

Student and Family Handbook

Our Mission at Conservatory Lab Charter School is...

To empower a diverse range of children as scholars, artists, and leaders through a unique and rigorous academic and music education. We enrich the larger community through performance, service and collaboration.

As a laboratory school, we develop and disseminate innovative educational approaches that will positively impact children in other schools and programs.

We are guided by the following Crew Qualities:

*Perseverance * Empathy * Reflection * Responsibility * Cooperation*

Si usted necesita este documento en español, por favor llame al 617-254-8904, x100

Se você precisa desta mensagem traduzida, por favor, ligue para 617-254-8904, r100

A Letter from School Leaders

Hello Students, Families and Staff!

Welcome to the 2018-19 school year! First and foremost, thank you for being a part of this wonderful school community, and for the work you will do to ensure that each and everyday is full of learning, thinking, and joy for our students. This handbook is designed to articulate the policies, procedures and expectations we use to support day-to-day life at Conservatory Lab. The the purpose of the handbook is to provide clear expectations for behavior (academic and social) and clear guidelines for how the school responds when those expectations are not met. This handbook is a living document and represents our best thinking to date on how we can most effectively support rigorous and engaging learning experiences for all Conservatory Lab students.

A school handbook is not enough to develop and sustain a thriving learning environment and at Conservatory Lab, we know that matters most is the dedication to, and the quality of relationships within our community. The goal for our school in the 2018-19 school year is for every young person who enters our doors to see themselves as the amazing scholars, artists and citizens that we know they are. As an EL Education school, we are driven by the [learning design principles](#) outlined on the next page. We believe that these principles are an essential ingredient of a strong school community, and of helping students to do their best work and to make good decisions, each and everyday. Thank you for taking the time to review the learning principles and for talking with your student(s) about them!

Your partners in education,

Nicole Mack

Principal

John Chistolini

Chief Operating Officer

EL Learning Design Principles

These design principles express EL's philosophy of education and its core values. Drawn from the work of Outward Bound's founder, Kurt Hahn, and other educational leaders, they shape school culture and provide a foundation for the moral purpose of schools.

The Primacy of Self-Discovery: Learning happens best with emotion, challenge and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In Expeditionary Learning schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.

The Having of Wonderful Ideas: Teaching in Expeditionary Learning schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.

The Responsibility for Learning: Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an Expeditionary Learning school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.

Empathy and Caring: Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in Expeditionary Learning schools with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, therefore students feel physically and emotionally safe.

Success and Failure: All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. It is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

Collaboration and Competition: Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete not against each other, but with their own personal best and with rigorous standards of excellence.

Diversity and Inclusion: Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In Expeditionary Learning schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.

The Natural World: A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the Earth and of future generations.

Solitude and Reflection: Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need time to exchange their reflections with other students and with adults.

Service and Compassion: We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an Expeditionary Learning school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.

TABLE OF CONTENTS

A Letter from School Leaders	1
EL Learning Design Principles	2
Family and Student Learning Agreement	5
Handbook At-a-Glance: What You Need to Know	6
Arrival/Dismissal	6
School Uniform Policy	6
Cell Phone Policy	6
Food Program	6
General Behavioral Expectations	6
Reporting and Responding to Bullying	6
El Sistema Policies	7
General Information and Program Policies	8
School Governance	8
Attendance	8
School Calendar	9
Snow Days and Emergency Closings	10
School Uniform Policy	10
Cell Phone Policy	10
Personal Items	11
Limited Touch Policy	11
Food Program	11
NO NUT POLICY	11
Classroom Celebrations	12
El Sistema Policies	12
Full Participation	12
Instrument Responsibility Policy	12
Health and Wellness Policies	12
Health Policy	12
Wellness Policy	13
Communication	14
Notices	14
Contacting Teachers	15
Contacting Administrators	15
Academic Progress and Records	15
Parent/Guardian Teacher Conferences	15
Progress Reports and Report Cards	15
Classroom Observations	16
Promotion Policy	16

Student Records and Confidentiality	16
Family Involvement	16
Family and Student Learning Agreement	16
Family Action Network (FAN)	17
Special Education Family Action Network (SPED FAN)	17
Family Complaint Policy and Procedure	17
Transportation Policies	18
Bus Safety Rules	18
Student Services	19
Student Services Team	19
English Language Learners	19
Special Education	20
504 Accommodation Plans	21
Counseling Services	21
Nondiscrimination Policies	22
Nondiscrimination Statement	22
Pregnancy Policy for Students	22
Home and Hospital Instruction	22
Students Seeking Employment	22

Family and Student Learning Agreement

Conservatory Lab Charter School believes that a strong parent-school partnership is critical to every child's success in both academic and social-emotional development. To building this partnership, we believe that making a commitment to the following actions are crucial. We would ask that you join us in doing so.

I commit to my child's education by agreeing to the following:

Learning Agreement: Together, our overarching goal is to support student learning. Our most important job is to ensure that our students are fully engaged in learning, both in school and at home. Therefore, I pledge that:

- My child will attend school regularly, arriving to school on time, in full uniform, ready for the day ahead. My child will, to the best of my abilities, spend the entire day in school, reserving early dismissal only for doctor's appointments and emergencies.
- My child will participate fully in the El Sistema program, attend all concerts, and perform to his/her full potential.
- My child will receive help and support at home in every way, so that s/he will be prepared for each school day, including support with instrument practice and homework. I will provide a quiet, distraction-free space for homework and practice.
- If my child is experiencing difficulty with homework or practice at home, I will contact my child's teacher and ask for support.
- I will set long-term goals for my child that include completing high school, entering college, completing college, and creating life-long standards of excellence.

Discipline Agreement: Children learn best when they are fully able to access the academic curriculum, make solid connections in the community, and feel good about their behavior. With this in mind, I pledge that:

- I will support the school's policies and procedures, including the Code of Conduct, drop-off and pick-up policies, consistent attendance, and safe bus behavior. I will support the school if asked to pick up my child from the program due to non-compliance, non-participation, or ongoing behavioral issues (refer to Code of Conduct).
- I will communicate joys and concerns to the school, teachers, and administration. I will also listen and seek to understand when school personnel call to express joys and concerns about my child's behavior in school.
- I will seek solutions with the school that will best support my child as s/he develops into productive, capable global citizens.

Partnership Agreement: A child cannot develop joyfully on his or her own. S/he needs help and guidance to explore the many facets of his/her world. Because I am my child's mentor, I pledge that:

- I will take an active role in the school and be a partner. This includes prompt communication about my concerns as well as responding to the school's requests and concerns.
- I will participate in *all* parent-teacher conferences and student portfolio reviews.
- I will join Family Action Network and other school meetings and activities, as I am best able.
- I will volunteer my gifts, talents, and strengths to the school and in my child's classroom.
- I will read the family newsletters and classroom communications emailed or sent home to me.

I understand that by signing this document I am accepting the aforementioned responsibilities. By supporting these responsibilities I will help my child excel academically, musically, and social-emotionally.

Student Signature _____

Family Signature _____

Handbook At-a-Glance: What You Need to Know

Arrival/Dismissal

- **GRADES K1-8:** K1-Grade 8 students begin school at 9:15am and ends at 4:30pm.
- All early dismissals must be completed by 3:30pm to insure the safety of all students.
- **Upper Campus and Lower Campus:**

Early Dismissals	12:00pm	All dismissal changes submitted to office for communication to teachers.
Walkers	4:20pm	Walkers may be picked up from designated area
Bus Students	4:20pm	Bus students begin loading available buses

School Uniform Policy

- **Uniforms available at** www.allensuniforms.com
- **Shirts:** Uniform shirts must be worn at all times. If you choose to wear an undershirt underneath the uniform shirt, that shirt must be white. The undershirt cannot be long sleeved. Uniforms may not be modified, cut, or written on.
- **Pants and Skirts:** Pants and skirts must be khaki in color. In warm weather, scholars may wear knee length shorts.

Cell Phone Policy

- If any student is in possession or uses a cell phone during the instructional day, the phone will be confiscated immediately. After being confiscated, an administrator will hold the phone until a parent/guardian can come to the school and pick it up. We are asking for our family community to help support this decision for the safety of all our students.

Food Program

- Conservatory Lab provides a school breakfast and lunch program. Breakfast and lunch may be purchased, and are available at free or reduced cost to those who qualify. Students may also choose to bring lunch from home. We ask each family to return a Meals Form to the school so that we know which students qualify for the Free or Reduced lunch program. Even if you do not plan on taking advantage of the meals program, having this document is extremely helpful to the school. These forms help us determine the overall spending formulas for the entire school community.

General Behavioral Expectations

- *Students are expected to:* adhere to the school schedule for arrival and dismissal, walk in hallways, remain silent in hallways, follow directions the first time and readily comply, if redirected, complete all homework assignments with integrity, care for their instruments and protect them from harm, care for their learning materials and protect them from harm, refrain from bullying and report bullying when witnessed, stay in assigned areas, communicate with staff and peers respectfully, contribute positively to the full academic, musical, social life of the school.
- Consistently not upholding these behavioral expectations will result in a referral to Student Services and further consequences. To create an environment that allows all members to be successful, Conservatory Lab staff will employ: Take-a-break (includes buddy break), Logical consequences and reparations, Loss of Privilege
- For more information regarding Conservatory Lab's behavioral expectations, please review the Code of Conduct.

Reporting and Responding to Bullying

- **Consequences:** Where it is determined that inappropriate conduct has occurred, Conservatory Lab will act promptly to address and eliminate the conduct and will impose corrective action, which may range from a social plan created with the offender's educational team, the recommendation for behavioral therapies provided outside of the school, and/or disciplinary action up to and including suspension, expulsion, and/or court involvement.
- Should a thorough investigation support an allegation of bullying, Conservatory Lab will enact the following minimum consequences:
 - ❖ **First Offense** – An immediate phone call reporting the incident and subsequent family meeting with

administration. This may include a pick up from school, a suspension, and the implementation of the school re-entry plan. Conservatory Lab, consistent with current legal obligations, may be obligated to file a police report and/or 51A at this point.

- ❖ **Second Offense** – An immediate family meeting with teachers and school administration, pick up from school, a suspension, the implementation of the school re-entry plan (to include social service support). Conservatory Lab, consistent with current legal obligations, may be obligated to file a police report and/or 51A at this point.
- ❖ **Third Offense** – Conservatory Lab reserves the right to begin expulsion proceedings. Conservatory Lab, consistent with current legal obligations, may be obligated to file a police report and/or 51A at this point.
- Conservatory Lab's full policy regarding reporting and responding to bullying can be found in the Code of Conduct.

El Sistema Policies

- All students must participate fully in El Sistema as an integral part of the school curriculum, which includes attending all concerts that occur during school hours. In addition, students must adhere to school-wide rules, norms and expectations during El Sistema music classes.
- Our school's charter and mission are built around Learning through Music and the El Sistema program, therefore each child is required to participate fully in the El Sistema program, attend all concerts, and perform to their full potential. Students will be subject to the school's Code of Conduct while participating in any El Sistema activity.
- Our instrument responsibility and take home policy are listed as follows:
 - ❖ Instruments must be treated with extreme care, and must not be left in very hot or cold spots, such as the inside of a car.
 - ❖ Instruments must be kept away from food or drink.
 - ❖ Instruments must be kept away from any sharp objects that could scratch the wood or damage the metal.
 - ❖ Instruments must be safely stored to prevent from getting lost or stolen.
 - ❖ Only the child assigned to the instrument is allowed to handle the instrument.
 - ❖ Instruments must not be carried outside of their cases.
 - ❖ At no time may instruments be removed from their cases on the bus/transportation to and from school.
 - ❖ Parents/guardians are held responsible for ensuring their child brings their instrument back to school before their music class.
 - ❖ Instruments should either be in rest position, playing position or in their cases (do not leave out on chairs, tables, or any other surface where it is not protected).
 - ❖ Instruments need to be returned to school at the end of the school year or upon the request of the school. If you desire to rent an instrument over the summer please contact the Director of El Sistema.
 - ❖ If instruments/materials are damaged, stolen or lost by your child while in their care, **the parent/guardian will be held financially responsible. Furthermore your child will not receive another instrument until the school receives or has arranged for any and all compensation to be processed for the lost or damaged instrument.**

General Information and Program Policies

School Governance

As a public school chartered by the Commonwealth of Massachusetts, Conservatory Lab is directly accountable to the state for all aspects of its operation. Conservatory Lab is overseen by a Board of Trustees, which meets regularly to establish policy and ensure sound financial management and fundraising success. Included on the Board are representatives from the school's Family Action Network (FAN). The Board is organized into several committees including executive, governance, finance, development, and education.

Both Board meetings and Family Action Network meetings are subject to Massachusetts Open Meeting law and, as such, any member of the school community or the public is welcome to attend.

Attendance

ARRIVAL

GRADES K1-8: K1-Grade 8 students begin school at 9:15am and end at 4:30pm.

ABSENCES

Your child's attendance patterns often have a direct link with achievement. Frequent absences hurt academic performance. Massachusetts State Law mandates that unless children are ill, they must be in school on time every day. Absences are considered excused for the following reasons:

1. Student illness or injury
2. Student medical appointment
3. Bereavement (some restrictions apply - please contact the school)
4. Some religious observances

For any of the above reasons, Massachusetts State Law further stipulates that parents must notify their child's school within 24 hours. This can be done by phone by calling (617) 254-8904 ext. 100, each day of a student's absence. Messages may be left on the school's voicemail system at any time. When calling, please clearly list (a) your name, (b) your child's name, (c) your child's grade, and (d) the reason for the absence. When your child returns to school, you should send an absence note with an explanation for the child's absence from school.

- ★ Please send a note following your child's absence. The note must include all of the following information:
- a. your name
 - b. your child's name
 - c. your child's grade, and
 - d. the reason for the absence

ALL other absences are considered unexcused. Three unexcused absences can result in a referral to Conservatory Lab's administration for review. Furthermore, excessive tardies will be cause for referral to administration for review. If your child has excessive excused medical absences (3 days or more days in a quarter or more than 12 in a school year), the school will require that a doctor's verification of illness be provided for the absences or there may be cause for referral to an administrator for review.

Chapter 76, section 1 of the Massachusetts General Law states that all children between the ages of six and sixteen must attend school. ***If a child has more than seven unexcused absences in a six month period, then a referral to the Department of Children and Families may be submitted.***

TARDINESS

School begins each day at 9:15 am. Tardiness is a serious detriment to each child's and each classroom's success. It detracts from the progress of the class as well. When a child is tardy, it prevents him/her from benefit of the most important part of a

school day when the day's work is outlined. Tardiness is a serious distraction for the teacher and students who are punctual, because it detracts from the progress of the class. Although excessive tardiness is when a child is late in excess of 15 minutes for elementary students and 10 minutes for middle school students, the habitual tardiness of 5 to 10 minutes is equally detrimental. This is typically the parents' responsibility. Please assist your child to learn the valuable lesson of personal responsibility by setting the example for punctuality. It is a most valuable life skill. Children who are tardy may in some cases make up the lost time during recess, lunch and in the case of middle school students, during detention. Three tardies will be considered an absence. Chronic tardiness will be referred to administration, will result in a review by the director and required family meeting to plan for punctual attendance. Excessive tardiness may result in failure of missed classes, thereby resulting in failure to meet grade level benchmarks. Excessive tardiness may result in referral for the Department of Children and Families as this establishes continual absence from a given class.

DISMISSAL

All early dismissals must be completed by 3:30pm to insure the safety of all students. Parents/guardians should contact the main office.

Early Dismissals	12:00pm	All dismissal changes submitted to office for communication to teachers.
Walkers	4:25pm	Walkers may be picked up from designated area
Bus Students	4:25pm	Bus students begin loading available buses

All students must be picked at the designated time. Families who consistently leave their children at school after hours will be referred to a director. In the case that a family member does not arrive to pick up a child the local police and child services will be contacted for assistance.

EARLY PICK-UP

If you need to pick up your child at a time earlier than their normal pick-up time, we ask that you follow this procedure:

- Please send a note or call the school before 12:00 pm, so we can inform the teacher and student(s).
- At the time of the pick-up, come in to the school and sign your child out with the operations assistant at the front desk.
- Wait in the reception area for your child to come and join you. Family members may not go to the classroom to pick up their child.
- All early dismissals must take place before 3:30pm.

Arrival and dismissal times are busy transition times and it is not an appropriate time to meet with a teacher. If you wish to meet with a teacher, please leave a note with the school's main office, send the teacher an email requesting a meeting, or a message on her/his voicemail. Your cooperation will help to make this busy end-of-day period run more smoothly for all children and staff.

GENERAL DISMISSAL CHANGES

If there is a change in the normal pattern of dismissal for your child, please send a note in with your child in the morning and call the school's main office during the day to confirm. Children will be permitted to leave with someone other than their parent/guardian only with written or oral permission, and proper identification.

School Calendar

Conservatory Lab calendar essentially conforms to the Boston Public School calendar for MOST holidays and vacations, but please check carefully for differences from BPS. On days that Conservatory Lab is in session and BPS schools are not, students are expected to be in school on those days. For a copy of the school calendar, please visit www.conservatorylab.org or contact the school. We will be glad to send another copy home.

Saturday Performances

All CLCS students must participate in two Saturday school days for El Sistema performances. This is an integral part of students' demonstration of their learning. Students are accountable for this time and undocumented absences may affect

students ability to demonstrate their progress.

Snow Days and Emergency Closings

Conservatory Lab is closed when the Boston Public Schools are closed due to severe weather. Closing is broadcast over WBZ (AM 980), WCRB (102.5 FM) and TV channels 4, 5, and 7. When a major storm threatens, school may close early; parents/guardians will be notified to pick up their children early. If there is an exception, Conservatory Lab will call phone the number on file with news of any emergency closings or dismissals. If in doubt, call the school.

School Uniform Policy

Conservatory Lab Charter School's uniform is available on www.allensuniforms.com

We believe that our school uniforms show a commitment to school culture, make our students readily identifiable when on field work or in case of an emergency, and reduce social stigma and anxiety amongst peers.

Children out of uniform compliance will receive a Violation Report. Repeated violations will result in a parent conference. Please note: the school does have an opt-out policy for religious observances and medical needs.

Shirts: Long or short uniform shirts must be worn at all times. If you choose to wear an undershirt underneath the uniform shirt, that shirt must be white or black. Long sleeve undershirts may be used during the winter months, but must also be white or black. Uniforms may not be modified, cut, or written on. Shirts must be tucked in.

Pants and Skirts: Pants and skirts must be khaki in color. In warm weather, scholars may wear knee length shorts. If wearing a skirt, we recommend the "skort," which is a skirt with shorts built in. Examples of acceptable pants, shorts, skirts, and skorts are on the [Allen's Uniforms website](http://www.allensuniforms.com). Skirts/skorts must be at least knee length.

Sweaters and Jackets: Scholars are permitted to wear a Conservatory Lab fleece jacket to stay warm, while in the building. Long sleeve Conservatory Lab polo shirts are also available. Any other sweater or jacket will not be permitted indoors. If worn, students will be asked to remove it.

Tights/Socks: Socks or tights must be worn at all times and only in colors: black or white

Shoes: Shoes must be closed toe and have a rubber sole. Shoes may not light up, blink, make noise, or have cleats or wheels built into the shoe.

Headwear: Hats, bandanas and distracting headwear are not permitted indoors. However, religious items are permitted.

Concert Attire: All children are expected to wear a combination of black bottoms and a white top. This may mean black skirt, dress, or pants and a white blouse or button up shirt. All children will be expected to also wear solid black shoes.

***If there is ever a time when students are allowed to be out of uniform, a note will be sent home explaining the details and expectations.**

Cell Phone Policy

Cell phones must be turned off and not visible during the school day or while on school premises. Conservatory Lab has landlines in every room in the building. There is absolutely no reason for a student to need a personal phone during school time. If you need to get a message to your child, please call the school directly. A staff person will assist students in contacting family should the need arise. Staff will always notify families directly in the case of an illness or emergency.

If any student is in possession or uses a cell phone during the instructional day, the phone will be confiscated immediately. After being confiscated, an administrator will hold the phone until a parent/guardian can come to the school and pick it up. We are asking for our family community to help support this decision for the safety of all our students. Many of our students do not understand the capabilities and dangers of these devices including unsupervised use of social media and cyberbullying.

Personal Items

Toys, electronics, and other personal items should be left at home. Conservatory Lab cannot be held responsible for items broken, lost, or stolen if brought from home to school. The item will be confiscated and a parent/guardian must personally retrieve the item from the school.

Limited Touch Policy

Staff members are educated to recognize the difference between healthy touch and inappropriate touch. In particular, staff members are trained to recognize the signs of unwelcome physical contact or physical closeness that is sexually suggestive, sexually degrading, or sexually intimidating such as the unwelcome touching of another's body parts; cornering or blocking an individual; or any other kind of unwelcome physical contact. In addition, staff members are trained to recognize unwelcome communication that is sexually suggestive, sexually degrading or imply sexual motives or intentions.

Staff are informed of the appropriate avenues to express their concerns about those signs. If anyone suspects abuse, then they must report concerns immediately to the school administration. Following receipt of a report, the administration will promptly conduct an investigation and work to ensure the immediate safety of the child/children. In accordance with the investigation, the Department of Children and Families and/or police may be called in to support the investigation. The reporting of reasonable suspicions about staff conduct is taken as seriously as reporting suspicions about abuse in the home or of bullying.

The goal of the policy is to help protect children as they grow and develop healthy relationships with peers and with adults. Touching is a reality between teachers and students, and it is our goal to clarify that appropriate touching is limited physical contact so that students can more easily identify something that may be unusual if it should happen in their lives.

Food Program

Conservatory Lab provides a school breakfast and lunch program. Breakfast and lunch may be purchased, and are available at free or reduced cost to those who qualify. Students may also choose to bring lunch from home. We ask each family to return a Meals Form to the school so that we know which students qualify for the Free or Reduced lunch program. Even if you do not plan on taking advantage of the meals program, having this document is extremely helpful to the school. These forms help us determine the overall spending formulas for the entire school community.

Conservatory Lab does not have a cafeteria. The meals are delivered daily by City Fresh foods and meet all school nutritional food requirements. All meals delivered are the exact same. Therefore, Conservatory Lab cannot provide substitutions for meals. If you have religious or dietary restrictions, please contact the school's main office for a monthly meals calendar. With this information, you can send a lunch to school with your child on days that you know your child will not be able to eat all or a portion of the meal (for example, restrictions around dairy, pork, beef, etc.).

If you do not meet the requirement for the free lunch program and must pay either full price or a reduced fee for breakfast and lunch, Conservatory Lab must receive monthly payments in full at the start of each month in order for your child to participate in the program. Missed payments may result in suspension from the program until all payments are received. We also work with families to create payment plans for those dealing with financial hardships. Stay in communication with the operations assistant so that you are educated about options that may be helpful to you.

Do not send any glass containers, or anything that requires heating or refrigeration. Also, families are asked NOT to deliver "fast food" to their children during the school day.

****NO NUT POLICY****

CONSERVATORY LAB IS A PEANUT AND TREE NUT FREE SCHOOL.

Thank you for not sending peanut or tree nut foods into the school.

Classroom Celebrations

In the interest of being a community that respects diversity, there are no food or parties associated with birthdays or religious holidays. Thank you for your cooperation.

El Sistema Policies

All students must participate fully in El Sistema as an integral part of the school curriculum, which includes attending all concerts that occur during school hours. In addition, students must adhere to school-wide rules, norms and expectations during El Sistema music classes.

Full Participation

Our school's charter and mission are built around Learning through Music and the El Sistema program, therefore each child is required to participate fully in the El Sistema program, attend all concerts, and perform to their full potential. Students will be subject to the school's Code of Conduct while participating in any El Sistema activity.

Instrument Responsibility Policy

Our instrument responsibility and take home policy are listed as follows:

- ✧ Instruments must be treated with extreme care, and must not be left in very hot or cold spots, such as the inside of a car.
- ✧ Instruments must be kept away from food or drink.
- ✧ Instruments must be kept away from any sharp objects that could scratch the wood or damage the metal.
- ✧ Instruments must be safely stored to prevent from getting lost or stolen.
- ✧ Only the child assigned to the instrument is allowed to handle the instrument.
- ✧ Instruments must not be carried outside of their cases.
- ✧ At no time may instruments be removed from their cases on the bus/transportation to and from school.
- ✧ Parents/guardians are held responsible for ensuring their child brings their instrument back to school before their music class.
- ✧ Instruments should either be in rest position, playing position or in their cases (do not leave out on chairs, tables, or any other surface where it is not protected).
- ✧ Instruments need to be returned to school at the end of the school year or upon the request of the school. If you desire to rent an instrument over the summer please contact Mr. Gonzalez
- ✧ If instruments/materials are damaged, stolen or lost by your child while in their care, ***the parent/guardian will be held financially responsible. Furthermore your child will not receive another instrument until the school receives or has arranged for any and all compensation to be processed for the lost or damaged instrument.***

Health and Wellness Policies

Health Policy

COMMUNICABLE DISEASES

The school will notify parents/guardians when cases of serious communicable diseases occur anywhere in the school.

Please do not send a child to school under the following circumstances. It is the parent/ guardian's obligation to inform the school of any of the following:

- Child has had a fever within 24 hours
- Child has conjunctivitis ("pink eye")
- Child has vomited that morning or the night before
- Child has strep throat
- Child has open sores, ringworm, or infectious skin ailments or contagious illness

- Child has head lice or nits (lice eggs)

IN-SCHOOL ILLNESS OR INJURY

Conservatory Lab does have a nurse who services both buildings. A child with minor bumps, bruises or abrasions will be treated at the school. We have staff trained in CPR and First Aid. In the case of fever or other signs of illness, the family must pick up the child immediately. The child should be picked up within 30 minutes by an identifiable adult (ID may be required).

MEDICAL EMERGENCIES

In the event of a major injury or serious illness, every attempt will be made to notify a parent/guardian or emergency contact person. The school will call 911 for ambulance services. If the child is in stable condition, the ambulance will take the child to the nearest emergency room hospital. **The parent/guardian is financially responsible for all expenses incurred by the ambulance and hospital.**

RECORDS

(See also [Communication](#))

Parents/guardians must submit the following to the school before the school year begins (please see Health forms packet):

1. A new health history form filled out by parent/guardian,
2. The most recent physical exam report, must be within the last two years,
3. Emergency contact form, indicating emergency contact information and the preferred hospital to use in case of an emergency (please see Health forms packet), and
4. An up-to-date immunization history.

Health records must be returned to the school before the school year begins. **Students will be excluded from school if the school does not receive the required medical records or appropriate documentation. No exceptions.**

Teachers check the records so that they know of any special medical conditions; parents/guardians are also urged to talk over any special issues with teachers and appropriate staff members.

MEDICATION

Students at Conservatory Lab are supported by our nurse who serves both campuses. While students may carry certain types of medication in school with their doctor's written permission, including a copy submitted to the school nurse, we strongly encourage that all medication be given to the nurse who will properly secure it. If a child is to receive prescription medication in school we require a written *doctor's order* and written *parent permission* for each medication. This applies to all medications. Contact the school nurse to discuss your child's medical needs.

Wellness Policy

POLICY INTENT AND RATIONALE

Overall good health fosters good student attendance and optimizes student performance potential to ensure that no child is left behind. The purpose of the policy is to ensure that each student is provided ongoing opportunities designed to maximize the prospect that the student will make positive decisions throughout life. Health education provides critical content for students to develop and demonstrate health-related knowledge, attitudes and practices. Physical education and regular physical activity is an integral part of the total education of students, which contributes to the physical development of the individual through promotion and appreciation of physical fitness. School food services will provide students with a variety of affordable, nutritious and appealing foods that meet the health and nutrition needs of the students.

A. Provide a comprehensive learning environment for developing and practicing lifelong wellness behaviors.

The entire school environment, not just the classroom, shall be aligned with healthy school goals to positively influence a student's understanding, beliefs and habits as they relate to good nutrition, regular physical activity, and healthy lifestyle practices. In the school newsletter, pro-active health information and anticipatory guidance is disseminated to the whole school community by our school staff. Bulletin boards and posters will be used to display health promotion messages throughout the school year.

B. Support and promote good nutrition and proper dietary habits contributing to students' health status and academic performance.

School Food Program

All foods and beverages served at school for breakfast and lunch meet or exceed acceptable nutritional standards. Emphasis is placed on foods that are nutrient dense per calorie. To ensure high quality, nutritious meals, foods are served with consideration toward variety, appeal, taste, safety, and packaging.

- Reimbursable school meals meet, at a minimum, the regulations of the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (ACT U.S.C. 1779) and sections 9(f)(1) and 17(a) of the Richard B. Russell National School lunch Act (42U.S.C. 1758 (f)(1), 1766(a), the USDA Nutritional Standards and the American Dietary Guidelines
- Menus are prepared and foods are served to incorporate variety, appeal, taste and safety to ensure high quality meals. Conservatory Lab meals are provided by City Fresh Foods. According to the school's contract with City Fresh Foods, provided food portions meet or exceed the above-mentioned guidelines.
- Meal times and Scheduling:
 - The school will provide students with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch.
 - Lunch periods are scheduled as near the middle of the school day as possible.
- **CONSERVATORY LAB IS A PEANUT AND TREE NUT FREE SCHOOL. FOR THE SAFETY OF OUR STUDENTS WITH SEVERE NUT ALLERGIES, SNACKS AND/OR LUNCHES THAT CONTAIN PEANUTS AND/OR TREE NUTS ARE NOT PERMITTED IN THE SCHOOL COMMUNITY.**
- Parents are to consult with the classroom teacher or director before sending food to be shared. This is because every school has children who have severe, life-threatening allergies of all kinds and other restrictions on some children's diets. No child shall be put at risk of having an allergic reaction to foods brought into school.
- Staff members will be regularly updated by the school administration regarding children who have severe food allergies.

Nutrition and Health Education

- Nutrition instruction will be taught as part of classroom instruction in subjects such as math, science, language arts, social sciences, and elective in order to provide students with the knowledge and skills necessary to promote and protect health.
- Nutrition instruction includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, multicultural festivals and food tasting, promotions, farm visits, and school gardens;
- A comprehensive sex education component will be taught in the Upper School to prevent risk-taking behaviors that can adversely affect student health and well-being. Permission for participation in this program will be secured for each student by his/her parent or guardian.

C. Provide opportunities for students to engage in physical activity.

A physical activity program is an essential component for all students to learn about and participate in so as to develop life-long skills and enjoyment of physical activity.

- The school schedule includes daily recess for students in elementary grades. During daily recess, students are encouraged to participate in organized games that foster gross motor development and aerobic activity.

Communication

Notices

The Family Bulletin, a weekly newsletter will be sent electronically. The Family Bulletin will include information on class and grade happenings, upcoming class events and/or needs. The school will send home a classroom report and school administrators might send home flyers, forms, and other notices. All papers will be sent in your child's communication folder in your child's backpack. **Please check your email and your child's backpack every day, so that you don't miss any important information.**

If you have an email address, please make sure the school has it as we are moving towards sending all messages home electronically. Please check your email for important information and announcements.

Conservatory Lab will also contact you via our mass messaging phone system. We will use this phone system to call and alert you to upcoming events such as a FAN meeting or the Book Fair. We may also use this phone system in case of an emergency. It is important that we have your current phone numbers at all times.

Contacting Teachers

(Also, see www.conservatorylab.org)

An open line of communication between home and school is vital to your child's academic success. Our teachers welcome your input, and encourage you to maintain a dialogue with them. To make this communication possible, it is important that we have your current phone numbers at all times.

If you need to reach a teacher, please call the school (Lower campus – 617-208-6200 or Upper campus – 617-254- 8904) and leave a message on his/her extension, or send in a note with your child, including information about when and where the teacher may contact you. Please be aware that teachers are generally not available to talk on the phone during school hours. Teachers' school email addresses are also available as another way to communicate.

Contacting Administrators

(Also, see www.conservatorylab.org)

The school administrators maintain an open-door policy. Please feel free to stop by to discuss any issues or concerns, however they may be participating in previously scheduled events. As such, you may request a meeting to identify a common time to meet your needs. Telephone calls will receive a response within 48hrs, and individual meetings can be easily arranged. You may also contact administrators by email.

Academic Progress and Records

Parent/Guardian Teacher Conferences

All parents/guardians **must** participate in two scheduled student conferences, portfolio reviews, and expedition exhibitions each year. In addition, conferences may be scheduled at any time if any special concerns need to be addressed. These meetings have two major objectives. The first is to provide an opportunity for parents/guardians and teachers to build a working relationship based on trust, mutual understanding and support for each student. The second conference is a **student led conference** to share insights and perceptions and explore goals for your child, while reviewing student progress and achievement with the teacher and your child.

Progress Reports and Report Cards

Students receive four report cards. All reports at Conservatory Lab are standards based. Students receive a number score from 1-4 on each standard based on their demonstrated level of mastery.

1 Beginning understanding	2 Developing understanding	3 Approaching standard	4 Mastery of Standard
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Teachers take into consideration student progress on applicable homework, class work, class discussion, quizzes, and assessments. These reports track your child's progress over the course of a year in the areas of Math, Reading, Writing, Social Studies, Science, Music, and Social/Emotional Skills. Students are expected to demonstrate.

You must attend Parent Teacher Conferences and Student-led Conferences; we strongly encourage you to come to our Expedition Celebrations as you will see the scope and depth of your child's academic growth.

Classroom Observations

Our school has a policy that allows parents/guardians to visit a child's class. Parents/guardians may request to observe a classroom by contacting the teacher or administrator to schedule an appropriate time for the class observation. In order to provide context to the visit and avoid any disruption to the learning, an administrator may also be present. The only time classroom observations are not allowed is during the first several weeks of school or testing. During the beginning of school, it is critical for students to transition into their new setting, and parental presence in the classroom can slow this process.

When observing in the classroom, parents/guardians are asked not to disrupt the education of their child or of other children, or to attempt to conduct individual conversations with the teacher or students during instructional time.

Thank you for your cooperation in observing these guidelines. Be assured that our goal is to create a safe, secure, and positive learning experience for all our students and their families

Promotion Policy

Conservatory Lab takes student promotion very seriously. Promotion decisions will be made on a case-by-case basis. Decisions will be made based on a student's academic achievement, social and emotional needs, and academic assessments through the year. Families are a critical part of the team and will be contacted throughout the year if academic or social/emotional concerns are prohibiting their child from fully engaging in Conservatory Lab academic and music programs. Conservatory Lab teachers and administrators will make the final decision regarding promotion based on a student's readiness for the next grade level; however, families are expected to participate fully in the conversation and actively engage in maximizing their child's learning potential.

Student Records and Confidentiality

A student's record consists of their school transcript, including all standardized assessments and temporary records. As the parent/guardian of your child you have the right (as mandated in The Family Educational Rights and Privacy Act [FERPA]) to inspect all portions of your child's school record upon written request to the school administration at least 24 hours in advance. You may also request copies of any part of the record. Any student who is at least 14 years old has the right to view and receive a copy of their student record.

The student's transcript, or Permanent Record, includes the student's name, date of birth, address, years and grades complete and courses and grades earned. The Permanent Record is kept for 60 years after the student leaves the school.

All other records regarding the student are Temporary Records and are destroyed seven years after the student leaves the system. Parents/Guardians have a right to receive a copy of this Temporary Record prior to its destruction and may request a copy by contacting the administration of the school.

TRANSCRIPT REQUESTS

Transcript requests require a request in writing and must be received at least one week in advance.

LETTERS OF RECOMMENDATION OR EVALUATION

Letters of Recommendation or Evaluation for private school applications require a three-week-in-advance written request. As per the standard Conservatory Lab confidentiality policy, all such recommendations will be mailed in a sealed envelope directly to the school and not to a parent.

Family Involvement

Family and Student Learning Agreement

Parent/guardians of students at Conservatory Lab are expected to sign and return a [Family and Student Learning Agreement form](#) indicating their willingness to make a significant commitment to the education of their child in the following ways:

- Communicating often and routinely with their child's teacher
- Making sure their child arrives at school on time each day

- Reinforcing the school's behavioral expectations at home
- Keeping informed about school policies and requirements of their child's academic program
- Assisting with homework and practicing
- Participating in parent/guardian-teacher conferences
- Attending school events
- Responding promptly to school communications
- Serving as volunteer in the school
- Participating in the Family Action Network (FAN)

During Parent/Guardian-Teacher Conferences, at Open Houses, and during other meetings, teachers will be checking in with families to make sure our agreements are being upheld.

Family Action Network (FAN)

Conservatory Lab has a very active Family Action Network (FAN). The mission of Conservatory Lab FAN is threefold:

1. to build communication within the school community
2. to support parents/guardians in being effective educational partners and advocates for school improvement; and
3. to assist and work as a team with Conservatory Lab staff.

FAN holds monthly business meetings, and several informational/social events throughout the school year. All parents and guardians are urged to become active members of the FAN.

Special Education Family Action Network (SPED FAN)

The Special Education Family Action Network (SPED FAN) seeks to be a clearinghouse on matters that pertain to the education and safety of students with disabilities; meets regularly to disseminate best practices that are emerging in the field of special education; meets regularly with school officials to participate in the planning, development, and evaluation of the school's special education programs and to advocate for the appropriate supports and special education services necessary to meet the individual needs of children with disabilities.

The SPED FAN meets quarterly to help provide the structure for an amazing experience for our children at school and in life. They serve as advocates of equal educational opportunities for families and children with special (more) needs. Meetings provide a time to share experiences and ideas, to learn from each other, and support each other with our similar concerns. SPED FAN also fosters a better understanding and communication between staff, families and administrators concerning all aspects of special education needs. They will provide family input into educational programs and policies. The SPED FAN will meet four times a year; check the school calendar for dates.

The FAN as a whole gives families a voice in building a school to support all learners. The FAN is chaired and supported by families in consultation with Conservatory Lab administrators. This group meets monthly over the course of the school year and serves the school community by acting as a formal clearinghouse on issues, including Special Education, that directly impact student achievement in school and at home and as a conduit for family, teacher, administrative, and student concerns. Its function is to assess, prioritize, act on and direct these concerns through appropriate channels and also to communicate with all members of the school community regarding decisions and procedures.

Family Complaint Policy and Procedure

In keeping with the school's commitment to creating partnerships for learning between families and teachers, families are expected to initially contact their child's teacher when any questions or concerns arise.

If families believe that their child's teacher has not adequately addressed their concern, any parent/guardian, or other member of the school community may appeal to Conservatory Lab Principal. Complaints concerning buses, behavior, suspensions, issues concerning teachers, academics, civil rights, etc may be filed in person, by telephone (617 254-8904), by mail (2120 Dorchester Avenue, Dorchester, MA 02124) or by email see www.conservatorylab.org for email addresses) and may be verbal or in writing. The appropriate administrator will respond within 7 days of receipt of the complaint to the complaining party.

If the person believes that the Director has not adequately addressed his/her complaint, s/he may submit the complaint in writing to Conservatory Lab Principal.

If the person believes that his/her complaint has still not been adequately addressed by the Principal, s/he may submit the complaint in writing to Chief Operating Officer.

If the person believes that his/her complaint has still not been adequately addressed by the Chief Operating Officer, s/he may submit the complaint in writing to Conservatory Lab Board of Trustees.

The Board of Trustees shall investigate the complaint. The complaining person and all school personnel shall cooperate fully in the investigation. The Board of Trustees shall provide a written response no later than 30 days from the receipt of the written complaint.

If the person believes that the Board of Trustees has not adequately addressed his/her complaint, and that Conservatory Lab is violating the law and regulations that govern charter schools (M.G.L.c.71, s.89; 603 CMR 1.00), s/he may also submit the complaint in writing to the Commissioner of Education. The Commissioner shall investigate the complaint, make a written response, and if the school is found to be in non-compliance, take further action as deemed appropriate.

For “Family Advocacy” or how families can become involved, please see [Family Involvement](#).

Transportation Policies

Our policy is that unless otherwise specified, your child will go home on his or her bus. The school must receive all dismissal changes in writing or via a phone call. The school will not make dismissal changes based on student reports.

Students in grades K1-5 who live more than one mile from school qualify to ride a yellow school bus, unless the student lives outside of Boston. School bus transportation is provided to Conservatory Lab by the Boston Public Schools Transportation Unit. Please direct questions about school bus transportation to the BPS Transportation Unit, at (617) 635-9520. Please let the school know of any changes that you make in your child’s bus arrangements (e.g. new bus stop or different bus). Students in grades 6-8 will be provided a transportation pass for access to public transportation. Families in grade 6 may submit a waiver to Boston Public Schools to request yellow bus service for their child in grade 6. Any request for yellow bus service for reasons of safety for students in grades 7 and 8 must also be submitted to Boston Public Schools.

For the safety of all, proper conduct on school buses must be upheld. Students are under school care from the time they leave their homes in the morning until they return at day’s end. Therefore, improper behavior on a BPS school bus will result in consequences imposed by the school, including temporary or permanent bus suspension. The following Bus Safety Rules must be adhered to by all, whether going to and from school, or traveling with a teacher on a field trip:

Bus Safety Rules

- **Obey the instructions of the bus driver, teacher or chaperone**
- **Remain seated at all times**
- **Keep hands and all objects inside the bus**
- **No loud arguing, provocative behavior or fighting**
- **Use an indoor voice and respectful language**
- **Respect property: no littering, defacing, stealing or spitting**

Any bus driver may refer a student to the school for improper conduct on their bus. Should a Bus Safety Rule be broken, the school uses a progressive discipline structure that aligns consequences with the nature of the offense that occurred. Families will be contacted following bus incidents and may be required to come in for an in-person meeting. A first or second offense may result in consequences including but not limited to suspension from school and/or loss of bus privileges. Subsequent offenses may result in permanent loss of transportation privileges.

Children must attend school when suspended from the bus. Any absence, as a result of a bus suspension, is considered unexcused.

Students waiting to board buses in the morning should be at their assigned bus stops five minutes before the scheduled bus time. They need to wait until buses have come to a complete stop and put out a stop sign before approaching to get on.

No student(s) will be allowed to ride a bus other than his/her regularly assigned bus.

No stops to pick up or discharge passengers will be made by any bus driver other than at officially designated places.

Children that do not attend Conservatory Lab are not permitted on the bus.

Student Services

Student Services Team

The Student Services Team (SST) is a problem-solving team that meets to discuss concerns about individual students in the domains of academic achievement, social-emotional, or behavioral functioning and determine appropriate interventions that will help students to be successful learners at the Conservatory Lab. The SST is coordinated by the Special Education Coordinator.

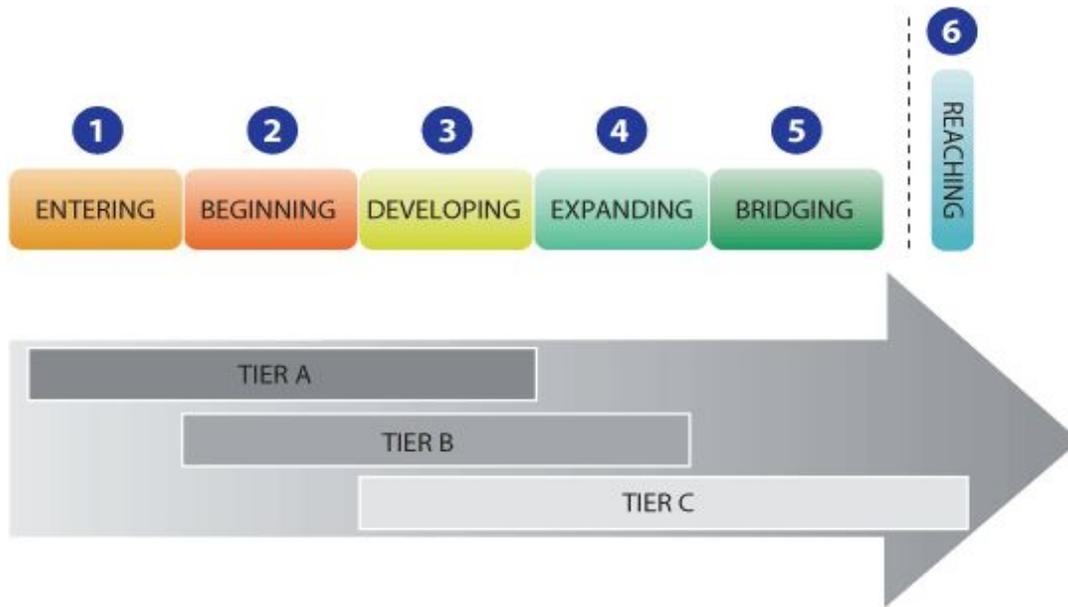
Teachers are responsible for notifying families about any concerns prior to referral and for communicating the content of any intervention plan that has been created (e.g. strategies, supports, accommodations, etc.). The Special Education Coordinator is responsible for communicating the intervention plan and follow-up steps from the SST meeting to any teacher or staff member that works with the student. This will allow for collaboration between home and school and among the school staff so that the student's specific needs are being addressed and monitored.

Student supports will be communicated with the family. If a parent or guardian has any concerns about your child's success in school, you may contact your child's teacher, who in turn will refer your concerns to the SST. If you would like more information about the SST process, please contact the Special Education Coordinator

English Language Learners

Some students may be eligible for language instruction and academic support through the services of the English Language Learners (ELL) Program at Conservatory Lab. The recommendation for ELL service is based upon a combination of classroom teacher's observation, answers on the Home Language Survey, and through the WIDA-Placement Test.

Students identified as ELL will receive language and content support in either push-in and/or pull-out sessions. The sessions will work on the same content that the regular education teacher provides, but will be delivered by a licensed ESL teacher and will specifically address the four primary language domains: Listening, Speaking, Reading, and Writing. The length of the sessions is determined by state regulations of recommended hours according to each student's level of English language proficiency:



As mandated by the state, ELL students will participate in all state required English language proficiency assessments annually until they graduate from the program. As of 2013, these assessments include the ACCESS test and the WIDA-Apt Placement test. Students must take these two assessments in addition to any grade level PARCC tests they may be required to take during the same school year.

In addition to targeted ESL instruction, classroom teachers at the Conservatory Lab are being trained in Sheltered English Immersion content teaching, which will allow them to provide English language learners with support in the content subjects throughout the day.

Special Education

Although all attempts will be made to use the SST process (see above) to address individual student needs, there are cases when the interventions implemented are not sufficient. In those cases the student may be referred for an evaluation to assess their skills and present levels of functioning and to better determine the nature of their difficulties.

- **What is a referral?**
A referral is a written request for an evaluation that is given to the school district when a child is suspected of having a disability and might need special education services.
- **Who can make a referral?**
 - *Parents/guardians*
 - *School personnel in collaboration with the SST*
 - *Agencies concerned with the welfare of students, including city and state agencies*

If you believe that your child may have a disability, you may refer your child for an evaluation by submitting a written request to the Special Education Coordinator. The director will call you to discuss the exact concerns then develop a set of evaluations best suited to satisfy those areas of concern. Regardless of the referring source, the evaluation process begins once the parent or guardian has signed a “Consent to Evaluate” notice. The school then has 30 days to complete the evaluation and an additional 15 days (45 days total from receipt of consent) to convene a team meeting that includes the parents/guardians and all relevant support staff and teaching personnel to determine the student’s eligibility for services and to develop a plan to best meet his or her needs.

The evaluation should examine all areas of suspected disability and provide a detailed description of the student’s needs. In order to be eligible for special education services:

1. The student must have a disability determined by a doctor or other diagnostic means;
2. The disability results in a lack of effective progress in the regular education setting; and
3. The student requires specially designed instruction or related services (e.g. occupational therapy, speech and language

therapy, counseling, etc.) in order to access the general curriculum and make effective progress.

The potential disability may be a developmental delay, autism, or an intellectual, sensory, neurological, emotional, communication, physical or health impairment, a specific learning disability, or a combination of the preceding impairments.

If student is found not eligible, he or she may still receive support, although not special education services.

If the student is eligible for special education services, parents work as equal partners with school personnel to develop an Individualized Education Program (IEP). When appropriate, students (particularly those age 14 or older) can be involved in the development of their IEPs.

The IEP goes into effect after parents agree to the services and sign the IEP form. Parents receive a copy of the IEP after it is finalized. They also receive **quarterly** updates on the student's progress towards his or her IEP goals (following the schedule of progress reports for non-disabled student). The IEP is reviewed **at least annually** but may also be reviewed any time as concerns arise regarding the services being provided. Additionally, students participate in **triennial reevaluations** every 3-years from the completion date of the initial evaluation.

It is important to note that students with disabilities have many rights and protections under federal and state law. Specifically, the *Individuals with Disabilities Education Act* (IDEA) stipulates that all children with disabilities have the right to *free and public education* (FAPE) that is designed to meet their individual needs and prepares them for further education, employment, and independent living.

At the Conservatory Lab Charter School, placement and service decisions are based on the individual needs of the student and students with special needs are educated in the *least restrictive environment* and in accordance with the core value of *social justice and equity for all*. Conservatory Lab strives to be an inclusive school, meaning that students will be educated within the general education classroom to the fullest extent possible. As necessary, students also receive pull-out services from other professionals who provide students with math and literacy support, speech and language services, occupational therapy, and counseling.

504 Accommodation Plans

In addition to the protections and special education supports afforded under IDEA, the rights of students with disabilities are also protected under Section 504 of the Rehabilitation Act of 1973. This is a civil rights law that prohibits discrimination on the basis of disability in programs and activities, public and private that receive federal financial assistance. It is important to note that Section 504 is intended to establish a "level playing field" - usually by eliminating barriers that exclude persons with disabilities - whereas IDEA is remedial - often requiring the provision of programs and services in addition to those available to persons without disabilities (typically through the IEP process described above).

If a student has a disability that "substantially limits one or more major life activities" (e.g. learning, mobility, etc.) but does not require specially designed instruction, they may still require accommodations to their school program in order for them to maximize their potential and function to the best of their abilities.

A **504 Accommodations Plan** is not a special education plan. However, similar to an IEP, it is developed based on an evaluation of the student's present levels of performance and functioning and is reviewed annually to align with each student's individual goals and needs.

Counseling Services

As was previously noted in this handbook, the Conservatory Lab emphasizes social, emotional, and academic growth in a strong and safe school community. Although the general curricular programs available may meet the needs of a majority of students in these areas, we recognize that some students may benefit from additional social, emotional, or behavioral support in school.

In order to address this need, a staff social worker/counselor will be available to work with children both individually and/or in small groups to help them develop appropriate social skills and strategies to cope with strong emotions. The social

worker/counselor will often also be available during recess and to provide consultative support to teachers within the classroom.

Beyond traditional skills groups, the social worker/counselor will work with students who require this level of support via a variety of techniques to address their individual needs and help them process everything from friendship struggles to changing family dynamics to trauma and grief. These services will be available to students who are mandated for counseling as part of an IEP as well as to the general student population.

Nondiscrimination Policies

Nondiscrimination Statement

All programs, activities, and employment opportunities at Conservatory Lab are offered without regard to race, color, sex, religion, national origin, size, sexual orientation, gender identification (including, but not limited to Transgendered) and disability. Conservatory Lab has a Civil Rights Complaint Policy and Procedure, which is available upon request from the school office.

- If you believe that you or your child has been subjected to illegal discrimination or harassment at Conservatory Lab, you may file a complaint with the Chief Operating Officer or Principal (Conservatory Lab Charter School, 2120 Dorchester Avenue, Dorchester, MA 02124, (617) 254-8904).
- The Section 504: Coordinator of Special Education (Conservatory Lab Charter School, 2120 Dorchester Avenue, Dorchester, MA 02124, (617) 254-8904).
- The Homeless Liaison: Director of Admissions (Conservatory Lab Charter School, 2120 Dorchester Avenue, Dorchester, MA 02124, (617) 254-8904).

Using the Conservatory Lab complaint process does not prevent you from also filing a complaint with an outside governmental agency, as outlined in the [Family Complaint Policy and Procedure](#).

Pregnancy Policy for Students

If a student is pregnant or a parenting student, under Title IX (see [Nondiscrimination](#) section in this Handbook), s/he has a right to stay in school so s/he can meet their education and career goals. Title IX prohibits discrimination on the basis of sex - including pregnancy, parenting and all related conditions, such as abortion - in educational programs and activities that get federal funding. The school will provide to all students who might be, are, or have been pregnant the same access to school programs and educational opportunities that other students have. The school will excuse any absences due to pregnancy or any related conditions for as long as a doctor says it is necessary for a student to be absent. When a student returns to school, she will be reinstated to the status she held before her leave. The school requires the student to submit a doctor's note from a doctor, as is required of all students with medical conditions or doctor's appointments.

Home and Hospital Instruction

Conservatory Lab Charter Public School provides home and hospital tutoring to students who, "in the judgment of their physician, should remain at home or in the hospital on day or overnight basis, or any combination of both, for a period of at least fourteen school days in any school year." Before a student can receive these services, a licensed physician must complete a state-required form. **The required physician's statement form is available at www.doe.mass.edu/sped/28mr/**

Students Seeking Employment

Students who are between the ages of 14-17 are eligible for employment in the states of Massachusetts. A student must be in good standing academically and already have a position of interest before obtaining a work permit. Students may access the Employment Permit Application from the Dean of Students directly, or online at <http://www.mass.gov/lwd/docs/dos/youth-employment/youth-application.pdf>

All applications must be filled out completely by student and parent, then submitted to the Director of School Culture for approval and Work Permit ID number.