



Collegiate Charter School
of Lowell



*Student
Parent
Handbook*
2016 - 2017

Education for a changing world.®

Member of the SABIS® Network

Collegiate Charter School of Lowell

1857 Middlesex Street
Lowell, Massachusetts 01851

Phone: (978) 458-1399 Fax: (978) 458-1366

Website: lowell.sabis.net

Facebook: facebook.com/Lowell.SABIS

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Welcome

About this Handbook

The handbook is meant to provide a *clear* and *visible* framework of understanding for students, parents, and staff. It provides answers, however brief, to such questions as, "What are the guiding principles of a school within the SABIS® Educational System™?" "What are our aspirations for our students?" "What responsibilities must we fulfill as members of a community?" In short, "***What are we about?***"

All handbooks should be manageable and should serve as reliable resources. While this *Student Handbook* is a work in progress that will change and be revised as we grow as a school, it still can help you understand "what we are about" today. Please read the handbook thoroughly and with care. Then, keep it at home within arm's reach for reference.

We seek your understanding and cooperation as we work together toward meeting our goals.

The School reserves the right to make changes to the Student Handbook at any time and without notice. The School also reserves the right to depart from policies and procedures.

Collegiate Charter School of Lowell

Contact List

Phone: (978) 458-1399 Fax: (978) 458-1366

Position	Name
School Director	Mr. Frederick Randall IV
AQC, Grades K-2 (Academic Quality Controller)	Mrs. Siobhan Quinlan
AQC, Grades 3-6 (Academic Quality Controller)	Mrs. Kirsten Hunkapiller
SEAC (Special Education Academic Coordinator)	Ms. Amelia Armstrong
Student Life Coordinator	Mr. Jeffrey Shanahan
IT Manager	Mr. Christian Simard
SMC (Student Management Coordinator)	Mr. Carl Nystrom
SMC - Deputy (Student Management Coordinator)	Ms. Jennifer L'Heureux
SMC - Assistant (Student Management Coordinator)	Ms. Tatiana Yepes
School Social Worker	Mr. Anthony Volis
ELL and Extended Day Coordinator (English Language Learner)	Mrs. Vannak Theng-Sanders
Registrar	Mrs. Chanphaly Ouk
Business Office	Mr. Gerald Martin
Human Resources	Ms. Luz Pastrana
School Nurse	Mrs. Jennifer Gikas, R.N.
Office Manager	Mrs. Lily Ducharme
Receptionist	Mrs. Pamela Rondon

If you are unsure of whom to call, a member of the front office staff will be happy to direct you to the appropriate person.

For more information, visit the SABIS® network website at www.sabis.net. Additionally, our school has a dedicated website at lowell.sabis.net.

Collegiate Charter School of Lowell

Board of Trustees

Mrs. Kathleen McCarthy – President

Mr. Walter McGrail – Vice President

Mr. Alan Miller – Treasurer

Ms. Erika Souza – Secretary

Mr. Brian Chapman – Member

Dr. Raquel Bauman – Member

Mr. Pravin Patel – Member

Eric Nelson – Member

Yun-Ju Choi – Member

The CCSL Board Meetings will be held on the third Tuesday of each month, starting at 6:00pm, unless otherwise noted.

History of the SABIS® School Network:

The International School of Choueifat (pronounced SHOY-FAT) was founded in 1886 in the village of Choueifat, a suburb of Beirut in Lebanon. The founders, Miss Louisa Proctor and Reverend Tanios Saad, started it as a school for girls. Miss Proctor and Reverend Saad believed strongly that women transmitted a culture's values and were the force behind ensuring well-educated children. At that time there were few schools that accepted girls in that region of Lebanon. Three years later, families in the community came to the School and asked that their sons be admitted because "our daughters are learning more than our sons are." The School became coeducational at that time.

The School survived two world wars and continued to grow and develop over the years. In the mid-1970's it started an expansion program outside Lebanon. Now there are 79 schools and 1 university operating in 15 countries: the United States, Pakistan, the United Kingdom, the United Arab Emirates, Lebanon, Jordan, Egypt, Germany, Romania, Bahrain, Oman, Qatar, Saudia Arabia, Iraq, and Syria. The total enrollment in these schools is more than 60,000 students and 4,500 employees. Graduates of these schools have attended top universities.

Today, Mr. Ralph Bistany and Mrs. Leila Saad head the SABIS® School Network. The U.S. headquarters of SABIS® Educational Systems is in Eden Prairie, Minnesota.

Features of the SABIS® School Network:

College Preparation for All Students

The School strives to prepare all its students to enter the colleges and universities that are of the best quality and "fit." We believe that a college education is accessible to *all* students who are enrolled in the SABIS® School system. The record of college placement by SABIS® students bears this out.

Collegiate Charter School of Lowell currently accepts students from kindergarten through 3rd grade. The School is highly academically-oriented without being selective and requires only two things:

Students must have a minimum basic knowledge in English and mathematics (as determined by diagnostic tests); those lacking this knowledge must be willing to attain it through help and hard work.

Parents and students must want an excellent education, and students must be willing to make the effort required to achieve academic success.

Cultural Diversity:

SABIS® believes cultural diversity in its student body and staff is part of its mission to "educate citizens of the world."

The diversity of the student body gives students the experience of interacting with children and adults from a variety of backgrounds, providing them with an opportunity to closely relate to people of different cultures, religions, and races. It fulfills one of the goals of the School's philosophy, which is "to help students develop a true understanding of the differences as well as the similarities" of others.

Accountability:

We believe that high efficiency and good standards are achieved if people are held responsible for their actions and decisions. Hence, every individual at the School is accountable. Administrators bear the responsibility for setting, achieving, and maintaining high standards. The administration sets the syllabi for all classes and measures the attainment of objectives through independent testing. Teachers are held accountable for student achievement.

“No Child Left Behind” Act:

SABIS® will, upon request, provide information regarding the professional qualifications of classroom teachers, including but not limited to information regarding state qualification and licensing criteria for grade levels and subject areas of teacher instruction.

Non-discrimination Policy:

According to M.G.L.A., Chapter 71, Section 89, I, and Chapter 76, Section 5, Collegiate Charter School of Lowell is committed to ensuring equal educational opportunities for all students, on a space available basis, and shall not discriminate on the basis of race, color national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, or proficiency in the English language or a foreign language, and academic achievement. Collegiate Charter School of Lowell may limit enrollment to specific grade levels and may structure curriculum around particular areas of focus such as mathematics, science or the arts.

The Board of Trustees has approved grievance procedures for students, teachers and other employees who feel that they have been discriminated against. Copies of the policy and procedures are contained in this Handbook and are also available at the administrative offices.

Interference with, intimidation of, and/or retaliation against any individual, including a student, parent, or guardian, for filing a complaint, filing a grievance, or opposing discrimination is strictly prohibited and shall be treated as an actionable, wrongful act in and of itself.

Collegiate Charter School of Lowell does not discriminate with regard to race, color, religion, gender, sexual orientation, gender identity, national origin, age, disability, LBGQT status, genetic information, marital status, amnesty or status as a covered veteran in accordance with applicable federal, state and local laws.

This policy applies to all students, teachers, staff, and administration at Collegiate Charter School of Lowell.

In conformity with Collegiate Charter School of Lowell’s non-discrimination policy, the following policy outlines the use of restroom facilities by students and employees at Collegiate Charter School of Lowell:

1. Students shall have access to use restroom facilities that correspond to their gender identity as consistently expressed by the student and asserted at school. Transgender or gender nonconforming students shall have access to use single-stall

restroom facilities upon request. In all cases, safeguards should be in place to protect against or prevent bullying and other issues.

2. Students asserting a different gender identity for the first time should be directed to use single-stall restroom facilities until the school is able to discuss this with the parent and student.

3. Employees shall have access to use restroom facilities that correspond to their gender identity as consistently expressed by the employee and asserted at work. Safeguards should be in place to protect against or prevent bullying and other issues.

4. Any employee who voluntarily seeks additional privacy shall have access to use single-stall restroom facilities.

The purpose of this policy is to protect all students, teachers, staff, and administration at Collegiate Charter School of Lowell, both LGBTQ and non-LBQT; to ensure their safety; to provide safeguards; and to provide a safe and non-discriminating learning and work environment.

Collegiate Charter School of Lowell Enrollment Policy:

Collegiate Charter School of Lowell (CCSL), located in Lowell, Massachusetts, is a public K-6 college preparatory school that provides top-quality education on a non-selective basis to all students, on a space available basis, and will not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, gender identity mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. The School will implement and follow their Student Recruitment and Retention Plan as submitted, as outlined in M.G.L. Chapter 71, Section 89(f); CMR 603 1.05(f).

1.) Eligibility Criteria for Enrollment

- a) A student applying for enrollment must be a resident of Massachusetts at the time of application and at the time of his/her acceptance.
- b) Proof of residency will be obtained as part of the enrollment process, except in the case of homeless students. Examples of residency proof will include utility bills, signed leases and mortgage bills.
- c) Students entering kindergarten must be five years of age by September 1st to attend Kindergarten. Parents/guardians must complete an Application of Admission; present the student's birth certificate and proof of residency.
- d) CCSL does not administer tests to potential applicants or predicate enrollment on results from any tests of ability or achievement (603 CMR 1.06(2)).
- e) CCSL does not require potential students or their families to attend interviews or informational meetings as a condition of enrollment (603 CMR 1.06(2)). Informational meetings will be scheduled for parents/guardians who want to visit the school; attendance at these meetings will not influence the enrollment process.
- f) Parents/guardians are required to complete an Application for Admission to start the enrollment process for their student who is already attending school elsewhere.
- g) Enrollment shall not exceed the maximum cap allowed by the schools charter.

2.) Enrollment Process

- a) Collegiate Charter School of Lowell will hold an annual enrollment period for students who are seeking enrollment at CCSL. The enrollment period will be advertised widely throughout the sending district and will include public information sessions and school tours for interested families. Attending information sessions/tours are not required as a condition of enrollment. Applications will be available at the school during the enrollment period. The date of the enrollment period and the date of the application deadline will be publicized at least one month in advance of the enrollment period. The annual enrollment period will last a minimum of one month. Applications submitted after the deadline for any enrollment period must be resubmitted in the next enrollment period.
- b) The enrollment process will take place every January for children who will be eligible to start Kindergarten the next school year. The enrollment period will be advertised widely throughout the sending district and will include the dates for public information sessions and school tours for interested families. Attending information sessions/tours is not required as a condition of enrollment. The dates of the enrollment period and the date of the application deadline will be publicized at least one month in advance. For Kindergarten enrollment, parents/guardians will be required to fill out an Application for Admission, provide the school with the child's birth certificate and proof of residency.
- c) Collegiate Charter School of Lowell will enroll new students in grades K-6, following Certified Massachusetts Regulations (603 CMR 1.06(4(d)) requirements.
- d) Any information that is requested on the application form, such as, language spoken or race/ethnicity will not be used to discriminate and will not be used for selection purposes. This information will help us evaluate the effectiveness of our enrollment process.
- e) Students who are offered enrollment will be contacted by U.S. mail and will then have seven days to accept or decline the offer. Parents are encouraged to update their contact information by calling the school with any changes.
- f) Applications will be accepted for any child meeting the school's age requirements and residing in Massachusetts. Applications will only be available at the school during the enrollment periods.

3.) Lottery Procedures

- a) All eligible applications received by the deadline will be entered into a public lottery. Applicants will be placed in the lottery by their grade as of the next school year.
- b) CCSL will determine the number of seats available each year by grade level prior to the start of the new school year.
- c) The number of seats available for Kindergarten, in the next school year, will be determined, prior to the kindergarten lottery. That number will be based on the number of siblings that register for kindergarten and the number of attending kindergarteners that may not be promoted to grade one and will repeat kindergarten.
- d) Notice of the lottery will be publicized at least one week prior to the lottery.

- e) Three separate lotteries, for every grade, will be held at the end of each enrollment period if there are more applicants than seats available, or if there is a Waiting List at any grade level.
- f) Students who have completed the enrollment process will be separated into one of the three below groups:
Siblings (students who share a common parent, either biologically or legal adoption) of students who are already in attendance at CCSL in the year of application, will be given preference for admission over non-sibling students. It is the responsibility of the parent/legal guardian to inform CCSL of any sibling(s) currently on the Wait List.
Residents of Lowell will be given preference for admission over non-resident students
Non-residents will be defined as Massachusetts residents who live outside of the City of Lowell
- g) Each Application for Admission will be assigned a random identification number for the lottery. The parent/guardian completing the Application will also be given a copy of the identification number for their child prior to the lottery. As each student's number is drawn, he/she will be assigned the next available opening for his/her particular grade, or placement on the appropriate Waiting List. Each of the three lotteries will establish a fair and random list of students by grade ranked in ascending numerical order according to their lottery draw.
- h) An unbiased person will draw these numbers by grade at a publicized, public meeting at the school.
- i) If the principal enrollment process fails to produce an adequate number of enrolled students, the lottery process may be repeated if a Waiting List does not exist and the required lottery process is strictly followed, including public notification and deadlines (603 CMR 1.06(5)).
- j) Once a student is attending the school, they may remain at the school even if their town of residence, within Massachusetts, changes.
- k) Any student for whom enrollment into CCSL would cause the sending district (Lowell) to exceed their tuition cap, they will not be offered admission but will remain on the Waiting List. If that student is a sibling of a student currently in attendance at the school, the state may pay the child's tuition, subject to appropriation (M.G.L. Chapter 71, Section 89(i); 603 CMR 1.06(4)(e)).

4.) **Waiting List Policy**

- a) If a student stops attending CCSL or declines admission, the next available student on the Waiting List for that grade will be offered admission until the vacant seat is filled.
- b) No student will be admitted ahead of other eligible students on the Waiting List unless said student is either a sibling of an enrolled student or a resident of Lowell.
- c) Students on the Waiting List will be contacted by phone with any offer of admission to the school. It is the parent/guardian's responsibility to notify the school with any change of contact information.

- d) Any student who is offered a seat at CCSL and declines admittance, will need to reapply and proceed with the lottery process.
- e) Any student who signs up for enrollment will be part of a lottery, if a seat is not available, to determine their placement on the Waiting List. The student's name will be added to the existing Waiting List in the order his/her name is drawn in the lottery. The student's name will remain on the Waiting List until his/her name comes to the top of that grade's Waiting List and an opening in his/her grade is available. CCSL will maintain a rolling Waiting List from year to year. The Waiting List will advance all students one grade level each year, so students only need to take part in the lottery process once. Students who are on the Waiting List as non-siblings and become a sibling, due to the acceptance and attendance of their brother/sister, will be given sibling status. It is the parent's responsibility to notify the school if this occurs. If a student currently on the Waiting List changes his/her grade, it is the parent's responsibility to notify the school. At that time, the student will be placed in the next available slot at the end of the Waiting List of the new grade.
- f) CCSL will keep accurate and secure electronic and paper records of their Waiting List. The Waiting List will contain the names, home addresses, telephone numbers, grade levels, and sibling status of students who entered the lottery but did not gain admission.
- g) When a student stops attending the school for any reason, the school will attempt to fill vacant seats up to February 15th. CCSL must replace any student who leaves the school in grade K-5 with a student in the same grade level, if the replacement takes place on or before February 15th. If a student in grade K-5 leaves the school after February 15th that vacancy will be filled the following school year with a new student in the subsequent (next) grade level.
- h) Parents/guardians who have a child on the Waiting List are encouraged to contact CCSL once a year to update their child's information and track their child's movement on the Waiting List.

5.) Application for Admission to CCSL

- a) The application does not require dual parent/guardian signatures.

6.) Policy on Documents Necessary for Admission

Collegiate Charter School of Lowell will not admit a candidate for admission unless it has received the following up-to-date documents from the Lowell Public Schools:

- a) Official Transcript;
- b) Temporary Record, including:
 - 1) Report cards, grades, progress reports;
 - 2) MCAS results;
 - 3) District-wide testing;
 - 4) Individualized Education Programs(s) ("IEPs"), Section 504 Accommodation Plan(s); and/or District Curriculum Accommodation Plans (DCAPs) if such exists; and
 - 5) Full disciplinary records; and
- c) Immunization Records required by the Department of Public Health (DPH).

School Mission:

Collegiate Charter School of Lowell

Will be recognized as a provider
Of top quality education
To a highly diverse student body.
It will prepare students
For success in college, equip them
With the ability and desire
For lifelong learning,
And strengthen their civic,
Ethical, and moral values.

Collegiate Charter School of Lowell

Will maintain high standards
Of efficiency and accountability
Throughout its operation.

Collegiate Charter School of Lowell

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2016-2017 SCHOOL CALENDAR

Month	Date	Day	Event
July	4	Monday	School Closed – Independence Day
August	15-29	Mon-Mon	Teacher/Staff Workshop Days
August	25	Thursday	Grand Opening & Meet Your Teacher Night (3pm-6pm)
August	30	Tuesday	School Opens – First Day of School
September	2	Friday	No School – Labor Day Break
September	5	Monday	School Closed – Labor Day
September	6-23	Tues-Fri	STAR & Diagnostic Testing
September	8	Thursday	No School – Staff Professional Development
October	5	Wednesday	Early Dismissal (1/2 Day) – Staff Professional Development
October	10	Monday	School Closed – Observance of Columbus Day
November	8	Tuesday	No School – Staff PD (9am-1pm) & Parent/Teacher Conferences (1pm-6pm)
November	11	Wednesday	School Closed – Observance of Veterans’ Day
Nov-Dec	21-7	Mon-Wed	STAR Testing
November	23	Wednesday	Early Dismissal (1/2 Day)
November	24 & 25	Thu & Fri	School Closed – Thanksgiving
December	7	Wednesday	Early Dismissal (1/2 Day) - Staff Professional Development
December	15-22	Thu-Thu	End of Term Exams
December	22	Thursday	Term 1 Ends
December	23 & 26	Fri & Mon	School Closed – Christmas Eve & Christmas Day
December	27-30	Mon-Fri	No School – Winter Break
January	2	Monday	School Closed – Observance of New Year’s Day
January	3	Tuesday	Classes Resume & Term 2 Begins
January	11	Wednesday	Early Dismissal (1/2 Day) – Staff Professional Development
January	13	Friday	Report Cards Issued
January	16	Monday	School Closed – Observance of Dr. King Jr.’s Birthday
February	8	Wednesday	Early Dismissal (1/2 Day) – Staff Professional Development
February	20	Monday	School Closed – Observance of Presidents’ Day
February	21-24	Tues-Fri	No School – Mid-Winter Break
February	27	Monday	Classes Resume
March	8	Wednesday	Early Dismissal (1/2 Day) – Staff Professional Development
April	3-13	Mon-Thu	MCAS Testing – Grades 3-6
April	5	Wednesday	Early Dismissal (1/2 Day) – Parent-Teacher Conferences (2:30pm-6:30pm)
April	14	Friday	School Closed – Observance of Good Friday
April	17	Monday	No School – Observance of Patriot’s Day
April	18-21	Tues-Fri	No School – Spring Break
April	24	Monday	Classes Resume
May	3	Wednesday	Early Dismissal (1/2 Day) – Staff Professional Development
May	8-19	Mon-Fri	STAR Testing
May	29	Monday	School Closed – Observance of Memorial Day

June	8-14	Thu-Wed	End of Year Exams
June	15	Thursday	Day 180 – Early Dismissal (1/2 Day) – Last Day of School (if no snow days)
June	30	Friday	Report Cards Issued
July	10	Monday	Summer School Begins
August	4	Friday	Summer School Ends

Scheduled Days:

August 30, 2016 - June 15, 2017

Pupil School Days

180

The 2016-17 School Year will end when students attend for 180 days. If school is closed due to the weather, days will be made up until 180 days of attendance.

Collegiate Charter School of Lowell

Bell Schedule

2016-2017

Block	KG	Grades 1 – 2	Grades 3 – 4	Grades 5 – 6
HR	8:00-8:40 40 Minutes	8:00-8:40 40 Minutes	8:00-8:40 40 Minutes	8:00-8:40 40 Minutes
1	8:40-9:30 50 Minutes	8:40-9:30 50 Minutes	8:40-9:25 45 minutes	8:40-9:25 45 minutes
2	Break/Snack 10 Minutes	9:30-10:20 50 Minutes	9:25-10:10 45 minutes	9:25-10:10 45 minutes
3	9:40-10:30 50 Minutes	Break/Snack 10 Minutes	Break/Snack 10 Minutes	Break/Snack 10 Minutes
4	10:30-11:20 50 Minutes	10:30-11:20 50 Minutes	10:20-11:20 60 Minutes	10:20-11:10 50 Minutes
5	11:20-11:50 Lunch 30 Minutes	11:20-11:50 Recess 30 Minutes	11:20-12:10 50 Minutes	11:10-12:10 60 Minutes
6	11:50-12:20 Recess 30 Minutes	11:50-12:20 Lunch 30 Minutes	12:10 – 1:00 50 Minutes	12:10 – 1:00 50 Minutes
7	12:20-1:05 45 Minutes	12:20-1:10 50 Minutes	1:00 – 1:25 Lunch 25 Minutes	1:00 – 1:25 Lunch 25 Minutes
8	1:05 – 1:25 Rest 20 minutes	1:10- 2:00 50 Minutes	1:30 – 2:10 SL Period 40 Minutes	1:25 – 2:15 50 Minutes
9	1:25-2:10 45 Minutes	2:00-2:55 55 Minutes	2:10-3:00 50 Minutes	2:15-3:05 50 Minutes
10	2:10-2:55 45 Minutes	2:55 – 3:50 55 Minutes	3:00-3:50 50 Minutes	3:10 – 3:50 SL Period 40 Minutes
11	2:55 – 3:40 45 Minutes 3:40 – 3:50 SNACK (10 minutes)			
Dismissal	3:50-4:10 20 Minutes	3:50-4:10 20 Minutes	3:50-4:10 20 Minutes	3:50-4:10 20 Minutes

Updated October 3, 2016

*Collegiate Charter School of Lowell does not assume supervisory responsibility for students arriving to the School before the start of the school day or remaining on campus after school.

*Early arrival students may be signed into the Extended Day Program and the parent/guardian will be charged the appropriate fee for attendance in the before-school morning program. This fee will also apply to early drop-offs due to weather delays.

No student should remain after school dismissal for an extended period of time while waiting for a ride, waiting for a sibling, after detention or when returned to school because of a bus incident. **Students awaiting rides are expected to remain outside throughout their waiting period. Any student lingering after dismissal may be placed in the Extended Day Program and the appropriate afternoon fee will be charged to the parent/guardian.

ACADEMIC PROCEDURES

2016-2017 Term Schedule

The School year is divided into two terms. Within each term, three types of instructional days are scheduled to maximize learning:

- Regular instruction days
- Revision week
- Finals week

The 2016-2017 school year structure is outlined below.

	<u>Term I</u> Aug 30 th – Dec 22 nd	<u>Term II</u> Jan 3 rd – June 15 th
Revision Week	Dec 8 th – Dec 14 th	May 24 th – June 7 th
Finals Week	Dec 15 th – Dec 22 nd	June 8 th – June 14 th
Total Days	75 days	105 days

School will close after it has been in session for a total of 180 days.

Homework

To reinforce concepts from class and to give students the opportunity to apply what they have learned, students are expected to complete homework.

Homework is an important aspect of each student's educational experience and a major factor in their academic success. Homework is assigned to students as an outgrowth of classroom instruction. It is the responsibility of the student and should reflect their work. Incomplete or outstanding assignments represent a serious threat to learning. Incomplete or outstanding assignments represent a serious threat to learning. Students who are truant with assigned work will be reported that same day to Student Management Department. It is expected that students will have some homework every night including Fridays. Starting in third grade, students use diaries, which are provided by the school to write down their assignments for the day. **Parents should check the diaries if they are uncertain about homework assignments. Students will be asked to have their diaries signed by their parent each night.**

Homework is designed to:

- Reinforce classroom instruction by providing practice, drill and application.
- Build student's self-reliance and sense of responsibility.
- Broaden the student's experiences for increased participation.
- Build time management skills and positive learning habits.

Students are expected to:

- Use student agendas daily and take home needed materials.
- Budget time to complete homework.
- Show thought, effort and neatness in their work.
- Return assignments on the due date.

What parents can do to help:

- Provide students with an appropriate place to do homework.
- Schedule student and family activities to allow for homework completion.
- Emphasize the importance of responsibility and the need for a thorough, careful approach to assignments.
- Encourage independent work while providing the student with appropriate support when necessary.

It is expected that all students will have some form of homework every night whether it is a math exercise, silent reading or studying in preparation for an upcoming exam. The amount of homework will increase as the student progresses through the grades. A general rule is to expect that a student will have a minimum of 10 minutes of homework per grade level. For example, a student who is in the 4th grade should have approximately 40 minutes of homework per night. These guidelines have been established and are subject to individual student learning styles and abilities. Consequently, some students may require less or more time than the guidelines would indicate for each grade level.

Missing Homework/Classwork/Tests and Projects

Students that accumulate missing homework assignments will be subject to academic consequences. Absences and missing work: Parents may request homework and/or classwork only if students have a medical reason or documented family emergency and will be absent for three or more days. All requests for homework/classwork should be made directly to the Academic Quality Controller (AQC).

Missing Homework

- Every time a student accumulates missing homework assignments, an academic, grade, or disciplinary consequence will occur.

Missing Class Work/Tests

- Missing class work and tests due to absenteeism must be made up during Student Life activity period, lunch detention, after-school detention or Saturday Academy within 2 weeks* of the due date or test date. If they are not completed within the two-week deadline, the student may receive a zero grade.

Testing

Continuous evaluation of student learning is an integral part of the instructional process in SABIS® schools. Assessment of student learning is done in many ways, depending on the subject area. Below is a short description of various types of assessment tools used at the School. Students are given weekly or biweekly tests, which are typically chapter or unit tests. Final exams and AMS tests cannot be kept by the students but can be viewed by the parents at the school.

Academic Dishonesty / Cheating / Plagiarism

Academic dishonesty (such as cheating and plagiarism) will be handled with severe academic and disciplinary consequences, including but not limited to parent conferencing, zero grade, detention, In-House Alternative Program, external suspension and/or expulsion. Repeated offenses shall prompt full scrutiny of all student academic grades and may result in re-testing of previous examinations.

SABIS® Academic Monitoring System™

The SABIS® Academic Monitoring System™ (AMS) is intended to monitor student learning and is considered a teaching tool, a part of the instructional process beginning in the third grade. Weekly AMS tests, given in math and English, are objective, criterion-referenced, computer-corrected tests. They are designed to check student learning, mastery, and long-term retention. Test items are intended to evaluate basic or core concepts and focus primarily on factual information. Absent students must make up AMS tests within 2 weeks of the original test date.

Periodic Exams

Students take tests each week during regularly scheduled exam periods. A testing schedule for each term identifies which subjects are to be tested during each week. Absent students must make up periodic exams immediately upon return to school. Any extension is decided upon by the Academic Quality Controller.

Final Exams

Final exams are given at the end of each term to determine mastery of concepts taught over a full term. The end-of-year final exam measures student achievement over the course of the academic year. The result of the final exam accounts for 50% of a student's term grade. The final for Term III counts for 50% of the third term grade as well as 50% of the grade for the final year. *****All final exams must be completed within one week of the last day of finals.*****

Standardized Tests

Students in grades 3, 4, 5, 6, 7, 8, 9, and 10 take state-mandated Massachusetts Comprehensive Assessment System (MCAS) tests. These tests are administered in the spring. Students must pass the Science, English, and Math MCAS to meet the graduation requirements. Scores on standardized tests help teachers assess how much progress students have made, not only by school standards but also by state and national standards. Performance on standardized tests in high school is an important component of the college admission process.

Parent-Teacher Conferences

Communication between the home and the School helps bind the student, parents, teachers, and administration into a team, working toward a common goal of development and growth for the student. Conferences allow the people most directly involved with the student to become involved in the process of his or her education. Parents are encouraged to meet with teachers to discuss their children's progress at school. Conferences with members of the administration may also be arranged. Parents and guardians are encouraged to call the School whenever there is a question or concern. Parent visits to school for impromptu conferences with faculty are discouraged.

Parent Observations in Classrooms

Collegiate Charter School of Lowell believes parents are important partners in educating students and welcomes parental participation in determining a child's appropriate educational program. To that end, we open our classrooms to parents or a parent representative* who want to observe a child in the school setting. The following procedures shall be followed when an observation is requested:

- a. All requests to observe a child shall be responded to in a timely manner;
- b. All observations must be scheduled through the respective A.Q.C.;
- c. Observations during MCAS testing or the first or last several weeks of school are highly discouraged and will generally not be scheduled;
- d. The parent and/or parent representative will discuss the purpose(s) of the observation with the A.Q.C. prior to the observation being scheduled;
- e. The observation will be scheduled at a mutually agreed upon time and date after consultation with the classroom teacher(s);
- f. The A.Q.C. and the parent/parent representative shall determine the parameters of the observation;

- g. The duration and extent of the observation shall be determined on an individual basis;
- h. The parent or parent representative must report to the school office (as do all visitors) as part of the Safe and Secure Building Policy. The parent or parent representative will be directed to the classroom by the administration. An administrator may accompany the parent or parent representative during the observation;
- i. The parent or parent representative must sign the attached Observation Agreement so that both SABIS® and classroom parents have the assurance that information concerning other students' education remains in the classroom and is not discussed in public;
- j. The parent or parent representative may only observe a classroom in which the parent's child is enrolled and in attendance on that day or in a specific program proposed by SABIS® for the child;
- k. The parent or parent representative must refrain from using the observation to critique or evaluate teacher performance;
- l. The parent or parent representative must be a silent observer at all times and not interrupt the educational process in the classroom;
- l. The parent or parent representative may schedule a time to meet with the teacher(s) or administrators. The A.Q.C. or designee has a right to be present at all parent meetings;
- m. The A.Q.C. has the right to limit the number of parent observations in a school setting.

OBSERVATION AGREEMENT

Parent observers in classrooms and their designees are required by law to maintain confidentiality of all information about students in class. As an observer you will have the opportunity to see students in a variety of interactions. By signing this statement, you are acknowledging your understanding of this confidentiality requirement.

I have read the Collegiate Charter School of Lowell's outline of procedures regarding 'Parent Observations in Classrooms' and agree to fully abide by all terms therein.

I also agree to maintain strict confidentiality regarding information or observations about all students in the classroom where I am observing.

I further agree that the observation of the child is in no way an evaluation of staff performance.

(Parent or Designee Signature)

(Date)

(* For purposes herein, parent representative means an independent evaluator, educational consultant, or an individual who preferably holds certification or licensure from the Commonwealth of Massachusetts in a field directly related to the child's educational program.)

Student Classroom Placements

Classroom placements shall be at the sole discretion of the administration of the School. Parental requests for specific faculty members for their children will not be honored.

Student Records

Student records are available to parents upon request. Requests for school records must be in written form and submitted at least two days before the day they are needed.

A student transferring into a local system must provide the new system with a complete school record of the entering student. Said record shall include, but not be limited to, any incidents involving suspension or violation of criminal acts or any incident reports in which such student was charged with any suspended act.

Report Cards

Report cards are mailed out three times a year at the end of each term (approximately three weeks after final exams). They include the student's numerical grades for each subject, attendance records, and an accounting of the student's behavior and ethics in school. Comments regarding attitude, behavior, and progress may also be included on the report card.

SABIS®		Lowell Collegiate Charter School		2014-2015 End-Of-Year Report Card	
Student		Academics		Student Management Points	
Grade Section		English		91	Behavior -6
Student Number:		Composition	82		Class average -19
Parent/Guardian:		Grammar	91	Student Behavior Code	
		Handwriting	86	Compliance with rules	10
		Phonics	96	Cooperation, helpfulness	10
		Seen Reading Comp.	94	Effort	10
		Reading Fluency	94	Good manners	10
		Unseen Reading Comp.	85	Honesty	10
		Spelling	85	Punctuality	10
		Vocabulary	99	Respect for faculty, student & property	10
Attendance		Mathematics		99	Responsibility towards academic work
Days Enrolled	180	Science		99	Self control
Days Absent Excused	4	Social Studies		97	Wise use of time
Days Absent Unexcused	2	Music		Excellnt	Student behavior scores can range from 0 to 10.
Days Tardy Excused	0	Art		Excellnt	10 means the behavior is always exhibited.
Days Tardy Unexcused	0	Physical Education		Excellnt	0 means the behavior is never exhibited.
Grading Information		**BEHAVIOR CODE HONOR ROLL**			
Letter grades for SABIS® schools correspond to the following percentages:					
98 - 100%	A+	78 - 79%	C+		
93 - 97%	A	73 - 77%	C		
90 - 92%	A-	70 - 72%	C-		
88 - 89%	B+	68 - 69%	D+		
83 - 87%	B	63 - 67%	D		
80 - 82%	B-	60 - 62%	D-		
		59% & Below	F		
At a SABIS® school the two terms are not weighted equally for the end-of-year grade. The final exam for Term II covers the curriculum for the entire year and represents 40 to 50% of the end-of-year grade.					
End-of-Year Grading		Remarks:			
		<p>is a diligent student and a pleasure to have in class. does well in all subject areas. shows leadership in behavior as well as academics. is conscientious and cooperative. enjoys the respect and friendship of many. is conscientious and diligent.</p>			
Academic Average		**ACADEMIC HONOR ROLL**		96	
		Director _____			

Promotion/Retention and Placement of Students

Consistent with laws prohibiting discrimination based on race, sex, sexual orientation, national origin, religion or handicap, the school administration, acting reasonably and in good faith, have the final decision regarding the promotion or retention of a student, and the placement of a student in a designated course at a specific level of academic sophistication and/or one that has specific pre-requisite requirements. Diagnostic testing will be administered for any student to determine academic placement. While the Academic Quality Controllers are encouraged to involve parents in significant decisions that affect their children, the ultimate authority concerning promotion, retention, and placement of students rests with school officials. While Academic Quality Controllers are encouraged to involve parents whenever feasible in significant decisions that affect their children, the ultimate authority concerning promotion, retention, and placement of students rests with the school officials.

See M.G.L. c. 71, § 37; see also, Barnard v. Inhabitants of Shelburne, 216 Mass. 19 (1913).

Promotion & Retention Criteria

At the conclusion of the school year, each student will be given a final report card. The final report card reflects grades throughout terms 1 and 2, as well as the cumulative behavior, discipline, and remarks for the year.

To be promoted, each student must have a minimum of 60% in both English and mathematics, as well as an overall academic average of 60% or above. If these criteria are not met, the student will be retained regardless of grade averages in other subjects.

Summer School

A student qualifies for Summer School if he or she fails one subject, either English or mathematics, with an average of 50 – 59%. If this is the case, the student must attend summer school for the failed subject and pass summer school with a 70% average in order to be promoted to the subsequent grade.

Grading System

While all subjects are important, some are given more academic weight than others (see “Graduation Requirements”). The averages and reports are produced not by the teacher but by the administration via computer system. The weights given to various sub-subjects are assigned by SABIS® Educational Systems and are common to all SABIS® schools.

Honor Roll

The SABIS® Honor Roll is intended to be exclusive. A minimum of 87% in each academic subject and at least a “good” in all special subjects is required.

SABIS® WebSchool

SABIS® WebSchool is a website that allows parents to view information regarding the progress of their children. The website provides up-to-date information including, but not limited to school calendars, news, events, downloadable progress reports of academic / exam results, attendance totals and discipline infractions. Website application forms and site requirements are available from the administrative offices.

Student Services

Collegiate Charter School of Lowell's student services include academic administrators, and licensed social workers, who assist students with questions related to educational plans, study skills, personal problems, and any other individual concerns. The administrators and counselors assist students through conferences with individual pupils and/or with small groups.

The help offered includes, but is not limited to:

1. *Educational:* Academic Quality Controllers offer appraisals of academic strengths and weaknesses, review study habits, assist in course selection, and plan for future education.
2. *Personal:* The licensed social worker team assists with mental health and social/emotional counseling of the student population. Social workers provide for mediation of student-related disputes, referral for outpatient mental health services, psycho-educational observations, preparation of behavioral intervention plans, mandated reporting of neglect and abuse situations, and crisis intervention assistance.

Student Behavior Code

The report card communicates not only academic progress, but also information regarding students' behavior and ethics in school. This evaluation is labeled "Student Behavior Code" on the report card and assesses development in the following areas:

1. Honesty – to be honest in all that one does, never taking that which does not belong to oneself or taking credit for something one has not created, written, or done.
2. Cooperation/Helpfulness – to act or work with teachers and fellow classmates for mutual benefit.
3. Compliance with rules – conformity in fulfilling official requests, action in accordance with a standard or authority.
4. Self-control – restraint over one's impulses, emotions (or decisions) (age-appropriate expectations).
5. Effort – hard work; the total work done to achieve a particular end.
6. Good manners – politeness, good social conduct, and proper etiquette; conduct to be observed in social life.
7. Responsibility toward academic work – accountability for one's actions, reliability, something for which one is responsible. Ready to be called for obligations and actions.
8. Punctuality – being on time and prepared for class
9. Wise use of time – exercising sound judgment in the use of time in school.
10. Respect for faculty, students, and property – the act of giving particular consideration or special regard for people and property.

The classroom teacher does the evaluation with input from all specialists who teach the student.

School Curriculum

Grades K through 5 make up the Lower School and grades 6-12 make up the Upper School. The learning that takes place during the early years establishes a strong foundation for success in the advanced Upper School courses, success that could lead to outstanding results in prestigious colleges and universities. The Lower School years are critical ones in the academic process.

The SABIS® curriculum encompasses academic, physical, social, emotional, and ethical growth. The academic curriculum is integrated, sequential, and age-appropriate in skills, knowledge, and values. A dedicated faculty nurtures the building of self-esteem and also encourages a positive, caring attitude toward others through the values of cooperation and appreciation of diversity.

The objective of the curriculum is to help children develop basic skills in an encouraging and supportive environment. It has been designed to challenge students to strive for excellence and achieve their full potential in all grades. The skills of reading, writing, abstract reasoning, and problem solving are emphasized.

Extra-Curricular Activities

Participation in extra-curricular activities, including but not limited to athletics, athletic spectatorship, club memberships, field trips/outings, dances, proms, and graduation exercises while encouraged, is a privilege, not a right. Any student whose conduct in and out of school is inconsistent with the school mission and Code of Conduct may be denied the privilege of participating in extra-curricular activities.

Clubs

The School offers student participation in a variety of club activities. These groups meet during the school day during the Student Life period and/or after the academic day. Membership in school clubs is open and voluntary unless such membership is based upon specific criteria or try-outs. Each club is governed by applicable school policies. Club activities may not materially or substantially interfere with the orderly conduct of educational activities. All school clubs must comply with and adhere to state and federal laws and regulations. School-based clubs are required to have a faculty/staff advisor.

Eligibility for Extracurricular Activities

Extracurricular activities include, but are not limited to, sports teams, academic competitions, field trips, and school-sponsored activities. **All students** wishing to participate in any voluntary extracurricular and / or athletic programs **must complete the required “Consent and Release Indemnification Form”** before participating in any voluntary extracurricular and / or athletic programs.

General Eligibility Requirements

For participation in sports, academic competitions, field trips, and other school-sponsored activities, all prerequisite paper work including, but not limited to, parental

consent/indemnification, forms, and/or fee waiver forms must be completed before a student can participate in an extracurricular activity in any manner. Current physical examination forms must be completed before a student may participate in any interscholastic athletic activity.

Additionally:

- A student who is suspended from school, inclusive of a full day in-school suspension, loses all privileges of participation in or attendance at extracurricular activities during the term of suspension.
- A student who is absent from school may not participate in or attend any extracurricular activities held on the day of the absence (a Friday absence would nullify eligibility for participation in a Saturday contest or activity).
- A student must be in attendance for minimally five (5) academic periods of the School day to be eligible to participate in or attend extracurricular activities held on that day.
- Students who receive two or more disciplinary referrals within twenty (20) school days before the extracurricular activity may not be permitted to participate in the activity subject to the discretion of the Director/Designee.
- Students lose the privilege of participation in extracurricular activities if outstanding disciplinary consequences (detention or Saturday Academy) have not been fulfilled.

Exceptions to this policy may be granted for court appearances, bereavement or medical appointments.

Restriction or loss of participation privileges in any extracurricular activity may be determined by the administration due to violations of the School's code of conduct (see "Code of Conduct" section).

Academic Eligibility Requirements

Eligibility in sports, school sponsored activities and academic competitions that require a student to practice and participate over a period of time, requires that students meet the academic eligibility in addition to the eligibility criteria outlined above.

Eligibility for participation in any long-term extracurricular activity shall be determined at the end of either the first or second marking periods. The year-end cumulative grades will be used to determine academic eligibility during the first marking of the following year.

In order to fully participate in extracurricular activities, a student must receive a passing grade (60% or above) in each of the five major academic subjects during the marking period used to determine eligibility for the particular sport or activity. The five major subjects are English, math, Spanish, history, and science. If a student receives a failing grade (59% or below) in one of the major academic subjects listed above in the determining marking period, the student shall be placed on academic probation (see below). If a student fails two or more of the major academic subjects listed above in the determining marking period, the student is ineligible to participate in any extracurricular activity for the duration of that term.

Academic Probation

The period of academic probation begins on the day that eligibility is considered official and continues for three weeks. Students on academic probation are expected to participate in all tutoring opportunities offered by the School. During the period of academic probation, participation in any extracurricular activity will be limited to accommodate the tutoring schedule. Although members of a sports or academic team may practice with their teams, they may not compete in any interscholastic competitions until eligibility is reinstated. For those students who maintain averages of 60% or above in all of the major academic subjects during the probationary period eligibility will be reinstated at any date after the three-week period. After the eligibility is reinstated, the student must maintain a passing grade in all major academic subjects for the duration of the extracurricular activity or eligibility may be revoked.

Field Trips

Field trips are held to help support the School's curriculum. They are academic in nature and involve pre and post-activities. Some field trips require a fee for participation. Any family that experiences financial need should contact the Director or designee for a fee waiver. *Students who receive two or more academic, disciplinary or bus behavior referrals within 20 school days before the field trip may not be permitted to attend.* However, student attendance on field trips remains subject to the discretion of the Director/Designee. Students are required to be in school uniforms for all field trips unless otherwise noted.

Late Night and Overnight Field Trips

Chapter 346 of the Acts of 2002, an Act Relative to Safety of School Sponsored Travel, requires that all out-of-state or extended (overnight) trips and excursions, except those required for student participation in tournament competition or contests, must have advance approval from the Board of Trustees. Fund-raising activities for such trips will be subject to the approval of the Director/Designee and should not take place until approval has been received. Trip approval applies only to school-sanctioned trips. Student travel carriers must be licensed by the Federal Motor Carrier Safety Administration. Overnight accommodations will be made in advance with student safety and security as the priority. Every attempt will be made to avoid driving students between the hours of midnight and 6:00 A.M, due to the increased risk of accidents during these hours. Whenever possible, overnight trips will be scheduled on weekends or during school vacations to minimize lost classroom time. Non-academic field trips are considered "optional school programs" and do not count toward structured learning time requirements under 603 CMR 27.00. Academic field trips are, however, counted toward these requirements. If most of a class's members are participating in a trip, the School will provide appropriate substitute learning activities for any students who do not participate. Time for group fundraising should be reasonable for a measured balance of homework, after-school activities, work and personal responsibilities. Students will be accompanied by a sufficient number of chaperones. All chaperones must have a CORI check clearance in accordance with legal mandates. CORI checks are recommended but not required by law for bus drivers who do not regularly work for the district and who will not have unsupervised contact with students. Chaperones must always be present when students are on a bus.

CORI Requirements / Field Trip / Activity Chaperones

Pursuant to Chapter 71, section 38R of the Massachusetts General Laws, **all current and prospective employees, volunteers, chaperones, school transportation providers, and others who may have direct and unmonitored contact with children must submit to a search of Criminal Offender Record Information with the Massachusetts Criminal History Systems Board.** Chaperone service shall be at the discretion of the school administration and remains subject to criminal record information review. CORI information is not subject to the public records laws and shall be kept in a secure administrative office for not more than three (3) years. Access to this information is restricted to an administrator certified to receive such information. Collegiate Charter School of Lowell must obtain this information at least every three years during an individual's term of employment.

Academic Support

All students entering the Collegiate Charter School of Lowell are required to take diagnostic tests. Tests are administered after a student has been enrolled by lottery or from the waiting list.

Students found to be behind academically may be offered one of several different solutions, depending on the severity of their academic needs. Also, students who perform below the academic standards during the school year can benefit from these solutions as well.

- Tutoring Program
 - Peer Tutoring - The SABIS Student Life Organization® has set up a system to match students needing help in specific subject areas with other students who volunteer to be tutors. The peer-tutoring program offers satisfaction to the students offering the help, and provides academic support to those students who can benefit from coaching by a student with a firm grasp of the subject. Peer tutoring occurs during Student Life Activity periods.
 - Faculty Tutoring - A faculty tutoring program assigns teachers to tutor students who need more intensive help, but who are not sufficiently behind their classmates to need the support of an Intensive Program class.

The School sponsors a variety of after-school programs which will be open to students. The amount of offerings and/or fees may vary from term to term. A memo regarding the term offerings will be sent home each term.

Books

Several books are assigned to students during the year. It is expected that students will treat all books with respect and keep them in good condition for return at the end of the year. Students should not write in books unless explicitly instructed to do so by a teacher. If a student loses or damages a book, parents / guardians are responsible for the cost of the replacement book. The school office will provide information about costs for a book should a problem arise. Students with outstanding bills for books may not be allowed to participate in end-of-year activities until payment is made. In addition, the school will provide students with certain academic supplies. They will be responsible to replace them if they are lost or destroyed.

The SABIS Student Life Organization®

An Overview of the Organization

The Student Life Organization consists of seven departments that offer all our students interesting and attractive opportunities to make a difference in their school, improve their academics, participate and/or lead activities they enjoy, excel in, as well as create the appropriate atmosphere to enjoy school life and have fun.

Prefect System

A Prefect is a student who is a member of the Student Life Organization.

A Prefect has assigned duties within the Student Life Organization and contributes to the productivity of the school.

Being a Prefect enriches students' experiences, increases their chances of being accepted at a University of their choice and positions them to be successful later in life.

The SABIS Student Life Organization® Hierarchy

Even though there is a hierarchy of responsibility within the SABIS Student Life Organization®, it is important that students realize that every role is important. Only then can goals be successfully achieved. Each student has a role in Student Life and fits within the hierarchy of positions. At a basic level, all students are expected to be responsible and productive members of the School, abiding by school rules and supporting the School philosophy. The Basic Beliefs of the School serve as the guidelines of Student Life in its day-to-day operations.

Motivating Students to Do Their Best

Because the School is a community and not just a classroom, students are expected to follow school rules and meet expectations for good behavior outside of the classroom as well. This includes everything a student does while school is in session (e.g. lunch, recess/break, and activities in the after-school program) as well as outside of school hours at social activities, field trips, and other school-sponsored events. Positive and negative consequences apply to students engaged in any school activity.

Positive Consequences

Gold Slips

Appropriate behavior is expected from students at all times. However, teachers, staff, and administration are constantly watching for behavior and actions that exceed these expectations. When a student is "caught doing something good," he or she may be rewarded with a Gold Slip.

The Gold Slip includes the student's name, the date, and what the student did to deserve special notice. Gold Slips are collected by the Administration. Once a month, a drawing is held. One Gold Slip recipient from each grade is selected and those students go out to a special lunch.

Membership in the National Junior Honor Society (NJHS) is a privilege granted to students by the Middle School Faculty Council. The SABIS® Chapter of the National

Junior Honor Society promotes the recognition of students who reflect outstanding accomplishments in the areas of academics, character, leadership and service.

The National Junior Honor Society

The NJHS is a co-curricular activity that supports the mission of the school and upholds the NJHS Constitution. The five obligations of NJHS members are paying annual dues, maintaining the standards by which they were selected, attending meetings when called, and participating in individual and Chapter service projects. The individual service requirement is fulfilled by volunteer peer tutoring arranged through the SABIS® Student Life Organization. The community service requirement involves fundraising to financially support a local charity chosen by the rank and file members.

Criterion for membership in NJHS includes an overall grade point average of at least 87% or more and an evaluation of the prospective member's leadership ability and willingness to serve others. In addition, the ethics and standards of all prospective members are surveyed through their teachers and then evaluated by the faculty council. Prospective members are interviewed by the faculty council, and, after deliberation, selection and non-selection letters are sent to the student's homes via U.S. Mail. A formal induction ceremony takes place each year to welcome new members into the SABIS® Chapter of the NJHS.

Student Management and Motivation

Every person at Collegiate Charter School of Lowell is expected to treat every other person with dignity and respect. Staff and students will work together to help every person in the School reach his or her full potential. Any behavior or action which helps someone grow and mature will be encouraged. Any behavior or actions that interferes with another person's growth or the student's own growth will prompt immediate disciplinary consequences. Students will be encouraged to remember to:

Strive for excellence and help others achieve this goal.

Respect

All students are members of the Collegiate Charter School of Lowell community. To help the School and its "members" excel and enjoy being with each other, all members must take responsibility for their actions. Each student's relationship with all other students (from kindergartners to the oldest students) and all staff (teachers, administrators, custodians, assistants, etc.) must be based on respect and caring.

All members of The School community must:

- Be respectful of others at all times,
- Use appropriate language at all times,
- Be courteous to others.

Responsibility

"Responsibility is an extension of respect. If we respect other people, we value them. If we value them, we feel a measure of responsibility for their welfare." (Thomas Lickona, Educating for Character.)

The biggest responsibility of a student is to learn.

Students are responsible for completing assignments, coming to class prepared, paying attention in class, and managing their behavior to support learning both inside and outside of the classroom.

The Basic Beliefs

The following six directives represent the “Basic Beliefs” of the Collegiate Charter School of Lowell and other SABIS® schools. Students are expected to follow them.

1. Always try.
2. Do your best.
3. Cooperate and actively help others.
4. Treat others with respect.
5. Manage yourself.
6. Respect the property and rights of others.

Any community must have rules and basic guidelines to function effectively. The Collegiate Charter School of Lowell is no exception. This Handbook contains many rules with sentences that have the word “not” and other admonitions that may be viewed by some as “negative.”

However, the School is built on a supportive approach to helping students. The underlying foundations of The School’s approach to student management and motivation can be summarized in the six very *positive* phrases above.

Every staff person is an equal and contributing part of the discipline policies and procedure. Students should treat all adults, as well as each other, with respect. All adults have the obligation of reporting any inappropriate behavior to the administration.

Student Management Points

The discipline points portion of the report card details the number of negative discipline points that the student has earned throughout the term.

Any referrals to student management will result in negative discipline points; *point amounts vary based on the level of the disciplinary infraction.*

General School Rules

Civility Policy

Civility/Conduct of Parents, Other Visitors, and School Employees

It is the intent of the Collegiate Charter School of Lowell to promote respect, civility, and orderly conduct among students, school employees, parents, and the public. It is not the school’s intent to deprive any person of his or her right to freedom of expression. The intent of this policy is to maintain, to the greatest extent reasonably possible, a safe, harassment-free workplace for teachers, students, administrators, staff, parents, and other member of the community. The School encourages positive communication and discourages volatile, hostile, or aggressive communications or actions.

1. Expected Level of Behavior:

- School personnel will treat parents and other members of the public with courtesy and respect.
- Parents and other visitors will treat teachers, administrators, and other school employees with courtesy and respect.
- School personnel and visitors shall follow all traffic laws on public and private ways while travelling to and from campus.

2. Unacceptable and Disruptive Behavior:

- Using loud or offensive language, swearing, cursing, or displays of temper.
- Threatening to do physical harm to a teacher, school administrator, school employee, or student.
- Any other behavior that disrupts the orderly operation of a school, classroom, administrative functions and a safe campus environment.
- Abusive, threatening, or obscene letters, e-mail, or voice mail messages.
- Violations of traffic laws/directives on public, private and campus ways.

3. Parent Recourse:

- Any parent who believes he or she was subject to unacceptable or disruptive behavior on the part of any staff member should bring such behavior to the attention of the staff member's immediate supervisor, appropriate administrator, and/or the Director.

4. Authority of School Personnel:

Any individual who acts as follows may be directed to leave the school premises by any school administrator, including the Director, and school security personnel. If the person refuses to leave the premises as directed, the administrator or other authorized personnel shall seek the assistance of law enforcement personnel to take such action as is deemed necessary:

- Disrupts or threatens to disrupt school operations;
- Threatens or attempts to do or does physical harm to school personnel, students or others lawfully on school premises;
- Threatens the health or safety of students, school personnel, or others lawfully on school premises;
- Fails to follow campus / public / private way traffic and safety directives;
- Intentionally causes damage to school property or the property of others lawfully on school premises;
- Uses loud or offensive language;
- Comes onto school premises without authorization; or
- Engages in unauthorized audio/videotaping or still photography.

In the event that there is a serious threat of harm to student(s) or school personnel, the school may obtain an Order of No Trespass prohibiting the individual making said threat from entering on school property.

Authority to Deal with Persons who are Verbally Abusive:

- If any member of the public uses obscenities or speaks in a loud demanding, insulting and/or demeaning manner, the employee to whom the remarks are addressed shall calmly and politely warn the speaker to communicate civilly.
- If the verbal abuse continues, the employee may, after giving appropriate notice to the speaker, terminate the meeting, conference, or telephone conversation.
- If the meeting or conference is on school premises, any employee may request that an administrator or other authorized person direct the speaker to promptly leave the premises.
- If the person refuses to leave, the administrator or other authorized personnel shall seek the assistance of law enforcement personnel to take such action as is deemed necessary. If the employee is threatened with personal harm, he or she may contact law enforcement.

Should an individual persist in violating the terms of this policy, the school may limit and restrict the methods of communication that may be used by said individual. Such restrictions shall not apply in the event of emergencies or administrative functions such as TEAM meetings or disciplinary hearings.

Safe And Secure Building Policy

In order to maintain safe and secure school buildings and grounds, Collegiate Charter School of Lowell requires that all visitors report to the Security Officers or receptionist in the respective lobby to secure guest identification badges. All visitors must properly wear to display guest credentials for all school appointments / visits. All visitors are required to legibly print their names, their arrival time, their departure time and their destination when signing into the building. Visitors must be announced before receiving directions to their destinations.

- **Impromptu parent visits for faculty conferencing are discouraged.**
- **Any or all audio/videotaping or still photography must be pre-approved by administration.**
- **Cafeteria visits by parents with food from outside vendors for their children are also discouraged.**
- **All parents/guardians are directed to drop off all students in respective school lobby areas, and refrain from walking students to their rooms or cafeterias.**
- **All canines must be appropriately secured with a leash.**

Visitation privileges may be revoked for any reason at the discretion of the School Director or designee. Persons trespassing upon school properties will be reported to the Lowell Police Department.

Safety And Security Plan

Mission Statement: The care and protection of students and staff of Collegiate Charter School of Lowell is of primary concern to the School administration and to the Board of

Trustees. Therefore, the School is determined to establish and to maintain a comprehensive safety and security plan.

Goal: To enhance existing school safety and security procedures through on-going practice and plan development.

A.) Needs Assessment

There shall be a needs assessment by the Student Management Coordinator/Head Custodian and Security personnel. The assessment should review the School and grounds vulnerability to outsiders and review emergency procedures, safety and security equipment and materials, internal security, bus transportation safety, and other safety concerns. The assessment shall include a physical survey of the property, including but not limited to:

- Doors and windows (inclusive of all locking devices);
- Roof access;
- Building and classroom access;
- Lighting;
- Intrusion devices (alarms);
- Closed circuit video surveillance equipment;
- Current staff;
- Internal security;
- Emergency notification systems;
- Communication systems;
- Warning signs;
- Safety equipment and materials;
- Evacuation plan in case of emergency;
- Access/Egress Routes on public and private ways.

B) Employee Identification Cards and Classroom Keys

In order to promote a safer and more secure school environment, all SABIS® employees shall clearly and conspicuously display their photograph identification card at all times during school hours on school property. In addition, all personnel shall carry at all times during school hours their keys to secure and lock all classrooms for emergency lockdown situations.

C) Control of Visitors

Notices will be posted at all building entrances that all visitors shall upon entering the School report to the security / reception desks to sign in. They will receive visitor badges that must be properly displayed throughout the school visits. Visitors must be announced prior to receiving directions to their destinations. All staff members and students shall immediately report any strangers to an administrator. During the school day, the security personnel should monitor school entryways. Impromptu parent visits for faculty conferencing or for cafeteria visits with food from outside vendors for their children are discouraged. All parents / guardians are directed to drop off all students in respective school lobby areas, and refrain from walking students to their rooms or cafeterias. Visitation privileges may be revoked for any reason at the discretion of the Director or designee. All visitors must follow

all municipal traffic laws and campus vehicular directives. Violators of these laws / directives and persons trespassing upon school property will be reported to the Lowell Police Department.

D) School Crisis Team

There shall remain a building-based Crisis Team consisting of administrators, security personnel, guidance counselors, school nurses, and plant maintenance personnel. Representatives from the Lowell Police, Fire, Bus Transportation and Emergency Preparedness personnel will advise school personnel on a collaborative basis.

The purpose of the Crisis Team is to formulate safety and security plans within the School to ensure and promote a safe and secure school environment, develop specific protocols in response to emergencies, and to disseminate safety advisory updates and information to students, staff, parents, and the community. The Crisis Team shall meet throughout the School year.

E) Building Evacuation/Lockdown Plans

The School possesses written building evacuation/lockdown plans to be employed in the event of emergency situations.

F) Emergency School Closings and Delayed Openings

The Superintendent of Lowell Public Schools is responsible for the closing of public schools once the School begins. Collegiate Charter School of Lowell will coordinate the dismissal of its students with the Lowell Public Schools and with First Student Transportation Bus Company. Area radio and television stations will be notified by the Superintendent's office of school closing and early dismissal information for public broadcast.

G) Written Reports

The Student Management Coordinator/Head Custodian shall document in writing all critical incidents including, but not limited to, misdemeanors which affect the health, safety, and welfare of students and/or staff, the outbreak of contagious diseases or illnesses, the intrusion of uninvited and/or unwelcome visitors, and all accidents and injuries, vandalism, felonies, and dangerous incidents involving weapons and controlled substances.

H) Drug Free School Zone

Pursuant to M.G.L.A. Chapter 94C, Section 325, any person who violates the provisions of the law pertaining to the unauthorized manufacturing, distribution, dispensing or possession with intent to distribute a controlled substance while in or on, or within one thousand feet of the real property comprising a public or private elementary, vocational or secondary school, whether or not in session, shall be punished by a term of imprisonment in the state prison for not less than two and one-half nor more than fifteen (15) years or by imprisonment in a jail or house of correction for not less than two nor more than two and one-half years. No sentence imposed under the provisions of this section shall be for less than a mandatory minimum term of imprisonment of two (2) years. A fine of not less than one

thousand nor more than ten thousand dollars may be imposed but not in lieu of the mandatory minimum two (2) year term of imprisonment as established herein.

Lack of knowledge of school boundaries shall not be a defense to any person who violates the provisions of this section.

Video Surveillance Policy

1. **Policy** It is the policy of Collegiate Charter School of Lowell to utilize video surveillance on school property to promote the health, safety, and welfare of students, staff and lawful visitors, to deter theft, vandalism, and other negative behavior, to safeguard school buildings, grounds, and equipment, and to monitor unauthorized individuals on school property.

2. Definitions

For the purpose of this policy and corresponding procedures:

a. Personally identifying information will be collected and disclosed consistent with confidentiality protections under Massachusetts and federal laws.

b. Video surveillance system refers to a video, physical, or other mechanical electronic digital surveillance system or device that enables continuous or period recording, observing or monitoring of individuals in school buildings or on school premises.

c. Record means any information, however recorded, whether in printed form, on film, by electronic means or otherwise, and includes: a photograph, a film, a microfilm, a videotape, a digital record and any visual image that is capable of being produced from a machine-readable source.

3. Guiding Principles

Cameras will only be used when necessary. In determining the need for surveillance, Administration will consider:

- a history of incidents;
- the physical circumstances of the school property;
- the effectiveness of surveillance in preventing negative incidents; and
- the use of less intrusive means to address the issue of school safety and security.

Cameras will only be used for the following intended reasons:

- Cameras will only be used to promote the safety of staff and students.
- Cameras will be used to deter destructive acts and safeguard school property.
- Video surveillance records may be used as evidence in any disciplinary action brought against a student arising from conduct in violation of school rules.
- Video surveillance records may be provided to law enforcement officials.
- **By attending SABIS®, parents and students impliedly consent to the use of video surveillance to promote the safety of students and staff.**

3. Retention and Disposal

1. The Administration shall ensure that proper procedures are followed regarding disclosure, retention, disposal and security of video surveillance records in accordance with applicable laws and regulations.
2. All video records or surveillance equipment not in use shall be stored in a second location.
3. Any video records that have been viewed will be stored noting the dates, times, and areas that were recorded.
4. When recorded information has been viewed for law enforcement, school or public safety purposes, the information must be retained and securely stored for a minimum of one year unless the Board determines that earlier disposal is warranted and the individual to whom the information relates consents to earlier disposal.
5. The Administration will be responsible for ensuring the proper retention of records. Records will not be disposed of in a manner such that personal information cannot be reconstructed or retrieved.

5. Security

1. Monitors for 'real time' viewing of video surveillance information should be placed in an area out of view from the public.
2. Monitors shall only be viewed by Administration and their designees.
3. Video surveillance information shall only be viewed where an incident has been reported or observed, or to investigate a potential crime or school rules violation.
4. The Administration will be responsible for securing video surveillance information and ensuring confidentiality in accordance with applicable laws and regulations.

6. Other Considerations

1. Camera locations will be authorized by the Administration.
2. Cameras will be installed in areas where there is a need for surveillance (i.e. hallways, stairwells, entryways, outside areas, and other areas open to public view).
3. Cameras will be installed in such a way that only the identified area(s) can be monitored.
4. Video surveillance cameras will not monitor insides of lavatories, locker rooms, or offices.
5. The Administration shall maintain control of and responsibility for the video surveillance at all times.
6. Any agreements between the School and service providers will state that records dealt with or created while delivering a video surveillance system are under the School's control and are subject to this Policy.
7. If a service provider fails to abide by this Policy, it will be considered a material breach of contract and dealt with accordingly.
8. Individuals who deliberately breach this Policy may be subject to discipline.
9. The School will notify parents, staff, and students of the existence/augmentation of the video surveillance system. Such notice

- will include publication in the Student/Parent Handbook, as well as appropriate signage posted at all major entrances into the school building.
10. Requests by parent / and/or students to view a video recording must be in writing to the Director. The Director's decision to honor or deny the request is not appealable.

7. **Covert Surveillance**

Signage will be placed prominently along the perimeter of the surveillance area, as well as at major school entrances, indicating that video surveillance is in use. Any exception to this, such as specific investigation into criminal conduct, as much as possible, must be authorized by the Director in collaboration with the Board. It must be demonstrated that covert surveillance is necessary to promote the safety and security of the school community and the need for such surveillance outweighs the privacy interest of the person(s) likely to be observed. Covert surveillance should only occur for limited period(s) of time.

Personal Belongings

The School will attempt to create an environment, which will prevent personal items from being lost or stolen. However, **Collegiate Charter School of Lowell cannot be responsible for lost or stolen property. Students bring personal belongings at their own risk.** The best protection against loss or theft is to clearly mark all clothing and equipment with the student's name. There is a "Lost and Found" box located in the Student Life room and in the Primary building lobby.

Large/loose jewelry, large/loose key / wallet chains, spike bracelets or collars, sunglasses, bandanas, nylon caps, or any other accessories that may be dangerous or distracting are prohibited.

The following items **may not be brought** to school:

- Cellular telephones
- Cameras, recording devices, CD players, I Pods, MP3 players or electronic games.
- Playing /trading cards
- Laser pointers
- Toys
- Skateboards
- Athletic equipment other than for school athletic teams
- Wallet chains

Prohibited articles / property will be confiscated by school administrators and will require parental pickup. After a reasonable period of time, unclaimed property will be disposed of or donated to charity.

Telephone Use/Student Messages

Telephone messages will only be delivered through the respective administrative offices from a parent to a student on an emergency basis. Parents should only telephone with messages for students on an emergency basis.

Cellular telephones are prohibited on school property and on school buses.

School administrators may conduct a search of cell phones or electronic/digital devices for pictures, text messages, video, audio, uploaded and downloaded online materials if they have reasonable suspicion that a violation of the Collegiate Charter School of Lowell's **CODE OF CONDUCT** has occurred. Acceptable searches may include, but are not limited to:

- Video and pictures of threats, assaults, and fighting;
- Evidence of academic dishonesty;
- Evidence of harassment/intimidation/bullying;
- Evidence of graffiti/destruction of property; and
- Evidence of possession, use, or distribution of controlled substances, illegal drugs, or alcohol.

If a search of an electronic device is found to contain evidence pertinent to a school-based investigation, the school administration has the sole discretion to hold on to the device, download the evidence, notify the police, and/or give the device to law enforcement officials.

With administrative permission, students may use the security desk telephones to make calls during school hours. If a student has an emergency, he or she may report to the front office where a staff person will assist the student.

Bathroom Policy

Except in cases of emergency, students may not use the bathroom during the first 20 minutes of class or during the two or three-minute transition between classes. Only one student per class may visit the bathroom at the same time. **All students in the upper and lower schools must sign in and out of their classrooms.**

Attendance Policy

Massachusetts General Laws and Collegiate Charter School of Lowell require children to attend school regularly from the ages of six to sixteen. The law provides various penalties for persons who obstruct or prevent children from attending school. Parents are subject to court action and a fine should their child be absent in excess of seven day sessions or fourteen half day sessions within a six month period. (M.G.L. 76:2) Parents and guardians are essential to good attendance and are responsible for ensuring that children attend school regularly and on time. Collegiate Charter School of Lowell expects students to attend school daily in order to receive the maximum benefits of instruction. Students who regularly miss school may be at risk for other problems.

Collegiate Charter School of Lowell does not follow an open campus policy. Therefore, all students are expected to remain on campus for their entire school day.

Definitions:

School absence: To be considered present in school, a student must be in attendance for a minimum of four (4) academic periods in a given school day.

Class absence: To be considered present in class, a student must be in attendance for more than twenty-five (25) minutes in a given class period.

All absences will be counted and considered accruing toward SABIS® academic consequences and truancy as defined in the Massachusetts statutes.

A parental note is required indicating the reason for the absence. The note must include the date(s) absent, the reason for the absence, a telephone number where a parent or guardian can be reached, and the parent or guardian's signature. Absences may be legitimate, but in excess, they undermine student performance and continuity. Students will be provided with the opportunity to make up work for absences.

It is the responsibility of the parent/guardian to notify the school when a student is absent. In instances of chronic or irregular absence reportedly due to illness, the school may request a physician's statement certifying such absences to be justifiable. Illnesses that contribute to a medical absence that exceeds five (5) consecutive days must have a doctor or health care provider's notice of explanation.

The Collegiate Charter School of Lowell administration shall review and maintain records of all absences. When a student is absent, the parent shall notify school before 10:00 A.M. If a parent does not call the School, the School will attempt to contact the parent about the recorded absence via its automated telephone service. Consistent patterns of tardiness or absences from individual classes or whole day truancy will prompt contact of parents and guardians and appropriate intervention and consequences.

It is the responsibility of parent(s)/legal guardian(s) and students, whenever possible, to make personal appointments that do not conflict with regularly scheduled classes or school activities.

Collegiate Charter School of Lowell will not tolerate "skip days." Absence from school "with parent permission" is not an acceptable excuse and disciplinary action will occur. Parents can help their children by refusing to allow them to miss school needlessly.

Attendance Procedures

Attendance will be taken in each homeroom pursuant to the respective bell schedules. Students MUST report to homeroom to be recorded as present in school and to avoid absence recordings. Students arriving late must be recorded as tardy by office administration. Before reporting to their respective classrooms, all tardy students must also register their arrival time in the logbook.

Any student leaving the building for early dismissal must also register their departure time in the front office logbook.

At the start of each class, teachers will take classroom attendance.

Records of missed classes, due to absences, late arrivals, early dismissals or disciplinary referrals, will be referenced for course failure deliberations and/or disciplinary consequences.

Attendance Intervention Measures and Consequences

After five (5) consecutive days of absences, an administrator or school counselor may conduct parental conferences. Reports of these conferences or of home visits will be forwarded to the Director or designee for deliberation and appropriate intervention.

A Child in Need of Service (CHINS) report to the Trial Court and a *51 A* report of *Educational Neglect* to the Department of Children and Families may be filed for students who are chronically absent and/or tardy and whose parents have failed to fulfill their responsibility to ensure their child's attendance in school.

Pursuant to M.G.L. Ch. 76, Section 18, students 16 years of age or older who have 15 consecutive absences may be un-enrolled from school.

If a Special Education student is chronically absent, the IEP team should convene and rewrite the student IEP to reflect this issue.

Excessive Absenteeism-Term Failure/Appeal Procedure

Any student possessing six (6) or more recorded absences may fail any course in a given term.

Parents will be informed of the student's course failure due to absenteeism and will be given the opportunity to appeal the determination of the School.

The appeal shall be made in writing to the School Director or designee within five (5) school days of receipt of the parental notice. Upon receipt of the written appeal and documentation, a meeting shall be promptly held with parents, appropriate school administrators, counselors, and faculty. A final decision on an appeal with the reasons will be given to the student and parent/guardian.

The following reasons for absences may be excusable and considered as part of the appeal process:

- A doctor, school nurse, or independent medical practitioner-verified illness, injury or disability that prevents the student from attending school.
- A death in the immediate family.
- Court appearances, DYS confinement, or suspension from school.
- Religious holy days.
- Displacement by natural disasters.
- School sponsored/approved activities (including field trips, athletic contests, etc.).
- Psychological, Physical Testing and Evaluations, Medical Assessments:

Under certain circumstances psychological and medical assessments may be required (e.g. IDEA, Chapter 766 etc.) and testing schedule can only be arranged during school hours.

Family vacations are not considered to be excused absences.

Collegiate Charter School of Lowell will not tolerate “skip days”. Absence from school “with parent permission” is not an acceptable excuse and disciplinary action will occur.

Dismissal Policy Procedures

For safety and security purposes, Collegiate Charter School of Lowell requires that parents/legal guardians make all requests for early dismissal of students in writing on the day of such request. Parents/ guardians are discouraged from picking up their children for early dismissal without prior written notice.

All parental requests for early dismissal of students must be given to either the Lower or Upper School homeroom teacher for administrative review and processing. **Lower School students will receive an approved dismissal request from their homeroom teacher.**

All early dismissal students must record their dismissal time in the main administrative office logbook.

Walkers and students are to be picked up by parents from the main lobby at respective dismissal times for the Upper and the Lower Schools.

We will not disturb any class for early dismissal requests during examination and testing times. These testing periods include, but are not limited to MCAS testing, final exams, weekly exams, or A.M.S. tests.

Collegiate Charter School of Lowell **requires** that parents/guardians provide written notice if other individuals are providing for their child’s early dismissal and transportation.

Transportation Policies

Campus / Neighborhood Traffic Control:

In order to control vehicular traffic and to provide for student and neighborhood safety, visitors must follow posted speed limits and park in the designated campus parking areas. Violators of neighborhood / campus traffic control or parking directives will be reported to the Lowell Police Department.

Bus Transportation

Bus transportation is provided by the Lowell Public Schools Transportation Department, directed by John Descoteaux.

NO BUS CHANGE REQUESTS WILL BE PERMITTED AT ANY TIME FOR ANY PURPOSE. A change of bus assignment will occur only if a family changes its residence.

NO STUDENTS ARE TO BOARD ANOTHER SCHOOL BUS FOR ANY ALTERNATIVE TRANSPORTATION PURPOSE. VIOLATIONS OF THIS POLICY MAY RESULT IN THE LOSS OF BUS TRANSPORTATION PRIVILEGES.

Students may get off only at their scheduled afternoon bus stop or at an established afternoon daycare facility on a designated bus route. Parents with work commitments should contact the SABIS® Extended Day Program if they require afternoon daycare services.

An adult must meet all kindergarten students at designated afternoon bus stops.

If an adult is not present to meet the kindergarten student, the child will be returned to **Collegiate Charter School of Lowell** after completion of the full bus route. All returning students will be supervised at this location by the Extended Day staff. Extended Day fees may apply. Identification credentials must be presented at this location for student pick-up. Students must be secured before 6:00 PM or the Lowell Police and Department of Children and Families will be contacted. **Information** about such students at **Collegiate Charter School of Lowell** can be secured by telephoning **978-458-1399**.

Riding the bus is a privilege and demands HIGH STANDARDS OF BEHAVIOR. If bus rules are broken, students may be removed from the bus and progressive disciplinary consequences will occur.

In all bus suspensions, parents are responsible for their child's morning and afternoon transportation to and from school. Chronic disregard for bus rules will prompt indefinite suspension from bus privileges.

Lower School students removed from the bus will be placed in the Extended Day Program. Parents will be charged the appropriate fee for supervision. A parent/guardian must pick up these students before 6PM or the Department of Children and Families and the Lowell Police Department will be notified.

Proper Conduct on Bus:

1. Students must fully cooperate with bus drivers/monitors and follow all adult instructions.
2. Stand back until the bus door opens, then board single file.
3. Take your seat promptly and REMAIN seated.
4. Do not expose any parts of your body outside the windows.
5. Do not throw objects from or at the bus.
6. Do not smoke, use alcohol, or use drugs on the bus.
7. No eating or drinking is allowed on the bus.
8. Do not push, fight, harass, or engage in "horseplay."
9. Cell phones, CD/music players, sporting equipment (i.e. footballs, basketballs), laser pointers, or electronic game articles will not be permitted on the bus.
10. Vandalism to bus property will result in suspension of privileges and financial restitution.
11. Before leaving your seat to exit the bus, the bus must come to a complete stop.
12. After exiting bus, exercise caution when crossing the street.

Uniform/Dress Code Policy

The SABIS® system values each student for who they are-not by how they look or what they wear. Uniforms instill pride in the School and give each child a feeling of being part of the team. It helps to eliminate peer pressure. Uniforms are also more cost efficient in the long run. Any family having difficulty with the cost of the uniform should make an appointment with a school administrator.

The School has a uniform/dress code policy which requires students to arrive at school in uniform at all times. The most important element of the uniform/dress code policy is student compliance and parental support.

Boys:

- **Khaki** uniform pants
- **Khaki** uniform shorts
- **White, burgundy, or black** polo shirts
- **Burgundy** sweaters, cardigans or vests
- **Black or brown** shoes.
- **White** socks
- Belts must be worn (**Black or Brown** only)
- **Sneakers are ONLY allowed on gym days (no exceptions)**
- Gym Uniform-
 - **Black** shorts or sweatpants (**preferably with school logo**)
 - Solid **burgundy, white, or black** t-shirt (**preferably with school logo**)

Girls:

- **Khaki** uniform jumpers
- **Khaki** uniform pants or shorts (no shorter than 3 inches above the knee)
- **White, burgundy, or black** polo shirt
- **Burgundy** sweaters, cardigans or vests
- **Black or brown** shoes
- **White** socks or knee highs/tights
- Belts are optional (**Brown or Black** only)
- **Sneakers are ONLY allowed on gym days (no exceptions)**
- Gym Uniform-
 - **Black** shorts or sweatpants (**preferably with school logo**)
 - Solid **burgundy, white, or black** t-shirt (**preferably with school logo**)

ADDITIONAL REQUIREMENTS:

- A student's personal dress and appearance must comply with all safety regulations while attending a lab.
- Flip-flops, shower sandals, cleated athletic shoes and sneakers with wheels are prohibited for safety reasons.
- Clothing must cover a student's midriff.
- Pants must be secured at the waist by a belt to not expose underwear garments.
- Any article of clothing worn, as an undergarment must be white and without lettering.

- Large, long chains as wallet or key-chains, spiked bracelets or collars, sunglasses and other inappropriate items are prohibited.
- Fleece-vests, jackets, and coats are not to be worn in the classroom, hallways or in cafeteria. All exterior wear clothing is to be secured in student lockers.
- All headwear articles including, but not limited to scarves, bandanas, or hats of any kind are NOT allowed inside the building other than for religious or medical purposes.
- Tattoos or body markings which are deemed offensive, vulgar, or which disrupt or interfere with the educational process are prohibited
- Any inappropriate dress, exposed under garment, personal accessorizing or accessories (e.g. jewelry, hair tinting, styling, or body piercing) which are offensive, vulgar, proves to be disruptive to the academic environment, or which may endanger the child's safety will result in administrative or disciplinary action.

PERSONAL DRESS AND APPEARANCE WHICH IS VULGAR, TATTERED, PLAINLY OFFENSIVE OR WHICH DISRUPTS OR SUBSTANTIALLY INTERFERES WITH THE EDUCATIONAL PROCESS OR WITH ANOTHER STUDENT'S ABILITY TO RECEIVE AN EDUCATION IS PROHIBITED.

Violations of the uniform/dress code policy will result in disciplinary action and consequences.

- If your child does not come to school wearing the proper uniform, he/she will be requested to remedy the noncompliance immediately. A loan of uniform clothing may be offered from the limited supply of clean, surplus uniform items. The loaned clothing should be laundered, and returned to the School the following day.
- If properly sized clothing is refused or unavailable for loan to students, then parents/guardians will be contacted to bring proper uniform clothing to the School.
- Students awaiting proper uniform clothing will remain in the In House Alternative Room and will be subject to Attendance policies/consequences.

Chronic disregard for the uniform/dress code policy will result in progressive disciplinary consequences.

On designated **Non-Uniform school days**, students must wear appropriate non-uniform clothing. Students should wear clothing that is neat and clean. Students should not wear clothing that is revealing, too tight, or excessively baggy.

The following clothing and personal accessories **are not allowed** on Non-Uniform school days:

- Spaghetti strap and Tank tops
- Sunglasses
- Skirts shorter than 3 inches from the bottom of the knee or with slits 3 inches above the knee.
- Bandanas, hats, visors.
- Slippers, or pajama-style pants.

- Flip flops and shower sandals.
- Hair tinting, hair styles, or body piercing that may distract from classroom instruction.
- Open toed, high heels, high platform shoes
- Boots
- Shoes with rollers in soles
- Tight pants
- Capri or cargo pants; wide-leg or bell-bottom pants
- Leggings
- Jewelry, other than small earrings (girls only), rings, and watches
- Colored belts (black or brown only)

Bicycle Policy

Students must submit a written permission document from a parent/guardian to ride a bicycle to school. These permission slips must be submitted to the School office.

A student must be in grade 4 or above to ride a bicycle to school. Bicycles must be stored in the bicycle rack at the School and secured to the rack with a lock. Students ride their bicycles to Collegiate Charter School of Lowell at their own risk. The School is not responsible for any injuries incurred or any damage to or theft of bicycles while on the School property.

If a student fails to observe responsible bicycle riding standards, he/she may face the loss of this privilege to ride a bicycle to school. Since the Commonwealth of Massachusetts adopted a mandatory bicycle helmet law in May 1994, all students are required to wear a helmet on rides to and from school.

Student Employment

Employment of students under the age of 18 is restricted to before and after school and days when school is not in session. Students between the ages of 12 and 16 may sell or distribute newspapers. Students ages 14 and 15 with working permits may engage in certain non-hazardous work, but may not work before 6:30AM or after 6PM. Students 16 and 17 years of age may engage in certain specified non-hazardous work, but they may not work before 6AM or after 10PM except if employed in restaurants until, but not after, 12:00 in the evening on Fridays and Saturdays and during school vacation periods.

Student Speech

Students have a right to express their thoughts and opinions at reasonable times and places. The Collegiate Charter School of Lowell expressly reserves the right to exercise pre-publication review of both school sponsored publications and speech, and non-school sponsored publications and speech when such publication or speech is disseminated in or through our school district. SABIS® also reserves the right to impose reasonable restrictions on the time, place, and manner of dissemination of any type of publication or speech which is disseminated through the school district.

School sponsored publications include but are not limited to student newspapers, periodicals, yearbooks, or theatrical productions, which the school lends its resources or name or publication or speech which is included as part of the curriculum or other activities which the public might perceive to bear the imprimatur of Collegiate Charter School of Lowell.

With regard to such publication or speech, SABIS® reserves the right to exercise editorial control, including pre-publication review and restraint, in an effort to insure that:

1. Participants learn whatever lessons the activity is designed to teach.
2. Readers or listeners are not exposed to materials that may be inappropriate for their level of maturity.
3. The views of the speaker are not erroneously attributed to SABIS®. If for example, the speech is ungrammatical, poorly written, inadequately researched, biased, prejudiced, profane, or vulgar.
4. The speech will not be reasonably perceived to advocate drugs or alcohol use, irresponsible sex, or conduct inconsistent with the shared values of a civilized order.

With regard to non-school sponsored publications or speech which is sought to be disseminated through the Collegiate Charter School of Lowell, approval of the administration must be obtained prior to dissemination. Such approval may be withheld and distribution may be halted and/or disciplinary action may be initiated if:

1. The speech has the propensity to materially disrupt class work or involve substantial disorder or the invasion of the rights of others.
2. The speech is potentially libelous, i.e. if it involves a false and unprivileged statement about a specific individual, which injures the individual's reputation in the community.
3. The speech involves fighting, abusive words or slurs, (i.e. words spoken to injure or harass other people such as threat of violence, defamation of character, or of a person's race, religion gender, sexual orientation, or ethnic origin).
4. The speech is "obscene" meaning that the average person, applying contemporary community standards, would find that the publication, taken as a whole, appeals to a minor's prurient interest in sex ("minor" means any person under the age of 18).
5. The speech depicts or describes in a patently offensive way sexual conduct/acts (normal or perverted) excretory functions or lewd exhibition of anatomical parts.
6. The work, taken as a whole, lacks serious literary, artistic, political or social value.

Students, parents, or legal guardians should immediately report to administrators any incident of improper fraternization or inappropriate postings or e-contacts by staff members to students or students towards staff.

If the student is dissatisfied with the decision of the administration of a non-school sponsored publication, the student may appeal the decision to the Board of Trustees within five (5) school days after the date of the administrative decision. The student shall have the right to appeal and to present the student's case, supported by relevant witnesses and material, as to why the distribution of the publication is appropriate.

Privacy Rights, Searches, And School Property

Policy Application

Students are protected by the guarantees of the Fourth Amendment of the United States Constitution, and are subject to reasonable searches and seizures of the person and/or property when there is reasonable suspicion to believe that a student may be in possession of drugs, weapons, alcohol, or other materials in violation of school policy or state law. School property shall remain under the control of school officials, and shall be subject to a search for any reason at all times.

Student Searches

The legality of a search of a student, his/her clothing and/or possessions depends simply on the reasonableness, under all circumstances, of the search. The search by a school official is “justified at its inception” when there are reasonable grounds for suspecting that the search will turn up evidence that a student or students have violated either the law or school rules. Such a search is permissible in its scope when measures adopted are reasonably related to the objectives of the search and are not excessively intrusive in light of the age and sex of the student(s) and the nature of the infraction.

A particular student’s effects are also subject to being searched by school officials and are subject to the same rules. Effects may include automobiles located on school property.

School Property

Student lockers, desks, computers, etc. are for the use of students but remain the property of Collegiate Charter School of Lowell. The School exercises exclusive control over school property, and a student should not have an expectation of privacy regarding items placed in school property.

STUDENTS SHOULD HAVE NO EXPECTATION OF PRIVACY IN THEIR SCHOOL LOCKERS, DESKS, COMPUTERS, CELL PHONES, IPODS, BACKPACKS, DUFFLE BAGS, AND POCKETBOOKS, LIKE ARTICLES OR POSSESSIONS, ETC.

SABIS® ADVISES ALL STUDENTS THAT SCHOOL ADMINISTRATORS INTEND TO CONDUCT PERIODIC, UNANNOUNCED LOCKER, BACKPACK, AND DESK INSPECTIONS TO INSURE CLEANLINESS, SAFETY, ADHERENCE TO FEDERAL, STATE, AND LOCAL LAWS AND REGULATIONS, AND ADHERENCE TO SCHOOL RULES.

IF THERE ARE REASONABLE GROUNDS FOR SUSPECTING THAT A SEARCH WILL LEAD TO EVIDENCE THAT A COLLEGIATE CHARTER SCHOOL OF LOWELL’S STUDENT HAS VIOLATED THE LAW OR CODE OF CONDUCT, ADMINISTRATORS MAY SEARCH THE CONTENTS, INCLUDING TEXTS, PICTURES, AND VIDEOS, OF CELL PHONES, TABLETS, LAPTOPS, MP3 PLAYERS, OR SOCIAL NETWORK INTERNET SITES SUCH AS MYSPACE, FACEBOOK, YOUTUBE, FLICKR, GOOGLE+, AND TWITTER.

SCHOOL ADMINISTRATORS MAY CONDUCT A SEARCH OF CELL PHONES OR ELETRONIC/DIGITAL DEVICES FOR PICTURES, TEXT MESSAGES, VIDEO,

UPLOADED AND DOWNLOADED ONLINE MATERIALS IF THEY HAVE REASONABLE SUSPICION THAT A VIOLATION OF THE COLLEGIATE CHARTER SCHOOL OF LOWELL'S CODE OF CONDUCT HAS OCCURRED.

Acceptable searches may include, but are not limited to:

- Video and pictures of threats, assaults, and fighting;
- Evidence of academic dishonesty;
- Evidence of harassment/intimidation/bullying;
- Evidence of graffiti/destruction of property; and
- Evidence of possession, use, or distribution of controlled substances, illegal drugs, or alcohol.

If a search of an electronic device is found to contain evidence pertinent to a school-based investigation, the school administration has the sole discretion to hold on to the device, download the evidence, notify the police, and/or give the device to law enforcement officials.

Use of Student Photographs

Children's photographs may be taken, reproduced, and used for various purposes, including but not limited to temporary student records, school publications, yearbooks, classroom pictures, television news, newspapers, periodicals, and school functions, etc. **With the exception of photographs for individual student records, if a parent/guardian does not want their child's photograph and/or picture used in any manner the School must be notified each year in writing of such a request.**

Facebook Page and Social Media

Collegiate Charter School of Lowell may establish a Social Media (Facebook, Twitter, etc.) page to disseminate newsworthy school information including, but not limited to student interviews, school performances, athletic contests, academic accomplishments and award ceremonies and commencement exercises. The Social Media page will be exclusively controlled by school administration. No one other than administrators may alter content or post comments.

Students identified on and/or those participating in these productions must execute the Social Media Consent/Release Form found in Appendix H on page 142.

Student Conduct

The following matters are taken very seriously. Rules apply anywhere on site, and at any off site school-sponsored functions. Consequences for violating rules are outlined in the next chapter, "Code of Conduct."

Classroom Expectations:

1. Students are expected to be respectful of teachers, classmates, and themselves at all times. Following the classroom rules will help create an environment intended to maximize learning. Each teacher will discuss classroom policies and expectations.

2. No violence will be tolerated at the School. Violent or destructive acts will result in severe consequences determined by the Administration, depending upon the severity of the act.
3. Racial slurs, verbally abusive language, or bullying will not be tolerated.
4. Dishonesty (such as cheating, plagiarism, and stealing) will be handled with severe consequences.
Plagiarism—taking ideas or writings from another person and offering them as original ideas, will not be tolerated. Repeated offenses of academic dishonesty shall prompt full scrutiny of all student grades and may result in re-testing of previous examinations.
5. Students are expected to be in homeroom and in class on time. Repeated tardiness will prompt disciplinary consequences.
6. Students must be fully prepared for all classes. Repeated instances of unpreparedness will prompt disciplinary consequences.
7. All lockers should remain tidy, and able to be closed for proper storage of school materials, and personal belongings. **Only unframed, collapsible bookbags will be permitted.**
8. Littering of any kind is not allowed.
9. Food and beverages are restricted to the cafeteria.
10. Older students are expected to model good behavior for younger students.
11. No tobacco products are allowed on school property. Alcohol and chemical substances are strictly forbidden. Students in possession of illegal items will be suspended or expelled. Students found under the influence of alcohol or chemical substances while at school must be picked up by parents or guardians and will be suspended or possibly expelled. Law enforcement officials may also be notified of such conduct.

Hallway Expectations

As in every part of the Collegiate Charter School of Lowell, students are expected to behave in the halls. Everyone in the School should make an effort to control noise. Students should not shout or slam lockers. When classes are in session, students, teachers, and parents passing in the hallway are expected to keep their voices low. Running in the hallway is prohibited. Safety for all students is important at school. Students are asked to *stay to the right* when traveling through the hallways or on the stairs.

Student Locker Policy

Students will be issued assigned lockers, without school issue combination locks, at the opening of the School. **No sharing or swapping of assigned lockers is permitted.** All student lockers must remain tidy, and be able to be closed for proper storage of materials and belongings. **For safety issues, only unframed, collapsible book bags will be permitted to be stored in school lockers.**

For security purposes, no outside locks will be permitted at any time. At all times, student locks must remain affixed to school lockers.

The Student Management Coordinators will assign school issue combination locks to students in grades 6-12 for their lockers. Lost locks can be replaced for a \$5.00 fee.

Collegiate Charter School of Lowell is not responsible for lost or stolen personal belongings.

Disciplinary Procedures

Safe and Secure Environment Policy

In order to maintain a safe and secure environment, Collegiate Charter School of Lowell reserves the right to immediately suspend and remove a student from the School property when the student's behavior jeopardizes the safety of students, faculty, or staff.

Office referrals

An "office referral" is the consequence for inappropriate behavior. Office referrals document behavior that is a violation of school rules, and provide information after the matter has been referred to the Student Management Coordinator (S.M.C.) or the Deputy Student Management Coordinator.

If a student is disrupting a class, teachers may provide one warning before issuing an office referral. If the student continues to misbehave, he or she will be given an office referral and is sent to the S.M.C.'s office for a review of the referral with the student. Parental contact and notice of appropriate disciplinary action is then taken. At a minimum, the student will remain out of the class for the balance of the period. He or she will remain in the office or be placed in the In House Alternative Program (IHAP) room, which is staffed by a proctor. The student will be expected to complete all work assigned by classroom and IHAP staff. The student will be subject to the Attendance policies and consequences.

If a student commits a serious offense (e.g., physical violence), office referrals can be issued immediately without going through the warning process.

Students who receive two or more academic, disciplinary or bus behavior referrals within 20 school days before the field trip may not be permitted to attend. In the case of an educationally-based field trip, a child may be permitted to attend if the parent assumes full transportation and personal chaperone responsibilities for their child. Siblings of school children will not be permitted to accompany chaperones on school field trips.

After-school Detention

After-school detention is given to students in grades 3 – 12 for a variety of disciplinary reasons. When a student receives after-school detention, the S.M.C. contacts the student's parent/guardian to inform them of the detention. Once the student receives notification of a detention, attendance at school events or participation in extracurricular activities is prohibited until the detention is served.

Detention for Grades 3–5 is from 4:00 to 5:00 P.M. and Grades 6-12 is from 2:30 to 3:30 P.M.

Failure to attend after school detention assignments will result in an automatic consequence to be determined by both the SMC and the Director.

Consistent failure to attend detention assignments may result in external suspension from school.

It is the sole responsibility of the parent to pick up their child immediately following the detention. Students with detention may not take a later bus departing from the School, or remain unsupervised in the School or on the campus property.

Saturday Academy

Saturday Academy is a disciplinary program for Grade 3 through Grade 12 students found to consistently violate school rules or for failure to fulfill subject matter and homework assignments.

Saturday Academy is held Saturday from 9 a.m. to noon, as needed. Students are to report promptly and dressed in the School uniform. Students are also expected to possess academic materials for their study period.

Parents are responsible for student transportation to and from Saturday Academy. If parents cannot arrange transportation, PVTa transportation is available. Tardiness will result in additional school detention. Those students who are later than 30 minutes will receive an additional Saturday Academy assignment. If students are ill, or if an emergency arises, students may reschedule. The student should bring a note from the parent or guardian explaining the circumstances when he or she returns to school.

Failure to attend Saturday Academy will result in an automatic assignment of six hours of regular after-school detention. **Consistent failure to attend Saturday Academy assignments may result in external suspension from school.**

Students with unfulfilled detention and /or Saturday Academy assignments may not attend school events or participate in extracurricular activity. Parents and students who fail to acknowledge detention and Academy obligations shall be reported to the School Director or designee for administrative and parental conferencing. Consistent violations of the detention and Academy policies may result in Department of Children and Families Services educational neglect reporting consequences.

Students with outstanding detentions will not participate in end-of-year activities.

Code of Conduct

The Collegiate Charter School of Lowell expects all students to conduct themselves in a responsible manner. Disciplinary measures are used to maintain a safe and stable school environment. We incorporate all provisions of the Mass. General Laws, Chapter 71, Section 37H in our code.

Disciplinary action affecting a student with a disability complies with the prescribed procedures under state and federal law. SABIS® incorporates all of the provisions of 20 U.S.C. 615(k) (disciplining students with disabilities), as well as 603 CMR 28.08 (dispute resolution before the Department of Education and Bureau of Special Education Appeals).

Options and Procedures

Each discipline case will carry its own merit and will be decided according to the facts accompanying the case. Effort will be made to discipline students while maintaining them in regular school programs. Parents are encouraged to become actively involved in the disciplinary process. In many cases, however, the following discipline procedures may take place:

1. Students may be given detention or one of several other disciplinary options, including a warning. If after school detention is given, parents must make arrangements for safe student transport home. (Scheduling arrangements for detention can be requested for a parent to provide transportation.)
2. Bus privileges may be revoked for acts of misbehavior.
3. Students may have campus-driving privileges revoked.
4. Students may be excluded from extra-curricular activities.
5. Students may be placed in the In-House Alternative Program.
6. Students may be externally suspended from school when they are a danger to themselves or others, or when they demonstrate a chronic inability or unwillingness to abide by school regulations. The S.M.C. and the Director will decide the length of each suspension.
7. Students may be required to perform school-based community service.
8. Students may be required to pay restitution, write letters of apology, or be assigned special projects.
9. Students may be referred for counseling, risk assessments or psycho-educational evaluations.
10. SABIS® may order a change in placement to an interim alternative educational setting for up to forty-five (45) school days.
11. A student may be excluded from school.

Students demonstrating a repeated pattern of misconduct will be subject to the full range of disciplinary consequences including, but not limited to detention assignments through external suspension/expulsion. Suspensions and time out of school will be progressive in nature.

SHORT-TERM/IN-HOUSE SUSPENSIONS

Definition:

The removal of a student from his/her classroom for up to ten (10) school days, including a referral to In-House or External suspension.

In-House Suspension:

Separation from regularly scheduled classes and restriction of movement within the School. Students are responsible for completion of all schoolwork and assignments and must abide by Discipline Policy and rules of the School.

External Suspension:

Removal of a student from school for up to ten (10) school days. Students remain responsible for the completion of all school assignments.

Students who do not abide by the rules of the In-House Alternative Program or who do not modify their behavior will be referred to the administration for external suspension.

During the period of short-term suspension, a student may not appear on school property or at school-related activities or events either as a spectator or participant. A violation of this school policy will be considered a trespass resulting in immediate notification of the Lowell Police Department. Depending upon the reason for suspension, a student may be prohibited from attending extra-curricular activities beyond the suspension period. Suspensions that carry over a weekend or vacation period will also eliminate a student's participation from any extra-curricular events that take place on those weekends or vacation periods.

Suspended students remain responsible for completion of all schoolwork and will receive credit accordingly. Suspended students will have the opportunity to take tests and exams given during the suspension period during time after school or upon their return to school. Teachers are under no obligation to provide help to a student while he or she is under suspension other than to provide notice of assignments.

GROUNDINGS FOR SHORT-TERM SUSPENSION:

1. Leaving school during school hours without permission.
2. Unauthorized absence(s) from school (truancy) or from class.
3. Repeated unexcused tardiness to school, class and homeroom.
4. Unexcused absence from detention assignments or Saturday Academy.
5. Gambling in any form.
6. Use of or possession of contraband items such as matches, lighters, non-prescribed hypodermic needles, pipes, roach clips, rolling papers, fireworks, stink bombs, laser pens or pointers.
7. Use of or possession of beepers or cellular phones.
8. Smoking on school property, in a school bus, or at school functions.
9. Exhibitionism, lewd, wanton and lascivious behavior, sexual contact, disorderly conduct including, but not limited to excessive, distracting and/or inappropriate public displays of affection between students. (M.G.L.A. Ch.272, s.16 & s.53.)
10. The possession, dissemination, or use of obscenity in any form, especially, speech writing or explicit sexual pictures or drawings. (M.G.L.A. Ch. 272, s. 29 & 31.)
11. Intentional acts threatening the health and safety of self and/or others on school property, at school sponsored or related events, and to and from school. If warranted, a determination as to referral to law enforcement may be recommended.
12. Lack of respect for faculty, staff, and visitors, including, but not limited to, insubordination, disobedience, use of insulting and/or profane language or gestures, the willful disregard of express or implied directions from a teacher, administrator, or staff member, including but not limited to, the refusal to follow the directions of mandated tests, assessments, or exams, academic dishonesty/cheating, and/or the refusal to follow a mandated program.
13. Theft or vandalism to school property or the property of others in the school setting, whether during or after school hours or at any school activity. Reasonable proof of the offender is necessary. Restitution by the offender is required. If warranted, a determination as to referral to law enforcement may be recommended. (M.G.L.A. Ch. 266, s. 30, 98,100,127A, etc.)

14. Chronic school offender: The student who repeatedly disturbs or interrupts the educational process, refuses to work, who falsifies signatures on reports, who refuses to return signed papers to teachers or administrators, who refuses to report to appropriate school personnel, who exhibits offensive behavior on an ongoing basis, and/or who repeatedly violates the code of conduct.
15. Organizing or participating in hazing or bullying behavior.
16. Violation of Civil rights-students have the right to be free from discrimination based upon race, color, religious creed, national origin, ancestry, gender, sexual orientation, disability, or handicap. Such discrimination includes, but is not limited to, verbal and physical attacks on students directed at their racial, ethnic, or religious background, or their disability, and at any form of sexual harassment.
17. Violation of federal or Massachusetts law.
18. Bullying in any form, including verbal abuse, harassment, taunting, name-calling, threats in any form, extortion, intimidation, slander, defamatory statements, whether verbal or written, pushing, shoving, and tripping. This includes asking anyone to verbally abuse, threaten, or intimidate another student on one's behalf.
19. Any school related act, on or off school property, which interferes with or restricts another student's ability to enjoy the educational benefits afforded or offered within, and outside of, the School setting. Such acts include, but are not limited to incidents that interfere with or threaten the well-being or order of the School or its staff, students, or the general public.

In assigning short-term suspensions, administrators are: 1) aiming to improve a student's behavior; 2) maintaining a safe and orderly school environment; and 3) providing for necessary communication between the parent/ guardian and the School personnel.

PROCEDURES FOR SHORT-TERM SUSPENSION:

1. See "Due Process", contained herein.
2. The student will be allowed to make up any schoolwork missed.
3. The teachers, counselors, and athletic director will be informed by the administration when one of their students is suspended.
4. Parent(s)/guardians may be required to accompany the student upon his/her return to school from a suspension.

EXPULSION POLICY

DEFINITION OF EXPULSION:

Expulsion is the exclusion of a student from school either permanently or for more than thirty (30) school days (for example, the remainder of the school year, one semester, one calendar year, etc).

GROUND FORS FOR EXPULSION:

The Head Supervisor /Student Management Coordinator (S.M.C.) may recommend expulsion of a student who has violated paragraphs (A) through (G) and (K), below. Only the Board of Trustees may expel a student under paragraphs (H), (I), (J), (L), (M), and (N).

- A. Possession of a firearm on school premises, at school-sponsored or school related events, including field trips, and athletic games, and to and from school (United States Code, Section 921 of Title 18);
- B. Possession of a dangerous weapon, other than a firearm, on school premises, at school-sponsored or school-related events, including field trips and athletic games, and to and from school (M.G.L.A. Ch.269, s10);
- C. Possession of a paint gun, BB gun, air rifle, pellet gun, or imitation weapon of any kind;
- D. Assault/assault and battery by means of a dangerous weapon on school premises, at school-sponsored or school-related events, including field trips and athletic games, and to and from school. (M.G.L.A. Ch. 265, s 15A & 15B);
- E. Assault/ assault and battery upon an administrator, teacher, teacher aide, or other school staff member on school premises, at school-sponsored or school-related events, including field trips and athletic games, and to and from school. (M.G.L.A. Ch. 265, sections 13A and 13D);
- F. Possession, use and/or distribution of a controlled substance as defined in M.G.L.A. Ch. 94C, including, but not limited to, marijuana, cocaine, crack and heroin on school premises, at school- sponsored or school-related events, including field trips and athletic games, and to and from school;
- G. Possession or misuse of inhalants, glue, synthetic drugs, or any other substance, on school premises, at school-sponsored or school-related events, including field trips and athletic events, and to and from school.
- H. Academic dishonesty / cheating.
- I. Making a bomb threat by any means, including, but not limited to, verbally, electronically, or in writing.
- J. Use or possession of a bomb or any other explosive or incendiary device, including an object that appears to be a bomb or other such device.
- K. Pursuant to M.G.L.A. Chapter 71, Section 37H ½, a student charged with a felony or the subject of a felony delinquency complaint may be suspended, or a student convicted, adjudicated, or admitting guilt with respect to a felony or felony delinquency may be expelled, provided that the Director determines, after hearing, that the student's continued presence poses a substantial detrimental effect on the general welfare of the School.
- L. Possession, use and/or distribution of alcohol on school premises, at school-sponsored or school-related events, including field trips and athletic games, and to and from school;
- M. Bullying, harassment, or hate crimes.

PROCEDURES FOR EXPULSION:

1. Written notice to student of the charges and of the reasons and evidence for expulsion before the expulsion takes effect.
2. Written notice to student of student's right to a hearing with the Student Management Coordinator (S.M.C.) before the expulsion takes effect, including date, time and location. Student's parent or guardian will be present at the hearing.
3. At the hearing, students and parents have the right to: bring counsel (at the student's expense), present evidence, (through the student's own testimony or

witnesses and through written evidence) and cross-examine witnesses presented by the school.

If the Student Management Coordinator (S.M.C.) decides to expel the student after the hearing the S.M.C. shall give written notification at the hearing to student and parent of student of the right to appeal, the process for appealing the expulsion and of the opportunity to receive educational services. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a specific school district staff member to arrange services. The expulsion shall remain in effect prior to any appeal hearing conducted by the Director.

4. Chapter 71, Section 37H; paragraph 2, (c) and 37H½ and 603 CMR 53.08
5. **Any student who has been expelled from a school district shall have the right to appeal to the Director.**
6. The student or parent of the student shall notify the Director in writing of his request for an appeal
Per 37H: ten days from date of expulsion.
Per 37H½: five days from date of expulsion
7. The Director shall hold a hearing with the student and the student's parent or guardian within three days of receipt of the request.
8. At the hearing, the student shall have the right to present oral and written testimony, the right to counsel and the right to confront and cross examine witnesses presented by the school.
9. The Director shall have the authority to overturn or alter the decision of the Student Management Coordinator (S.M.C.), including recommending an alternate educational program for the student. The Director shall render a decision on the appeal within five calendar days of the hearing. That decision shall be the final decision of school district with regard to the expulsion.
Chapter 71, Section 37H (d), 37H ½ (2) and 603 CMR 53.09
10. The Director shall inform the student and parent of this opportunity in writing to receive education services at the time the student is expelled.

Chapter 76, Section 21; Chapter 71, Section 37H, (e); 603 CMR 53.01 and 53.13(1), (2), (4)
11. The student may return to school only in the company of his/her parent(s)/guardian(s).

12. When a student is expelled under the provisions of this section and applies for admission to another school, the Director, once notified, shall inform the receiving school district of the reasons for the pupil's exclusion. If the student moves to another district during the period of expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan.
13. The Head Supervisor/S.M.C. shall notify the Lowell Police Department whenever a student has committed an assault / assault and battery upon a school staff member, an assault and/or assault and battery by means of a dangerous weapon, is in possession of a dangerous weapon, distributes a controlled substance, including alcohol, for the second/subsequent time.
14. The Head Supervisor/S.M.C. may, at his discretion, notify the Lowell Police Department whenever a student is in possession of a controlled substance, including alcohol, or commits a delinquent criminal act in violation of federal or Massachusetts law not specified in the above paragraph.

Specific Grounds for Disciplinary Action and Options

A student may be suspended or disciplined for any school-related incident (on the way to or from school), on or off school property that interferes with the education of other students within the School setting.

School officials must consult the Code of Conduct in determining what level of discipline to impose. A student's age, maturity, previous disciplinary record (prior instances of misconduct and disciplinary measure(s) imposed for such misconduct) and the circumstances surrounding the incident are to be considered when deciding the appropriate disciplinary and intervention measures.

The enumerated infractions are not all-inclusive, nor are the options for disciplinary responses. While several options are listed for most offenses listed below, all need not apply and can be used in any order. Individual circumstances may justify the imposition of disciplinary measures that differ from the guidelines.

The Code of Conduct for Collegiate Charter School of Lowell provides for graduated penalties for students who engage in repeated misbehaviors despite the prior imposition of appropriate disciplinary measures. Under progressive discipline, more severe penalties will be imposed on those students who engage in a pattern of persistent misconduct.

Guidelines:

OFFENSE:

1. Staff Assault and/or Battery

OPTIONS:

- External suspension for up to 30 school days or expulsion.
- A police incident report will be filed.
- A student who assaults a school staff member is subject to expulsion.

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| 2. Possession, use, or sale of illegal drugs or controlled substances. | <ul style="list-style-type: none"> • External suspension for up to 30 school days or expulsion • A police incident report will be filed. • A student who is found possessing, using, or selling drugs or a controlled substance is subject to expulsion. |
| 3. Possession of an illegal* or dangerous weapon; arson | <ul style="list-style-type: none"> • External suspension for up to 30 days or expulsion • A police incident report will be filed. • A student who possesses a dangerous weapon, or attempts or commits arson, is subject to expulsion. |

Note: The Director and faculty are mandated reporters to police regarding illegal weapons and/or drugs. All other school staff must report *illegal weapons to the Director or designee. If the Director is not available, school staff must report illegal weapons to the police. All illegal weapons listed require a mandated external suspension. Weapons not listed require the Director or designee to make a decision by a good faith belief that an item is a weapon.

*Illegal and/or dangerous weapons: These weapons include, but are not be limited to, a firearm as defined in M.G.L. Chapter 140, Section 121, knives and other dangerous devices set forth in Chapter 269, Section 12. For purposes of this disciplinary policy, the term “dangerous weapon” shall also include any device or instrument that, under the totality of circumstances, a reasonable person would consider it “dangerous.”

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| 4. Under the influence of alcohol or in possession of alcohol (Director or designee to determine if student is “Under the Influence”) | <ul style="list-style-type: none"> • Parent contact • Counseling • Referral to counseling agency • In-House Alternative Program** • External Suspension • External Alternative Program • Loss of extra-curricular activities • MIAA Reporting |
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** Student will be sent to an alternative classroom in which a proctor will be present to supervise and assist the student individually or in a small group.

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| 5. Defiance of authority (Insubordination, disrespect) | <ul style="list-style-type: none"> • Verbal reprimand • Parent contact • Counseling • Detention • In-House Alternative Program** • External Suspension |
|--|--|

- External Alternative Program
 - Loss of extra-curricular activities
6. Bus misconduct
- Parent contact
 - Restitution/community service
 - Detention
 - In-House Alternative Program
 - Counseling
 - Bus change (Another bus and stop within 1 mile of the student's home address.)
 - External Suspension
 - External Alternative Program
 - Police contact
 - Loss of bus privileges
7. Possession / Use of tobacco products (as mandated by M.G.L.Ch.71,s.2(A))
- Parent contact required in all instances where student is under 18
 - Counseling/Smoking Cessation classes
 - In-House Alternative Program
 - Detention
 - Loss of extra-curricular activities
 - External suspension
 - MIAA reporting
8. Vandalism, breaking and entering, arson, theft, disruptive or violent conduct
- Parent contact required in all instances
 - Police contact
 - Detention
 - In-House Alternative Program
 - Counseling
 - Referral to appropriate agency with permission of parent
 - Restitution/community service
 - External Suspension
 - External Alternative Program
 - Expulsion
 - Loss of extra-curricular activities
9. Profanity, obscene language, possession of obscene material, sexual misconduct, exhibitionism/ excessive public displays of affection
- Parent contact
 - Counseling
 - Detention
 - In-House Alternative Program

- External Suspension
 - External Alternative Program
 - Loss of extra-curricular activities
10. Fighting or physical / verbal assault
- Parent contact required in all instances.
 - Counseling and/or mediation
 - Detention
 - In-House Alternative Program
 - External Suspension
 - External Alternative Program
 - Loss of extra-curricular activities
11. Truancy/Tardiness
- Parent contact
 - Counseling
 - Detention
 - In-House Alternative Program
 - External Alternative Program
 - Loss of extra-curricular activities
 - CHINS/DCF Contact
12. Violation of Civil Rights:
The right of a student to be free from discrimination/harassment based on race, national origin, religion, sex, or disability
- Parent contact
 - Restitution/Community Service
 - Counseling
 - Detention
 - Police contact
 - In-House Alternative Program
 - External Suspension
 - External Alternative Program
 - Loss of extra-curricular activities
 - Expulsion
13. Chronic school offender
- Parent Contact
 - Counseling
 - Detention or In-House Alternative Program
 - Loss of extra-curricular activities
 - External Suspension
 - Expulsion
14. Threat to staff or student
- Parent contact
 - Police contact
 - Counseling
 - Detention
 - In-House Alternative Program

- External Suspension
 - External Alternative Program
 - Loss of extra-curricular activities
 - Expulsion
15. Classroom disruption/
Internet policy violation
- Verbal warning
 - Parent contact
 - Counseling
 - Detention
 - In-House Alternative Program
 - External Suspension
 - External Alternative Program
 - Loss of computer privileges/extra-curricular activities
16. Bullying
- Parent contact
 - Counseling
 - Detention / Loss of extra-curricular activities
 - In-House Alternative Program
 - External Suspension
 - Police contact
 - Expulsion
17. Academic dishonesty/plagiarism
- Parent contact
 - Detention
 - Zero grade
 - Re-testing of any/all examinations
 - In-House Alternative Program
 - External Suspension
 - Expulsion
18. A violation of state/federal law
- Parent Contact
 - Police Contact
 - External Suspension
 - External Alternative Program
 - Expulsion

Laws Regarding Drugs, Alcohol, and Firearms:

1. For Dealing Drugs Near School—mandatory two-year jail sentence. A conviction for selling drugs within 1000 feet of school property in Massachusetts will result in a minimum mandatory two-year jail sentence plus a fine of up to \$10,000.
2. Massachusetts General Laws Chapter 269, Section 10j states: “Whoever, not being a law enforcement officer, and notwithstanding any license obtained by him under the provisions of Chapter one-hundred and forty, carries on his person a firearm as

hereafter defined, loaded, or other dangerous weapon in any building or on the grounds of any elementary or secondary school, college or university without the written authorization of the board of officer in charge of such elementary or secondary school, college, or university shall be punished by a fine of not more than one thousand dollars or by imprisonment for not more than one year, or both. For the purpose of this paragraph, “firearm” shall mean any pistol, revolver, rifle, or smoothbore arm from which a shot, bullet, or pellet can be discharged by whatever means. Any office in charge of an elementary or secondary school, college, or university or any faculty member or administrative officer of an elementary or secondary school, college, or university failing to report violations of this paragraph shall be guilty of a misdemeanor and punished by a fine of not more than five hundred dollars.”

3. “Other dangerous weapons” are those mentioned in Massachusetts General Laws Chapter 269, Section 12 and other weapons as defined using the “reasonable man standard.”

General

No student shall be suspended, expelled, or otherwise disciplined on account of marriage, pregnancy, parenthood or for conduct which is not connected with any school-sponsored activities with the exception of conduct covered under *Massachusetts General Laws, Chapter 71, Section 37H1/2*. (See Grounds for Long-term Suspension/Expulsion, Part I, page22).

Prior to admission, a student transferring into SABIS® must provide the Director’s office with a complete school record. Said record shall include, but not be limited to, any incidents involving suspension or violation of criminal acts or any incident reports in which such student was charged with any suspended act. *Massachusetts General Laws, Chapter 71, Section 37L*.

Due Process

Under Goss v. Lopez, 419 U.S. 565 (1975), the United States Supreme court held that students have the right to certain minimal due process protections when school officials seek to impose short-term suspensions. The Court stated that in such cases, the student is entitled to oral or written notice of the charge(s) against him/her, and explanation of the basis for the accusation(s), an opportunity to present his/her version of the facts. This “informal hearing” must be provided in advance of the suspension except where the student’s continued presence endangers persons or property or “threatens disruption of the academic process.” In the exceptional cases where immediate suspension is justified the notice and hearing must follow as soon as practicable. Finally, the United States Supreme Court indicated that where school officials seek to suspend a student for more than ten (10) days (long-term suspension), depending on the length of the exclusion, greater due process protections might be required.

Prior to the informal hearing, oral or written notice of the charges shall be given to the student by the Head Supervisor/S.M.C..

The informal hearing with the student will then proceed in the following manner:

1. The evidence against the student will be reviewed with the student.
2. The student will be given the opportunity to explain or to make statements in defense of his/her action or in mitigation of his/her conduct.
3. The Head Supervisor/S.M.C. shall record a summary of the facts and disputed evidence.
4. The Head Supervisor/S.M.C. shall have the discretion to investigate and to clarify facts, but the student should be informed of all such actions.
5. After the informal hearing, the student will be notified of the decision of the Head Supervisor /S.M.C.

When a student is suspended:

1. Parent/guardian should be immediately notified that their child is being suspended. In the case of an emergency, they will be asked to come to school and take the child home. (Arrangements for school assignments/tests will be provided as practicable). In emergencies, if the conduct of a student is severely disruptive, the student will be immediately removed from the building by the police if necessary or by the parent/guardian. Formal charges will follow. All suspension paperwork will follow the emergency action.

If the attempts to reach the parent(s)/guardian(s) are unsuccessful, the student will remain in the building until regular dismissal time. After reasonable efforts to contact the parent(s) or guardian(s) have been made by the administration, the suspension shall take effect and not be stayed. Externally suspended students will not be allowed to return to school during the period of the suspension even if the administration is unable to reach the parent(s) or legal guardian(s).

2. The Head Supervisor or S.M.C. must follow this oral presentation with a letter to the parent/guardian summarizing reasons for suspension, and indicating the number of days of suspension and the reinstatement date—the date the student may return to school.
3. Parent(s) and guardian(s) should be presented all reasons for suspension and, if so requested, be given an administrative hearing date with the Head Supervisor. The following provisions also apply:
 - a. The hearing must be held within two days of the suspension and before reinstatement to school.
 - b. The reinstatement date could, as a result of the hearing, be sooner depending upon evidence, student history, and extenuating circumstances.
 - c. A suspension review decision from the Head Supervisor will be forwarded to parent(s)/ guardian(s). There is no right to further review.

In addition to the minimal protections afforded to a student where a short-term suspension is imposed, additional due process hearing rights arise under federal and Massachusetts law when a long-term suspension is sought.

Prior to the imposition of a long-term suspension placement in an interim alternative educational setting or an expulsion, the Head Supervisor/S.M.C. shall ensure that the parent(s) or legal guardian(s) (or student, if he/she is eighteen (18) years old or older) receive(s) timely written notice, in the language of the home, by certified and first-class mail, postage prepaid, of the following:

- That a hearing will be held to determine whether or not to impose a long-term suspension, placement in an interim alternative educational setting, or expulsion;
- The date/time/place of the hearing;
- A description of the nature of the evidence supporting the allegation(s) against the student;
- The specific sections of the Handbook alleged to have been violated;
- A list of witnesses who will appear on behalf of the School;
- A summary of the procedures to be followed and the rights afforded to the student at the hearing; to wit:

During the course of the hearing, the School will first present direct and corroborative evidence from the above named individual(s). After presentation of any rebuttal evidence, you will be able to present any evidence related to the above-alleged acts on behalf of your son/daughter. You will then be able to present an argument concerning the information presented followed by a brief argument by the School.

At the hearing, your son/daughter has the right to be represented by counsel or an advocate of your choice.

Depending upon the nature of the individual, you may have the right to cross-examine school witnesses (note: in some cases the need to protect an individual may outweigh a student's right to cross-examine a witness, for example, another student.)

In addition, you may present witnesses on behalf of your son/daughter, and have your son/daughter, if you choose, testify in his/her own behalf if you so desire.

You are entitled to a copy of the tape recording of the hearing.

In addition, you or your counsel or advocate may review any and all statements by proposed school witnesses prior to said hearing. Arrangements for such review can be made by contacting the Head Supervisor / S.M.C.

Arrangements for the translation of witness statements or other school documents will be provided upon request.

Finally, you have the right to a reasonably prompt written decision, including the specific grounds for the decision, after the hearing is concluded.

Please be advised that all reasonable efforts will be made to protect the confidentiality of the hearing.

Please also note that the allegations against the student must be supported by a preponderance of evidence before a long-term suspension / expulsion is imposed.

Please note further that this is not a court proceeding. Evidence which is relevant, though hearsay, may be admitted.

If the student has an Individualized Education Plan (IEP) or Section 504 Accommodation Plan, additional rights are enumerated in “Disciplinary Action Relative to Special Needs Students” below;

- The right to appeal the Director’s decision to the Disciplinary Subcommittee of the Board of Trustees within ten (10) days; and
- The telephone number of the Head Supervisor / SMC should the parent(s) / guardian(s) have any questions or concerns.

PROCEDURES FOR THE EXCLUSION OF STUDENTS WITH DISABILITIES PURSUANT TO FEDERAL AND MASSACHUSETTS REGULATIONS:

Eligible students with disabilities, as defined by the Individuals with Disabilities Education Act and Massachusetts General Laws, Chapter 71B (Chapter 766), shall be subject to the provisions of this Discipline Policy except as otherwise provided in this section.

Federal and Massachusetts laws, regulations and policies do not prohibit the exclusion of students with disabilities in all cases. However, when it is permitted, the long-term removal of a student from the program which is prescribed in his/her Individualized Educational Plan (IEP) or Section 504 Accommodation Plan must be preceded by a more deliberate review of the causes and reasons for the proposed suspension and the development of an alternative program, consistent with federal and state law.

With respect to the exclusion of students with disabilities for more than ten (10) consecutive days, or a cumulative pattern of exclusions resulting in a change of placement, federal law (see 20 United States Code, Section 1415(k)) requires parental consent, or where the parent(s)/legal guardian(s) does not consent, the securing of an administrative or judicial order authorizing the exclusion, except for violations involving dangerous weapons, controlled illegal substances, or fighting resulting in serious injury.

With respect to the removal of students with disabilities from public schools, Massachusetts follows federal laws and regulations.

Disciplining Students with Disabilities: Procedures Applicable for Exclusions of More than Ten (10) Consecutive School Days or a Pattern of Exclusions Resulting in a Change of Placement:

The following provisions shall apply whenever a school administrator proposes to suspend a student with disabilities for more than ten school (10) days or when the suspension results in a pattern of exclusions resulting in a change of placement:

Definition of Suspension

Suspension shall be defined as any action which results in the removal of a student from the program prescribed in his/her Individualized Education Program (IEP) or Section 504 Accommodation Plan. The term includes in-school suspension as well as any exclusion from transportation services which prohibits the student's participation in his/her prescribed program.

General Requirements

Each school shall ensure that:

- a. Its Code of Conduct is on file with the Department of Education and all student handbooks contain the specific procedures in these regulations for the exclusion of a student with disabilities;
- b. It has an appropriate procedure to notify the Special Education Coordinator of the misconduct for which exclusion of a student with disabilities for more than ten (10) school days is proposed so that the procedures required can be implemented consistently;
- c. The number and duration of exclusions of students with disabilities is recorded and maintained by school administrators;
- d. The IEP or Section 504 Accommodation Plan of every student with disabilities indicates whether the student is or is not expected to meet the school's discipline code, and, if not, describes modifications of the code; and
- e. No student with disabilities may be excluded for more than ten (10) school days or be subject to a pattern of exclusions resulting in a change of placement except as provided hereunder.

Meeting to review IEP

When it is known that the exclusion(s) of a student with disabilities will approach ten (10) school days, a review of the IEP will be conducted. Participants in the meeting shall include, but not be limited to, individuals who are trained in the area of the student's special needs, as well as the parent(s). At that review, the review TEAM will determine whether the student's misconduct is a direct manifestation of the student's disabilities, or results from an inappropriate special education program/placement or an IEP that was not fully implemented. Depending on the result of that determination, exclusion may or may not be implemented.

Circumstances under which the student may not be suspended for more than ten (10) school days:

Subject to the authority of school officials to place a student with disabilities who commits an offense involving a dangerous weapon or illegal drugs/controlled substances, or an assault that results in serious bodily injury, in an interim alternative education setting for up to forty-five (45) school days:

- a. If the TEAM concludes that the student's misconduct is directly related to the student's disabilities or results from an inappropriate special education program or placement or an IEP that was not fully implemented, the student shall not be excluded. Instead, the student's IEP shall be revised to reflect a new program or placement designed to

meet the student's needs more effectively, or, if the misconduct resulted from an appropriate IEP that was not fully implemented, all necessary steps shall be taken by the school to ensure that the IEP is fully implemented. If revision of the student's IEP is required, development of an amended or new IEP shall occur;

- b. If a new program or placement is designed for the student as a result of the review, the program or placement shall be implemented immediately following parental approval of the IEP. If the parent(s)/legal guardian(s) refuses consent to the IEP, the school or parent(s)/legal guardian(s) may request a hearing to determine the appropriateness of the program. Alternatively, the parties may seek mediation to resolve the dispute. If a hearing is requested, during the pendency of the hearing, the student shall remain in the last agreed upon educational placement (the placement in effect when the dispute arose), unless another placement is agreed upon by the school and the student's parent(s)/legal guardian(s), or a court or hearing officer's order permits the school to change the student's placement based on a showing that the student's continued presence in school presents a substantial likelihood of injury to the student or to others.

Circumstances under which exclusion may be imposed for more than ten (10) school days:

- a. If the school wishes to impose a suspension/expulsion which results in more than ten (10) school days, and the TEAM concludes that: the student's misconduct is not a manifestation of the student's disabilities; is not the result of an inappropriate special education program/placement, and the current IEP was fully implemented, the school shall:
 1. Conduct a functional behavioral assessment and develop a positive behavioral intervention plan;
 2. Provide an appropriate interim alternative educational plan for the delivery of services to the student during the period of the exclusion; and
 3. Present the interim alternative plan to the student's parent(s)/legal guardian(s).
 4. A copy of the interim alternative educational plan must be included in the student's file, which shall also include documentation which demonstrates that:
 - a. The school has complied with procedures required by Goss v. Lopez and by the school's Code of Conduct;
 - b. The school has complied with procedures required by Section 615(k) of the IDEA;
 - c. The disciplinary action is for a stated number of days;
 - d. The action is necessary in light of the needs of the student and others;
 - e. The school administrators have conferred with appropriate special education staff as to the disciplinary action and have followed all the procedures outlined herein including notice to the parent(s) or guardian(s) of their right of appeal.

PLEASE NOTE THE FOLLOWING STATUTORY REQUIREMENTS:

Section 615(k) of the Individuals with Disabilities Education Act (“IDEA”) sets forth the following procedures with respect to disciplining students with disabilities, as well as protections for those students who have not yet been found eligible for special education services. The IDEA was amended by Congress in 2004 and became effective July 01, 2005.

Massachusetts law defers to Section 615(k) of IDEA 2004 with regard to disciplining students with disabilities. In addition, students who fall under Section 504 of the Rehabilitation Act of 1973 also have a right to almost all of the procedural protections enumerated in Section 615(k), which follows in its entirety:

(k) PLACEMENT IN ALTERNATIVE EDUCATIONAL SETTING

(1) AUTHORITY OF SCHOOL PERSONNEL-

- (A) CASE-BY-CASE DETERMINATION- School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.
- (B) AUTHORITY- School personnel under this subsection may remove a child with a disability who violates a code of student conduct from their current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 school days (to the extent such alternatives are applied to children without disabilities).
- (C) ADDITIONAL AUTHORITY- If school personnel seek to order a change in placement that would exceed 10 school days and the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child’s disability pursuant to subparagraph (E), the relevant disciplinary procedures applicable to children without disabilities may be applied to the child in the same manner and for the same duration in which the procedures would be applied to children without disabilities, except as provided in section 612(a)(1) although it may be provided in an interim alternative educational setting.
- (D) SERVICES- A child with a disability who is removed from the child’s current placement under subparagraph (G) (irrespective of whether the behavior is determined to be a manifestation of the child’s disability) or subparagraph (C) shall—
 - (i) continue to receive educational services, as provided in section 612(a)(1), so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child’s IEP; and
 - (ii) receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.
- (E) MANIFESTATION DETERMINATION-
 - (i) IN GENERAL- Except as provided in subparagraph (B), within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the local educational agency, the parent, and relevant members of the IEP Team (as determined by the parent and the local educational agency) shall review all relevant information in the

student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine—

- (I) if the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
 - (II) if the conduct in question was the direct result of the local educational agency's failure to implement the IEP.
- (ii) **MANIFESTATION-** If the local educational agency, the parent, and relevant members of the IEP Team determine that either subclause (I) or (II) of clause (i) is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.
- (F) **DETERMINATION THAT BEHAVIOR WAS A MANIFESTATION-** If the local educational agency, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall—
- (i) conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that the local educational agency had not conducted such assessment prior to such determination before the behavior that resulted in a change of placement described in subparagraph (C) or (G);
 - (ii) in the situation where a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
 - (iii) except as provided in subparagraph (G), return the child to the placement from which the child was removed, unless the parent and the local educational agency agree to a change of placement as part of the modification of the behavioral intervention plan.
- (G) **SPECIAL CIRCUMSTANCES-** School personnel may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the child's disability, in cases where a child--
- (i) carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a State or local educational agency;
 - (ii) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency; or
 - (iii) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency.
- (G) **NOTIFICATION-** Not later than the date on which the decision to take disciplinary action is made, the local educational agency shall notify the parents of that decision, and of all procedural safeguards accorded under this section.

(2) DETERMINATION OF SETTING- The interim alternative educational setting in subparagraphs (C) and (G) of paragraph (1) shall be determined by the IEP Team.

(3) APPEAL-

- (A) **IN GENERAL-** The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination under this subsection, or a local educational agency that believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request a hearing.
- (B) **AUTHORITY OF HEARING OFFICER-**
 - (i) **IN GENERAL-** A hearing officer shall hear, and make a determination regarding, an appeal requested under subparagraph (A).
 - (ii) **CHANGE OF PLACEMENT ORDER-** In making the determination under clause (i), the hearing officer may order a change in placement of a child with a disability. In such situations, the hearing officer may--
 - (I) return a child with a disability to the placement from which the child was removed; or
 - (II) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

(4) PLACEMENT DURING APPEALS- When an appeal under paragraph (3) has been requested by either the parent of the local educational agency—

- (A) the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in paragraph (1)(C), whichever occurs first, unless the parent and the State or local educational agency agree otherwise; and
- (B) the State or local educational agency shall arrange for an expedited hearing, which shall occur within twenty (20) school days of the date the hearing is requested and shall result in a determination within ten (10) school days after the hearing.

(5) PROTECTIONS FOR CHILDREN NOT YET ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES-

- (A) **IN GENERAL-** A child who has not been determined to be eligible for special education and related services under this part and who has engaged in behavior that violates a code of student conduct, may assert any of the protections provided for in this part if the local educational agency had knowledge (as determined in accordance with this paragraph) that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.
- (B) **BASIS OF KNOWLEDGE-** A local educational agency shall be deemed to have knowledge that a child is a child with a disability if, before the behavior that precipitated the disciplinary action occurred—
 - (i) the parent of the child has expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the child, that the child is in need of special education and related services;
 - (ii) the parent of the child has requested an evaluation of the child pursuant to Section 614(a)(1)(B); or
 - (iii) the teacher of the child, or other personnel of the local educational agency, has expressed specific concerns about a pattern of behavior demonstrated by the

child, directly to the director of special education of such agency or to other supervisory personnel of the agency.

- (C) EXCEPTION- A local educational agency shall not be deemed to have knowledge that the child is a child with a disability if the parent of the child has not allowed an evaluation of the child pursuant to section 614 or has refused services under this part or the child has been evaluated and it was determined that the child was not a child with a disability under this part.
- (D) CONDITIONS THAT APPLY IF NO BASIS OF KNOWLEDGE-
 - (i) IN GENERAL- If a local educational agency does not have knowledge that a child is a child with a disability (in accordance with subparagraph (B) or (C)) prior to taking disciplinary measures against the child, the child may be subjected to disciplinary measures applied to children without disabilities who engaged in comparable behaviors consistent with clause (ii).
 - (ii) LIMITATIONS- If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures under this subsection, the evaluation shall be conducted in an expedited manner. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the agency and information provided by the parents, the agency shall provide special education and related services in accordance with this part, except that, pending the results of the evaluation, the child shall remain in the educational placement determined by school authorities.

(6) REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES-

- (A) RULE OF CONSTRUCTION- Nothing in this part shall be construed to prohibit an agency from reporting a crime committed by a child with a disability to appropriate authorities or to prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.
- (B) TRANSMITTAL OF RECORDS- An agency reporting a crime committed by a child with a disability shall ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the agency reports the crime.

(7) DEFINITIONS- In this subsection:

- (A) CONTROLLED SUBSTANCE- The term 'controlled substance' means a drug or other substance identified under schedule I, II, III, IV or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)).
- (B) ILLEGAL DRUG- The term 'illegal drug' means a controlled substance but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.
- (C) WEAPON- The term 'weapon' has the meaning given the term 'dangerous weapon' under section 930(g)(2) of title 18, United States Code.

- (D) **SERIOUS BODILY INJURY-** The term ‘serious bodily injury’ has the meaning given the term ‘serious bodily injury’ under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.

PARENT’S AND STUDENT’S RIGHTS UNDER SECTION 504, TITLES II, IV, VI, IX AND THE AMERICANS WITH DISABILITIES ACT:

It is the policy of the Collegiate Charter School of Lowell to comply with all applicable provisions of Section 504 of the Rehabilitation Act of 1973, as well as those contained in Title II, Title IV, Title VI, Title IX, and the Americans with Disabilities Act. These Acts prohibit discrimination against persons on the grounds of race, color, national origin, gender, or disability in any program which receives federal funding.

Under Section 504, a person with a handicap is defined as one whom:

- has a mental or physical impairment which substantially limits one or more major life activities;
- has a record of such impairment; or
- is regarded as having such impairment.

The Office for Civil Rights (OCR) has noted that the ADA Amendments Act, effective January 1, 2009:

- directs that the ameliorating effects of mitigating measures (other than ordinary eyeglasses or contact lenses) may not be considered in determining whether an individual has a disability;
- expands the scope of “major life activities” by providing non-exhaustive lists of general activities and major bodily functions;
- clarifies that an impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active; and
- clarifies how the ADA applies to individuals who are “regarded as” having a disability.

Learning is not the only major life activity that a school district must consider in determining if a student has a disability. In fact, the list of major life activities and major bodily functions that constitute such activities, has expanded and includes, but is not limited to:

- caring for oneself
- performing manual tasks
- seeing
- hearing
- eating
- sleeping
- walking
- standing
- lifting

- bending
- speaking
- breathing
- learning
- reading
- concentrating
- thinking
- communicating
- working

A student with ADHD, for example, may be achieving good grades in academically rigorous classes; however, the district must consider other life activities, such as concentrating, that may be substantially limited by the ADHD.

A student with a peanut allergy may not have been covered before the Act because the student's use of mitigating measures – frequent hand-washing or bringing a homemade lunch – allowed him to minimize the risk of exposure. Now, after the Act, the effects of an epipen or other measures cannot be considered in the school's assessment of whether the student has a disability. The school must assess whether, without the measures, the allergy substantially limits a major life activity such as breathing – which it often does.

The School recognizes its responsibility to avoid discrimination in policies and practices involving both students and staff. No discrimination against anyone who falls under the provisions of Section 504 will knowingly be permitted in any program or practice of the Collegiate Charter School of Lowell. Accordingly, the School acknowledges that it has specific responsibilities to identify such handicapped persons, to evaluate such persons, and, if they are eligible under Section 504, to provide them with reasonable accommodations to the appropriate educational services.

Any student, parent or legal guardian who believes that he or she has been discriminated against on the basis of a handicap should immediately file a written complaint with the Head Supervisor and Civil Rights Administrator of the School, who will then investigate the complaint.

No student, parent or guardian who has filed such a complaint will be subject to coercion, intimidation, interference or retaliation for registering a complaint or assisting in the investigation of the complaint.

Interference with, intimidation of, and/or retaliation against any individual, including a student, parent, or guardian, for filing a complaint, filing a grievance, or opposing discrimination is strictly prohibited and shall be treated as an actionable, wrongful act in and of itself.

PARENT(S)/GUARDIAN(S) NOTICE OF RIGHTS UNDER SECTION 504:

You have the right to:

1. Have your child take part in, and receive benefits from public education programs without discrimination based on his/her handicapping conditions(s).
2. Have the School district advise you of your rights under the Federal law;

3. Receive notice with respect to identification, evaluation, or placement of your child;
4. Have your child receive a free, appropriate public education. This includes the right to be educated with non-handicapped students to the maximum extent appropriate. It also includes the right to have the School district make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities;
5. Have your child educated in facilities and receive services comparable to those provided to non-handicapped students;
6. Have evaluation, educational, and placement decisions based upon a variety of sources by persons who know the student, the evaluation data, and placement options;
7. Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if the student were placed in a program operated by the district;
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by the district;
9. Examine all relevant records relating to decisions regarding your child's identification, evaluation, educational program and placement;
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records;
11. Receive a response from the School district to reasonable requests for explanations and interpretations of your child's records;
12. Request amendment of your child's educational records if there is a reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If the School district refuses this request for amendment, it shall notify you within a reasonable time, and advise you of the right to a hearing;
13. File a grievance with the respective grade level Academic Quality Controller, who shall act as the Section 504 Liaison;
14. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program, or placement. You and the student may take part in the hearing and have an attorney represent you. Hearing and mediation requests may be made to: Commonwealth of Massachusetts, Department of Education, Bureau of Special Education Appeals, 75 Pleasant Street, Malden, MA 02148-5023. Phone – (781) 338-3000;
15. Appeal to the Office of Civil Rights (OCR), Region 1, John W. McCormack, Post Office and Court House Square, Room 222, Boston, MA 02700. Phone (617) 223-9662.

GRIEVANCES:

The School has established an internal procedure in order to provide for prompt and equitable resolutions of complaints alleging any action prohibited by Title II, Title IV, Title VI and Title IX, Section 504, and the Americans with Disabilities Act.

Title II states, in part, that “no otherwise qualified disabled individual shall, solely by reason of such disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination in programs or activities” sponsored by a public entity.

Title IV of the 1964 Civil Rights Acts provides that no person shall on the ground of race, color, or national origin be excluded from participating in any program receiving federal financial assistance.

Section 901(a) of **Title IX** of the Education Amendments of 1972 prohibits any educational program or activity from discriminating on the basis of sex.

Section 504 of the Rehabilitation Act of 1973 protects the rights of individuals with disabilities within the work and school setting. Section 504 is a federal civil rights statute.

Section 601 of **Title VI** prohibits discrimination on the basis of race, color, or national origin.

(Note: complaints that do not allege discriminatory conduct should be directed to the Head Supervisor.)

GRIEVANCE PROCEDURE:

A. DEFINITIONS

A “Grievance” is a complaint made pursuant to, and arising out of, the Collegiate Charter School of Lowell’s obligations under Section 504 of the Rehabilitation Act, Title II, Title IV, VI, Title IX, and the ADA. An “Aggrieved Party” is a person or persons making the complaint.

B. PURPOSE

The purpose of this grievance procedure is to secure prompt and equitable solutions to grievances, which may, from time to time, arise pursuant to Section 504, Title II, Title IV, Title IX, and the ADA.

C. GENERAL

No aggrieved party will be subject to coercion, intimidation, interference, or discrimination for registering a complaint or for assisting in the investigation of any alleged complaint within the context of this grievance procedure.

All documents, communications, and records dealing with the filing of a grievance will be kept confidential to the full extent provided by law.

Forms for filing grievances will be provided upon request by The Schools’ Section 504, Title II, Title IV, Title IX and ADA District Coordinator whose address appears above.

D. PROCEDURE

When the aggrieved party is a student or student’s parent/guardian:

1. The aggrieved party should complete the Grievance Form (See Appendix F) and return it to the respective Academic Quality Controller of the School building in which the alleged grievance occurred. The complaint should be filed within fifteen (15) days after the

complainant becomes aware of the alleged violation. (Allegations of discrimination occurring before this grievance procedure was in place will be considered on a case-by-case basis). Assistance will be provided upon request, to enable an individual to complete the Grievance Form and pursue the grievance process.

2. Within ten (10) school days after receiving the grievance, the Academic Quality Controller shall meet with the aggrieved party in an effort to resolve the grievance. This investigation into the complaint is contemplated to be thorough, but informal, in nature. All interested persons and their representatives, if any, shall be afforded an opportunity to be heard and to submit evidence relevant to the complaint. If the grievance is not resolved, it will be forwarded to the Section 504 Coordinator.

3. Within thirty (30) school days of receipt of an unresolved grievance, the Section 504 Coordinator/Head Supervisor will conduct a hearing to determine what, if any, action shall be taken in response to the grievance. The hearing shall be held at a time and place mutually convenient to all parties. The hearing procedure will follow appropriate due process procedures, including:

- a. the opportunity for the aggrieved party to present the grievance in any suitable manner;
- b. the right of the aggrieved party to an impartial hearing officer;
- c. the right of the aggrieved party to be represented by counsel or an advocate at the aggrieved party's expense (the aggrieved party should notify the Section 504 District Coordinator if he/she will be represented by counsel); and
- d. the right of the aggrieved party to a prompt decision.

4. A written determination of the validity of the complaint and a description of the resolution, if any, shall be issued by the Section 504 Coordinator and forwarded to the complainant no later than fifteen (15) working days after its filing. The determination of the validity of the complaint and the description of the resolution will be provided in an alternate format, upon request, if needed for effective communication.

5. The complainant can request a reconsideration of the case in instances where he or she is dissatisfied with the resolution. The request for reconsideration should be made within fifteen (15) working days following receipt of the written determination to the Director of The School.

6. The right of a person to a prompt and equitable resolution for the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies such as the filing of an ADA complaint with the responsible federal department or agency. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies.

7. These rules shall be construed to protect the substantive rights of the interested persons to meet appropriate due process standards and to assure that The School complies with the ADA and implementing regulations.

8. Copies of all resolutions and findings made under this procedure shall be filed with the Director.

Confidentiality

Any action taken by the Collegiate Charter School of Lowell in the application of the disciplinary policy shall be documented in the student's temporary cumulative record. Disclosure of this information without the prior written consent of the parent(s)/legal guardian(s) or the student if he or she is fourteen or older is prohibited except as allowed by law.

Student Records

A student's record contains all information concerning that student which is kept by the School. Student and parent/legal guardians with custody have the right to see their own student records. Copies of any information in the record may be obtained upon request. For extensive copies of student records, please allow five (5) working days from the date of a request for production of such documents. Please also note that public records regulations permit Collegiate Charter School of Lowell to charge a reasonable fee for copies in the event that extensive copies are requested.

Pursuant to state and federal statutes and regulations, no third party, other than authorized school or Department of Education personnel, shall have access to information in or from an education record without the specific informed consent of the eligible student or the parent(s)/legal guardian(s), subject to certain exceptions. A student's record is available to school personnel that work directly with the student. This includes administrators, teachers, counselors, office staff and clerical personnel. They do not need permission to see student records.

No information in a student's records is available to anyone outside the SABIS® district without the written permission of the student and or parent/legal guardian. Court officers, health officials, DCF, and authorized school personnel may have access to school records of students without "the specific informed consent" of the student of his/her parent(s)/legal guardian(s).

These laws include the Family Educational Rights and Privacy Act (FERPA), found at 20 U.S.C. §1232(g), the Individuals with Disabilities Education Act (IDEA), found at 20 U.S.C. §1400 et seq. and M.G.L. c.71 §§ 34A, B, D, E, and H, as well as the regulations promulgated under these statutes.

FERPA also allows disclosure of education records without the consent of parent(s)/guardian(s) and/or students to any school officials, including teachers, who have a legitimate educational interest in them; during lawsuits brought against the school by a student or against a student by the school; in the event of a health or safety emergency; and, among other exceptions, upon receipt of a Court Order or lawfully issued subpoena, or upon receipt of a request from a court, DCF, or the Department of Youth Services for information regarding a student. Prior to compliance with the Order, subpoena, or request, the school shall notify the eligible student or parent(s)/guardian(s) of the Order, subpoena, or request in such reasonable time that he/she may seek to have the process quashed. Other exceptions may be found by reviewing the statute.

In the case of a student, fourteen through seventeen (14-17) years of age, or of one who has entered the ninth grade, both the student and his/her parent(s)/legal guardian(s) or either one acting separately, shall exercise these rights. Any student eighteen (18) years of age or older may exercise these rights alone.

This privacy protection also means that if parent(s)/legal guardian(s) or students wish transcripts or records forwarded to school, colleges, or prospective employers, a written release must be delivered to the school or the appropriate custodian of the student's school records.

Schools may not exclude a new student because they have not received his or her complete school records from his/her former community.

Parent(s)/legal guardian(s) and students are guaranteed the right under state and federal law to inspect as well as seek addition to or deletion from all records which are kept or requested to be kept by the School Department concerning individual students. The term "education records" is defined as records that are "directly related to a student" and "maintained by an educational agency or institution or by a party acting for the agency or institution." 20 U.S.C. 1232g (a) (4) (A). They include the "student record" – a student's transcript and any other recorded information which is identified by the student's name, as well as the "temporary record," which contains all other information such as evaluations by teachers, counselors, and other school staff. A signed log is kept for cumulative records of students identifying all persons who have obtained access to the student record.

Under FERPA, certain records are excluded from the definition of "education records" and are not subject to access by parent(s)/guardian(s), students, and other individuals. These records include personal notes kept by instructional and administrative staff in their own files, employee records, records kept by school law enforcement officers, and medical treatment records of students over the age of 18.

If a parent/legal guardian or student wishes transcripts or records forwarded to schools, colleges, prospective employers, or a branch of the armed services, a written release must be delivered to the Guidance office and the appropriate custodian of the student's school records.

In the case of a student, fourteen through seventeen (14-17) years of age, or of one who had entered the ninth grade, both the student and his/her parent(s)/legal guardian(s), or either one acting separately, shall exercise these rights. Any student eighteen (18) years of age or older may exercise these rights alone.

Collegiate Charter School of Lowell does not furnish any student records or personal information for "directory information" purposes.

No Child Left Behind Act

The "No Child Left Behind" Act, www.nclb.org requires that SABIS® must provide a list of student names, addresses and telephone numbers to military recruiters and institutions of higher learning when they request such information, unless parents or students request that information be withheld. At the start of the school year, a notice of the right to request

the withholding of this information will be forwarded to parents/legal guardians and students over 14. **The notice form must be returned to the administrative offices or SABIS® will consider that there are no objections to the release of this information and such information will be forwarded to BOTH military recruiters and institutions of higher learning.**

Student Record Amendments

A parent/ guardian or eligible student has the right to add information, comments, data, or any other relevant written material to the student record. The parent/guardian or eligible student should submit the additional information to the Director along with a written request that the information be added to the student record.

A parent/guardian or eligible student has the right to request in writing the deletion or correction of any information contained in the student record, except for information which was placed in the record by a special needs student's TEAM. Any such information inserted by the TEAM will not be subject to a request for deletion or correction until the Individualized Education Plan for that student has been accepted or, if rejected, after the completion of the special education appeal process.

Any deletion or amendment shall be made in accordance with the following procedure:

- If a parent/guardian is of the opinion that adding information is not sufficient to explain, clarify, or correct objectionable material in the student's record, the parent/guardian shall present the objection in writing and/or have the right to confer with the Head Supervisor or designee to make the objections know.
- The Head Supervisor/designee shall within one (1) week after the conference or receipt of the written objection(s), inform the parent/guardian of a decision in writing, stating the reason(s) for the decision. If the decision is in favor of the parent/guardian, the Head Supervisor/designee shall promptly take steps to put the decision into effect.
- If the Head Supervisor/designee's decision is not satisfactory to the parent/guardian, the parent/guardian may file an appeal in writing, with the Director. This appeal must be made within five (5) school days of the Head Supervisor/designee's decision. The Director shall render a written decision within two (2) weeks of receipt of the written appeal.
- If the Director's decision is not satisfactory to the parent/guardian, the parent/guardian may file a written appeal with the Board of Trustees within five (5) days of the receipt of the Director's decision. The Board of Trustees shall conduct a hearing on the appeal as required by 603 CMR 23.09(4).

School District Transfer of Records

Pursuant to 603 CMR 23.07(g), Collegiate Charter School of Lowell hereby gives notice to parent(s)/guardian(s) and eligible students that it forwards the complete school record of a transferring student to schools in which the student seeks or intends to enroll. While consent of the parent/guardian or eligible student is not required, it is the policy of SABIS® that it will not forward records to the receiving district without the signature of the parent/guardian or eligible student.

Destruction of Student Records

Notice is hereby given that the temporary record of a student will be destroyed no later than five (5) years after that student transfers, graduates, or withdraws from school. If the parent/guardian or eligible student wishes to have the temporary record, they must request in writing prior to the last day of school that the documents be provided to them. No additional notice will be provided to the parent/guardian or eligible student prior to the destruction of such records.

In addition, SABIS® may destroy the following documents, which are considered part of the temporary record, on a yearly basis: disciplinary records (other than documentation of suspensions and /or expulsions), any notes from the parent/guardian concerning absences, early dismissals, late arrivals, as well as examples of student work. If the parent/guardian or eligible students want those records, they must request so in writing prior to the last day of school.

Non-Custodial Parents Access To School Records

In order for Collegiate Charter School of Lowell I to release student information to a non-custodial parent, the directives of Massachusetts General Laws c. 71 Section 34H must be satisfied. Section 34H requires that the School provide information to a non-custodial parent only if the non-custodial parent is eligible to receive information pursuant to this section.

The Massachusetts Department of Education amended its regulations governing non-custodial parent access to their child's school records in order to bring them into line with the federal Family Educational Rights and Privacy Act ("FERPA").

In the past, school districts were required to go through an annual process to determine whether a non-custodial parent was entitled to have such access based upon his/her legal standing via certified copies of Probate & Family Court orders or judgments.

Under the new regulation, the burden of providing this information now falls upon the custodial parent. The school district's only action upon receiving a request from a non-custodial parent for school records is to contact the custodial parent, advise them of the request, and provide the custodial parents twenty-one (21) days in which to supply documentation showing that the non-custodial parent should be denied access. If the school district receives no response from the custodial parents within the twenty-one days, it must release the records to the non-custodial parent.

Further, the former regulations required that the non-custodial parent provide information regarding his/her legal status on an annual basis. Under the new regulations, this annual requirement has been removed. The burden is now upon the custodial parent to alert the school district whenever there is a change in the legal status of the non-custodial parent that would render him/her ineligible to access the children's records.

The information provided to the non-custodial parent shall be marked to indicate that it may not be used to support admission of the child to another school.

Physical Restraint Policy

BACKGROUND AND PURPOSE

The Massachusetts Department of Elementary and Secondary Education (DESE) established regulations governing the use of physical restraints on students. These regulations supersede all previously established procedures. The Collegiate Charter School of Lowell is required to follow the provisions of 603 CMR 46.00 which regulates the use of physical restraint on students in Massachusetts public school districts, charter schools, virtual schools, collaborative and special education schools. The purpose of this policy is to ensure that every student participating in a Collegiate Charter School of Lowell (CCSL) program is free from the intrusive use of physical restraint that is inconsistent with 603 CMR 46.00 and that such an intervention is used only in emergency situations of last resort after other less intrusive alternatives have failed or have been deemed inappropriate, and with extreme caution. Physical restraint should be administered only when needed to protect a student or other students and staff from assault or imminent, serious physical harm. Physical restraint should be administered in the least intrusive manner possible and should be used to prevent or minimize harm to the student.

DEFINITIONS

The following terms as used in 603 CMR 46.00 shall have the following meanings:

Physical restraint: Direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

Physical escort: A temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

Mechanical restraint: The use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student; that have been prescribed by an appropriate medical or related services professional; and are used for the specific and approved positioning or protective purposes for which such devices were designed.

Medication Restraint: The administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.

Consent: Consent shall mean agreement by a parent who has been fully informed of all information for which agreement is sought, in his or her native language or other mode of communication that the parent understands and agrees in writing to carrying out of the activity, and understands that the agreement is voluntary and may be revoked at any time. The agreement describes the activity and lists the records (if any) which will be released and to whom. In seeking parental consent, a public education program shall not condition admission or continued enrollment upon agreement to the proposed use of any restraint.

Time Out: A behavioral support strategy developed pursuant to 603 CMR 46.04(1) in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out

must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed. At the Collegiate Charter School of Lowell a time-out under this policy excludes disciplinary related removal from classroom or structured breaks. In the case a student is in need of calming, a multidisciplinary team (of a minimum of two), including the social worker, student adjustment counselor, student management, administrators or support staff, will lead the student to a time-out space (administrator's office or other space without an audience) and the student will be continuously supervised.

Prone Restraint: Prone restraint shall mean a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position.

Extended restraint: A physical restraint the duration of which is more than twenty (20) minutes. Extended restraints increase the risk of injury and therefore, require additional written documentation.

School working day: Any day or partial day that students are in attendance at the public education program for instructional purposes.

Seclusion: The involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out as defined in 603 CMR 46.02.

Physical restraint is defined as direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. Physical restraint shall only be used when needed to protect a student and/or a member of the Collegiate Charter School of Lowell community from assault or imminent, serious, physical harm. Furthermore, any such physical restraint shall be administered so as to prevent or minimize any harm to the student.

This policy shall be reviewed annually and provided to Collegiate Charter School of Lowell staff and made available to the Parents of enrolled students. Nothing in this policy precludes any teacher, employee, or agent of the Collegiate Charter School of Lowell from using reasonable force to protect students, other persons, or themselves from assault or imminent, serious, physical harm.

1. **Methods for Preventing Student Violence, Self-Injurious Behavior, and Suicide**
 - a. The Crisis Intervention Team is trained and certified to utilize Crisis Prevention Institute non-violent crisis intervention and de-escalation techniques.
2. **Methods for Engaging Parents**
 - a. Collegiate Charter School of Lowell will conduct an annual workshop, open to the entire school community, concerning restraint prevention and the use of restraint solely as an emergency. This workshop may be coordinated with the special education parent advisory council and the Parent Connection.
 - b. Any parent with concerns about the use of physical restraint at Collegiate Charter School of Lowell may request a meeting with the School Director to discuss such concerns. Any individual who believes that a physical restraint of

a student may have been unwarranted or conducted inappropriately may also make use of the Grievance Procedure described in Section 10, below.

3. **Alternatives to Physical Restraint and Methods of Physical Restraint**

a. Alternatives

Physical restraint shall not be used unless the following, less intrusive behavior interventions and supports have been unsuccessful or deemed inappropriate by school staff:

- Positive behavioral interventions
- Verbal redirection or directives
- Opportunity for a break
- De-escalation techniques
- Loss of earned tokens/rewards/privileges
- Opportunity for time-out
- Physical escort to a separate space for time-out
- Referral to school counselor
- Communication with guardian(s)
-

b. Methods of Physical Restraint:

Physical restraint shall not be used as a means of discipline or punishment; if the student cannot be safely restrained due to medical contraindications which have been documented by a licensed physician and provided to the District; as a response to property destruction, disruption, refusal to comply with rules or staff directives, or verbal threats when those actions do not constitute a threat of assault or imminent, serious, physical harm. Physical restraint shall not be used as a standard response for any individual student. Physical restraint is an emergency procedure of last resort.

The following forms of physical restraint shall only be administered by trained personnel, using only the amount of force necessary to protect the student or other member(s) of the school community from assault or imminent, serious, physical harm. The staff member(s) administering physical restraint shall use the safest method available and appropriate to the situation. Staff shall continuously monitor the physical status of the student during restraint, and the student shall be immediately released from the physical restraint if the student expresses or demonstrates significant physical distress.

All physical restraints must terminate as soon as the student is no longer an immediate danger, or if the student indicates that he/she cannot breathe, or if the student is observed to be in severe distress. If any physical restraint approaches twenty (20) minutes, staff will obtain the approval of the building Principal to continue the restraint based upon the student's continued agitation. All physical restraints shall be administered in compliance with 603 CMR 46.00.

- i. CPI Team Control Position
- ii. CPI Transport Position
- iii. CPI Children's Control Position
- iv. CPI Interim Control Position

4. Prohibited Forms of Restraint

- a. Medication restraint, mechanical restraint, and seclusion restraint, as defined in 603 CMR 46.02, are prohibited in the Collegiate Charter School of Lowell.
- b. Any form of physical restraint used in a manner inconsistent with 603 CMR 46.00 is prohibited in the Collegiate Charter School of Lowell.
- c. Given the risk of positional asphyxia and inherent of prolonged and intended floor restraint, prone restraint (as defined in 603 CMR 46.02) will not be used at the CCSL.

CCSL uses the Crisis Prevention Institute Classroom Models as the procedure for providing for the safety and well-being of all individuals in the school setting. As such, only those staff members with in-depth Applied Physical Training will engage in extended restraint. If at any time a student in distress goes to the floor, temporary emergency floor techniques will be used to safely move the student to the Classroom Model as soon as possible. Restraint and hold techniques are never designed to bring a student to the floor or “take down” a student.

5. Staff Training, Physical Restraint Reporting, and Follow-Up Process

a. Staff Training:

- i. All staff/faculty will receive training regarding the District's physical restraint policy within the first month of each school year, and employees hired after the school year begins will receive training within one month of starting their employment.
- ii. Required training for all staff will include review of the following:
 - 1) Collegiate Charter School of Lowell Physical Restraint and Behavior Support Policy
 - 2) School building-level physical restraint procedures, including the use of time-out as a behavior support strategy;
 - 3) The role of the student, family, and staff in preventing physical restraint;
 - 4) Interventions which may preclude the need for restraint, including de-escalation of problematic behaviors and alternatives to restraint;
 - 5) When in an emergency, the types of permitted physical restraints and related safety consideration, including information regarding the increased risk of injury to a student when any restraint is used;
 - 6) Identification of Collegiate Charter School of Lowells' staff who have received in-depth training (as set forth below in section (a)(iii)) in the use of physical restraint.
- iii. In-Depth Training
 - 1) At the beginning of the school year, the School Director will identify those designated staff who will participate in in-depth training and who will then be authorized to serve school-wide resources to assist in ensuring proper administration of physical restraint.

- 2) Designated staff members shall participate in approximately sixteen (16) hours of in-depth training in the use of physical restraint, with at least one refresher training annually.
- 3) In-depth training will include:
 - A. Appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;
 - B. A description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
 - C. The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
 - D. Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;
 - E. Demonstration by participants of proficiency in administering physical restraint; and
 - F. Instruction regarding the impact of physical restraint on the student and family, including but not limited to psychological, physiological, and social-emotional effects.

b. Physical Restraint Reporting

- i. Report to Principal or Designee:
 - 1) Staff shall verbally inform the Principal of any physical restraint as soon as possible, and by written report within one (1) school day.
 - 2) The Principal or designee shall maintain an ongoing record of all reported instances of physical restraint.
- ii. Report to Parent(s) of Physically Restrained Student:
 - 1) The Principal or designee shall make reasonable efforts to verbally inform the student's Parent of the physical restraint within twenty-four (24) hours.
 - 2) The Principal or designee shall provide the Parent a written report of the physical restraint within three (3) school days. This written report may be provided via email, if the Parent has provided the District with an email address (see Appendix D).
 - 3) The Parent and/or student may respond to the Principal or designee to comment on the use of the physical restraint and the information in the written report (see Appendix E). The Parent and/or student may also pursue the Grievance Procedure described in Section 10, below.
- iii. Report to Department of Elementary and Secondary Education (DESE):

- 1) Whenever a physical restraint results in injury to the student or any school community member, the District shall send a copy of the written report to DESE within three (3) school days. A copy of the ongoing physical restraint log from the past thirty (30) days will also be provided to DESE.
- 2) Collegiate Charter School of Lowell shall also report physical restraint data annually to DESE, as directed by DESE.

c. Follow-Up Procedures

- i. After a student is released from a physical restraint, staff shall implement follow-up procedures, including:
 - 1) Reviewing the incident with the student to address the behavior that precipitated the physical restraint;
 - 2) Reviewing the incident with the staff member(s) who administered the physical restraint to ensure proper restraint procedures were followed; and
 - 3) Consideration of whether any follow-up is appropriate for students who witnessed the physical restraint, if any.

6. School director has developed and implemented procedures for period review of physical restraint data.

- a. These procedures include weekly review of physical restraint data to identify individual students who have been restrained multiple times during the week, and if any such student(s) is identified, to convene a review team to assess the student's needs.
- b. These procedures include monthly, administrative review of school-wide physical restraint data.

7. School Director has developed and implemented procedures to ensure that the Reporting Requirements of this Policy and 603 CMR 46.06 are met.

8. School Director has developed and implemented procedures for providing timely, oral and written notice to the parents of any student who undergoes physical restraint. (See Appendix D)

9. School director has developed and implemented a procedure for the use of time-out.

- a. This procedure includes the process by which staff will obtain the Director's approval for any time-out lasting longer than thirty (30) minutes. Such approval shall be based on the student's continuing agitation.

10. Grievance Procedures.

This grievance procedure is established to ensure procedures are in place for receiving and investigating complaints regarding physical restraint practices. Any individual who believes that a physical restraint of a student may have been unwarranted or conducted inappropriately may file a complaint by utilizing this procedure:

The complaint must be submitted in writing or on audiotape to School Director.

The School Director will meet with the complainant within ten (10) school days of receipt of the complaint.

A thorough investigation will be conducted which may include interviewing witnesses, staff involved and/or the student; reviewing all written documentation leading up to and pertaining to the incident and all reports filed with the School Director and the Department of Elementary and Secondary Education.

A written report will be developed by the School Director and provided to the complainant.

Grievance Procedure

Collegiate Charter School of Lowell has established an internal procedure in order to provide for the prompt and equitable resolutions of complaints regarding the administration of physical restraints. No aggrieved party will be subject to coercion, intimidation, interference, or discrimination for registering a complaint or for assisting in the investigation of any alleged complaint within the context of this restraint policy. Interference with, intimidation of, and/or retaliation against any individual, including a student, parent, or guardian, for filing a complaint or grievance is strictly prohibited and shall be treated as an actionable, wrongful act in and of itself. All documents, communications, and records dealing with the filing of a grievance will be kept confidential to the full extent provided by law.

Grievance information and forms may be obtained upon request from the Head Supervisor.

School Tobacco Use Policy

Collegiate Charter School of Lowell is committed to maintaining and improving the health and well-being of all employees and students. Collegiate Charter School of Lowell accepts the educational principles that are taught best by example. Medical research shows that tobacco use poses as a significant health risk. As a result, Collegiate Charter School of Lowell adopts the following policy for all employees, students, and visitors on school grounds:

1. Tobacco use of any kind is not permitted in any building under the direction of the Collegiate Charter School of Lowell I.
2. The smoke-free School Policy prohibits tobacco use by students, staff, and visitors in all buildings and on all school grounds, school buses, at all times, including school sponsored functions off-site.

An offense of this policy will result in a consequence. The following measures are to be used by the Director or designee as guidelines to provide a fair, firm and consistent approach to discipline.

OFFENSE-- The use of all tobacco products (as mandated by M.G.L. Ch. 71, s.2 (A)).

Students—Possession or use of a tobacco product* on school property:

Offense:

1st Offense:

Options:

1-3 day suspension
Parental Notification
Counseling

2nd Offense:

3-5 day suspension
Parental Notification
Counseling

3rd Offense:

Short or long term suspension
Parental Notification
Counseling

Students--Possession of tobacco products* on school property:

Offense:

1st Offense:

Options:

In-House Alternative Program
Detention
Parental Notification
Counseling
1-3 day suspension

2nd Offense:

1-3 day suspension
Parental Notification
Counseling

Any of the following options may be combined with disciplinary consequences: Referral to smoking cessation programs, In-House Alternative Program, and detention.

* Tobacco products: Cigarettes, cigars, chewing tobacco, snuff, or any other form of tobacco

Substance Abuse Policy/Protocol

Collegiate Charter School of Lowell is dedicated to providing a drug and alcohol free environment for staff, students, and citizens. The School believes that education plays a critical role in establishing the lifelong health habits for its students. Advising curriculum components and guidance counseling emphasize the dangers associated with drugs and alcohol. SABIS® also has a strong interest in the health of its employees and in their service to students as positive role models.

Students who attend any school dance, social event, or school activity will be required to observe the rules of behavior that are in effect during the school day.

Collegiate Charter School of Lowell dances and social activities are planned for members of our school; attendance by non-school members is by invitation only. When guests are permitted, a student is restricted to one guest at a dance or social, and approval must be given in advance by the administration.

Students will not be permitted to enter the dance or activity thirty minutes after it has started, unless approval has been obtained by administration. Should an attendee leave the activity for any reason without an adult escort, he/she will not be permitted to return.

Each student entering a school sponsored dance or activity may be required to submit to a Breathalyzer test. This is a passive, noninvasive test where no mouthpiece is needed. Students will be asked to speak or breathe into a “microphone-like” device.

When possible, and at the discretion of the administration, a police officer will be present at functions in the event of any law enforcement issues that may arise. A student whom the administration has determined to have violated the school’s substance abuse and code of conduct policies will be sent home with a parent or turned over to the Police for protective custody or arrest.

It is the responsibility of the administration / faculty advisor(s) to ascertain that the following is carried out:

1. A goal of four faculty chaperones and at least two sets of parents to volunteer their services.
2. Only the area of the building in which the event is to take place and the lavatories immediately adjacent may be available.
3. Policy for students leaving the building:
 - a. Only during intermission may students go outside.
4. Anyone with the appearance of being under the influence of alcohol or drugs shall not be admitted and are subject to a breathalyzer test.
5. No guest below grade nine may attend a senior high school dance.
6. Prior to the event, the names of guests must be approved and recorded with the administration before the close of school.

Part I: School Sponsored Events

1. The administration will determine at which school-sponsored events the breathalyzer will be used. These events will include, but not be limited to, proms, dances, concerts, overnight activities, optional field trips, athletic events, etc.
2. The administration will determine the manner by which the students will be tested: entire group, pre-determined random selection, or base on a individualized reasonable suspicion. The administrator or staff member present at such events has the authority to test and retest any individual suspected of being under the influence of alcohol even if the student has a negative test upon entering the event.
3. Students attending these events may be required to take a breathalyzer test administered by a member of the staff or administration prior to entering the event.
 - a. Any student who tests positive will be given a second test after a waiting period of twenty (20) minutes.

- b. If this test is positive, the student will be denied entrance to the event, detained by school officials until parents/guardians arrive and an investigation is conducted.
 - c. The student will be sent home and, subject to disciplinary procedures, will be suspended.
 - d. Whether school officials are testing students randomly or testing the entire group, a student who tests positive or refuses to be tested may be prohibited from participating in future extra-curricular activities.
4. A student already in attendance at a school sponsored event who is suspected of being under the influence will be tested or retested.
- a. If this test is positive, the student will be detained until parents/guardians arrive and, subject to disciplinary procedures, will be suspended.
 - b. If a student, already in attendance, who is suspected of using alcohol as described herein, refuses the test, that student will be detained and sent home with a parent/guardian and, subject to disciplinary procedures, will be suspended.
5. The Breathalyzer Protocol shall apply to all students and guests.

PART II: During the School Day

An administrator may give any student who is suspected of being under the influence of alcohol according to the regulations of the policy a breathalyzer test.

- a. A student who tests positive will be given a second test after a waiting period of twenty (20) minutes.
- b. If this test is also positive, school officials will detain the student until parents/guardians arrive, and, subject to disciplinary procedures, the student will be suspended.
- c. A student who is determined to be under the influence as described herein and who refuses the test will be detained until parent/guardians arrive, and, subject to disciplinary procedures, the student will be suspended.

Part III: Training and Maintenance

1. Training in the operation of the breathalyzer will be performed and updated annually, according to the recommendations of the manufacturer or sales agent of the breathalyzer.
2. A list of trained personnel will be on file in the school office.

DEFINITIONS:

Contraband

Any device, apparatus or article, possession of which is illegal, such as a hypodermic needle, used in the use/abuse of any substance of abuse. This includes the substance of abuse.

Distribution

Having on one's personal belongings illegal drugs or controlled substances in a quantity beyond reasonable personal use, or prescriptive drugs in a quantity greater than recommended daily dose as prescribed in a Physician's Desk Reference (P.D.R.). In addition, providing any illegal drug, controlled substance, or prescriptive medication to another, regardless of the quantity, is considered as distribution in this policy. Being found in possession of such quantities, whether or not actually found in the act of distribution, shall be considered as distribution in this policy.

Paraphernalia

Any device, apparatus, or article used in the use/abuse of any substance of abuse, including those of an ornate nature, such as a roach clip, pipes and rolling papers.

Drug Paraphernalia

In order that no substance abuse is implied, students who display drug paraphernalia on school property may have them confiscated and returned to their parent(s)/legal guardian(s). Disciplinary consequences for such instances will be decided upon a case by case basis.

Personal Property

Includes clothing, knapsacks, pocketbooks, or items of individual ownership as well as school provided property.

Possession

Having on one's personal belongings quantities of any substance of abuse in an amount reasonable for personal use.

Reasonable Search

Inspection of a student's person, personal effects or property, but not including a strip search.

Substance of Abuse

Any chemical or substance, licit or illicit (including all forms of inhalants), which alters an individual's physical, emotional, or mental state.

Disposal of Confiscated Contraband

All substances must be sealed and documented by the School administration and turned over to the Lowell Police Department. A student's identity will be provided to the Lowell Police Department in accordance with this policy.

Medical Emergency

In the event that a student is found to be under the influence of a substance to the degree that is life threatening, emergency transportation shall be arranged to the nearest hospital. An evaluation by the School nurse will occur whenever feasible to ensure student safety.

Confidentiality

All Collegiate Charter School of Lowell administrative action taken in the application of these policies will be documented in the student's temporary cumulative record. Unless so mandated by the law, any disclosure of information must be with the consent of the individual student and/or parent(s)/legal guardians if the student is under the age of fourteen (14).

All efforts will be made to protect the identity of any individual (student, staff, and parent(s)/ legal guardian who reports violations of these policies.

GENERAL CONSIDERATIONS:

PRESCRIPTION MEDICATION: Must be left with the nurses for dispensing. A doctor's order and written parent/guardian permission is required before any medication is dispensed. Any medication kept on a student's personal belongings will be responded to in accordance with this policy, based on the quantity of substance.

DISPOSAL OF CONFISCATED CONTRABAND: All substances must be sealed and documented by the School administration and turned over to the Lowell Police Department. A student's identity will be provided to the Department in accordance with the provisions of this policy.

MEDICAL EMERGENCY: In the event that a student is found to be under the influence of a substance to a degree that is life threatening, emergency transportation shall be arranged to the nearest hospital. An evaluation by the health office will be accessed whenever feasible to ensure student safety.

APPLICATION OF POLICY: Students are protected by the guarantees of the Fourth Amendment, and are subject to reasonable searches and seizures of a particular student and school property when there is reasonable suspicion to believe that a student may be in possession of drugs, weapons, alcohol, and other materials in violation of school policy or state law. School property shall remain under the control of school officials, and shall be subject to search.

SCHOOL PROPERTY: The School owns School lockers, desks, and other such property. The School exercises exclusive control over school property, and a student should not have an expectation of privacy regarding items placed in school property. If lockers in the School are shared by more than one student, each student is responsible for contraband found during a locker search (see Lockers, contained herein).

THE PERSON: According to the United States Supreme Court, "a student may be searched if there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated either the law or the rules of the School." A

particular student's effects are also subject to being searched by school officials and are subject to the same rules. Effects may include automobiles located on school property.

DRUG PARAPHERNALIA: In order that no substance abuse is implied, students who display drug paraphernalia on school grounds may have them confiscated without any action taken. Such paraphernalia may be returned to student(s), parent(s) or legal guardian(s). This does not include contraband.

OUTLINE OF DISCIPLINARY PROCEDURES

A. VOLUNTARY ACTION BY STUDENT:

1. Confidential referral to school social worker/counselor, if student agrees.
2. Informed of available services and resources.
3. Possible disciplinary consequences.
4. Parental involvement encouraged.
5. Police report may be filed.

Confidentiality will be respected except in cases of potential:

- Suicide
- Homicide
- Physical or Sexual Abuse

B. REASONABLE SUSPICION OF USE OF CONTROLLED SUBSTANCE:

1. To, during and from school.
2. To, during and from school sponsored or school related events and activities, including athletic games.
3. Reported immediately to the Director or designee.
4. Upon notification, the Director or designee is to conduct an appropriate investigation.
5. If substantiated, follow procedures in Section C, below.

C. STUDENT ADMITTING OR FOUND TO BE USING AND/OR IN POSSESSION OF CONTROLLED SUBSTANCE:

1. To, during, and from school.
2. To, during, and from school sponsored and school related events, and activities, including athletic games.
3. Director or designee to immediately notify parent(s)/legal guardian(s) to take student home:
 - a. Police will be notified if parent(s)/legal guardian(s) unavailable.
 - b. Immediate short-term suspension (see Due Process).
4. Police notified of offense.
5. Adult supervision to be provided until parent(s)/legal guardian(s) and/or police arrive.
6. If medical emergency, call ambulance.
7. Penalties: Long-Term Suspension/Expulsion (Massachusetts General Laws, Chapter 71, Section 37H)

In cases involving long-term suspension, the Director will, in addition to the suspension, require:

- I. First Offense – Confidential referral to school social worker/counselor upon return to school.
 - a. Failure to attend:
 1. Meeting with social worker/counselor, parent(s)/legal guardian(s), and student.
 2. Further suspension/expulsion
- II. Second/Subsequent Offence
 - a. Mandatory referral to outside substance abuse treatment program.
 - b. Mandatory assessment by treatment program.
 - c. Student will be subject to further long-term suspension/expulsion for failure to abide by recommendations of treatment program.

D. STUDENT DISTRIBUTING CONTROLLED SUBSTANCE, INCLUDING ALCOHOL:

1. To, during, and from school.
2. To, during, and from school sponsored or school related events and activities, including athletic games.
3. Penalties:
 - a. Long-Term Suspension/Expulsion.
 - b. Lowell Police Department to be notified immediately.

COMMONWEALTH OF MASSACHUSETTS

DRUG FREE SCHOOL ZONES

Pursuant to Massachusetts General Laws, Chapter 94C, Section 325, any person who violates the provisions of the law pertaining to the unauthorized manufacturing, distribution, dispensing or possession with intent to distribute a controlled substance while in or on, or within one thousand feet of the real property comprising a public or private elementary, vocational, or secondary school, whether or not in session, shall be punished by a term of imprisonment in the state prison for not less than two and one-half nor more than fifteen (15) years or by imprisonment in a jail or house of correction for not less than two nor more than two and one-half years. No sentence imposed under the provisions of this section shall be for less than a mandatory minimum term of imprisonment of two (2) years. A fine of not less than one thousand nor more than ten thousand dollars may be imposed but not in lieu of the mandatory minimum two (2) year term of imprisonment as established herein.

Lack of knowledge of school boundaries shall not be a defense to any person who violates the provisions of this section.

HATE CRIMES AND BIAS INCIDENTS POLICY:

General Statement

The Collegiate Charter School of Lowell is committed to providing a safe environment in which all students have an equal opportunity to learn, regardless of their race, ethnicity, national origin, sexual preference, gender, gender identity, religion, or disability. Hate

crimes and bias incidents, by their nature, are confrontational; they create tension and promote social hostility. Such incidents will not be tolerated in The School because they interfere with every student's right to an education. In addition to jeopardizing academic achievement, hate crimes and bias-related harassment can undermine a student's physical and emotional well-being, provoke retaliatory violence, damage the School's reputation, and create or exacerbate tensions in the wider community.

The School will comply with all applicable federal and state laws governing hate crimes. Massachusetts law defines hate crimes as "any criminal act coupled with overt actions motivated by bigotry and bias including, but not limited to, a threatened, attempted or completed overt act motivated at least in part by racial, religious, ethnic, handicap, gender or sexual orientation prejudice, or which otherwise deprives another person of his constitutional rights by threats, intimidation or coercion, or which seeks to interfere with or disrupt a person's exercise of constitutional rights through harassment or intimidation." M.G.L. c. 22C, § 33; M.G.L. c. 12, §§ 11H, 11I.

In addition, federal regulations prohibit the intentional use of force or threat of force against a person because of race, religion, ethnicity, handicap, gender or sexual orientation for the purpose of interfering with a student's enrollment or attendance in any public school or college. 18 U.S.C. § 245. Both federal and state statutes and regulations contain serious criminal penalties for persons convicted of hate crimes and the resulting civil rights violations.

This policy applies to hate crimes, bias incidents, civil rights violations, and bias-related harassment which occur in school buildings or on school grounds, or during the course of any and all school-sponsored activities, including those which take place outside of school, or in any situation where there is a detrimental effect on the School or the educational climate.

Definition

A hate crime occurs when a student or group of students is targeted for physical assault, threat of bodily harm, intimidation, verbal abuse, and/or damage to personal property because he or she is a member of a different race, religion, ethnic background, gender, gender identity, or has a handicapping condition or different sexual orientation.

Bias incidents are less serious acts that are also motivated by race, religion, ethnic background, gender, handicap(s), or sexual orientation issues.

Examples

Examples of hate crimes and bias incidents include, but are not limited to, the following:

Hate crimes:

- bias-related drawings, markings, symbols, graffiti
- harassing and/or threatening hate mail and/or e-mail messages
- verbally abusive and/or threatening phone calls
- damage to personal property or belongings; arson; vandalism

- stalking: repeated, purposeful following of a student, together with evident bias against the victim's actual or perceived group status
- assault and battery against a student based upon their actual or perceived group status
- physical conduct which puts a student in fear of imminent harm, together with name-calling of a bigoted nature

A student who has committed a hate crime may also be subject to criminal prosecution for that crime.

Bias incidents:

- insults, jokes, mimicking, and name-calling based upon a student's race, religion, ethnicity, handicapping condition, gender, gender identity, or sexual orientation
- use of racial, ethnic, religious, sexual, or anti-gay slurs
- negative comments on an student's manner of speaking or racial customs, surname, religious traditions
- unwelcome verbal, written, or physical conduct directed at a student because of their race or skin color, such as nicknames which emphasize stereotypes, racial slurs, comments on manner of speaking, and negative references to racial customs
- conduct directed at the characteristics of a student's national origin, such as negative comments regarding surnames, manner of speaking, customs, language
- conduct directed at the characteristics of a student's sexual orientation, whether actual, perceived, or asserted – such as negative name-calling and imitating mannerisms
- conduct directed at the characteristics of a student's disabling condition, such as imitating their manner of speech or movement, or interfering with that student's necessary equipment
- unwelcome verbal, written or physical conduct, directed at the characteristics of a student's religion, such as derogatory comments regarding surnames, religious traditions, religious jewelry or clothing

When a student has been subjected to behaviors such as those described above, and is reasonably fearful of his or her own safety, a hostile environment has been created for that student. It may be created by a series of minor incidents, or by one serious incident. The existence of a hostile environment is a violation of the student's civil rights, as it prohibits him or her from obtaining an education.

A hate crime or bias incident will be deemed to have occurred even where the harasser is mistaken about the victim's race, ethnicity, or other targeted characteristics. In addition, targeting students simply because they associate with another student or students who are members of a particular racial, ethnic, religious, or other targeted group may also be the basis of a hate crime or bias incident.

Reporting

The designated Civil Rights Administrator for the School is:

Name: Carl Nystrom – Student Management Coordinator
Address: 1857 Middlesex Street, Lowell, MA 01851
Phone Number: (978) 458-1399 Fax: (978) 458-1366

Students, staff, or any interested third party may report incidents. Students should report any incidents to an adult with whom they feel most comfortable – a teacher, guidance counselor, or other staff member. Staff members should report incidents to the Civil Rights Administrator for investigation and handling. Confidentiality will be maintained to the extent possible, but it should be understood that where a serious crime is involved, the police, and other governmental agencies such as the Office of the Attorney General, will be alerted. When a student has complained of a bias incident but does not wish to file a written complaint, school officials or the designated administrator will conduct an informal inquiry into the circumstances of the incident, and will keep a written record of the inquiry, in the event that further incidents involving the complaining student and the alleged harasser take place.

Investigation

Upon receiving notice that a hate crime or bias incident is alleged to have taken place, the Civil Rights Administrator and/or designee will immediately take steps to ensure that the victim or victims are safe and secure, and will notify the Director of the allegation. All victims and witnesses will be interviewed within five (5) days following the incident, followed by interviews with any other individuals who may have knowledge pertaining to the incident and the persons involved in it. Physical evidence, if any, will be gathered. The investigator will then make a determination as to whether a hate crime or bias incident has occurred, taking into consideration the definitions contained above, the surrounding circumstances, the relationships of the parties involved, and the context in which the incident(s) took place. In addition, the investigator will determine whether there are, or have been, any related incidents of harassment, and will evaluate the kinds of damage that may have been caused, both to the victim(s) and to the School environment. The investigator will issue his/her report within five (5) school days.

Notification To/By Parents/Legal Guardians

After investigation, if there are reasonable grounds to believe that a hate crime or bias incident has occurred, the Civil Rights Administrator and/or designee shall notify a student's parent(s)/legal guardian(s) if the student is a victim of, or is accused of, a hate crime or bias incident.

Parent(s)/legal guardian(s) are strongly encouraged to report hate crimes or bias incidents to their child's school counselors, Civil Rights Administrator, or to the Director.

Informal Resolution Procedure

It may be possible to resolve a complaint through a voluntary conversation between the complaining student and the alleged harasser that is facilitated by a school employee or by the designated Civil Rights Administrator. A person of their choice for support and guidance may accompany both the complainant and the alleged harasser. If the

complainant and the alleged harasser feel that a resolution has been achieved, the conversation then will remain confidential and no further action will be taken.

The results of the informal resolution will be reported, in writing, to the Director. If either party feels that the informal conversation process is inadequate, or has not been successful, they may proceed to the formal complaint procedure. Either party may also choose to forego the informal process and proceed directly to the formal complaint procedure.

Formal Complaint Procedure

The designated administrator will fill out a harassment complaint form based on a student's written or oral allegations that an incident or incidents have taken place. The complaint form will be kept in a secure location, and will describe in detail the facts and circumstances of the incident(s).

If an involved student is under the age of 18, his or her parents or legal guardian will be notified immediately after consultation with the student, unless such notification is determined not to be in the best interests of the student.

An investigation will take place within five (5) school days of the date of the complaint or report. The investigator may determine that immediate steps need to be taken to protect the complaining student, the alleged harasser, and any potential witnesses, and will notify school administrators of such a determination.

The investigation will be completed as soon as possible, but no later than five (5) school days after the date of the complaint, and a written report made to the Director. The report will contain a determination as to whether the allegations have been substantiated as factual, and whether they constitute a violation of this policy. The investigator will also recommend to the Director what action, if any, is required. The complainant and the alleged harasser will be informed of the results of the investigation, and whether disciplinary action will be taken.

Both the Civil Rights Administrator and the Director will keep all written reports of investigations. The School recognizes that both the complainant and the alleged harasser have strong interests in maintaining the confidentiality of this process. The privacy of all parties, including witnesses, will be respected as much as possible, consistent with The School's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations which may be necessary due to the severity of the incident(s), the potential involvement of the police department, the District Attorney's Office, the Office of the Attorney General, and the potential involvement of a civil and/or criminal trial.

Disciplinary Action

Disciplinary and/or corrective action will be taken as soon as possible following completion of the investigation of an incident of hate crime or a bias-related incident, and will have as its goal the elimination of the offensive conduct, the prevention of reoccurrence, and the re-establishment of a healthy school environment, especially for the victim(s). Such action will take into account the severity of the incident and the age

and identity of the victim and harasser, and the effect upon the victim. Disciplinary and/or corrective action may include one or more of the following:

- participation in an educational program about hate crimes and bias incidents for the perpetrator;
- an apology to the victim(s);
- mandatory counseling;
- community service;
- placement in an alternative educational setting;
- detention;
- short-term or long-term suspension; and/or
- recommendation for expulsion.

In addition, perpetrators of hate crimes which rise to the level of criminal activity may be subject to criminal punishment as mandated by state and federal laws pertaining to such crimes. The police will be notified when a probable hate crime has taken place, and in particular will be notified in an emergency situation.

Retaliation

The School will deal seriously with any and all threats or acts of retaliation against an individual who reports a hate crime or bias incident. School staff will maintain constant contact with victims and persons who report such incidents in order to ensure that no threats or acts of retaliation take place.

Interference with, intimidation of, and/or retaliation against any individual, including a student, parent, or guardian, for filing a complaint, filing a grievance, or opposing discrimination is strictly prohibited and shall be treated as an actionable, wrongful act in and of itself.

Any person found to have threatened to retaliate and/or actually retaliated will be subject to severe disciplinary action, including potential exclusion from school. Should the retaliation rise to the level of criminal activity, school staff are required to report it to the local law enforcement agency.

Sexual Harassment Policy

General Statement:

All persons have the right to be free from sexual harassment; therefore, sexual harassment in any form is strictly forbidden in school, on school grounds, or at school related activities.

Definition:

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when 1) submission to that conduct or communication is made a condition of obtaining services; 2) used as a factor in decisions affecting one's education; or 3) that conduct or communication has the purpose or effect of substantially interfering with an individual's education, or creating an intimidating, hostile, humiliating, or sexually offensive educational environment.

Sexual harassment is not, by definition, limited to prohibited conduct by a male toward a female. A male, as well as a female, may be the victim of sexual harassment, and a female, as well as a male, may be the harasser. Further, the victim does not have to be of the opposite sex from the harasser. The victim does not have to be the person to whom the unwelcome sexual conduct is directed. Finally, any adult may be the victim of sexual harassment by a student.

Examples

Examples of sexual harassment include but are not limited to: demanding sexual favors accompanied by threats; engaging in reprisals as a result of an individual's refusing to engage in sexual behavior; contact with any sexual part of another's body (e.g., touching, patting or pinching); touching any nonsexual part of the body (e.g., shoulder, etc.) after that person has indicated that such touching is unwanted; displaying sexually suggestive pictures or objects; calling a person a demeaning, sexualized term, or making a reference to a person's physical characteristic when that person has indicated he/she does not wish to be addressed or referred to in that manner; leering (i.e., prolonged staring) at a person's body; sexual language or conduct in another's presence, even if not directed to said individual, once it is known that he/she objects.

Reporting

Any student who believes he/she is a victim of sexual harassment should talk to a teacher, counselor, or another adult in a position of authority in the school as soon as possible. Students should avoid trying to solve the problem of sexual harassment alone.

All persons shall promptly report knowledge of actual or reasonably suspected sexual harassment to the Director or her designee.

Investigation

All complaints or reports of sexual harassment shall be thoroughly investigated by the Director or her designee, including notifying the person who has been accused of harassment and permitting a response to said allegation(s).

The investigation shall consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods deemed pertinent.

In addition, the Director or her designee may take immediate steps, at his/her discretion, to protect the complainant, students and employees pending completion of the investigation of alleged sexual harassment.

Disciplinary Action

If there are reasonable grounds to believe that sexual harassment has occurred, the person accused of sexual harassment will have a confidential disciplinary hearing before the Director or her designee.

If the Director or her designee, after the above hearing, determines that sexual harassment has actually taken place, disciplinary and corrective action will occur to prevent any further incidents. The range of discipline and corrective action may include

one or more of the following: an education component; apology to the victim; mandatory counseling; detention; short-term suspension; long-term suspension; or recommendation for expulsion.

If either the victim or person accused of sexual harassment is aggrieved by the finding(s) or action taken by the Director or her designee, he/she may appeal said action to the Board of Trustees.

The Director shall conduct a hearing and shall indicate her disposition of the appeal within two (2) days of such appeal, and shall furnish a copy thereof to the aggrieved party and the Board of Trustees.

Reprisal

Reprisal, intimidation with, interference of, and/or retaliation against any individual, including a student, parent, or guardian, for filing a complaint, filing a grievance, or opposing discrimination, including sexual harassment, is strictly prohibited and shall be treated as an actionable, wrongful act in and of itself. Such wrongful act may result in a recommendation of permanent separation from the school community through expulsion from school.

Notification To/By Parent(s)/Legal Guardian(s)

After investigation, if there are reasonable grounds to believe that sexual harassment has occurred, the Director or her designee shall notify a student's parent(s)/legal guardian(s) if the student is the victim of, or is accused of, sexual harassment.

Parent(s)/legal guardian(s) are strongly encouraged to report incidents of sexual harassment to the Director or her designee.

Frivolous Complaints

When a complaint of sexual harassment is unfounded, frivolous, or maliciously fabricated, the complainant shall be subject to a range of disciplinary and corrective actions consistent with the Code of Conduct.

Report to Police

Depending upon the seriousness and frequency of incidents, the Lowell Police Department or the Massachusetts State Police may be contacted by the school administration.

Anti-Hazing Policy

Hazing is a term to define any harmful conduct or abusive method of initiation into any student organization. Any instances of hazing will be immediately reported to the S.M.C. team who will determine the consequences to be issued.

A law prohibiting hazing, Chapter 269, Sections 17 – 19, was enacted in 1985 and amended in 1988 by the General Court. The laws state that each student be informed of the law's content and intent.

Harassment, Bullying, Discrimination, And Hate Crimes

(Adapted from the Attorney General's Safe Schools initiative)

This section of the Code of Conduct has been adapted from the Collegiate Charter School of Lowell's Comprehensive Civil Rights Policy for promoting civil rights and prohibiting harassment, bullying, discrimination, retaliation, and hate crimes. Copies of the district's Comprehensive Civil Rights Policy are available upon request, and may be viewed at the main office of the School.

Disciplinary Policy Regarding Civil Rights Issues

The Collegiate Charter School of Lowell prohibits all forms of harassment, discrimination, and hate crimes based on the following protected categories: race, color, religion, national origin, ethnicity, sex, sexual orientation, gender, gender identity, age, or disability.

The Collegiate Charter School of Lowell also prohibits bullying, as defined below. The Collegiate Charter School of Lowell will also not tolerate retaliation against persons who take action consistent with this Policy.

The prohibition against harassment, discrimination, hate crimes, bullying, and retaliation applies to all students on all sites and activities the School supervises, controls, or where it has jurisdiction under the law, including on school premises and at school-sponsored functions, events or activities, including field trips, athletic activities and school-related transportation, including designated bus stops.

Interference with, intimidation of, and/or retaliation against any individual, including a student, parent, or guardian, for filing a complaint, filing a grievance, or opposing discrimination is strictly prohibited and shall be treated as an actionable, wrongful act in and of itself.

Permissible Disciplinary Sanctions and Corrective Actions in Response to Bullying, Discrimination, Harassment or Hate Crimes:

Disciplinary sanctions and corrective actions may include, but are not limited to, one or more of the following:

- 1.) A written warning;
- 2.) Parent conferences;
- 3.) Classroom transfer;
- 4.) Limiting or denying student access to a part or an area of the School;
- 5.) Adult supervision on school premises, including in-house alternative program sites;
- 6.) Exclusion from participation in school-sponsored functions, after-school programs, and/or extracurricular activities;
- 7.) Short-term or long-term suspension;
- 8.) Exclusion, expulsion, or discharge from school;
- 9.) An apology to the victim;
- 10.) Awareness training (to help students understand the impact of their behavior);
- 11.) Participation in cultural diversity, anti-harassment, anti-bullying or intergroup relations programs;
- 12.) Mandatory counseling (in or outside of school); or
- 13.) Any other action consistent with the Code of Conduct.

Student Responsibilities:

Each student is responsible for:

- 1.) Complying with this Policy;
- 2.) Ensuring that (s)he does not harass or discriminate against another person on school grounds or in a school-related function, event or activity because of that person's race, color, religion, national origin, ethnicity, sex, sexual orientation, age, or disability;
- 3.) Ensuring that (s)he does not bully another person on school grounds or in a school-related function, event or activity;
- 4.) Ensuring that (s)he does not retaliate against any other person for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, or for cooperating in an investigation of harassment, bullying, discrimination, or a hate crime; and
- 5.) Cooperating in the investigation of reports or complaints of harassment, bullying, discrimination, retaliation, or a hate crime.

Protection Against Retaliation:

The Collegiate Charter School of Lowell will take appropriate steps to protect students from retaliation when they report, file a complaint of, or cooperate in an investigation of a violation of this Policy. Threats or acts of retaliation, whether person-to-person, by electronic means, or through third parties, are serious offenses that will subject the violator to significant disciplinary and other corrective action, including short or long-term suspension, or expulsion.

Glossary of Terms:

BULLYING: Written or verbal expressions, or physical acts or gestures, directed at another person(s) which intimidate, frighten, ridicule, humiliate, or cause harm to the other person, where the conduct is not related to an individual's actual or perceived race, color, national origin, ethnicity, religion, sex, sexual orientation, age, or disability. Bullying may include, but is not limited to, repeated taunting, threats of harm, disparagement, verbal or physical intimidation, cyber-bullying through e-mails, instant messages, or websites, pushing, kicking, hitting, spitting, or taking or damaging another's personal property.

CYBER-BULLYING: This is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the internet. It includes but is not limited to, email, instant messages, text messages, and internet postings. See *M.G.L. c. 71, Section 370* for the legal definition of cyber-bullying.

HOSTILE ENVIRONMENT: As defined in *M.G.L. c. 71, Section 370*, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

DISCRIMINATION: Treating people differently, or interfering with or preventing a person from enjoying the advantages, privileges or course of study in a public school because of an individual's actual or perceived race, color, national origin, ethnicity, religion, sex,

sexual orientation, gender identity, age, or disability (i.e., protected status). A person may not be subjected to discipline or more severe punishment for wrongdoing, nor denied the same rights as other students because of his/her membership in a protected class.

HARASSMENT: Harassment is oral, written, graphic, electronic or physical conduct on school property or at a school-related event, function or activity relating to an individual's actual or perceived race, color, national origin, ethnicity, religion, sex, sexual orientation, gender identity, age, or disability, that is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the District's programs or activities, by creating a hostile, humiliating, intimidating, or offensive educational environment. For purposes of this Policy, harassment shall also mean conduct, if it persists, that will likely create such a hostile, humiliating, intimidating or offensive educational environment. A single incident, depending on its severity, may create a hostile environment.

RETALIATION: Any form of intimidation, reprisal, or harassment by a student directed against any student, staff or other individual for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, for cooperating in an investigation under this Policy, or for taking action consistent with this Policy.

PROTECTION AGAINST RETALIATION

Interference with, intimidation of, and/or retaliation against any individual, including a student, parent, or guardian, for filing a complaint, filing a grievance, or opposing bullying, harassment, discrimination, or hate crimes is strictly prohibited and shall be treated as an actionable, wrongful act in and of itself.

Collegiate Charter School of Lowell will take appropriate steps to protect students from retaliation when they report, file a complaint of, or cooperate in an investigation of a violation of this Policy. Threats or acts of retaliation, whether person-to-person, by electronic means, or through third parties, are serious offenses that will subject the violator to significant disciplinary and other corrective action, including short or long-term suspension, or expulsion.

HATE CRIME: A hate crime is a crime motivated by hatred, bias, or prejudice, or where the victim is targeted or selected for the crime at least in part because of his/her actual or perceived race, color, ethnicity, national origin, religion, sexual orientation, age, disability or sex. A hate crime may involve a physical attack, threat of bodily harm, physical intimidation, or damage to another's property.

Reporting and Resolution Process:

A. DESIGNATED OFFICIALS FOR REPORTING

The SMC or his/her designee is responsible for receiving reports and complaints of violations of this Policy.

B. REPORTING PROCEDURES

1. Any student who becomes aware or has a reasonable belief that harassment, bullying, discrimination, retaliation, or a hate crime has occurred or may have occurred on school property or in a school-related activity should promptly report the incident(s) to the SMC or his/her designee. In situations where a student or other person does not feel comfortable reporting the incident to a designated official, (s)he may report it to a trusted school employee, who must promptly transmit the report to the Head Supervisor or his/her designee.
2. When a report or complaint involves physical injury, the SMC will promptly report the incident to the Director.
3. All complaints or reports about a violation of this Policy must be documented on the School's "Bullying Reporting/Complaint Form"(see Appendix F). The form is available from designated school officials. If a complainant or reporter is either unwilling or unable to complete the District's Reporting/Complaint Form, the school official who receives the oral complaint or report will promptly prepare a written report by filling out the District's Reporting/Complaint Form, using, to the extent practicable, the reporter's or complainant's own words to describe the potential violation.
4. The School official will promptly provide the SMC or his/her designee with the completed Reporting/Complaint Form.

C. RESOLUTION PROCESS: DETERMINING WHETHER TO INSTITUTE FORMAL OR INFORMAL PROCEEDINGS

1. After the SMC or his/her designee receives a complaint or report, the School must determine whether to resolve the complaint or report through Formal or Informal Proceedings.
2. If the designated official determines that (1) the allegation is serious enough that it appears to place the complainant or any other person at physical risk; (2) the incident has resulted in a criminal charge; (3) the incident involves a referral to the Department of Children and Family Services; (4) the allegation involves a serious form of harassment, discrimination, or retaliation; (5) the allegation involves bullying behavior, where the District has intervened with the alleged student offender under the Code of Conduct for bullying on a prior occasion; (6) there is a pending Formal Proceeding against the subject of the complaint; (7) the subject of the complaint has previously been found to have violated this Policy; (8) or that a Formal Proceeding is otherwise appropriate under the circumstances, then the designated official must commence a Formal Proceeding.
3. For allegations or incidents that do not require a Formal Proceeding, a designated school official may at his/her discretion initiate an Informal Proceeding.

4. Nothing in this Policy limits the School taking immediate interim disciplinary actions as set forth in the Code of Conduct.

D. INFORMAL PROCEEDINGS

STEP ONE

Upon the initiation of an Informal Proceeding, the designated official will separately meet in a timely manner with the complainant and the subject of the complaint to tell them about the informal process, the nature of the complaint, explain the prohibition against retaliation, and determine the corrective action the complainant seeks.

STEP TWO

If appropriate after adequate investigation, the designated official will propose a resolution. If the complainant and the alleged offender agree with the proposed resolution, the designated official will write down the resolution, and the complainant and the subject of the complaint will sign it, and each person will receive a copy. At the meeting, the designated official will again explain the prohibition against retaliation.

STEP THREE

A designated school official will monitor the situation, and will follow up with the complainant weekly for one (1) month to determine whether there are further incidents or concerns. The designated official will maintain a written record of the follow up.

STEP FOUR

If the complainant and alleged offender cannot agree to an informal resolution, or the designated official determines that the problem is not corrected, the School will commence a Formal Proceeding.

STEP FIVE

File Retention: The SMC or his her/designee will maintain in a separate confidential file the School's Reporting/Complaint Form, information obtained through inquiry and investigation, and the proposed and agreed-to resolution.

E. FORMAL PROCEEDINGS

STEP ONE

The designated official will separately meet in a timely manner with the complainant and the subject of the complaint to tell them about the formal process, explain the prohibition against retaliation, and determine the remedy the complainant seeks.

STEP TWO

A designated official will conduct an investigation in accordance with the procedures described in Section F, Investigations.

STEP THREE

The designated official will determine whether the allegations have been substantiated, and whether this Policy and/or the Code of Conduct has been violated. If the complaint is substantiated, the designated official will decide based on the investigative findings, on the appropriate course of action.

The designated official will prepare a written report that includes the investigative findings.

STEP FOUR

The designated official will promptly notify the complainant and the subject of the complaint in writing to let them know whether the complaint has been substantiated. If the complaint is substantiated and the offender remains a student in the school, the designated official will meet with the offender to describe, consistent with the Code of Conduct, the disciplinary and/or corrective action recommended, the school's expectations for future behavior and the potential consequences for retaliation or future violation of the Policy.

If a complaint is substantiated, a report of the incident will be placed in the offender's student records.

File Retention: The SMC or his/her designee will maintain a separate confidential file containing the original completed Reporting/Complaint Form, investigatory interview notes and reports, findings made, the results of the investigation, including any decision for action, and other relevant investigatory materials.

Any disciplinary or corrective action against a student must conform to the due process requirements of federal and state law.

STEP FIVE

A designated official will monitor the situation, and will follow up with the complainant at least weekly for two months to determine whether there are further incidents or concerns, and whether the corrective action and/or disciplinary action(s) imposed has/had been effective. The designated official will maintain a written record of the follow-up.

STEP SIX

Any right of appeal from discipline imposed is governed by the Code of Conduct.

F. INVESTIGATIONS FOR FORMAL PROCEEDINGS

Prompt and Thorough Investigations: When the designated school official determines that a Formal Proceeding is appropriate, the school will promptly investigate all reports or complaints of an alleged violation of this Policy. The goal of the investigation is to obtain an accurate and complete account of all incidents and circumstances deemed relevant to the allegations of the complaint.

Emergencies: The SMC, in his sole discretion, will immediately call 911 in a case of a threat of imminent physical harm or actual physical harm to a school community member or where police, fire, medical, or other emergency assistance is needed.

Investigative Procedure: The designated official investigating the incident will gather and preserve evidence and identify all involved parties and witnesses. If the incident involves physical injury, destruction of public property, or acts of a serious criminal nature, the designated official will confer with the local police department prior to gathering or preserving evidence.

Communication during Investigation: Throughout the investigatory and complaint resolution process, the designated official will make reasonable efforts to regularly inform the complainant and the subject of the complaint and their parent(s) or guardian(s) of the status of the complaint, the anticipated timing for concluding the investigation, and determination of discipline and/or corrective action(s).

Time for Investigations: The designated official will complete his/her investigation as soon as practicable, not to exceed more than ten (10) school days after (s)he receives the complaint or report, except for good cause or with consent of the parties (as documented in the investigatory file). The designated official will expedite the investigation of any claim involving physical violence or serious threats of harm.

Ensuring Safety during Investigation: The designated official will take any step he/she determines is necessary and/or advisable to protect, to the extent practicable, the complainant, witnesses, and other individuals from further incidents or from retaliation pending the outcome of the investigation. Those steps may include, but are not limited to, ordering interim disciplinary action under the Code of Conduct, appropriate adult supervision, reassigning classroom seating, temporarily transferring the subject of the complaint from his/her class(es) with the complainant, or placement in an alternative educational setting.

Victim Assistance: The designated official will make appropriate referrals for victim assistance, including counseling and crisis intervention, if requested, or as needed.

Confidentiality: The District will respect the privacy of the complainant, the subject(s) of the complaint, and the witnesses to the extent possible consistent with its obligations under federal and state law and regulations and the Policy to investigate, report, and take appropriate disciplinary and corrective action, and consistent with applicable confidentiality laws and student record regulations.

Imposing Disciplinary and Corrective Action

If a designated official concludes that the subject of the complaint has violated this Policy, the District will impose disciplinary measures and/or corrective action reasonably calculated to end the complained conduct, deter future conduct, and protect the complainant(s) and other similarly situated individuals.

False Charges

Any student who knowingly makes false charges or brings a malicious complaint will be subject to any of the disciplinary and/or corrective action(s) detailed above.

Equal Educational Opportunities

In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the Collegiate Charter School of Lowell will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, creed, sex, gender, gender identity, religion, nationality and physical and intellectual differences.

To accomplish this, the School and its staff will make every effort to comply with the letter and spirit of the Massachusetts Equal Educational Opportunities law (known as Chapter 622 of the Acts of 1971) which prohibits discrimination in public school admissions and programs. The law reads as follows:

No child shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and course of study of such public school on account of race, color, sex, religion, national origin or sexual orientation.

This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, guidance and extracurricular and athletic activities.

Homeless Students

To the extent practical and as required by law, the Collegiate Charter School of Lowell will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided the same district services on the same terms as families residing in the district.

Homeless students are defined as lacking a fixed, regular, and adequate nighttime residence, including:

1. Sharing the housing of other persons due to the loss of housing or economic hardship;
2. Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Being abandoned in hospitals;
5. Awaiting foster care placement;

6. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
7. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations, or similar settings;
8. Migratory children living in conditions described in the previous examples.

The Director shall designate a district liaison for homeless students and their families.

To the extent feasible, homeless students will continue to be enrolled in their school or origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in the attendance area in which the student is actually living, or other schools. Attendance rights are available to homeless families on the same terms as families resident in the district.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parents or guardian shall be informed of the district's decision and their appeal rights in writing. The district's liaison will carry out dispute resolution as provided by state rule. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to district policies. If the student does not have immediate access to immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school shall be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. Homeless students are entitled to the same transportation programs, on the same terms, as families resident in the district.

The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in schools, family shelters and such.

Students Rights and Responsibilities

The Collegiate Charter School of Lowell has the responsibility to afford students the rights that are theirs by virtue of guarantees offered under the federal and state constitutions and statutes. In connection with rights there are responsibilities that must be assumed by students. Among these rights and responsibilities are the following:

Civil Rights – including the rights to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others.

The right to attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school.

The right to due process of law with respect to suspension, expulsion, and decisions the students believes injure his/her rights.

The right to free inquiry and expression; responsibility to observe reasonable rules regarding these rights.

The right to privacy, which includes privacy in respect to the student's school records.

Student responsibilities include regular school attendance, promptness to school and to classes, academic honesty, conscientious effort in classroom work, and conformance to school rules. Students share with the administration and faculty a responsibility to maintain a school climate that is safe, secure, and conducive to learning.

Student Concerns and Grievances

Any student of the Collegiate Charter School of Lowell who believes he or she has been discriminated against, denied a benefit, or excluded from participation in any educational program or activity on the basis of sex, color, gender, gender identity, religion, national origin or disability in violation of this policy, may file a written complaint with the SMC or designee. The SMC or designee shall cause a review of the written complaint within 10 working days after receipt of the written complaint. If the complainant is not satisfied with such a response, he or she may submit a written appeal to the Board of Trustees indicating with particularity the nature of disagreement with the response and his or her reasons for such disagreement.

The Chairman of the Board of Trustees shall permit the complainant to address the Board of Trustees or its sub-committee concerning his or her complaint and shall provide the complainant with a written decision in the matter as expeditiously as possible following the completion of the hearing. Any individual has the right at any time to address inquiries regarding their civil rights to the Office of Civil Rights in Boston, Massachusetts.

Interference with, intimidation of, and/or retaliation against any individual, including a student, parent, or guardian, for filing a complaint, filing a grievance, or opposing discrimination is strictly prohibited and shall be treated as an actionable, wrongful act in and of itself.

Technology Policy

Through the Collegiate Charter School of Lowell's network connections to the Internet, students and staff have an unparalleled opportunity to participate in a global community of information and learning. With such an opportunity comes responsibility. For a student or staff member (users) at the School to use the network, he or she must comply with the

following rules and sign the technology agreement. A signed technology agreement, known as the Acceptable Use Policy, is part of the student's temporary cumulative record.

Students who do not have signed Acceptable Use Policies or the Technology Use Policy for Students on file will be prohibited from using the Internet at school.

- **Purpose:** The School's network connections are intended for educational purposes only. All authorized students and staff members are prohibited from knowingly accessing portions of the network and/or the Internet that do not promote the educational or instructional mission of the School. Access to the network is a privilege, not a right. **Inappropriate use** not only reflects on the School, but **may lead to penalties, including revocation of privileges, disciplinary action and, if warranted legal action.**
 1. **Network Usage Guidelines:** All use of the SABIS® Internet service must be consistent with the purpose stated above.
 2. Users are expected to abide by the generally accepted rules of network etiquette, which include but are not limited to:
 - a. Users shall not engage in abusive, harassing or bullying language.
 - b. Users shall not reveal personal information such as names, addresses, phone numbers, photos, etc. that could identify the user, students, or staff.
 - c. Users shall refrain from wasteful, disruptive (i.e. game websites) use of the service.
 - d. Users shall refrain from making defamatory remarks, sexual, racial or other slurs, and from using profane or obscene language.
 - e. Each user is responsible for his/her IP address activity.
 - f. Any use for, or in support of, illegal purposes or activities is prohibited.
 - g. Any use for commercial purposes is prohibited.
 - h. Any use for political purposes is prohibited except for communication with elected or appointed officials.
 - i. Users shall assume that all materials available on the Internet are protected by copyright. SABIS® makes no guarantees, implied or otherwise, regarding the factual reliability of data collected through the Internet.
 - j. Users will not seek, access or download material that is not relevant to the educational purpose of the school. SABIS® will make reasonable precautions to filter out controversial materials.
 - k. Users shall neither download nor upload nor install any commercial software, shareware, or freeware without the approval of the Information Technology Director.

- l. Users shall not upload, download or distribute pornographic, obscene, sexually explicit or threatening material of any nature.
- m. Users shall not receive or transmit information pertaining to dangerous instruments such as bombs, or other explosive devices, automatic weapons or other firearms, or any other weaponry.
- n. Users must not attempt to get unauthorized access to any file servers in the SABIS® system, outside file servers, or go beyond the user's authorized access.
- o. Users must not vandalize school computers by causing physical damage, reconfiguring the computer system, attempting to disrupt the computer system, or destroying data by spreading computer viruses or by any other technological or non-technological means.

By signing the Acceptable Use Policy and/or the Technology Use Policy for Students of the Collegiate Charter School of Lowell and using the Network/Internet, the user agrees to adhere to the terms and conditions of the Technology policies.

Users of the system and the full access to the Internet that it provides shall be for educational or research purposes only.

Users must comply with all Massachusetts laws and those of the United States of America, which deal with the use of computers and the Internet.

Because this access is for the individual users' use only, any user will be held accountable for any and all use of it by any third party (i.e., friends of students) that the user lets use it. The School is not liable for the actions of anyone connecting to the Network/Internet. All users shall assume full liability, legal, financial or otherwise, for their actions. **The School takes no responsibility for any information or materials transferred through the Network/Internet.**

The School makes no guarantee, implied or otherwise, regarding the reliability of the data connection. The School is not liable for any loss or corruption of data resulting while using the Network/Internet.

The School reserves the right to examine all data stored in the machines connected to the Network or utilizing the Internet link to ensure that all users are in compliance with these regulations. The School disclaims responsibility for loss of data or interference with files resulting from its efforts to maintain the privacy and security of those computing facilities.

Although each user has universal school-based password to access the system, it belongs to the School, and all E-mail messages are school records. No user should have any expectation of privacy as to his or her use of the Internet or E-mail. The School reserves the right, for legitimate school purposes, to access and disclose the contents of users' electronic communications without regard to content, and to conduct periodic, unannounced inspections of Internet and E-mail communications. Users are encouraged

to immediately report to the School administration any possible security problem and/or violation of the above guidelines by another individual. Users should not go looking for security problems, because this may be construed as an illegal attempt to gain access.

The use of computers and Internet access is a privilege that may be revoked.

Parents/guardians must review and discuss these policies with their children.

Students, parents, or legal guardians should immediately report to administrators any incident of improper fraternization or inappropriate postings or e-contacts by staff members to students or students towards staff.

Technology-Related Laws

Computer Software Copyright Laws

It is the policy of the Collegiate Charter School of Lowell to adhere to all computer software copyright laws. Software must be purchased with a license that is appropriate for the number of computers to be used. Students are not allowed to bring in software from home unless they have a legal license to the software and wish to donate the license, the original disk and the manuals to the Collegiate Charter School of Lowell.

Massachusetts General Laws, Chapter 266, Section 33

Section 33A. Obtaining computer services by fraud or misrepresentation: Penalties

Whoever, with intent to defraud, obtains, or attempts to obtain, or aids or abets another in obtaining, any commercial computer service by false representation, false statement, unauthorized charging to the account of another, by installing or tampering with any facilities or equipment or by any other means, shall be punished by imprisonment in the house of correction for not more than two and one-half years or by a fine of not more than three thousand dollars, or both. As used in this section, the words "commercial computer service" shall mean the use of computers, computer systems, computer programs or computer networks, or the access to or copying of the data, where such use, access or copying is offered by the proprietor or operator of the computer, system, program, network or data to others on a subscription or other basis for monetary consideration.

Massachusetts General Laws, Chapter 266, Section 120F

Section 120F. Unauthorized access to computer system: penalties

Whoever, without authorization, knowingly accesses a computer system by any means, or after gaining access to a computer system by any means knows that such access is not authorized and fails to terminate such access, shall be punished by imprisonment in the house of correction for not more than thirty days or by a fine of not more than one thousand dollars, or both.

The requirement of a password or other authentication to gain access shall constitute notice that access is limited to authorized users.

COLLEGIATE CHARTER SCHOOL OF LOWELL’S MEMORANDUM OF UNDERSTANDING

Understanding between Collegiate Charter School of Lowell, the Lowell Police Department, and the District Attorney’s Office.

This document recognizes the formal working relationships agreed upon by participating agencies for the purpose of providing a safe and violence-free educational setting.

I. GENERAL POLICIES

A. Collegiate Charter School of Lowell, the Lowell Police Department and District Attorney’s Office agree to develop and coordinate their response to violent, delinquent or criminal acts by students, including possession or use of weapons and alcohol and other drug use, that occur on school premises, school buses, or at school-related events. (Additionally, the policies and procedures developed will pertain to non-students and other visitors on school premises or at school related events.) To promote a safe educational environment, this cooperative effort between the school administration and law enforcement agencies supports “zero tolerance” for violence, weapons, drugs, harassment and civil rights violations, in accordance with Safe and Drug Free Schools and Communities Act.

M.G.L. Chapter 71, Section 37H, requires each school district to have a Code of Conduct contained in student handbooks, setting forth, among other things, standards and procedures to assure school building security and safety of students and school personnel. The Code of Conduct should include standards and procedures to assure school building security and safety of students and school personnel. The Code of Conduct should include standards and procedures for suspension and expulsion of students pertaining to disciplinary measures and due process rights in cases involving the possession or use of illegal substances or weapons, violations of criminal law and the school’s discipline code. In addition, reference to this Memorandum should be made in these handbooks.

B. Participating agencies agree, within the statutory authority of its agency, that every effort will be made to share information, so as to provide a safe and violence-free educational setting.

II. REPORTING PROCESS BETWEEN THE SCHOOL DEPARTMENT AND THE DEPARTMENT OF CHILDREN AND FAMILIES (DCF)

Under M.G.L. Ch.119, Section 51A, school personnel (mandated reporters) who, in their professional capacity, have reasonable cause to believe that a child under the age of eighteen years is suffering physical or emotional injury resulting from abuse, inflicted upon him which causes harm or substantial risk of harm to the child’s health or welfare, (including sexual abuse) or from neglect, shall report such condition to the Department of Children and Families. *“Reasonable cause to believe” means known or suspected instances of child abuse or neglect, regardless of whether the person or persons responsible for the abuse or neglect was in the position of caretaker.*

Included within this definition are incidents of abuse by other students, as well as school personnel. If the incident involves criminal conduct, including physical abuse, violation of

a restraining order, assault and battery, indecent assault and battery, rape, forcible rape of a child under 16 or rape and abuse of a child under age 16 (so-called “statutory rape”), school officials shall also report the incident to the police.

During the 51A investigation (Section 51B) school personnel are required to disclose to DCF any information that such personnel determine is relevant to the investigation, including student record information. School staff is expected to cooperate with DCF during this investigation, especially when circumstances of the case necessitate interviewing the child at school. It is suggested that such interviews be conducted in the presence of a teacher or other school personnel, without prior notification to parents or guardians if notice could put the child at further risk.

III. REPORTING PROCESS BETWEEN THE SCHOOL DEPARTMENT AND POLICE

It is understood by the parties that school officials are not agents of the police or the District Attorney’s Office and that the District Attorney’s Office and police are not agents of school officials.

School officials retain their sole prerogative to impose any disciplinary sanctions for infractions of school rules and policies in addition to any police involvement or investigation that may be warranted.

School officials or their designee are responsible for reporting criminal activity to the police department to ensure a coordinated response. For any life-threatening or emergency situations, calls should be made to 911. Other calls needing an immediate (but non-emergency) response should go to the main police department. Follow-up and on-going communication will be provided.

When the school has reported an incident to the police, the police will be responsible for making the decision as to the course of the criminal or delinquency investigation.

A. in pursuit of the goals of M.G.L. Chapter 71, Section 370(d), the SMC or designee shall provide immediate notification to the local law enforcement agency if there is a reasonable basis to believe that criminal charges may be pursued against a perpetrator. The SMC or designee of the school shall inform the student and his/her parent or guardian that, upon report, the police may conduct an investigation independent of school discipline. The SMC or designee shall also report to the police the existence of any physical evidence related to the incident. All contraband (e.g., drugs, alcohol, firearms, dangerous weapons and stolen goods) or any other physical or documentary evidence found by the school shall be immediately shown to and made available to the responding police department.

B. Any teacher or other school employee who has witnessed or become aware that a student has committed a violation of the school’s discipline code or an act where criminal charges may be pursued against a student which was committed on school premises, school buses or at school related events shall report such incident to school officials or designee pursuant to the school’s discipline reporting procedures.

A. In addition, the SMC or designee shall comply with M.G.L. Chapter 71, Section 37L, concerning any incident involving a student's possession or use of a dangerous weapon on school premises, regardless of whether it occurred during school hours, and whether or not the student has been excluded from school. Consistent with the law, the Director or designee shall file copies of the "weapons" report with the police chief, the Department of Children and Families and the Board of Trustees.

Search and Seizure

It is the policy of Collegiate Charter School of Lowell to subject a student to a search of his or her person and/or personal possessions, including clothing, gym bag, purse, backpack or motor vehicle, if the authorized school personnel have, independent of information provided by the police, a reasonable suspicion to believe that such student is carrying or concealing material, the possession of which is prohibited by federal, state or local law, or by the provisions of the school discipline code (e.g., alcohol, drugs, illegal substances or weapons, or any other object which may result in physical injury or harm to students on the school grounds or in the school building). Lockers and desks used by students remain the property of the school and may be opened without notice at any time as part of non-investigatory school practices. The contents of personal items found in desks and lockers may be searched, as provided by law. The SMC or designee shall include this practice in the student handbook or inform students in writing at the beginning of each school year. If material, the possession of which is prohibited by federal, state or local law, or by the provisions of the school discipline code is discovered and or seized, school officials or designee shall keep a record of such search and seizure, which should include the date, the reason(s) for the search, the witnesses to the search, what or who was searched, and what was found. If contraband or evidence of a crime is found, the police shall be notified at once.

B. The Police will communicate regularly with the school administration to share information with the school on felony arrests and other community concerns that affect the safety and general welfare of all students. When requested, the police will provide to the school administration a copy of the daily police log. The appropriate police department designated liaison will inform the appropriate school designated liaison, subject to applicable statutes and regulations governing confidentiality, specifically including M.G.L. Chapter 12, Section 32, Chapters 71, Sections 37H and 27H1/2.

The police and/or the District Attorney's Office shall provide notice to the school when a student:

- 1) Has been charged or convicted of a felony offense;
- 2) Has been charged or convicted as a youthful offender; or
- 3) Has been charged or adjudicated as a delinquency where the underlying offense is a felony.

If requested by the Director, the police may provide notice regarding felony offenses of a transfer student in order to assess and evaluate the background of the transfer student.

The SMC, or designees who receive confidential delinquent or criminal information shall be CORI certified or have executed an Agreement of Non-Disclosure.

The school agrees to notify the police department when suspending a student under the provisions of M.G.L. Chapter 71, Section 37H1/2, if the suspension is based on information received by the school of a pending felony charge or felony disposition.

Health, Wellness Policies and Procedures

Collegiate Charter School of Lowell follows state laws concerning immunizations and requires that immunization records be on file before a student is allowed to attend school. All students must present, before admission, a physician's certificate listing the required immunizations: Hepatitis B series, varicella, diphtheria, pertussis, tetanus, measles, mumps, rubella, and poliomyelitis. These records are to be updated when necessary. See Immunization Chart located in Appendix J of the Handbook.

Complete physicals are required upon entering **kindergarten** (or first grade, if a student is entering school for the first time) and for **all fourth, seventh, tenth, and transfer students**. Transfer students who enter school within the calendar year will have their medical record reviewed and updated as needed.

Health Screenings

School-based health screenings are mandated by M.G.L. chapter 71, section 57, and by the Department of Public Health. They are conducted to detect concerns that may require further medical consultation. The screenings are conducted by the school nurse or a trained staff member. Vision, hearing, scoliosis, and body mass index screenings are conducted during the school year depending upon the student's grade. Parents will be notified of any concerns in writing and recommended that they consult their physician for consultation.

Kindergarten screenings must include a vision screening conducted by a physician.

Illness and Exclusion Policy

If a student shows symptoms of illness such as fever, diarrhea, vomiting, or severe sore throat, the student should not come to school until the seriousness of the condition has been determined or the symptoms have subsided.

If a student shows such symptoms at school, the student will be sent to the nurse's office for assessment. Parents will be contacted to have the student picked up at school.

Communicable Diseases

Parents should notify the School immediately if a student has contracted a communicable disease. On the advice of the Lowell Health Department, the School may then notify parents of other students in the grade level and homeroom. In the event of an epidemic, special precautions or exclusion policies may be necessary.

SABIS® follows isolation and quarantine regulations as prescribed by the Massachusetts Department of Public Health. There are disease/condition specific guidelines that apply to how long a student needs to be out of school should a communicable disease/condition occur. A comprehensive list with guidelines is available in the nurse's office. For more information please contact your physician or the school nurse.

Doctor/Dentist Appointments

Parents must come to the School office to remove a student from school for a medical or dental appointment. Students cannot be released from class unless a parent or guardian is present.

Administration of Medication

Prescription medication is dispensed at school only when a doctor's written order and a parent's written consent is obtained. Medication is dispensed in the nurse's office. An adult must deliver the medication to school in the original pharmacy bottle with the student's name on it. Narcotics will not be dispensed in the school setting. Students requiring this level of pain relief should remain at home. The only exception is children with a documented chronic illness whose physician has reported that Tylenol with Codeine is indicated during school. This will be discussed and approved on an individual basis with the school nurse. Medications left in the nurse's office at the end of the school year will be appropriately destroyed.

Over-the-counter (OTC) medication:

For students in grades 6 through 12 only, the school physician authorizes the periodic use of Tylenol, antacids, cough drops, Neosporin, and Calamine lotion. The school nurse, at her discretion, dispenses these over-the-counter medications. The OTC form will be sent home at the beginning of the school year and must be returned, signed by a parent, before such medication can be dispensed. Any other over-the-counter medications cannot be dispensed without a physician's order and parent consent.

For students in grades K through 5, the school nurse can only dispense over-the-counter medication (Tylenol, cough drops, cold/allergy medications, etc.) with a physician's order and written parent consent. These medications must be dispensed in the nurse's office.

Sick Child Guidelines

The Collegiate Charter School of Lowell realizes there are times when it is in the best interest of your child to keep him/her home from school due to illness. The Collegiate Charter School of Lowell must also provide a healthy environment for all students in the school. Young children are notoriously good at spreading germs. Parents know their children best and can help to determine if the child is well enough to remain in school for a 7 ½ hour school day. Therefore, the goal of the sick child guidelines is to assist the parent/guardian with the decision to keep their child home from school due to illness or infection.

Students should not attend school if:

- **The student has a temperature of 100.4.** The student may return to school after having a normal temperature (98.6) for 24 hours **while not taking any fever reducing medications** (ex. Tylenol or Motrin).
- **Antibiotics are prescribed.** The student may return to school after taking the antibiotics for a **minimum** of 24 hours and without a temperature over 100 degrees F for 24 hours while not taking any fever reducing medications.
- **They seem tired, pale, with little appetite**, and generally "not him/herself".

- **The student is vomiting.** The student may return to school 24 hours *after* symptoms resolve, **and** is able to tolerate a normal diet.
- **The student has diarrhea.** The student may return to school 24 hours *after* symptoms resolve, **and** is able to tolerate a normal diet.
- **The student has an undiagnosed rash.** A rash may be indicative of many things, frequently of illnesses that are contagious. Therefore, a student will be excluded from school until a physician evaluates and determines the nature and contagiousness of the rash. A note is required from the physician upon return to school.
- **The student has severe cold symptoms,** a persistent cough, a runny nose that they cannot manage by themselves &/or contain with tissues, or other symptoms that would interfere with effective school participation.
- **The student is diagnosed with a communicable disease.** (For example, head lice, chicken pox (Varicella), impetigo, scabies, and pertussis). Please contact your school nurse before sending your child back to school.

Your child's physician can help you determine if your child is able to return to school, **however it is important to make sure that they are truly feeling better and able to make it through 7 ½ hours of the school day.**

It they still seem tired, pale, with little appetite, not tolerating solid foods, and generally "not him/herself", please do not send them to school. ***With viral illnesses it may take longer before your child is well enough to return to school.***

A note from the physician may be required before returning to school based on the diagnosis of a communicable disease, hospitalization or illness. Please contact your school nurse if you have any questions or concerns regarding the health status of your child.

Wellness Policy

Policy Intent

Collegiate Charter School of Lowell strongly believes that students and staff need access to healthy food choices and opportunities to be physically active in order to grow, learn and thrive. There is a growing concern about childhood obesity and related diseases. The New Massachusetts School Nutrition Regulations for Competitive Foods and Beverages, 105 CMR 225.000, which will become effective August 2012, is an initiative that aims at combating childhood obesity by offering students/staff, foods and beverage choices that will enhance learning, contribute to their healthy growth and development and cultivate life-long healthy eating behaviors.

In compliance with Section 204 of Public Law 108-265 of the Child and WIC Reauthorization Act, we believe community participation is essential to the development and implementation of a successful wellness policy. Improved health optimizes student performance potential and ensures that no child is left behind.

I. Physical Activity Opportunities and Physical Education

- A. Physical Education (P.E) K-6:** All students in grades K-6 will be offered physical education and will be taught by certified physical education teachers.

- B. Daily Recess:** All elementary students will have at least 20 minutes a day of supervised recess, preferably outdoors, weather permitting, during which moderate to vigorous physical activity is encouraged.

Emergency Procedures

Emergency Forms

Parents or guardians of all students are required to fill out an emergency form, which is sent home on the first day of school. In emergencies, The School calls the numbers listed on the office card. **It is essential that parents update these cards if their address, residence and employment telephone numbers, or emergency contact person change.**

Minor Accidents

Any accident requiring a visit to the nurse is documented in the student's health record. School nurses will use their discretion in determining whether a phone call home is warranted.

Major Accidents

If it appears that an accident is more serious, the following procedures are followed:

- The School nurse or a staff member carries out immediate first aid.
- A staff member contacts the parents to pick up the student for medical care.
- In cases where the parents or the designated emergency persons cannot be reached, or immediate medical attention is needed, The School calls 911 for treatment and/or transportation to a hospital. A staff member will accompany the student and stay until the parent arrives.
- In case of extreme emergency, staff may contact the local emergency unit before calling the parent.

For Your Information

School Closings or Late Starts

Collegiate Charter School of Lowell will close when the Lowell Public Schools close and local radio and television stations will announce closing information. Look for information about the Lowell Public Schools. Only under extreme circumstances will school be closed once students have arrived. Closings during the day are also announced on local radio and television stations.

School Breakfast/Lunch Program

The 2016-2017 breakfast and lunch program for Collegiate Charter School of Lowell will be managed by Preferred Meals. Parents/guardians will be notified at the start of the school year about school lunch and milk program prices. Students may continue to bring a lunch from home.

Microwaves are NOT available for student use.

Advertisements, Solicitations and Sales of Fundraising Items

Although business and service agencies have a legitimate and collaborative role with Collegiate Charter School of Lowell, a distinction must be made in the case of business promotion for private gains through school based advertisements and solicitations.

The following guidelines apply:

1. Permission to post bulletins must be pre-approved by the Director/designee if a program or service for youth by a local non-profit agency is announced.
2. The Director/designee determines which materials may be distributed to students.
3. Direct sales by outside vendors to students are prohibited. School administrators may provide lists of vendors carrying certain items for pre-authorized sales and/or permit student organizations to sell products on a controlled basis. (e.g. school store, class sales).
4. Announcements through the Director's office may be made for anything connected with charitable organizations that are nationally recognized.
5. No organization (except the Parent Connection, Booster Club, Student Life® and recognized school groups) may use the school facilities for communication, advertisement, or commercial sales purposes without the approval of the Director/designee.

Collegiate Charter School of Lowell **students are NOT allowed to sell fundraising items at the School for the benefit of *outside organizations***. The selling of these items can be disruptive to class time and therefore is not permitted.

Social Security Numbers

Each student is asked to voluntarily inform the School of his/her Social Security number for uniform record-keeping purposes. Including this information in the cumulative record does not change the privacy of student records.

Parent Connection

Collegiate Charter School of Lowell encourages an atmosphere in which parents, administration, and faculty join in a partnership to ensure each child's success. The School's "Parent Connection" organization was formed to "create an optimum environment for parents to facilitate communication between The School and parents."

The goals of the Parent Connection are as follows:

- Increase communication among parents, staff, and students;
- Provide more interaction among parents; and
- Provide a structure for parent volunteer activities.

All parents are automatically members of the Parent Connection and can freely join any committees or activities.

For additional information regarding the Parent Connection, please contact: parentconnection@lowell.sabis.net.

Extended Day Program:

The Extended Day Program is offered on-site for a reasonable fee to SABIS® parents and guardians to assist in the before and after-school care of their students. The program is

designed for students in grades K through 6. **The 2016-2017 fees (per student) will be announced once school begins.**

Parents may use this program on a regular basis or on an as-needed or emergency basis.

For parents utilizing the program on a regular basis, the fee for this program is to be **PRE-PAID**; meaning payments must be made in advance for the upcoming week. On an emergency or as-needed basis, payment is **expected** when the parent picks up and signs out their child. **IF PAYMENTS ARE NOT RECEIVED ON A TIMELY BASIS AS OUTLINED IN THE INFORMATIONAL PACKETS, YOUR CHILD WILL BE INELIGIBLE TO ATTEND THE EXTENDED DAY PROGRAM; TERMINATION FROM THE PROGRAM IS AUTOMATIC.** Also, any student with an outstanding balance is ineligible for the program for the upcoming academic year if the balance is not cleared by the last day of June.

To ensure the safety of all children participating in the program, an adult/guardian **MUST** come into the building to pick up the student and initial the sign-out sheet. Your child will not be released unless this procedure is followed.

All students are expected to follow the SABIS® Code of Conduct throughout their extended day enrollment. Disciplinary infractions will be brought to the attention of the program director. **Repeated infractions will result in termination from the Extended Day Program.**

We offer the program on all regularly scheduled days of school, with the following exceptions:

- Scheduled Early Dismissal Days – morning Extended program only; no afternoon program.
- Morning Delay due to weather – ***The Extended Day program is delayed by the same amount of time.*** Please, do not drop off your child until the appropriate time, as supervision will not be available or the penalty for each five-minute increment will be assessed.
- Early dismissal due to weather - Afternoon program will be held as usual. However, the early pick up of your child will be appreciated.
- Snow days, vacation, days off – No program.

Specific information regarding the location, fees, and hours of the 2016-2017 Extended Day Program will be available in the administrative offices. Please contact the main office for more information regarding the Extended Day Program.

LEGAL REFERENCES:

Collegiate Charter School of Lowell intends to follow all mandates of state and federal law and all provisions issued by the Board of Education. The following legal references apply:

- Title II, of the Americans with Disabilities Act of 1990
- Title VI, Civil Rights Act of 1964
- Title VII, Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972

- Executive Order 11246, as amended by E.O. 11375
- Title IX, Education Amendments of 1972
- MGLA c. 76:5; 76:16 (Chapter 622 of the Acts of 1971)
- MGLA c. 71; Sec. 37H (student handbooks required to state disciplinary measures applicable to “violations of other students’ civil rights”)
- MGLA c. 76; Sec 5 (prohibition of discrimination “on account of race, color, sex, religion, national origin, or sexual orientation”, in access to “advantages, privileges, and courses of study of [local] public school”.)
- MGLA c. 151C (Fair Education Practices Act, includes prohibition of sexual harassment)
- MGLA c. 214; Sec 1B (right of privacy)
- MGLA c. 214; Sec 1C (right of freedom from sexual harassment)
- MGLA c. 12; Sec 11H and 11I (prohibition of threats, intimidation, or coercion interfering with someone’s legal rights)
- MGLA c. 265; Sec 37 (criminal penalties for the use of force or threats to interfere with someone’s legal rights)
- MGLA c. 265; Sec 39 (increasing penalties for assaults, batteries, and property damage motivated by bias on grounds of race, religion, ethnicity, disability and sexual orientation)
- MGLA c. 266; Sec 127A (criminal penalties for vandalism of a school)
- Board of Education Chapter 622 Regulations Pertaining to Access to Equal Educational Opportunity, adopted 6/24/75, amended 10/24/78
- Board of Education, Chapter 766 Regulations 10/74 – amended through 3/28/78, 603 CMR 26:00
- Section 504 of the Rehabilitation Act of 1973
- 20 U.S.C. Sec 4071-74
- 20 U.S.C. Sec 1415
- MGLA c. 71, Sec 37H
- MGLA c. 71, Sec 37H ½
- MGLA c. 71, Sec 37O

APPENDIX A

M.G.L.A, Chapter 71; Section 37H: Policies relative to conduct of teachers or students; student handbooks

The superintendent of every school district shall publish the district's policies pertaining to the conduct of teachers and students. Said policies shall prohibit the use of tobacco products within the School buildings, the School facilities or on the School grounds or on school buses by any individual, including school personnel. The policies shall also prohibit bullying as defined in section 37O and shall include the student-related sections of the bullying prevention and intervention plan required by said section 37O. Copies of these policies shall be provided to any person upon request and without cost by the principal of every school within the district.

Each school district's policies pertaining to the conduct of students shall include the following: disciplinary proceedings, including procedures assuring due process; standards and procedures for suspension and expulsion of students; procedures pertaining to discipline of students with special needs; standards and procedures to assure school building security and safety of students and school personnel; and the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of forces, vandalism, or violation of other student's civil rights. Codes of discipline, as well as procedures used to develop such codes shall be filed with the department of education for informational purposes only.

In each school building containing the grades nine to twelve, inclusive, the principal, in consultation with the School council, shall prepare and distribute to each student a student handbook setting forth the rules pertaining to the conduct of students. The student handbook shall include an age-appropriate summary of the student-related sections of the bullying prevention and intervention plan required by section 37O. The School council shall review the student handbook each spring to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy changes at any time. The annual review shall cover all areas of student conduct, including but not limited to those outlined in this section.

Notwithstanding any general or special law to the contrary, all student handbooks shall contain the following provisions:

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

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

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

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

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

APPENDIX B

Notification of Short-Term Suspension

Name of Student: Date: Grade/Section:

Parents: The Purpose of this notice is to inform you of a violation(s) of the Code of Conduct resulting in a short-term suspension of your child. The ground(s) for the suspension is the following violation(s) of the Code of Conduct: _____. Serious behavioral problems result in poor learning for your child and often for others.
Your child will be allowed to make up any schoolwork missed as established by the Attendance Policy. Please call the School Office to arrange for making up schoolwork.
Your child should report directly to administration upon returning to school. You may request a review of the suspension imposed with School administration.

INFRACTION/VIOLATION:

<input type="checkbox"/> Ditching classes	<input type="checkbox"/> Truancy
<input type="checkbox"/> Unruly conduct	<input type="checkbox"/> Possession or use of Prohibited Article/ Substance
<input type="checkbox"/> Forged note/pass	<input type="checkbox"/> Stealing-Theft/ Extortion
<input type="checkbox"/> Fighting	<input type="checkbox"/> Scholastic Dishonesty
<input type="checkbox"/> Falsification of records	<input type="checkbox"/> Vandalism/Destruction of property
<input type="checkbox"/> Harassment	<input type="checkbox"/> Profanity, obscenity
<input type="checkbox"/> Bullying	<input type="checkbox"/> Intimidation or threats
<input type="checkbox"/> Inappropriate Behavior	<input type="checkbox"/> Did not report to Saturday Detention

Other: _____

Suspension will be served on the following dates: _____

Due to your current status within The School's Progression of Consequences, you:

- May return to school on _____
- May NOT return to school until The School's Administration has met with your parent(s)/guardian(s)/custodian(s).

Your appointment is scheduled for _____. If you have any questions, contact Ms. /Mr. at 001 2345678.

You and your parent(s)/guardian(s)/custodian(s) have the following rights:

1. To appeal the suspension to the Director of The School, if applicable.
2. To be granted a hearing before the Board of Directors in order to be heard against the suspension.

I have received a copy of this Notice of Suspension from the school.

Authorized Signature/Date

Student Signature/Date

Parent Signature/Date

School name and address

APPENDIX C

BULLYING INCIDENT REPORTING/COMPLAINT GRIEVANCE FORM

COLLEGIATE CHARTER SCHOOL OF LOWELL

Name of Reporter/Complainant: _____

Check whether you are the Target (of the behavior): Reporter Recipient: _____ Title: _____

Check whether you are a: Student Staff member Parent Administrator
Other (specify) _____

Provide your contact information/Tel. No: _____

Information about the Incident: Check whether:

Name of target of behavior: _____ Student Staff Other

Name of Subject: _____ Student Staff Other

Date(s) of Incident: _____

Time When Incident(s) Occurred: _____

Incident Location (be as specific as possible): _____

Witnesses: (List people who saw the incident or have relevant information about the incident):

Name: _____ Student Staff Member Other

Name: _____ Student Staff Member Other

Name: _____ Student Staff Member Other

Describe the details of the incident (the names of persons involved, what occurred, and what each person did and said, including specific words used; use additional paper if necessary):

Interference with, intimidation of, and/or retaliation against any individual, including a student, parent, or guardian, for filing a complaint, filing a grievance, or opposing discrimination is strictly prohibited and shall be treated as an actionable wrongful act in and of itself.

Signature of Reporter/Complaint: _____ Date: _____

Form Provided to: _____ Position: _____ Date: _____

Return completed Form alleging discrimination conduct to the Head Supervisor

APPENDIX D

Physical Restraint Report 603 CMR 46.06(5)

NOTE: This report is required to be submitted to the Department of Elementary and Secondary Education, Director of Program Quality Assurance Services, by a publicly funded education day program after 1) physical restraint of a Massachusetts student lasting longer than twenty (20) minutes or 2) physical restraint of a Massachusetts student that results in serious injury requiring emergency medical intervention to a student or staff member. This report must be sent to the ESE within five (5) school working days of the restraint.

IDENTIFYING INFORMATION:

Name of Student: _____ Date of restraint: _____
Date of birth: _____ Age: _____ Gender: M / F _____ Grade level: _____
Does student currently receive special education services? Yes: No:
Date of this report: _____ Site of restraint: _____
This report prepared by: _____ Position: _____
Address: _____ Telephone: () _____
Staff administering restraint:
Name: _____ Title: _____ Completed in-depth restraint training program: Yes No
Name of restraint methodology: _____
Name: _____ Title: _____ Completed in-depth restraint training program: Yes No
Observers (if any):
Name: _____ Title: _____
Name: _____ Title: _____
Principal or designee who was verbally informed following the restraint:
Name: _____ Title: _____
Reported by: _____ Title: _____
Parent who was informed of this restraint:
Name: _____ Telephone: () _____
Called by: _____ Title: _____

PRECIPITATING ACTIVITY:

Thorough description of activity in which the restrained or other students were engaged immediately preceding use of physical restraint:

Behavior that prompted and justified the restraint:

Thorough description of efforts made to deescalate and alternatives to restraint that were attempted:

DESCRIPTION OF PHYSICAL RESTRAINT:

Justification for initiating physical restraint (*check all that apply*):

- Non-physical interventions were not effective
- To protect student from imminent, serious, physical harm
- To protect other student/staff from imminent, serious, physical harm
- To implement necessary restraint in accordance with the student's IEP or other written plan (*describe pertinent provisions of the IEP or other written plan*):

Describe holds used and why such holds were necessary:

Student's behavior and reaction during restraint:

Time restraint began: _____ Time restraint ended: _____

CESSATION OF RESTRAINT:

How restraint ended (*check all that apply*):

- Determination by staff member that student was no longer a risk to himself or others
- Intervention by administrator(s) to facilitate de-escalation
- Law enforcement personnel arrived
- Staff sought medical assistance
- Other (*describe*):

Description of any injury to student and/or staff and any medical or first aid care provided:

Incident report was filed with the following school district official: _____

FOR RESTRAINTS LASTING BEYOND 20 MINUTES:

Alternatives to extended restraint that were attempted:

Outcome of those efforts:

Justification for administering extended restraint:

Principal or Designee who approved continuation of the restraint:

Name: _____ Title: _____

FURTHER ACTION TO BE TAKEN: (Attach separate page if necessary.)

The school will take the following action and/or disciplinary sanctions (*check as many as apply*):

- Review incident with student to address behavior that precipitated the restraint.
- Review incident with staff to discuss whether proper restraint procedures were followed.
- Consider whether follow-up is necessary for students who witnessed the incident.
- Conduct a local investigation of any complaint regarding this restraint (*describe investigation procedures*):
- Disciplinary action/sanctions taken by the program (*describe*):
- Contact with parents, responsible school district, other state agency (*describe*):

PARENT/GUARDIAN NOTIFICATION (*required for all reported restraints*):

Verbally informed of physical restraint on _____ by teacher/administrator/other or documented attempts to contact verbally (*describe*):

Written report sent within 3 school working days of administration of restraint to parent/guardian on _____ by _____ (*teacher/administrator/other*) at the following address:

- Sent in native language of the parent/guardian (*language*): _____

Parent/guardian was offered opportunity to discuss the administration of physical restraint and/or disciplinary sanctions with teacher/administrator. Results of discussion (*Attach separate page if necessary*):

APPENDIX E
Parent Notification

Date

Parent/Guardian Name

Street Address

City, State, Zip

Dear *Parent/Guardian Name*,

This is to inform you that on *date of incident* it was necessary for our staff to intervene and perform a restraint on your daughter/son, *name of student*. This intervention took place after all other attempts to de-escalate the behavior either failed, or were deemed inappropriate at the time.

If you would like to comment in writing about the use of the intervention or the information in the report, please use the space provided on the next page and return to the school director. If you would like to discuss the use of this intervention, please call the school at 978-458-1399.

Sincerely,

School Director

APPENDIX F

ANTI-BULLYING LAW

No Name Calling Day

The governor shall annually issue a proclamation setting apart the fourth Wednesday in January as No Name Calling Day to increase public awareness of the devastating effects of verbal bullying, encourage students to use positive dialogue and pledge not to use hurtful names on this designated day, to promote tolerance and respect for differences and to reaffirm the commitment of the citizens of the commonwealth to basic human rights and dignity.

M.G.L. Chapter 71, Section 370

As used in this section the following words shall, unless the context clearly requires otherwise, have the following meaning:

Bullying: the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear or harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purpose of this section, bullying shall include cyber-bullying.

Cyber-bullying: bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writings, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Hostile environment: a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student's education.

Perpetrator: a student who engages in bullying or retaliation.

School grounds: property on which a school building or facility is located or property that is owned, leased or used by a school district, charter school, non-public school, approved

private day or residential school, or collaborative school for a school-sponsored activity, function, program, instruction or training.

Victim: a student against whom bullying or retaliation has been perpetrated.

Bullying shall be prohibited: (i) on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district or school and (ii) a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provide information during an investigation of bullying, or witnesses or has reliable information about bullying shall be prohibited.

Each school shall provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the curriculum of the school district or school. The curriculum shall be evidence-based.

Each school shall develop, adhere to and update a plan to address bullying prevention and intervention in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians. The consultation shall include notice and a public comment period. The plan shall be updated at least biennially.

Each plan shall include, but not be limited to: (i) description of and statements prohibiting bullying, cyber-bullying and retaliation; (ii) clear procedures for students, staff, parents, guardians and others to report bullying or retaliation; (iii) a provision that reports of bullying or retaliation may be made anonymously; provided, however, that no disciplinary action shall be taken against a student solely on the basis of an anonymous report; (iv) clear procedures for promptly responding to and investigation reports of bullying or retaliation; (v) the range of disciplinary actions that may be taken against a perpetrator for bullying or retaliation; provide, however, that the disciplinary actions shall balance the need for accountability with the need to teach appropriate behavior; (vi) clear procedures for restoring a sense of safety for a victim and assessing that victim's needs for protection; (vii) strategies for protecting from bullying or retaliation a person who reports bullying, provides information during an investigation of bullying or witnesses or has reliable information about an act of bullying; (viii) procedures consistent with state and federal law for promptly notifying the parents or guardians of a victim and a perpetrator; provided, further, that the parents or guardians of a victim shall also be notified of the action taken to prevent any further acts of bullying or retaliation; and provided, further, that the procedures shall provide for immediate notification pursuant to regulations promulgated under this subsection by the principal or person who holds a comparable role to the local

law enforcement agency when criminal charges may be pursued against the perpetrator; (ix) a provision that a student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action; and (x) a strategy for providing counseling or referral to appropriate services for perpetrators and victims and for appropriate family members of said students. The plan shall afford all students the same protection regardless of their status under the law. Nothing in this section shall prevent a school district from remediating any discrimination or harassment on a person's membership in a legally protected category under local, state or federal law.

The plan shall include a provision for ongoing professional development to build the skills of all staff members, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals, to prevent, identify and respond to bullying.

The plan shall include provisions for informing parents and guardians about the bullying prevention curriculum of the school district and shall include how parents and guardians can reinforce the curriculum at home and support the school district or school plan; (ii) the dynamics of bullying; and (iii) online safety and cyber-bullying.

The faculty and staff at each school shall be trained annually on the plan applicable to the school.

The plan shall be posted on the website of each school.

Each school principal or the person who holds a comparable position shall be responsible for the implementation and oversight of the plan at his or her school.

A member of a school staff shall immediately report any instance of bullying or retaliation the staff member has witnessed or become aware of to the principal or to the school official identified in the plan as responsible for receiving such reports or both. Upon receipt, the school principal or a designee shall promptly conduct an investigation. If the school principal or a designee determines that bullying or retaliation has occurred, the school principal or designee shall (i) notify the local law enforcement agency if the school principal or designee believes that criminal charges may be pursued against a perpetrator; (ii) takes appropriate disciplinary action; (iii) notify the parents or guardians of a perpetrator; (iv) notify the parents or guardians of the victim.

Nothing in this section shall create a private right of action.

Every public school providing computer access to students shall have a policy regarding internet safety measures to protect students from inappropriate subject matter and materials that can be accessed via the internet and shall notify the parents or guardians of all students attending the school of the policy.

Whenever the evaluation of the Individualized Education Program Team indicates that the child has a disability that affects social skills development or that the child is vulnerable to bullying, harassment or teasing because of the child's disability, the Individualized Education Program shall address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing.

Proposed Regulations on Anti-Bullying Law (603 CMR 49.00, et seq)

Notice to Parents

The principal shall promptly notify the parent of the alleged victim and the alleged perpetrator of a report of serious bullying or retaliation and of the school's procedures for investigation the report. If the alleged victim and alleged perpetrator attend different schools, the principal receiving the report shall inform the principal of the other student's school, who shall notify the student's parent of the report and procedures.

The principal shall inform the parent of a victim of serious bullying or retaliation of actions that school officials will take to prevent further acts of bullying or retaliation.

A principal's notification to a parent about a report of serious bullying or retaliation must comply with confidentiality requirements of Massachusetts Student Records Regulations, and the Federal Family Educational Rights and Privacy Act Regulations.

Confidentiality of Records

A principal may not disclose to a parent any student record information regarding an alleged victim or perpetrator who is a student and who is not the parent's child.

A principal may disclose a report of bullying or retaliation to a local law enforcement agency without the consent of a student or his/her parent. The principal shall communicate with law enforcement officials in a manner that protects the privacy of victims, student witnesses, and perpetrators to the extent practicable under the circumstances.

A principal may disclose student record information about a victim or perpetrator to appropriate parties in addition to law enforcement in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. This provision is limited to instances in which the principal has determined there is an immediate and significant threat to the health or safety of the student or other individuals. It is limited to the period of emergency and does not allow for blanket disclosure of students record information. The principal must document the disclosures and the reasons that the principal determined that a health or safety emergency exists.

Criminal/Delinquent Statutes

Section 43 of chapter 265 of the General Laws:

(a) Whoever (1) willfully and maliciously engages in a knowing pattern of conduct or series of acts over a period of time directed at a specific person which seriously alarms or annoys that person and would cause a reasonable person to suffer substantial emotional distress, and (2) makes a threat with the intent to place the person in imminent fear of death or bodily injury, shall be guilty of the crime of stalking and shall be punished by imprisonment in the state prison for not more than five (5) years or by a fine of not more than \$1,000, or imprisonment in the house of corrections for not more than two and one half (2 ½)

years or by both such fine and imprisonment. The conduct, acts or threats described in this subsection shall include, but not be limited to, conduct, acts or threats conducted by mail or by use of a telephonic or telecommunication device or electronic communication.

Section 43A of said chapter 265:

(a) Whoever willfully and maliciously engages in a knowing pattern of conduct or series of acts over a period of time directed at a specific person, which seriously alarms that person and would cause a reasonable person to suffer substantial emotional distress, shall be guilty of the crime of criminal harassment and shall be punished by imprisonment in a house of correction for not more than two and one half (2 ½) years or by a fine of not more than \$1,000.00 or by both such fine and imprisonment. The conduct or acts described in this paragraph shall include, but not be limited to, conduct or acts conducted by mail or by use of a telephonic or telecommunication device or electronic communication device.

Chapter 269 of the General Laws, Section 14A

Section 14A. Whoever telephones another person or contacts another person by electronic communication, or causes a person to be telephoned or contacted by electronic communication, repeatedly, for the sole purpose of harassing, annoying or molesting the person or the person's family, whether or not conversation ensues, or whoever telephones or contacts a person repeatedly by electronic communication and uses indecent or obscene language to the person, shall be punished by a fine of not more than \$500 or by imprisonment for not more than three (3) months, or by both such a fine and imprisonment.



Student/Parent Handbook Acknowledgement 2016-2017

Dear CCSL Students, Parents and Guardians:

The Student/Parent Handbook is a very important and informative document that contains everything you need to know to ensure a smooth and successful academic year.

Please read it thoroughly and sign below as acknowledgement that you have read and understand the policies and information stated in the Collegiate Charter School of Lowell Student/ Parent Handbook, which includes *descriptions* of the school's expectations in such areas as attendance, uniforms, behavior, parent involvement, policies, forms and health-related areas and an *explanation* of academic and emergency procedures.

This form must be returned to the main office by Friday, October 21, 2016.

Sincerely,

Frederick Randall IV
School Director

"We acknowledge receipt of the Student Handbook and understand and agree that we are to strictly abide by the terms and conditions of the Student Handbook. We further acknowledge that we have read the Student Handbook and understand the terms and conditions set forth therein."

Date _____

Student's name _____

Student's signature _____

Parent's/Guardian's name _____

Parent's/Guardian's signature _____

