats and Coats**

**Lowell Public Schools Code of Discipline for Major and Minor Violations**

**Special Education Policies and Procedures for Discipline**

**Harassment and Bullying**

**Hazing Policy**

**Alcohol, Tobacco, Drug Use Policy**

**Search and Seizure**

**Fire and Evacuation Procedures**

**Safety Drill**

**Extra Curricular Activities**

**Food Service**

**Acceptable Use Policy**

## **Visitors to School & Release of Information**

All visitors to the Laura Lee Therapeutic Day School must go through our main lobby and have their information processed in the Raptor system.

- All visitors must sign in with the date and time of their arrival, and their reason for visiting.
- No information can be provided to anyone without proof of guardianship, a signed release, a caregiver affidavit, or court order indicating the party has the right to requested information.
- A child cannot be dismissed to, or visit with any outside party who is not documented in our system as a legal guardian, or identified on file as having the permission of the legal guardian to dismiss or visit the student. There are no exceptions to this policy.
- If a parent/guardian wishes to identify someone as an emergency contact, someone who has the right to dismiss the child, or provide a service to the child while at the school, they must do so in writing with the proper, legal documentation.

### **Mandated Reporting** Massachusetts Chapter 233 Section 20M

The Staff of the Laura Lee Therapeutic Day School are aware of their role as Mandated Reporters in the state of Massachusetts. Mandated Reporters are required by law to report all situations where there is reasonable cause to believe that a child is suffering physical or emotional injury, abuse inflicted upon them which causes harm or substantial risk of harm to the child's health or welfare—including sexual abuse, neglect- including malnutrition, and/or physical dependence upon an addictive drug at birth.

An oral report will be made immediately to the Department of Social Services and a written report filed with the Department of Social Services within 48 hours detailing the suspected abuse or neglect, as defined by section 20M of chapter 233.

**Laura Lee Staff will adhere to all regulations as Mandated Reporters with any suspicion of abuse, neglect, or child endangerment for the members of our learning community. The school resource will be notified immediately of any concerns regarding child endangerment at the Laura Lee Therapeutic Day School.**

# **Massachusetts DESE 603 CMR 46.00 Regulations and Guidelines concerning Physical Restraint**

The Laura Lee Therapeutic Day School will adhere to district and state regulations concerning the use of Physical Restraint. All Laura Lee staff members who respond to crisis intervention are certified by the Crisis Prevention Institute (CPI) in physical management and de-escalation. Non-Violent Physical Crisis Intervention is only utilized at the Laura Lee School as a last resort, as a means to keep students and staff safe.

Information regarding state regulations concerning physical restraint can be found on the DESE website under 603 CMR 46.00 Prevention of Physical Restraint and Requirements if used. All incidents of physical restraint will be reported to parent/guardian by the Laura Lee Therapeutic Day School staff as soon as possible.

Laura Lee Therapeutic Day School staff meets monthly to review crisis management procedures and incidents in our school community.



**LOWELL PUBLIC SCHOOLS**  
**Laura Lee Therapeutic Day School**  
**235 Powell Street**  
**Lowell, Massachusetts 01851**

Frank Vicente  
Coordinator

Tel: (978) 937-7655  
(978)452-0208

***Dear Parent or Guardian:***

**Massachusetts Law recognizes the obligation of the Lowell Public Schools Program Staff, in the exercise of their reasonable and professional judgement and discretion, to physically restrain, hold, touch, or move a child if he/she is behaving in a manner to endanger him/herself or others or if he/she is indicating an inability to control.**

**Notification Receipt Signature** \_\_\_\_\_

**Date of Receipts** \_\_\_\_\_

**Laura Lee Therapeutic Day School**

***We Promote the Love of Learning”***



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**The following information packet is provided to all parent/guardians as part of the Laura Lee intake process, and at the beginning of the new school year to update annual records. Some forms may be duplicative to ensure all return documents are completed and returned to Laura Lee School. Please direct any questions to Laura Lee Administration.**

**Thank you,**

**Frank C. Vicente**  
**Laura Lee School Coordinator**

# **Laura Lee Therapeutic Day School**

## **Student Information Packet**

### **2018-2019**

- Principal's Welcome Letter**
- Contact List**
- School Hours**
- Lowell Public Schools School Hours**
- 2018-2019 School Calendar**
- Early Release Schedule**
- Early Dismissal/Thanksgiving**
- School Cancellation and Delay Policy**
- Student Illness Guidelines**
- \*Parent Information Sheet**
- \*Handbook Signature Page**
- \*Permission for Student Information Release**
- \*Medical Emergency Form**
- \*Service Provider Information Sheet**
- \*Bus Safety**
- \*Authorization for Information and Records**
- \*Special Education Permission Form**
- \*Student Attendance Pledge**
- \*Parent Attendance Pledge**

Items with an \* require you to fill out and/or sign and return to the school. All other items are for your information



**Laura Lee  
Therapeutic Day School**

Laura Lee Therapeutic Day School  
235 Powell Street  
Lowell, Massachusetts 01851

Frank Vicente  
Coordinator

Phone: (978)937-7655  
Fax: (978)452-0208

Dear Laura Lee Students and Families,

Greetings! My name is Frank Vicente, I am your coordinator, and I would like to personally welcome all of you to the Laura Lee Therapeutic Day School. I have had the privilege of working in the Lowell Public Schools for many years, and am excited to have the opportunity to work with all students, staff, and families of Laura Lee School each year!

The Laura Lee Therapeutic Day School is comprised of five classrooms, each with a special education teacher and paraprofessional:

Classroom 1 - Mrs. Martha Hanson

Classroom 2 - Mrs. Sarah Foster

Classroom 3 - Ms. Trisha McFarland

Classroom 4 - Mrs. Roseann Hall

Classroom 5 - Mrs. Tracy Stuer

Our building paraprofessionals are Mrs. Karla Fotopolous, Mr. Darryl Davis, Mr. Ed McDermott, Ms. Terri Hoffman, Ms. Sarah Wilson, and Mr. Nick Logan. In addition to our classroom staff, our school social worker is Ms. Sara Silva, our clerk is Mrs. Tammy McGlauffin, and our BCBA is Mrs. Beth Stack. We are also supported by various members of the Allied Arts team, and the special education evaluation team.

We are looking forward to a successful school year for our students and staff. Our teams have worked hard to develop curriculum that is designed to challenge and engage our students in learning. We have structured a schedule which we hope will maximize our instructional time to help students work towards their academic potential. The Laura Lee has many wonderful support systems in place to address the needs of all learners so that everyone can succeed.

The Mission of the Laura Lee School is to provide a safe and positive school experience for all of our students in attendance. Teachers and administration will continue to maintain open lines of communication with families so that we can all work together on behalf of every student. Should you ever have a question or concern, please do not hesitate to reach out to us here at the school.

The Lowell Public School District will continue its 'Attendance Matters' initiative, which places an emphasis on the importance of ensuring that all students attend school consistently. Just a friendly reminder that if the school does not receive a call from a parent when a child is out, it is automatically considered an unexcused absence. In addition, any appointments that require a child to miss school must have a note, either by a parent/guardian or the doctor/provider. We encourage families to schedule appointments outside of school hours whenever possible. These policies are to ensure students regularly attend school and have no disruption to learning.

Finally, the entire district will continue with the Raptor system for school safety. The Raptor system will require all visitors and guests to provide an ID to Mrs. McGlaulin at the front desk upon entry to the school building. Information about the Raptor system can be found in your opening-day packet.

Teachers will be reaching out to each of you early in the school year to introduce themselves and discuss goals for the year. A fall open house will be scheduled as we get settled into the school year. Once again, should you have any questions please feel free to contact me at any time.

Yours in Teaching,

A handwritten signature in black ink, appearing to read "F. Vicente, M.Ed." with a stylized flourish.

Mr. Frank C. Vicente  
Laura Lee Therapeutic Day School Coordinator





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**235 Powell Street**  
**Lowell, Massachusetts 01851**

**Frank Vicente**  
**Coordinator**

**Tel: (978) 937-7655**  
**(978)452-0208**

**Contact List**

Frank Vicente	Coordinator	<a href="mailto:fvicente@lowell.k12.ma.us">fvicente@lowell.k12.ma.us</a>
Sara Silva	Social Worker	<a href="mailto:ssilva@lowell.k12.ma.us">ssilva@lowell.k12.ma.us</a>
Tammy McGlauflin	Clerk	<a href="mailto:tmcglauflin@lowell.k12.ma.us">tmcglauflin@lowell.k12.ma.us</a>
Jay Breen	E.T.C.	<a href="mailto:jbreen@lowell.k12.ma.us">jbreen@lowell.k12.ma.us</a>

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**Frank Vicente**  
**Coordinator**

**Tel: (978) 937-7655**  
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**School Hours:**

**Elementary (K-4)**

***Monday, Tuesday, Thursday, Friday***

**Start 7:50am – Dismissal 2:10pm**

**Wednesday**

**Start 7:50am – Dismissal 1:00pm**

**Tardy Bell – 8:05am**

**Middle School (5-8)**

***Monday, Tuesday, Thursday, Friday***

**Start 7:20am – Dismissal 2:10pm**

**Wednesday**

**Start 7:20am – Dismissal 1:00pm**

**Tardy Bell – 7:35am**

***Family Resource Center (978) 674-4321***

***Pridestar Student Transportation (978) 856-7401***

***“We Promote the Love of Learning”***

Superintendent of Schools-Lowell Public Schools- Lowell, MA  
2018-2019 School Year Calendar

Monday, August 27, 2018	Orientation Day – Staff Only
Tuesday, August 28, 2018	First Day of School – Grades 1-12
Friday, August 31, 2018	No School – Labor Day Recess
Monday, September 3, 2018 *	No School – Labor Day
Tuesday, September 4, 2018	No School for Students- Professional Day for Staff -Election Day
Wednesday, September 5, 2018	Schools Re-Open along with Prekindergarten & Kindergarten Classes Beginning
<b>Wednesday, September 19, 2018</b>	<b>Wednesday - ½ Day Early Release for grades PreK-12</b>
<b>Wednesday, October 3, 2018</b>	<b>Wednesday - ½ Day Early Release for grades PreK-12</b>
Monday, October 8, 2018 *	No School – Columbus Day
Tuesday, November 6, 2018	No School -Election Day
Monday, November 12, 2018 *	No School - Veterans’ Day Observed
<b>Wednesday, November 21, 2018</b>	<b>Early Dismissal – Thanksgiving Recess</b>
Thursday, November 22, 2018 *	No School - Thanksgiving Day
Friday, November 23, 2018 *	No School – Thanksgiving Recess
Monday, November 26, 2018	Schools Re-Open
<b>Wednesday, December 5, 2018</b>	<b>Wednesday -½ Day Early Release for grades PreK-12</b>
Friday, December 21, 2018	Holiday Vacation Begins at the Close of School
Monday, December 24, 2018 Through Tuesday, January 1, 2019 *	No School – Holiday Break * [Holiday Break: Monday, December 24 <sup>th</sup> – Tuesday, January 1, 2019]
Wednesday, January 2, 2019	Schools Re-Open
<b>Wednesday, January 9, 2019</b>	<b>Wednesday - ½ Day Early Release for grades PreK-12</b>
Monday, January 21, 2019 *	No School – Martin Luther King, Jr. Day
<b>Wednesday, February 6, 2019</b>	<b>Wednesday - ½ Day Early Release for grades PreK-12</b>
Friday, February 15, 2019	Mid-Winter Vacation Begins at the Close of School
Monday, February 18, 2019 *	President’s Day -[Mid-Winter Vacation: Monday, February 18 – Friday, February 22, 2019]
Monday, February 25, 2019	Monday - Schools Re-Open
<b>Wednesday, March 6, 2019</b>	<b>Wednesday - ½ Day Early Release for grades PreK-12</b>
Friday, April 12, 2019	Spring Vacation Begins at the Close of School
Monday, April 15, 2019 *	Patriot’s Day - [Spring Break: Monday, April 15 <sup>th</sup> – Friday, April 19, 2019]
Friday, April 19, 2019 *	No School – Good Friday
Monday, April 22, 2019	Schools Re-Open
<b>Wednesday, May 1, 2019</b>	<b>Wednesday - ½ Day Early Release for grades PreK-12</b>
Monday, May 27, 2019 *	No School – Memorial Day
<b>June 2019 (TBD)</b> Will be on the last day of School	<b>Thursday - ½ Day Early Release for grades PreK-12</b>
Wednesday, June 12, 2019	180 <sup>th</sup> School Day
Wednesday, June 19, 2019	185 <sup>th</sup> School Day [Includes five (5) Snow Days]

Approved by the Lowell School Committee at their meeting of  
Wednesday, February 7, 2018

\* Central Administration, Family Resource Center

Number of School Days Per Month			
August	3	January	21
September	18	February	15
October	22	March	21
November	18	April	17
December	15	May	22
		June	8





**LOWELL PUBLIC SCHOOLS 2018/2019**  
**CITY-WIDE EARLY RELEASE DISMISSAL SCHEDULE**  
**For Professional Development Days**  
**PLEASE NOTE: Students will arrive at the regular starting time**

September 19, 2018	Wednesday - ½ Day Early Release for grades PreK-12
October 3, 2018	Wednesday - ½ Day Early Release for grades PreK-12
November 21, 2018	Wednesday - ½ Day Early Release for grades PreK-12
December 5, 2018	Wednesday - ½ Day Early Release for grades PreK-12
January 9, 2019	Wednesday - ½ Day Early Release for grades PreK-12
February 6, 2019	Wednesday - ½ Day Early Release for grades PreK-12
March 6, 2019	Wednesday - ½ Day Early Release for grades PreK-12
May 1, 2019	Wednesday - ½ Day Early Release for grades PreK-12
June 2019 (TBD) last day of School	Wednesday - ½ Day Early Release for grades PreK-12

SCHOOL	DISMISSAL BELL
Bailey	12:50
Bartlett	12:10
Butler	12:50
Daley	12:10
Greenhalge	12:05
Lincoln	12:50
Lowell High	11:45
McAuliffe	1:30
McAvinnue	1:30
Moody	12:50
Morey	11:50
Murkland	12:50
Pawtucketville Memorial	1:30
PyneArts	1:30
Reilly	12:50
Robinson	12:10
Rogers	1:30
Shaughnessy	1:30
Stoklosa	12:10
Sullivan	12:10
Wang	12:50
Washington	12:50
<b>ALTERNATIVE SCHOOL PROGRAMS</b>	
Laura Lee	11:00
Leblanc Therapeutic Day Program	11:30
LHS Career Academy @ Molloy	11:45
McHugh Cardinal	1:05
McHugh Riverside (B.R.I.D.G.E.)	12:50



## LOWELL PUBLIC SCHOOLS

### SCHOOL CANCELLATION & 1 HOUR OR 2 HOUR DELAY

The Superintendent will exercise one of the following options when weather conditions dictate a change in the normal opening of the school day:

3. Cancellation of school
4. Delay of 1 or 2 hours in the opening of school

If a delay is in effect, all AM Preschool classes and AM “before school programs” will be cancelled and breakfast will not be served.

If there is a delay in the opening of school, all procedures now in place will be delayed by either one or two hours.

3. Reporting time of pupils is delayed by the 60 or 120 minutes.
4. Pickup time of all bus routes is delayed by the 60 or 120 minutes.

Example: If a bus normally picks up a child at 7:15AM

- In a one-hour delay the pick-up time would be 8:15AM
- In a two-hour delay the pick-up time would be 9:15AM

3. All Principals, Unit B Administrators, Teachers, Clerks, and Paraprofessionals will report to their stations fifteen (15) minutes prior to the delayed opening time of school (first bell - as presently in practice).

4. All Custodians and Cafeteria Workers will report to their assigned positions at regular time.

Announcements of no school or a delay in the opening of school will be announced on the following radio stations and TV channels:

Radio Stations: WCAP (980 AM), WBZ (1030 AM), WRKO (680 AM), WUML (91.5 FM)

TV Channels: 4, 5, 7, Fox 25 and Lowell Ed TV - Channel 22

Website: [www.lowell.k12.ma.us](http://www.lowell.k12.ma.us)

To keep lines clear for emergencies, the Police and Fire Departments have asked that students and parents refrain from calling them to make inquiries as to the status of school.

A “CONNECT ED” phone call message will also be sent to all for homes for no school announcements as well as any other special announcements (early dismissal, etc.).

2016-2017 SCHOOL YEAR

FILE: EBCD-R2

Superintendent of Schools

**CITY OF LOWELL  
HEALTH DEPARTMENT  
SCHOOL HEALTH UNIT**

**Laura Lee Therapeutic Day School**

**Students must remain home if they have any of the following:**

- **A contagious illness like chickenpox, flu, or strep throat, until the doctor says it is safe to return or the student has been on antibiotics for 24 hours, whichever is longer.**
- **A rash or skin condition not diagnosed by a doctor.**
- **A fever that causes chills, sweating, or muscle aches.**
- **Temperature over 100.4 F within the past 24 hours.**
- **Vomiting /diarrhea in the past 24 hours.**
- **Head lice**
- **Notification by the school nurse/health department that immunizations are not up to date. (Exclusion notice)**

**PARENT INFORMATION SHEET**

**Laura Lee Therapeutic Day School 2018-2019**

*Please Print:*

Student's name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_

Address \_\_\_\_\_

Mother/Guardian \_\_\_\_\_

Father/Guardian \_\_\_\_\_

work # \_\_\_\_\_

work # \_\_\_\_\_

cell # \_\_\_\_\_

cell # \_\_\_\_\_

**EMERGENCY CONTACT:**

**EMERGENCY CONTACT:**

NAME: \_\_\_\_\_

NAME: \_\_\_\_\_

RELATIONSHIP: \_\_\_\_\_

RELATIONSHIP: \_\_\_\_\_

PHONE: \_\_\_\_\_

PHONE: \_\_\_\_\_

**MEDICAL EMERGENCY INFORMATION**

Student's Physician \_\_\_\_\_

Telephone # \_\_\_\_\_

Student's Dentist \_\_\_\_\_

Telephone # \_\_\_\_\_

**List 2 local adults (other than parents/guardian) who will assume immediate care of your child or pick up your child at school in the event of illness or emergency:**

Name \_\_\_\_\_

Telephone # \_\_\_\_\_

Name \_\_\_\_\_

Telephone # \_\_\_\_\_

Does your child see a counselor and/or psychiatrist? Yes \_\_\_ No \_\_\_

Do you give school staff permission to discuss your child with the counselor and/or psychiatrist? Yes \_\_\_ No \_\_\_

Do you give school staff permission to speak to your child's doctor/s? Yes \_\_\_ No \_\_\_

Name \_\_\_\_\_

Telephone # \_\_\_\_\_

Name \_\_\_\_\_

Telephone # \_\_\_\_\_

Name \_\_\_\_\_

Telephone # \_\_\_\_\_

**Other agencies involved with student:**

Agency \_\_\_\_\_ Contact \_\_\_\_\_ Telephone # \_\_\_\_\_

**Circle all current or active health conditions that apply to your child:**

ADD/ADHD    Anxiety    Depression    Autism/PDD    Bipolar Disorder    PTSD

Asthma    Diabetes    Heart Condition    Lactose Intolerance    Headaches

OTHER (Please list) \_\_\_\_\_

Vision Problems:    glasses\_\_    blackboard\_\_    reading\_\_    contacts\_\_

Your child may be photographed and/or videotaped by the media or school personnel during school events. Do you give permission for photos/videos to be put on school website? Yes \_\_\_ No \_\_\_

Do you give your child permission to leave the Laura Lee School building during the school day supervised by school staff to participate in community activities in the Lowell area? Yes \_\_\_ No \_\_\_

Does your child have any restrictions concerning custody/restraining orders? Yes \_\_\_ No \_\_\_  
(Please send a copy of custody arrangements/restraining orders to school)

Signature of Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

**Parent/Guardian & Student Signature Page**

The Parent/Student District Handbook is available on-line at: <http://www.lowell.k12.ma.us>

By signing below, I acknowledge I have accessed the school handbook, and I acknowledge that my child is responsible for adhering to these policies and may face consequences for failing to comply.

Student's Name (Print): \_\_\_\_\_

ID Number: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Address: \_\_\_\_\_

Apt. # \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Phone Number: \_\_\_\_\_

Work Number: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Emergency Phone Number: \_\_\_\_\_

Emergency Contact Name: \_\_\_\_\_

Relationship: (i.e. grandparent, uncle, friend, etc.) \_\_\_\_\_

Parent Email Address: \_\_\_\_\_

**I do not have access to the on-line version of the handbook. I request a hardcopy.**

Parent/Guardian Signature: \_\_\_\_\_ - Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*To be filled out by office only with copy kept on file.*

\_\_\_\_\_ Date hardcopy provided to parent/guardian.



## Permission for Student Information Release

Dear Parent/Guardian:

Throughout the course of the school year, Lowell Public Schools honors the various achievements of our students. These achievements may include but are not limited to academic, athletic, and/or may involve highlighting other accomplishments that your child has made, including student work. The information may be released to local media or published in school newspaper or school websites and/or third parties.

The information that we may release could include, but is not limited to the student's name, a description of the actual achievement and/or award, the student's grade level, academic test score, photographs and video, student work, etc. This is not an exhaustive listing.

Pursuant to Massachusetts Department of Education regulation 603 CMR 23.00, we are limited in what information we can share regarding your child's achievements, without first obtaining your written consent.

By signing this release and checking the "Yes Box" below, you acknowledge that you are the legal parent and/or guardian of the student. You also acknowledge that you have the legal right to grant the Lowell Public Schools or its employees or agents the authority to release the student's information. In addition, by signing below you acknowledge that you have knowingly and voluntarily agreed to allow the Lowell Public Schools or its employees or agents to release the student's information.

By signing this release and checking the "Yes Box" below you also agree to release and waive the Lowell Public Schools or its employees or agents and the City of Lowell from any and all liability or claims of liability or claims of harm of any kind, both in law and in equity that may arise from the release of the student's information and/or its misuse either deliberately and/or accidentally by any third party.

Yes, I give permission to Lowell Public Schools to release student information including but not limited to academic work and/or accomplishments to local media and school newspaper and school websites.

No, I do not give permission to Lowell Public Schools to release student information regarding work and/or accomplishments to local media and school newspapers and school websites.

Name of Student \_\_\_\_\_  
Please Print

Grade \_\_\_\_\_ Homeroom \_\_\_\_\_

Signature of Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

# Lowell Public Schools Emergency Form

*Please Print:*

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Gender: M/F Grade: \_\_\_\_\_

Address: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Home Phone # (978) \_\_\_\_\_

Mother's Work # \_\_\_\_\_ Mother's Cell Phone # \_\_\_\_\_

Father's Work # \_\_\_\_\_ Father's Cell Phone # \_\_\_\_\_

Student's Physician \_\_\_\_\_ Telephone # \_\_\_\_\_

**List 3 local adults (other than parent/guardian) who will assume immediate care of your child and pick up your child at school in the event of illness or emergency:**

Name: \_\_\_\_\_ Tel: \_\_\_\_\_

Name: \_\_\_\_\_ Tel: \_\_\_\_\_

Name: \_\_\_\_\_ Tel: \_\_\_\_\_

**Circle all current or active health conditions that apply to your child:**

**ADD   ADHD   Anxiety   Asthma   Autism/PDD   Cerebral Palsy   Depression   Diabetes**  
**Heart Condition   Lactose Intolerance   Migraines   Seizure Disorder   OTHER (please list)**

Vision Problems (Specify) glasses \_\_\_\_\_ contacts \_\_\_\_\_

Hearing Problems (specify) Left \_\_\_\_\_ Right \_\_\_\_\_ Hearing aids: Left \_\_\_\_\_ Right \_\_\_\_\_

Allergies (please list) \_\_\_\_\_

Is your child prescribed an **Epi pen** for treatment of the allergy listed above? Yes No

List medication and dosage taken by your child on a regular basis or as needed: \_\_\_\_\_

Does your child have health insurance? Yes No MassHealth? Yes No

I give permission to the school nurse to share information relevant to my child's health condition with appropriate school personnel as needed to meet my child's health and safety needs.

In case of emergency, your child will be transported to the hospital by EMS.

I hereby authorize the school nurse to contact my child's physician if necessary.

Signature of Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

**Service Provider Information Sheet**

**2018-2019**

**Student Name:** \_\_\_\_\_

**Student Date of Birth:** \_\_\_\_\_

\*Please provide name, agency and phone number for all of the service providers that work with you child. Thank You!

Individual Therapist: \_\_\_\_\_

Agency: \_\_\_\_\_ Number: \_\_\_\_\_

Psychiatrist: \_\_\_\_\_

Agency: \_\_\_\_\_ Number: \_\_\_\_\_

DCF: \_\_\_\_\_

Number: \_\_\_\_\_

Other (i.e. In-Home Therapist, Mentor): \_\_\_\_\_

Agency: \_\_\_\_\_ Number: \_\_\_\_\_

Other (i.e. In-Home Therapist, Mentor): \_\_\_\_\_

Agency: \_\_\_\_\_ Number: \_\_\_\_\_

MassHealth # \_\_\_\_\_



**LOWELL PUBLIC SCHOOLS**  
**Laura Lee Therapeutic Day School**  
**235 Powell Street**  
**Lowell, Massachusetts 01851**

Frank Vicente  
Coordinator

Phone: (978) 937-7655  
Fax: (978) 452-0208

**Bus Safety**

Dear Parent/Guardian:

Please return this form with your child's and your signature indicating you reviewed the following policies with your child.

1. Students must stay seated at all times, facing forward and no changing seats.
2. Students should not jump up or down, hit or tease other students or make a lot of noise.
3. Students must follow all the Laura Lee School rules while on the bus.
4. Boots are not to be worn in the school building. If boots are worn, sneakers or walking shoes must also be brought to school in order for students to change out of their boots once inside the building.
5. Backpacks and personal belongings must be held by school staff during the bus ride.
6. Students are not permitted to bring any toys, games or listening devices, bottles, cans, candy, etc. on the school bus or to school. Exceptions must be prearranged with your child's teacher.

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(Student Signature)

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(Parent Signature)

Thank you for your ongoing involvement in your child's education.

Sincerely,  
Laura Lee School Staff

*"We Promote the Love of Learning"*





**LOWELL PUBLIC SCHOOLS**  
**Laura Lee Therapeutic Day School**  
**235 Powell Street**  
**Lowell, Massachusetts 01851**

Frank Vicente  
Coordinator

Tel: (978) 937-7655  
(978)452-0208

*Dear Parent or Guardian:*

Massachusetts law recognizes the obligation of the Lowell Public Schools Program Staff, in the exercise of their reasonable and professional judgement and discretion, to physically restrain, hold, touch, or move a child if he/she is behaving in a manner to endanger him/herself or others or if he/she is indicating an inability to control.

Notification Receipt Signature \_\_\_\_\_

Date of Receipts \_\_\_\_\_

Laura Lee Therapeutic Day School

*We Promote the Love of Learning”*

*Lowell Public Schools  
Special Education*

**PERMISSION FORM**

Child's Name: \_\_\_\_\_ Date of Birth \_\_\_\_\_ Grade \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Home Address: \_\_\_\_\_

Current Mailing Address: \_\_\_\_\_

(if different from home address)

Phone Number: \_\_\_\_\_ Emergency Phone Number: \_\_\_\_\_

School student attends: \_\_\_\_\_

Please indicate your choice:

\_\_\_\_\_yes \_\_\_\_\_no

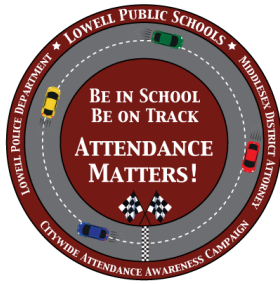
I give permission for my child to remain in the classroom during any observation of the classroom by other parent(s)/guardian(s) and/or third parties unaffiliated with the Lowell Public Schools who may be determining the appropriateness of the classroom for a particular student; and/or by any other person whose interest is in ensuring That the appropriate services are in place to meet a student's needs.

\_\_\_\_\_yes \_\_\_\_\_no

I give permission for my child to be Photographed and/or consent to have any photos published in the newspaper , shown on TV, in a classroom newsletter, school yearbook, and/or used to promote other educational activities.

I understand that the permission I am granting above will extend from the start of the \_\_\_\_\_ school year until the end of the \_\_\_\_\_ school year.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(Parent/Guardian)



## The City of Lowell Attender Pledge

### Elementary Student Pledge:

I, \_\_\_\_\_, pledge to be an *Attender* and attend school everyday, on time! I will respect my education, my community, and myself by having good school attendance and by being involved in my education.

By signing this pledge, I agree to do my best each and every day! I pledge to:

*Be in School and Be on Track because Attendance Matters!*

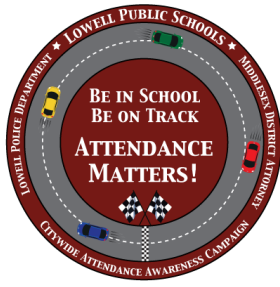
\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Grade

\_\_\_\_\_  
School

**Draw a picture of the person you can become by pledging to attend school each day!**





# Lowell Public Schools Attendance Pledge

## Middle School Student Pledge:

I, \_\_\_\_\_, pledge to be an *Attender* and attend school every day, on time! I will respect my education, my community and myself by attending school every day and by being involved in my education.

By signing this pledge, I agree to do my best each and every day!

I pledge to:

*Be in School and Be on Track because Attendance Matters!*

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Grade

\_\_\_\_\_  
School

**Thinking about the increased potential for success that you will gain from attending school regularly, write what goal(s) you think you will be able to accomplish (i.e. passing grades, graduation, educational goals, future profession, etc.):**

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**Parent Pledge:**

I, \_\_\_\_\_, pledge to support my child in attending school everyday, on time!

I understand that regular attendance and punctuality are vital parts of my child's success. I agree to help monitor my child's daily attendance!

By signing this pledge, I agree to support and encourage my child to do his/her best each and every day!

\_\_\_\_\_  
Parent

\_\_\_\_\_  
Child's Name