

SOUTH SHORE CHARTER PUBLIC SCHOOL

STUDENT AND FAMILY HANDBOOK

2019 - 2020



Inspiring every student to excel in academics, service, and life

For students and parents/guardians whose primary language is not English, this handbook will be translated upon request. Requests for a translated version should be made to the Principal.

Para los estudiantes y padres/guardianes cuya lengua primaria no es el inglés, este manual será traducido a otras lenguas a su solicitud. La solicitud de una versión traducida debe dirigirse al Director.

Pour les étudiants et les parents/tuteurs dont la langue primaire n'est pas l'Anglais, ce manuel sera traduit à d'autres langues à sa demande. La demande d'une version traduite doit s'adresser au Directeur.

Para os estudantes e os pais/tutores cuja a língua preliminar não é o inglês, este manual será traduzido a outras línguas a seu pedido. O pedido de uma versão traduzida deve dirigir-se ao Diretor.

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STATEMENT OF NON-DISCRIMINATION

It is the policy of SSCPS to maintain an environment that is conducive to learning, is peaceful, and respects the dignity of all persons. SSCPS does not discriminate, exclude from participation, deny benefits, nor access to programs or facilities based on race, color, religion, gender, gender identity, national origin, age, sex, sexual orientation, pregnancy or disability, housing status, or English language proficiency in all aspects of employment and education including the selection of students or staff. SSCPS and all its programs are fully accessible to all students who can be served by our nurturing, project-based, volunteer-intensive, technology-dependent, and college preparatory academic program environment. SSCPS actively seeks a staff that fully reflects the diversity of our society. SSCPS actively seeks partner organizations which will assist in helping to diversify our student and staff population.

MISSION STATEMENT

Inspiring every student to excel in academics, service, and life

Academics

South Shore Charter Public School provides students in kindergarten through grade twelve with a strong academic foundation through innovative teaching, differentiated instruction, and interdisciplinary connections. Teachers create a rigorous learning environment that promotes students' intellectual curiosity and creativity. Students learn to be independent thinkers and problem solvers as well as how to work together in groups through their academic classes, Projects, and Workshops. To meet the diverse needs of the students, teachers use a variety of instructional practices and assessments. The environment, the visual and performing arts, global studies, and student voice are infused into all academic subjects.

Service

Service is a guiding force at SSCPS. It is a way for all members of the school community to be a part of something greater than themselves. There are two aspects of service at SSCPS: service learning and community service. Through service learning, students work together to identify a community need and connect that need to academic studies. Community service outside of regular school hours is required of all students to help them better understand the importance of doing something for the greater good.

Life

At SSCPS we believe that school is a place to guide and inspire our students. Beginning in kindergarten, students are empowered to be active participants in their education. Through Exhibitions of Mastery, Projects and Workshops, community service, and Senior Projects, students learn to become responsible and confident citizens. Students have a voice in the governance of the school and a high school student is a voting member of the Board of Trustees. Students are elected as officers to run the level town meetings and they serve as representatives on the School Council and selection committees for teachers and administrators.

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WHAT IS A MASSACHUSETTS PUBLIC CHARTER SCHOOL?

Charter public schools were created by the Education Reform Act of 1993 to provide educational choice for parents, expand educational opportunity for their children, and promote change in their districts. In exchange for specific freedoms (in organizational structure, mission, and academic program), charter public schools are held to high levels of accountability. They must successfully manage school finances and operations, and they must demonstrate student achievement; if they do not, the schools can be closed. (masscharterschools.org)

EXPECTATIONS OF COMMUNITY MEMBERS

Students, volunteers, and staff who choose the South Shore Charter Public School need to agree to become responsible to and for each other. Students are expected to sign a Student and Family Handbook Agreement. They are to encourage others to abide by these expectations.

Students are expected to uphold high standards of academic and personal integrity, to respect the dignity of all persons, and to make others feel safe and included.

Students are expected to attend all classes, endeavor to learn as much as possible, complete all assignments in a timely manner, work diligently to complete all Exit Standards, and fulfill all Project/Workshop requirements.

Families are expected to reinforce the above expectations with their child. They should actively support their child's education and assist them in developing habits that will foster a respect for learning. Included is the development of good eating and sleeping habits, punctuality, organizational skills, self-discipline, and respect for others. Families are expected to assist students by establishing a time and circumstance for study, encouraging his or her efforts, reviewing homework, and reading with him or her. A collaborative home-to-school relationship supports student learning and demonstrates the importance of school. Families are also expected to support the school in the fair administration of consequences for their student's non-adherence to the Expectations of Community Members.

Families are expected to show their support for their student's education by attending parent meetings and conferences, school events, and volunteering for or in the school when possible. This shows students that their families are concerned and value students' education.

If a parent or student is reluctant to sign the Student and Family Handbook Agreement the school will explore with them whether SSCPS is the most appropriate learning environment for their child. However, not signing does not change the need for the student to adhere to the SSCPS Code of Conduct.

ACADEMIC PROGRAM

South Shore Charter Public School (SSCPS) is an innovative, diverse, and rigorous regional school. The school is organized around five Levels: Level I (K-2), II (3-4), III (5-6), IV (7-8), and a college preparatory high school (9 – 12).

Academic courses are complemented by:

- Low student/teacher ratios
- Personalized guidance
- Partnerships of students, families and faculty in the school's governance
- Opportunities for families, students and volunteers to serve the school community and beyond
- Access to technology for student learning
- Arts education
- A positive culture of mutual respect and esteem for learning [see Expectations of Community Members, above]
- Experiential learning

Projects and Workshops at South Shore Charter Public School are an essential part of the mission and educational principles that guide the school. Projects and Workshops are experiential learning structures that allow students to apply knowledge and skills outlined in the Massachusetts Curriculum Frameworks to specific tasks that fulfill community needs. These learning structures primarily work within the fields of environmental science, performing arts, visual arts, communication, and technology. This allows students and adult leaders to follow their passions and establish and accomplish goals that serve community needs.

The curriculum in grades K-4 is based on the Massachusetts Curriculum Frameworks. Components of the program include synthetic phonics instruction at Level I, Eureka Math in grades K – 6, and the Collins Writing Program which is vertically integrated into all Levels. Students study Art, Music, Physical Education, and Spanish every week.

The secondary Level has developed a sequence of core courses in English, Spanish, History, Science, and Math that are aligned with the Massachusetts Curriculum Frameworks. Students who complete our program go above and beyond the requirements of MassCore with courses in all six subjects each year. Students also participate in Physical Education courses each year and have opportunities beyond Workshop to work in the Arts.

LEVEL I EXIT STANDARDS

Level 1 Exit Standards are the expectations we have of every child as that child approaches the transition to Level 2. These standards will adapt to the needs and demands of education plans including IEPs and 504s.

Internal and External Performance Evaluations:

Level 1 teachers will document and share with each other the achievement of the following standards by each child:

1. DIBELS data will indicate growth in all aspects of reading from fall to spring testing.
2. Meet Project goals and present one Project-related Exhibition of Mastery.
3. Present a Science Fair Project.
4. a) Achieve a passing grade in a fast facts addition and subtraction computation test.
 b) Achieve a passing grade in a common math concepts and application assessment to be written by the math group. This assessment will measure the second grade math standards set by DESE including solving a math problem using clear steps and showing an understanding of place value.
5. Second graders will be able to express a thought, opinion, idea, and piece of information in a grammatically correct sentence.
6. Perform at two (2) school performances including concerts and All Pod presentations.
7. Memorize the poem “Something Told the Wild Geese” by Rachel Fields or “April Rain Song” by Langston Hughes.

Community Service

Each student must complete 5 acts of community service for each year enrolled in Level I. (Evidence is documented in student’s own words; it may include pictures with captions.)

If not all 5 acts are achieved by the last day of school, service will need to be completed over the summer and turned in prior to the beginning of the next school year.

The exit standards represent the expectations we have for every 2nd grader in Level 1. It is typical for 2nd graders to be uneven in their performance. We use discretion in individual cases where special circumstances apply or a child has a unique set of experiences or challenges that do not permit total compliance. In those circumstances teachers, families and administrators will formulate a plan on how best to move forward.

LEVEL II EXIT STANDARDS

By the completion of Level II, each fourth grader must meet these minimum standards to be promoted to Level III. For students with an Individual Education Plan or 504, the IEP or 504 may contain details on any modification of Exit Standards. A student's teacher may request a waiver of no more than one exit requirement by written appeal to the Principal. Level II teachers will document each fourth grade student's fulfillment of exit standards.

Internal and External Performance Evaluations:

1. Complete year-long Project competencies including two Exhibitions of Mastery (one is Project related the other is the Science Fair project) per year enrolled in Level II. (Evidence is documented in Progress Reports and Exhibition of Mastery Scoring Rubrics.)
2. Accurately solve 60 multiplication problems with 95% accuracy within 3 minutes.
 - If not achieved by the last day of school, students will be expected to practice multiplication facts over the summer.
 - Students will be re-tested in August, prior to the start of the school year.
3. Complete four (4) written pieces representing the areas below and meeting grade level Massachusetts Common Core Standards. A minimum of 2 on a 4 point scale must be obtained.
 - Narrative: develop real or imagined experiences using effective technique, descriptive details, and clear event sequences.
 - Informative/exclamatory: examine a topic and convey ideas and information clearly.
 - Opinion: support a point of view with reasons and explanations.
 - Poetry:
 - a. Use figurative language to write poetry
 - b. Memorize and recite one of the following: "Dreams" by Langston Hughes (3rd grade)
"Afternoon on a Hill" (4th grade) by Edna St. Vincent Millay
4. Take the MCAS assessment in Math and ELA.

Technology

Meet Level II Technology requirements.

Community Service:

Each student must complete 10 acts of community service for each year enrolled in Level II. (Evidence is documented in student reflection paragraphs.)

- If all 10 acts are not achieved by the last day of school, service will need to be completed over the summer and turned in prior to the beginning of the next school year.

LEVEL III EXIT STANDARDS

By the completion of Level III, each student must meet these minimum standards to be promoted to Level IV. For students with an Individual Education Plan or 504, the IEP or 504 may contain any modifications of the Exit Standards if determined to be appropriate. Every student must submit evidence that he/she has met the Exit Standards to the Principal.

Internal and External Performance Evaluations

1. Achieve an average passing grade (60 or better) each quarter in all curriculum requirements: English Language Arts (ELA), History (American History for 5th Grade; World Geography for 6th Grade), Math, Music, Science, and Spanish. Evidence of meeting this standard is documented in Progress Reports.
2. Prove competency in the following:
 - History - 5th and 6th graders must complete and present a research project as assigned by their teacher.
 - Music - Students will be expected to develop at least one research presentation for music; e.g. a Latino musical artist of the student's choosing. Students will also accurately compose and perform a musical piece.
 - Organization - Students will demonstrate developing organizational skills by turning in their planner.
 - Spanish - Students will pass an oral exam for Spanish fluency.
3. Complete year-long Project competencies every year enrolled in Level III (evidence is documented in Progress Reports and Exhibition of Mastery Scoring Rubrics).
4. Portfolio: Present a portfolio to a panel of judges (including at least one faculty member and an administrator). Scoring rubrics must be attached to all portfolio pieces. A minimum score of 80% must be obtained for each piece and for the final presentation.
 - 8 written paragraphs = 2 paragraphs per quarter; including:
 - A summary
 - Student's choice for "best" paragraph
 - A poem may be submitted in place of one paragraph
 - Investigative research paper to accompany an Exhibition of Mastery (EOM)
5. Satisfactorily complete two EOM presentations each year; one for Project and one for Science
6. Acquire technology competencies (evidence of meeting these requirements is documented in the technology competency checklist).
7. Community Service: A student must complete and document 15 hours of community service for each year enrolled in Level III. Documentation includes standard reflective paragraph for each community service event. (Forms available from pod teacher.)
8. Every student must adhere to the SSCPS attendance policy unless absences/tardies are excused with appropriate documentation.

Any student may request a waiver of no more than one exit requirement by written appeal to the Principal.

LEVEL IV EXIT STANDARDS

By the completion of Level IV, each student must meet these minimum standards to be promoted to High School. For students with an IEP or 504, the IEP or 504 may contain details on any modification of Exit Standards if determined to be appropriate. All students must submit evidence that he/she has met all the Exit Standards to the Principal. Any student may request a waiver of no more than one exit requirement by written appeal to the Principal.

Internal and External Performance Evaluations

1. Achieve an annual average passing grade (60 or better) in the following curriculum courses: English Language Arts (ELA), Math, History, Science and Spanish. (Evidence of meeting this standard is documented in Progress Reports.) Students must attend 90% of their scheduled classes. Students with over 18 absences from a year-long course will not receive credit in the course unless a long-term absence is documented and the absences are excused by the Principal.
2. Prove reading fluency and comprehension and math competency by performing at a grade equivalent level.
3. Receive an average passing grade (60 or better) in Project. (Evidence of meeting this standard is documented in Progress Reports.)
4. Portfolio: Present a portfolio to a panel of judges, which must include at least one faculty member and the Assistant Principal. (Scoring rubrics must be attached to all student portfolio pieces. A minimum score of 80% must be attained for each piece and for the final presentation.) The Eighth Grade Portfolio must include edited and revised pieces. At least one piece must reflect SSCPS research standards. Pieces must represent the following areas:
 - English Language Arts
 - Mathematics
 - Science
 - History
 - Spanish
 - Reflective Project Essay
 - Research paper
 - Resume
 - Art piece
 - Choice piece (optional)
5. Complete two Exhibitions of Mastery. Each must include a paper and a presentation with a grade of 80% or higher for every year in Level IV. (Evidence of meeting this standard is documented in Progress Reports and on Exhibition of Mastery scoring rubrics.)
6. Acquire Level IV Technology and Research Competencies.
7. Community Service: A student must complete and document 20 hours of community service for grade 7, and 25 hours of community service for grade 8. (Evidence of meeting this requirement is documented in reflective paragraphs included in the student portfolio.)

HIGH SCHOOL EXIT/GRADUATION STANDARDS

By the completion of high school, each SSCPS graduate must meet these minimum standards. Students must submit evidence to the Guidance Counselor and the Principal that he/she has met all of the Exit Standards. For students with an IEP or 504, the IEP or 504 may contain details on any modification of Exit Standards if determined to be appropriate. Any one Exit Standard not required by the Commonwealth of Massachusetts or the Department of Education for a diploma may be waived in extraordinary cases by the Board of Trustees after petition to, and recommendation by the Principal and the Executive Director.

Internal and External Performance Evaluations

1. Achieve a passing grade in full year, one credit courses in all of the following subject areas: English Language Arts (ELA), Math, Social Studies, Science, and Foreign Language, for each high school year. (Evidence of meeting this standard is documented on the transcript.) Courses taken outside of the High School program must be approved by Guidance and the Principal. Students must attend 90% of their scheduled classes. Students with over 18 absences from a year-long course will not receive credit for the course unless a long-term absence is documented and the absences are excused by the Principal.
2. Receive a passing grade and meet the year-long Workshop goals, including two related Exhibitions of Mastery per year enrolled in the High School. (Evidence of meeting this standard is documented on the transcript and Exhibition of Mastery Scoring Rubrics.)
3. Meet the Massachusetts MCAS graduation requirements which require a passing score on the English Language Arts, Mathematics, and Science/Technology/Engineering MCAS tests.
4. Portfolio: Present a portfolio during the Senior year to a panel that includes the student's Advisor, Guidance Counselor, and the Principal. During the presentation the student reflects on his/her work and traces the development of his/her writing skills. The portfolio represents work done in English Language Arts, Mathematics, Science/Technology/Engineering, History, and Workshop from the student's entire high school career. It includes but is not limited to:
 - MLA-formatted research papers with appropriate citations
 - Literary analysis essays
 - Open response math summaries
 - College essays (personal narratives)
 - Lab reports
5. Students must meet SSCPS technology benchmarks.
6. Complete, with a passing score of 75 or better, at least one pre-approved three-credit course at an accredited college or university.
7. Attain a score of 70 or above on a presentation of Senior Project to a panel of faculty members and students.
8. Attain a score of 70 or above on Senior Debate.
9. Receive at least one accredited college or university letter of acceptance.
10. Two letters of recommendation which can come from the student's advisor, a faculty member, the Guidance Counselor or the Principal.
11. Community Service: A student must complete 30 documented hours per year. (Evidence of meeting this requirement is collected yearly and tracked by the Assistant to the Principals.)

Senior Standing

In order to have Senior Standing, a student must have a minimum of 16 credits. Three of the student's credits must be in English Language Arts and three must be in Mathematics.

GRADING AND HONOR ROLL (Levels III, IV and High School)

Grading System – Letter grades are used to record academic progress at SSCPS for each of the four quarters and the two semester exams. A final average is used to determine the grade for the course.

| Grade | % Equivalent | Quality Points |
|-------|-------------------|--------------------|
| A+ | 97-100 | 4.33 |
| A | 93-96 | 4.00 |
| A- | 90-92 | 3.67 |
| B+ | 87-89 | 3.33 |
| B | 83-86 | 3.00 |
| B- | 80-82 | 2.67 |
| C+ | 77-79 | 2.33 |
| C | 73-76 | 2.00 |
| C- | 70-72 | 1.67 |
| D | 60-69 | 1.00 |
| F | 0-59 | 0 |
| INC | Incomplete | 0 See Make-Up Work |
| WP | Withdrawn Passing | See Make-Up Work |
| WF | Withdrawn Failing | 0 |
| MED | Medical Exemption | |

A student may achieve honor roll in the following categories:

First Honors – Grade point average of 90 or above with no grade less than 80 and a Project or Workshop grade of 90 or above.

Honors – Grade point average of 83 or above with no more than one grade between 73 and 79 and a Project or Workshop grade of 83 or above.

PARENT CONFERENCES AND REPORTING STUDENT PERFORMANCE

Progress Reports - Parents/guardians may request, through the Guidance Office or Principal, a Progress Report of the student's current academic work.

Interim Warnings - Approximately halfway through each term, students and parents/guardians will be notified by mail of any impending academic deficiency. Should a student's progress deteriorate after warnings have been issued, the parents/guardians will be contacted by phone or email.

Parent-Teacher Conferences - Parent teacher conferences are held each fall and spring. In addition, parents/guardians may request an appointment with any teacher throughout the school year.

Report Cards - Report Cards are distributed to students for the first three quarters during the school year in grades 5-12 and first two trimesters in grades K-4. The fourth quarter/third trimester Report Card will be mailed.

COURSE FAILURE (LEVEL III – HIGH SCHOOL)

A student will fail for the year by receiving a final average of less than 60. While a grade between 60 and 69 receives credit, it is not considered mastery of the subject. Students may be required to remediate a course in which they earn a D, a grade between 60 and 69, prior to moving on to the next course in a sequence. The Principal, working with Level teachers, will determine whether a student needs remediation. Students failing a course for the year must make up that course during the summer. If a student does not make up a failed course over the summer, the student will be retained in grade until the course has been made up and credit restored so that the student is on track to graduate.

A student receiving a final average of less than 50 in a course will be unable to make up a course through local district summer school or tutoring. The course could be made up only by taking the equivalent of a full year course or a 3 credit college course.

Making Up a Course

A failed class may be made up in the following ways:

1. Attending a summer school class.
2. Attending a 3-credit college class closely related to the failed course.
3. Private tutoring consisting of 20 contact hours with the tutor using a curriculum and final assessment approved by the Principal. This may only occur between the end of school in June and the first day of school in August. Parent/guardians are responsible for the cost of tutoring and summer school.

Policy Governing Repeating the Year and Promotion

Students who fail three or more courses in an academic year have lost a significant amount of academic background/content that cannot typically be recovered through summer school make-up or tutoring. Any student who fails three (3) or more classes, including Project/Workshop, during a single academic year will be required to repeat that academic year. In addition, to be promoted to the next grade students must pass English and Math. If a student fails both English and Math, he/she will be retained.

Students who are struggling academically (a number of failures or other indications of not performing at grade level) or who have been absent for a substantial portion of the year resulting in incompletes may be asked to repeat the year to ensure a strong foundation for future academic success. This would happen after consultation with parents/guardians and faculty.

High School Workshop Failure Policy

According to the High School Exit Standards and Graduation Requirements, all students must pass four years of Workshop. Should a student fail a Workshop, it must be made up in order to receive a diploma. To make up a Workshop, the student must take and pass a course approved by the Principal in consultation with the Workshop Leader, in summer school. The student will not be financially reimbursed for any course that is taken to make up a failure.

APPEALS PROCESS RELATED TO ACADEMIC AND ATTENDANCE ISSUES

Students and their parents/guardians will be provided an opportunity to appeal decisions related to academic or attendance issues, such as loss of credit for excessive absence or repeating the year for three or more course failures.

- 1) Upon notification by the school that credit will not be earned or the year must be repeated, the parents/guardians or student (if 18) may request a hearing on the matter. The request must be made to the Principal within 15 calendar days of the notification. For Seniors, the request must be made by the last day of senior exams.
- 2) The Principal will convene a hearing and collect and review all pertinent data relating to the student's academic and/or attendance record.
- 3) The hearing may consist of the Principal, Guidance Counselor, a teacher, and the School Nurse (if necessary). Other parties may be invited to participate as needed.
- 4) Parents/guardians and student will have the opportunity to present information in support of their appeal.
- 5) The Principal will render a decision within three (3) school days after the conclusion of the hearing and will notify the parents/guardians and student of the decision.
- 6) If the matter is not resolved by the Principal's decision, the parents/guardians and student may appeal to the Executive Director. This appeal must be made within ten (10) days of receiving notification of the Principal's decision.

STUDENTS OVER 16 LEAVING SCHOOL WITHOUT DIPLOMA OR CERTIFICATE OF ATTAINMENT and STUDENTS WHO LEAVE WITHOUT EARNING THEIR COMPETENCY DETERMINATION

The SSCPS will provide written notice to students age 16 or over and their parents/guardians within five (5) days of the student's tenth (10th) consecutive unexcused absence. The notice will be sent in English and the family's home language. The letter will state that the student and the parent/guardian may meet with a school representative of SSCPS within ten (10) days from the date of the notice. At the parent's/guardian's request, SSCPS may consent to an extension of the time for meeting of no longer than fourteen (14) days.

The meeting will serve the purpose of discussing the reason the student is leaving school and suggest alternative educational placements. The student and parent/guardian are informed that attendance is voluntary after the student turns 16 but are also informed of the student's right to return to school.

Any student who has left school and has yet to receive competency determination or enroll in another school will receive a written annual notice by first class mail to the last known address informing them of publicly funded post-high school academic support programs and encourage them to participate in those programs.

GRADUATION REQUIREMENTS

To qualify for a South Shore Charter Public School diploma a student must meet all of the Exit Standards.

In order for a high school student at SSCPS to participate in graduation exercises, all Exit Standards must be completed. Courses are offered on a yearly basis and receive 1 credit. Students carry five one-credit courses plus a one-credit Workshop. All Exit Standards, except the Senior Project, must be completed prior to the end of the third quarter. The Senior Project must be completed by a date set forth by the Administration each year on the school calendar.

Under extraordinary circumstances, a student failing to complete the Exit Standards by the end of the third quarter may petition to graduate. The petition must contain all outstanding material and the date by which the requirements will be completed. The completion date for outstanding material must be no later than two weeks prior to graduation. The petition to graduate must be filed no later than the end of the third quarter and must be approved by the Principal.

HIGH SCHOOL COURSES

Course Selection - Students follow a college preparatory curriculum and are assigned to specific courses each year. In the spring, students may apply for a specific Workshop for the next year. The administration reserves the right to alter a student's program of studies whenever scheduling or an insufficient number in a class makes this necessary. Students are required to complete the courses for which they have been scheduled.

If in June a student is not meeting the prerequisites for the next course, the student will be re-assigned to an appropriate level in the subject area the following year. If a student qualifies for a course beyond the grade level, placement will be made on an individual basis.

Course Changes - Because of the interdependent nature of the program and the size of the school, course changes will require the approval of the Guidance Counselor and Principal. If a student feels a course change is necessary, the student and Guidance Counselor will consult with the appropriate teachers, Principal, and parents/guardians. After the initial 10 days of the year, if it becomes necessary to drop a course, it will be recorded as WP (Withdrawn Passing) or WF (Withdrawn Failing) on the student's transcript. Grades received in courses dropped after the 10-day time period may be averaged into the grades received for the first quarter in the new course. In all cases, the final decision for course changes and disposition of grades is left to the discretion of the Principal. Note: A student must continue to attend all classes until details of a change have been worked out and approved.

ADVANCED PLACEMENT® (AP®) AT SOUTH SHORE CHARTER PUBLIC SCHOOL

Goals of the program: The AP program at SSCPS provides students with exposure to rigorous, college-level academics in a high school setting. AP courses aim to improve not only a student's knowledge of the relevant subject matter, but their time management skills, study habits, and close reading skills in preparation for the demands that a college curriculum will place on them.

Recommendations for enrollment - AP courses place a higher demand on students both in and out of the classroom. Students who meet the following qualifications are best prepared to meet those demands.

- Attendance rate of 90% or higher
- Class average of at least a B+ in courses in the AP subject area
- Experience with Honors level coursework

- Recommendation of their current teacher in the AP subject area

Students who do not meet the above qualifications will be considered on a case by case basis by a committee of the student's current teachers.

Students in AP courses are expected to:

- Commit for the entire year. Once enrolled in a course, students may not withdraw unless approved by an administrator prior to the close of the first quarter
- Complete all summer assignments
- Maintain an attendance rate of 90% or higher
- Keep up with class assignments and ask for help when needed
- Take the relevant AP exam in May
- Complete a contract signed by both themselves and a parent committing to the above

Students who do not meet the above expectations may be dropped from the course or not receive an AP designation on their transcript.

SENIOR PROJECT GUIDELINES

As part South Shore Charter Public School's Exit Standards, all students are required to design and complete a Senior Project during their Senior year. The goal is for students to gain real world experience before they graduate and to help transition students to life after high school. For many students the Senior Project proves to be the most significant experience of their high school careers.

Projects typically fall into one of the following categories:

| Option 1: Internship, Business Based | Option 2: Internship, Community Service Based | Option 3: Career Portfolio |
|---|--|---|
| Students spend 40 hours over the course of the year, at an internship site, typically a structured workplace setting. | Students spend 40 hours over the course of a year, typically less structured with a community service focus. | Students explore a career interest through several different avenues. As part of this assignment the student defends an MLA- formatted research paper before a faculty panel. |

Completing an off-campus internship project is a privilege. Students out on internship represent both themselves and our school. Only students who have completed all academic Exit Standards and have met the provided deadlines will be eligible for internships.

Projects are approved on a case-by-case basis by the Director of Guidance and/or Principal. Generally the following types will not be approved:

- Projects that are primarily retail in nature, requiring students to clerk in a store or sell products
- Situations where seniors are unsupervised or working without the benefit of a mentor

We encourage seniors to work with supervisors who are not family members.

Students may not receive monetary compensation for work done on their projects. If applicable, extra hours earned on Senior Project may be applied toward the community service requirement for senior year.

COLLEGE COURSE GUIDELINES

As part of the South Shore Charter Public School Exit Standards, all students must successfully complete one three-credit college course and with a grade of C/75%/2.0 prior to graduation. The course must be at an accredited college or university and be pre-approved by Guidance or the Principal. South Shore Charter Public School budgets for the cost of the college course. The goal is for students to experience college level work on a college campus prior to graduation. The college course requirement also provides students with an opportunity to engage in coursework not offered as part of the South Shore Charter Public School high school curriculum.

Because the courses are taken at a local college, students are responsible for any additional requirements set forth by the college. For example, students may have to take a placement test or provide a letter of support from a high school teacher if there is a prerequisite for the course.

AP credit earned in the junior year (completion of AP course and a score of 3 or higher on the AP Exam) can be used to fulfill the college course requirement.

If a student would like to take one additional college course at the school's expense, the following criteria must be met:

- The student must be in Good Standing
- The student must have earned a grade of B or higher in the first college course
- The student must have approval from Guidance or the Principal

HOMEWORK, MAKE-UP WORK, EXTRA HELP, AND SEMESTER EXAMS

Homework policies and procedures vary by Level. As a general rule, homework is given to reinforce the daily classroom learning and to extend this learning beyond the classroom situation. Older students should plan for considerable home study in order to complete successfully both short- and long-range assignments.

Extra Help - Teachers will schedule after-school or before-school sessions to offer students the additional help they may require. These sessions take precedence over all extra-curricular activities.

Make-up work - Students must make arrangements with each teacher to make up work upon return to school from any absence. Students are given two school days for each day absent, up to three days absent, to make up any work. Any work not made up in that time will be graded a zero. In the High School, for absences lasting longer than three days, Guidance will coordinate homework and make-up work. Teachers cannot be expected to provide tutoring for students who are absent because of personal vacations.

In the High School once the quarter closes, no late work will be accepted. All missing work will be graded a zero (0) for the computation of quarter grades. No change of grade will be permitted for handing in missing or late work unless previously approved in writing by the teacher. If, because of serious illness or other extenuating circumstances, a student has not completed sufficient class work to receive a report card grade, the faculty member may, with the approval of the administration, assign an Incomplete. This designation must be changed to a letter grade within two weeks of the report or it automatically becomes an F, unless prolonged illness dictates that other arrangements be made.

Semester Exams (Grades 7-12) - are administered in January and June. These exams are in a 90-minute format. Each exam weighs 10% of the student's final average in the course (each quarter weighs 20%). Semester exams are scheduled for courses that meet daily in a semester. The process of semester testing is a necessary part of the college preparatory educational process.

STUDENT LIFE: Athletics, Organizations, and Student Activities

ATHLETICS

SSCPS offers an interscholastic sports program on the varsity and middle school level competing in the Massachusetts Charter School Athletic Organization (MCSAO). All student athletes must comply with the policies set forth in the Athletic Handbook.

Athletic Eligibility - Student athletes are often looked up to as role models by other, especially younger, students. They are encouraged to set for themselves the highest academic standards and standards of conduct. The student must be in good standing at SSCPS and meet all the requirements of the MCSAO in order to participate.

Concussion Policy - South Shore Charter Public School seeks to prevent concussion and provide a safe return to activities for all students after an injury. In order to effectively and consistently manage injuries, the school abides by the following procedures that have been developed to aid in ensuring that concussed athletes are identified, treated and referred appropriately, receive appropriate follow-up medical care and necessary academic assistance, and are fully recovered prior to returning to athletic activity. Coaches at South Shore Charter Public School are expected to be current with best practices in their sport that reduce the likelihood of head injury and are prohibited from teaching or promoting dangerous practices. The Athletic Directors and coaches will enforce rules prohibiting dangerous moves and encourage students to follow the rules of play and practice good sportsmanship at all times.

OPIOID USE

Because of the risk of injury and the subsequent need for pain management, student athletes may be at risk for opioid misuse. Massachusetts Department of Public Health (DPH) has developed educational materials to partner with schools across the state in sharing key information and resources with students, parents and school personnel. Recent legislation in Massachusetts requires that parents, guardians, and other adults in a middle and high school extracurricular athlete's life such as school nurses, Athletic Directors, coaches and athletic trainers, receive educational materials on the dangers of opioid use and misuse. The educational information, in written form, will be distributed to student athletes prior to the beginning of their extracurricular athletic seasons.

South Shore Charter Public School has designated its Principal to oversee the implementation of these policies and protocols. In addition, the Principal will be responsible for:

1. Supporting and enforcing the protocols, documentation, training, and reporting outlined in this policy;
2. Supervising and reviewing that all documentation is in place;
3. Reviewing, updating, and implementing the policy every two years and including updates in annual training and in the student handbook.

Training Requirement:

The Commonwealth of Massachusetts requires annual safety training on sports-related concussion including second impact syndrome for coaches, volunteers, school nurses, athletic directors, the parents or guardians of children who participate in extracurricular athletic activities, and student athletes. At South Shore Charter Public School, school personnel are required to complete free, online training or attend a training event approved by the Department of Public Health. Online training must be completed through the National Federation of High Schools, the Center for Disease Control or other DPH approved site. For student athletes and their parents this training can be provided in the regular pre-season meetings where written materials are also available. Attendance will be taken at these meetings and the attendance roster serves as verification of training. If parents or students are unable to attend this training, they must complete one of the approved online trainings and submit a certificate of completion to the athletic

director. Alternatively, parents may review MDPH-approved written materials provided by the athletic department and sign a verification form stating that they have read and understood these materials.

Physical Exam and Pre-participation Form Policy:

Each student athlete must have a physical examination on an annual basis, i.e. within 12 or 13 months of the student's last physical examination. Any student athlete who does not have a current physical on file with the school nurse is not eligible to participate until a new/updated physical is turned in. If the student's physical examination expires during the sports season, he/she must have an updated physical examination to continue to participate.

Massachusetts law requires student athletes and their parents to inform coaches about prior head injuries at the beginning of the sports season. At South Shore Charter Public School the student and his/her parent do this reporting through the Pre-participation Head Injury/Concussion Reporting Form that must be completed. Families are oriented about the requirement at the pre-season meeting. The form must be submitted to the Athletic Director prior to the start of each season that a student plans to participate in an extracurricular athletic activity. Forms indicating a history of head injury will be forwarded to the school nurse for review and follow-up.

Requirements for Coaches after Student Head Injury:

1. Remove student from play/activity immediately.
2. Conduct *Standard Assessment of Concussion*.
3. Transport any athlete with witnessed loss of consciousness of significant duration immediately to the nearest emergency department via an emergency vehicle.
4. Transport any athlete who exhibits any of the symptoms noted below that indicates deterioration of neurological function immediately to the nearest emergency department via emergency vehicle:
 - Decreasing level of consciousness
 - Decrease or irregularity in respirations
 - Decrease or irregularity in pulse
 - Unequal, dilated or nonreactive pupils
 - Any signs and symptoms of associated injuries, spine or skull fracture, or bleeding
 - Mental status changes: lethargy, difficulty maintaining arousal; confusion or agitation
 - Seizure activity
 - Cranial nerve deficits
5. Notify the parent/guardian of an athlete who is symptomatic but stable. The parents should be advised to contact the athlete's primary care physician or seek care at the nearest emergency department on the day of the injury.
6. Provide parents/guardians the option of emergency transportation.
7. Notify and follow-up with parents if they are not present at the scene.
8. Complete Athlete Incident/Injury Report and file with the School Nurse and Athletic Director.
9. Not allow athletes who experience signs or symptoms of a concussion to return to play.

Return to Play Policy:

If it is determined that an athlete has a concussion or suspected concussion he/she will be out of competition until cleared by a physician. No player shall go from being sidelined with a concussion to full play until he/she has followed the recommended stepwise process from the treating physician. Each student who is removed from practice or competition shall have a written graduated reentry plan for return to full academic and extracurricular activities developed by school personnel with parent and appropriate medical professional input. Teachers shall be notified and given instructions on how best to support the recovering student.

Penalties:

South Shore Charter Public School takes the safety of student athletes seriously. All members of the school staff are expected to follow these policies and protocols to support the health and safety of student athletes. The underlying philosophy of these policies is “when in doubt, sit them out.” Failure to comply with the letter or spirit of these policies could result in progressive discipline for staff and forfeiture of games. If students or parents have concerns that the policies are being violated, they should contact the Principal or Executive Director.

STUDENT ORGANIZATIONS

National Honor Society Overview - National Honor Society is a national organization that recognizes outstanding high school students. The purpose of the National Honor Society at SSCPS is to create enthusiasm for scholarship, to stimulate a desire to give service, to promote responsible leadership, and to encourage the development of good character in all the students at SSCPS. Membership in the National Honor Society is recognized as one of the highest honors that can be given a high school student. Students do not join the society. A faculty selection committee selects students based upon the NHS criteria: academic excellence, leadership, service, and character. Only Juniors and Seniors are eligible for membership. Those students who feel they qualify must submit an application to the faculty moderator. The committee meets early in the year to consider students for membership. Once selected, a student must maintain the criteria by which he or she was selected. Failure to maintain these standards results in a warning to the student. A hearing for dismissal will result for any member of the NHS who has received two consecutive warnings without showing any consequential improvement.

National Honor Society Selection Criteria - Selection to NHS is a privilege bestowed upon students by the faculty of the school, and not considered a right inherent to any student. Students do not apply for membership, but await an invitation to provide information to be used by the selection committee that supports their candidacy for membership. Membership is granted to those selected by the Faculty Council on the condition of having met the standards.

NHS candidates must be in their Junior or Senior year at South Shore Charter Public School to be considered for candidacy. In addition, they must demonstrate strength in each of the following standards: scholarship, leadership, service and character. This will be done by completing a candidate form, which requires signatures of the candidate and parent. They must also have a teacher who does not serve on the Faculty Council complete a Teacher Recommendation form, which will be submitted directly to the Chapter Advisor. Parents are invited and students are required to attend a help session, prior to the due date, with the Chapter Adviser for assistance in completing the candidate form and to ask questions about the process.

Scholarship: Students must have a cumulative GPA of at least 3.5 since 9th grade.

NOTE: This scholarship standard is a requirement for an invitation. No student will be considered or invited for consideration for NHS membership if they have not met the GPA requirement.

Leadership: There are many ways to demonstrate leadership inside and outside of the SSCPS community. These may include leadership in a classroom, on a sports team or different levels of participation in service activities. Eligible candidates should share their leadership roles on the candidate form by including any leadership experiences since 9th grade. Leadership roles both in school and the community will be considered. Students will indicate the role and a supervising adult for each activity.

Service: Service is generally considered to be those actions undertaken by the student which are done with or on behalf of others without direct financial or material compensation. In order to qualify for selection, candidates must have completed 30 hours for 9th grade and 30 hours for 10th grade, with 10 of the 30 from a non-school related event or activity. Eligible candidates will list their experiences on the candidate form.

Character: Eligible candidates must have received no suspensions or write ups for code of conduct violations such as, but not limited to, cheating, plagiarism, disrespect or insubordination. They must have an attendance record in good standing and have had no incidents of unacceptable internet use. Eligible candidates will compose a 500 word maximum essay about how they demonstrate the Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring and citizenship.

The information about leadership, service and character will be reviewed by the Faculty Council. If more information is needed, the Faculty Council may choose to interview a candidate. The council will vote for individual candidate membership, with acceptance being determined by a majority.

National Honor Society Discipline and Dismissal - Discipline or dismissal is considered when a member's performance falls below the acceptable levels of any of the standards by which they were selected. These include scholarship, leadership, service and character. The following are policies followed by the Faculty Council to determine if discipline or dismissal of NHS members is necessary.

In order to maintain membership, the student must:

- Exhibit a high academic record
 - maintain a GPA of at least 3.50. GPA will be monitored by the Faculty Advisor midway through and at the end of each quarter.
 - have no two quarters in the same academic year with less than a 73 average.
- Be a student of good character
 - Receive no suspensions or write ups for code of conduct violations such as, but not limited to, cheating, plagiarism, disrespect, insubordination or excessive tardies.
 - Have no incidents of unacceptable internet use
 - Have an attendance record in good standing including tardiness and dismissals
- Complete community service
 - at least 20 hours by the Monday following April vacation of Junior year, with 5 of the 20 hours from a non-school event.
 - at least 30 hours by the Monday following April vacation of Senior year, with 10 of the 30 hours from a non-school event.
- Attend National Honor Society meetings
- Of all the time spent on NHS sponsored activities or events, each member must contribute a minimum of 80% of the total hours.
- Seniors are expected to complete all academic coursework by the beginning of their internship. In

addition, the internship project should be completed as scheduled during which, students should continue to model the standards of Character, Service and Leadership for which they were selected. If a member is unable to achieve these requirements, the following actions may occur, as stated by the National Honor Society Constitution, Article X:

1. Members who fall below the standards that were the basis for their selection shall be promptly warned in writing by the chapter adviser and given a reasonable amount of time to correct the deficiency, except that in the case of flagrant violation of school rules or the law, a member does not have to be warned.
2. The Faculty Council shall determine when an individual has exceeded a reasonable number of warnings.
3. In all cases of pending dismissal, a member shall have a right to a hearing before the Faculty Council.
4. For purposes of dismissal, a majority vote of the Faculty Council is required.
5. A member who has been dismissed may appeal the decision of the Faculty Council to the principal and thereafter under the same rules for disciplinary appeals in the school district.

In addition,

- Failure to correct deficiencies in the given time frame may result in disciplinary measures which include, but are not limited to suspension of certain chapter privileges, removal from chapter office, request for additional community service and request for counseling.

- NHS members who violate school and/or chapter guidelines may receive disciplinary actions by both school administration and the NHS Faculty Council.
- Concerns of possible violations may be brought to the attention of the chapter adviser by local law enforcement, administrators or teachers. Concerns may be initiated by students through a teacher or an administrator. All concerns must be submitted to the chapter advisor in writing.
- All dismissals are final. A dismissed student may not reapply to the same or any other chapter of the National Honor Society.

STUDENT GOVERNMENT

Town Meeting - Students at SSCPS are encouraged to be active members of their school community. On a weekly basis, students beginning in Level II meet as a group to review and give input on issues before them regarding school life, school policies under consideration, and items to improve the school community. These meetings are moderated by a student who is elected in the beginning of the year. In the High School these meetings are conducted according to modified Robert's Rules of Order.

School Election Procedures:

1. The Assistant Principal or Guidance Counselor conducts the elections.
2. Elections are announced to the student body. Candidates should complete a nomination and present it to the Assistant Principal/Guidance Counselor. The Assistant Principal/Guidance Counselor then publishes a list of candidates who desire to run for office.
3. To be eligible for election, a student must be in "Good Standing."
4. Failure to maintain "Good Standing" will result in the student being put on probation or being asked to forfeit the office. Any board member may be removed from his or her position by vote of the remaining board members for failure to attend meetings, failure to represent his or her group properly and fairly, failure to carry out his or her duties, or for any other actions that are detrimental to the welfare of the school.
5. At a town meeting, each candidate addresses the assembled students giving:
 - a) reasons for running for office;
 - b) qualifications for holding office;
 - c) background of service and dedication to class and school.
6. At a subsequent meeting, students vote via secret ballot.
7. Any variation of the above should receive specific approval from the Principal.
8. Results of the elections are published and given to the Principal, Assistant Principal and Guidance Director.
9. Officers of Student Board, President, Vice President, Secretary, and Treasurer are elected in the spring. Elections for all other positions are conducted in September of the new school year.

Student Board (High School) - The purpose of the Student Board is to establish closer cooperation between the students and the faculty of SSCPS, to instruct its members in the principles and responsibilities of a democracy and to promote the general welfare of the school community.

The Student Board in the High School is composed of four (4) officers elected from the student body as a whole. The Student Board acts as the umbrella organization for student activities and plans activities for the student body

that are beneficial to the school and the community. The Student Board consults with the faculty moderator and the Guidance Counselor.

Student Representative to the Board of Trustees (High School) - This student serves on the Board of Trustees for a term of one year.

Student Representative to School Council - Two students from the high school and one from Level IV, are selected to represent students on the School Council. They serve for a term of one year.

DANCES AND SPECIAL EVENTS

1. Students and guests are expected to act with common sense, common courtesy, and those applicable standards of conduct set forth in this Handbook.
2. Students bringing guests who do not attend SSCPS must register those guests with the Principal prior to the day of the event.
3. Students may not leave and re-enter the building once they have arrived at the event.
4. SSCPS students should introduce their guests to the chaperone(s).
5. Smoking and drinking alcohol are forbidden at school functions.
6. The school reserves the right to refuse admittance to or to expel from the premises anyone who does not comply with the above guidelines.
7. Students who work may come to the event after normal start of the event, if they have permission from the Principal in advance.
8. Students may not leave earlier than 30 minutes prior to the scheduled end of the event.
9. A student may bring and purchase a ticket for one guest from outside the school depending on the event. The name and telephone number of the guest must be provided at the time the ticket is purchased as well as a completed form from the guest's school.
10. Students enrolled at SSCPS must purchase their own ticket and register with those sponsoring the event.
11. Once tickets are purchased a student may not sell or give the tickets to another student without the permission of the faculty moderator of the event.
12. Tickets are non-refundable. SSCPS and the sponsoring organization are under no obligation to buy back unused tickets.

GUIDANCE SERVICES (HIGH SCHOOL)

The mission of the Guidance Program is to assist students in their personal growth and academic development. The close relationship between the students and faculty at SSCPS is exemplified in the Guidance Program.

Guidance helps students make the transition into high school and prepare for graduation and their lives beyond SSCPS. This is accomplished through comprehensive, developmentally targeted assistance including group sessions, classes, workshops, field trips, and presentations. Individual and family meetings are a critical component of the

process. In addition to Guidance services, students are assigned a Faculty Advisor each year. Academic advising is always available through faculty, coaches, and administrators.

College counseling is an effort to match the desires and abilities of the student with an appropriate college placement. Choosing a college is a difficult and often stressful task. It is vital that students, families, and the school work collaboratively on this process. Special evening workshops are scheduled for parents/guardians regarding financial aid programs and the college selection and admission process. These programs combined with a comprehensive college counseling curriculum help students with this important process.

Testing Program

| | |
|------------------------|---|
| Freshman year: | MCAS, Science; PSAT; SAT II |
| Sophomore year: | MCAS, ELA and Math; PSAT: SAT II |
| Junior year: | PSAT/NMSQT: SAT I/ACT; SAT II: AP Exams |
| Senior year: | SAT I/ ACT; SAT II; AP Exams |

TRANSCRIPT REQUESTS

- All transcript requests must be submitted in writing, preferably using an *Authorization of Transcript Release* Form, available online, in the Guidance Office, or with the Assistant to the Administration.
- If the student is 18 years of age or older, the student must authorize (sign) their own transcript request.
- Requests may be mailed to the school:
 South Shore Charter Public School
 Attn: Transcript Request
 100 Longwater Circle, Norwell MA 02061
- Fax transcript requests to (781) 982-4201 Attn: Transcript Request
- Transcript requests cannot be done over the phone.
- Official transcripts are sent directly from the school. Most colleges, scholarship programs, employers, or other high schools require an official transcript.
- Unofficial transcripts are transcripts provided directly to the parent or student. The transcript will be stamped "Issued to Student".
- Transcript requests take 7-10 school days to process.

Additional Information:

- For grades K-6 there is no transcript; instead the most recent report card will be sent.
- College transcripts for current students are handled through Guidance and are issued along with other supporting materials required for a complete application.

Other Transcript or Record Release Information:

- Student transfer of records from SSCPS to another elementary or secondary school go through the Assistant to the Administration.
- Any Special Education/504 records must be requested from the Administrative Assistant to Learning Services.

Progress Reports - Parents/guardians of high school students may request an Academic Progress Report through the Guidance Counselor. For Level I – IV students, please speak with the Assistant Principal regarding Academic Progress Reports. This may be initiated mid-quarter/trimester - two weeks prior to warning notices or two weeks after grades are distributed. The Guidance Counselor or Assistant Principal will speak with the teacher and will furnish appropriate information to the student and parent/guardian by personal contact, telephone call or conference. Reports are also available online through PlusPortals. Please contact the Assistant to the Administration regarding setting up an account for students in grades 5-12.

HEALTH SERVICES

A full-time certified School Nurse is available to assist in the health needs of the student. Students may not leave the school for illness without first reporting to the nurse. They are not to call home for health dismissal; the nurse will make the arrangements as necessary. The nurse must be kept informed of medications taken at home for specific conditions and injuries requiring temporary exclusion from Physical Education. These latter exclusions require Physician's notes indicating the date of return to normal activity. It is also helpful to inform the nurse of individual adjustment problems that may occur.

Physical examinations are required of all students entering the school and grade 7. The State Health Form must be returned to the Health Office no later than October 1. Sports Physicals are required annually for all students participating in interscholastic sports. No student will be allowed to participate in a sport if the exam form has not been returned to the Health Office prior to the start of the season. All student athletes must also complete a Pre-Participation Form outlining any history of head injury prior to the start of the season.

Immunizations - All students entering the school must provide complete up-to-date copies of their immunization records. Massachusetts Law requires that students be excluded from attendance at school until it is known that they have received the required immunizations.

Medication Guidelines - The Massachusetts Department of Public Health, promulgated March 26, 1993, disseminates regulations governing the administration of prescription medications in public and private schools. In compliance with these, the following guidelines have been adopted:

- It is generally accepted that the School Nurse will assume responsibility for dispensing necessary medication ordered by a physician. The School Nurse cannot, according to Massachusetts State Law, dispense over-the-counter drugs such as Tylenol and cold remedies without a *written order* from a physician. A note from the parent is not a substitute allowed by this law.
- It is general practice to discourage medication in school.

1. **Medication**, including psychotropic drugs (Ritalin, Dexadrine, Haldol, and Lithium) can be administered only under the following conditions:

- a. With a written order from a physician which must detail the name of the drug, dosage, and time interval that medication is to be taken, and diagnosis and reason for the medication to be given in school. Any change in dosage or time must be made in writing by the M.D. to the school.
- b. With a written parent/guardian consent for medication administration.
- c. Medication must be in a container labeled by the pharmacy or physician. A baggie or other type container is not acceptable. It is advisable to request the pharmacist to provide a separate, properly labeled container for school when a prescription is filled.

2. School personnel must refer all requests for administration of medication to the school nurse.

3. In the nurse's absence, a dispensing procedure will be established by the RN with the Principal for each student in question.
4. A daily record must be kept of all medication administered and the name of the person dispensing the medication.
5. The school's position is to allow the student to be responsible for the following medications:
 - a. Inhalers - they are frequently needed during an acute episode or prior to exercise (PE) when it is not convenient to go to the Health Office. The student's physician needs to provide a written order approving self-administration. Inhalers should also be labeled with the student's name as they are often found after recess and in classrooms.

STUDENTS SHOULD NOT SHARE MEDICATION OF ANY KIND INCLUDING TYLENOL. ANY SHARING OF MEDICATION BETWEEN STUDENTS WILL RESULT IN DISCIPLINARY ACTION BEING TAKEN.

AIDS Policy - SSCPS takes seriously its responsibility to create and support a learning environment that is compassionate and just, one that respects the dignity and rights of each of its members. It is from this fundamental stance that we have instituted our policies and procedures regarding members of the community who may become infected with the Human Immunodeficiency Virus. The document, "Policies and procedures for those infected with HIV and/or diagnosed with ARC or AIDS," is retained for reference in the Principal's Office and in the Health Office. The school has also implemented procedures to prevent transmission of HIV and provides appropriate educational instruction to students regarding this disease.

SCHOOL CULTURE AND CLIMATE

At SSCPS our mission is inspiring every student to excel in academics, service, and life. In support of this mission all teachers and staff members are expected to:

1. Build strong relationships with students,
2. Encourage the growth of self-discipline,
3. Personalize and differentiate the curriculum, and to keep learning interesting,
4. Challenge individual students academically and also help them succeed,
5. Develop an approach to classroom management that supports emotional and physical well being,
6. Provide positive and negative consequences that will encourage appropriate behavior and discourage inappropriate behavior, and
7. Work closely with parents/guardians in disciplinary situations when additional support is necessary.

GOOD STANDING STATUS

An SSCPS student is considered to be in "Good Standing" unless any of the following are true of the student:

- Has more than one failing grade from the previous quarter/trimester or term in the present school year.
- Did not complete his or her Exhibition of Mastery for the previous semester. (This restriction is lifted when the student satisfactorily completes their EOM.)
- Has been suspended within the previous 15 school days.

SSCPS students who are not in "Good Standing" may not do the following without the written consent of the Principal:

- Represent SSCPS in any dramatic, academic, or athletic competition.
- Go on SSCPS field trips (this does not pertain to normal, local project or workshop visits) or participate in extracurricular activities.
- Qualify for any SSCPS award, scholarship, or fellowship.
- Serve on the Student Board, School Council, any SSCPS committee, or student Judicial Council.

The process by which the Principal may decide to waive “Not in Good Standing” consequences is: a written appeal by the student containing the student’s statement of the events that led to the loss of “Good Standing” and grounds for the appeal. The Principal will meet with the student within five (5) days and render a decision within two (2) days following the meeting. All decisions may be appealed to the Executive Director.

DRESS CODE

The South Shore Charter Public School is a learning environment and students are expected to take pride in their appearance and to come dressed in an appropriate manner prepared to learn. As such, parents are expected to monitor the attire of their children. All students, faculty, staff and visitors must abide by the following dress code. Violators may be asked to leave the school premises and/or be subject to the school’s disciplinary code. The Administration reserves the right to determine what may be considered appropriate clothing.

- No profanity, offensive language or symbols, offensive or insinuating imagery, drug, alcohol, or tobacco language or symbols may be displayed on clothing, backpacks, etc.
- All clothing must be worn in an appropriate manner as judged by faculty.
- No flip-flops may be worn on Level I.
- Athletic footwear is required for Physical Education classes.
- Dress code for field trips, afterschool and extracurricular activities is the school dress code or can be modified at the discretion of the Administration in consultation with the activity advisor.

CHEATING AND PLAGIARISM

Cheating and plagiarism destroy academic integrity and honesty and are a hindrance to a good education. Plagiarism is the copying or borrowing of ideas or information from another without giving proper credit. Because of the serious nature of cheating and/or plagiarism, each student involved will receive a zero for the assignment and will be subject to disciplinary action. All incidents of cheating must be reported to the Assistant Principal. The growing availability of translation services online poses a threat to the academic integrity of all classes, especially World Languages. Therefore, the use of such translation services for completing assignments is prohibited and shall be considered cheating.

CIVIL RIGHTS

It is the policy of the South Shore Charter Public School that all programs, activities, and employment opportunities are offered without regard to race, color, sex, gender, gender identity, religion, national origin, sexual orientation, housing status, and disability. This policy is consistent with M.G.L. c. 76, §. 5.

The Coordinator of Title VI of the Civil Rights Act of 1964 for the South Shore Charter Public School is Matthew Tondorf. He can be reached at the school at (781) 982-4202 Ext. 201 or mtondorf@sscps.org. Title VI “prohibits discrimination, exclusion from participation, and denial of benefits based on race, color, and national origin.”

The Coordinator of Title IX of the Education Amendment of 1972 for the South Shore Charter Public School is Matthew Tondorf. He can be reached at the school at (781) 982-4202 Ext. 201 or mtondorf@sscps.org. Title IX “prohibits discrimination, exclusion from participation, and denial of benefits in education programs based on sex.”

The Coordinator of Section 504 of the Rehabilitation Act of 1973 for the South Shore Charter Public School is the Learning Services Director, Matthew Tondorf. He can be reached at (781) 982-4202 Ext. 201 or mtondorf@sscps.org. Section 504 “prohibits discrimination, exclusion from participation, and denial of benefits based on disability.”

Anyone having questions or concerns about Title VI, Title IX, or Section 504 should contact the appropriate person in writing at 100 Longwater Circle, Norwell, MA 02061, by fax at 781-982-4201 or by calling the Executive Director at 781-982-4202 x101.

HARASSMENT POLICY

SSCPS strives to build a community based on respect and the dignity of each person. Thus we seek to provide an environment free of bigotry and intolerance, including discrimination or harassment based on sex, sexual orientation, race, religion, national origin, appearance, gender, housing status, homelessness, or gender identity. Such inappropriate behavior includes unwelcome advances, unwarranted remarks, or derogatory or discriminating comments that can occur between any two individuals or groups of individuals.

Anyone who believes he/she has been harassed should implement the following procedures:

1. Let the offending person or persons know that you want the behavior to stop. Say "no" firmly, looking directly and unapologetically at them to give a clear message about how you feel. If you are unable to confront the person(s) alone, take a friend along or write a letter. You may want the assistance of an adult (*e.g.* guidance counselor, administrator, or teacher) in preparing the letter as well as in presenting it.
2. If your objection does not cause the behavior to stop, keep a record of when, where, and how you have been harassed. Include witnesses, direct quotes, actions, evidence, and any written communication.
3. Promptly contact someone at the school about the situation - an advisor, faculty member, guidance counselor, or administrator.

A response from the Principal or Matthew Tondorf, the school’s Civil Rights Officer, will be made in consultation with the person making the complaint; it will be made discreetly to protect the confidentiality of the information and the reputations of those involved. Retaliation in any form against any person who has filed a complaint relating to harassment is forbidden. If retaliation occurs, it could be cause for dismissal of staff, personnel, or student.

GRIEVANCE PROCEDURE FOR DISCRIMINATION OR HARASSMENT

1. Any employee or student who believes that he or she has been discriminated against or harassed should contact in writing the Principal or the Civil Rights Representative, Matthew Tondorf, as soon as possible, normally within thirty days of the discrimination.
2. The Principal or the Civil Rights Representative and 504 Coordinator Matthew Tondorf will meet with the person(s) to discuss the situation within seven days of receiving the written complaint. The South Shore Charter School will promptly investigate every complaint of discrimination. Please refer to Civil Rights Complaint Form at the end of the Student Handbook.

The Principal, Civil Rights Representative/504 Coordinator will have fourteen (14) days to respond to the grievance in writing. Any complaint may also be lodged with state agencies responsible for laws prohibiting discrimination in schools: The Massachusetts Department of Education, 350 Main Street, Malden, MA, 02148-5096, (781- 388-3300) and the Massachusetts Commission Against Discrimination, One Ashburton Place, Boston, MA, 02108-1518, (617-727-3990). The agency responsible for enforcing the federal law prohibiting harassment on the basis of sex is the Office of Civil Rights within the United States Department of Education, which is located at 5 Post Office Square, 8th Floor, Boston, MA 02109-3921, (617) 289-0111, ocr.boston@ed.gov.

3. A party may appeal the administrator's decision in writing to Alicia Savage, Executive Director of SSCPS, 100 Longwater Circle (781-982-4202 x101) within fifteen (15) days after receiving a copy of the decision. The decision will be reviewed to ensure the adequacy of the investigation and the decision. Parties will be given an opportunity to submit additional relevant information. The Executive Director will make a final decision and provide it in writing to the respective parties within thirty (30) days.

BULLYING PREVENTION AND INTERVENTION POLICY

Prohibition of bullying and cyberbullying - Bullying is prohibited 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, on a vehicle owned, leased or used by the school, or through the use of technology or an electronic device owned, leased or used by a school district or school and at 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 target, infringes on the rights of the target at school or materially and substantially disrupts the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying shall be prohibited.

Definition of bullying and cyberbullying - Bullying is the repeated use of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: causes physical or emotional harm to the target or damage to the target's property; places the target in reasonable fear of harm to himself or of damage to his property, creates a hostile environment at school for the target; infringes on the rights of the target at school; or materially and substantially disrupts the education process or the orderly operation of a school. Bullying includes cyber-bullying. Targets and aggressors can be students or adults, including faculty and staff. The definition of faculty and staff includes but is not limited to teachers, administrators, the school nurse, counselors, school lunch staff, maintenance staff, bus drivers, coaches, advisors, tutors, and paraprofessionals.

Cyber-bullying is bullying through the use of technology or any electronic communication, including: any transfer of signs, signals, writing, 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 also includes the creation of a web page or blog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates a hostile environment. Cyber-bullying also includes 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 a hostile environment.

Procedures to report bullying or retaliation - To report an incident of bullying or retaliation the reporter must fill out a Report of Alleged Bullying Form and give it to the Principal or Assistant Principal. The reporter's name may be left off of the form to allow for anonymous reporting.

Procedures for responding to and investigating bullying - Following receipt of a Report of Alleged Bullying Form the Principal or Assistant Principal will promptly conduct an investigation and complete a Bullying Investigation and Determination Form.

Range of student disciplinary actions - In cases where bullying is found to have occurred, the following disciplinary actions may be taken following a hearing:

| | |
|---------------------------|---|
| Consequences K-8: | 1 st offense: suspension of one (1) to ten (10) days 2 nd offense: suspension of one (1) to ten (10) days 3 rd offense: suspension of one (1) to ten (10) days |
| Consequences 9-12: | 1 st offense: suspension of (1) to (10) days 2 nd offense: suspension of (3) to (10) days 3 rd offense: suspension of (5) to (10) days |

Additional disciplinary measures may include but not be limited to those listed below:

- Separation of students, including class change
- Change in physical locations such as lockers, assigned seats, and dismissal doors
- Increased supervision
- Loss of privileges, such as unsupervised trips off of the Level and free seating
- Implementation of a No Contact Contract

** In the case of an aggressor employed by SSCPS, disciplinary procedures follow the protocols outlined in the personnel policy.*

Disciplinary action for knowingly making false accusations:

Knowingly making a false accusation of bullying will be treated as a Group C offense as stated in the SSCPS Code of Conduct and may result in the following disciplinary action following a hearing:

Consequences K - 8

- First Offense: First Suspension – from one (1) to ten days
- Second Offense: Second Suspension – from one (1) to ten days
- Third Offense: Third Suspension – from one (1) to ten days
- Fourth Offense: Fourth Suspension – from one (1) to ten days

Consequences 9 -12

- First Offense: First Suspension – from one (1) to ten days
- Second Offense: Second Suspension – from two (2) to ten days
- Third Offense: Third Suspension – from three (3) to ten days
- Fourth Offense: Fourth Suspension – from four (4) to ten days

Procedures for restoring a sense of safety for a target and assessing that target's needs for protection - The physical and emotional safety of the target of bullying is the primary concern of SSCPS. To ensure the target's safety, the school Administration of SSCPS may implement any or all of the following actions:

- When there has been a report of bullying, the school will take immediate action to monitor the situation to prevent a recurrence.
- Counseling from the school's psychologist or adjustment counselor will be recommended to the target (with the parent/guardian's consent). Regardless of the finding of the investigation, continued counseling will be offered.

- All appropriate staff will be informed of the nature of the report including the identity of target(s) and aggressor(s).
- Additional staff may be placed as needed particularly during less structured times.
- The physical locations of desks, lockers, seating, and/or dismissal will be changed whenever possible to minimize contact between target and aggressor.
- If necessary a period of separation between target and aggressor will be instituted. The length of this time period will depend on the emotional needs of the target.
- Parents will be encouraged to inform afterschool programs, town sports, bus drivers, etc., where the target and aggressor may come in contact outside of school.
- A concrete safety plan will be developed for the target.

Procedures for parent/guardian notification - If the Principal or designee determines that bullying or retaliation has occurred, the Principal or designee will contact:

- the target's parents/guardians
- the aggressor's parents/guardians
- law enforcement in cases where criminal charges may be pursued against an aggressor.

Counseling referrals - An SSCPS Referral Form for Counseling Services will be completed and attached to the Bullying Investigation and Determination Form and submitted to the adjustment counselor. The adjustment counselor, or school psychologist, will meet individually with the target and individually with the aggressor to determine the need for counseling services at school and/or counseling services outside of school. The adjustment counselor, or school psychologist, will seek written permission from a parent or guardian in order to provide further counseling services. Referrals for outside counseling services for the student and/or family will be made by the adjustment counselor or school psychologist, as needed.

Curricular Support - SSCPS uses Open Circle in grades K-4 to provide students with social competency training. In grades 5-12 a comprehensive advisory system will be implemented to address the social and emotional needs of students.

Professional Development - All SSCPS faculty and staff receive training in this policy at the start of the school year. School lunch personnel, bus drivers, custodians, coaches, tutors, and paraprofessionals are included in this training. Additionally, SSCPS will provide training for teachers to help them address bullying in school. Teachers in grades K-4 will be trained in the implementation of Open Circle while 5-12 teachers will implement an advisory system and will work collaboratively to improve this curriculum.

HAZING

In November of 1985, the Commonwealth of Massachusetts made law an Act Prohibiting the Practice of Hazing. The Act requires that we print the following sections:

Section 17. Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than one thousand dollars or by imprisonment in a house of correction for not more than one hundred days, or by both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment of forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Section 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than five hundred dollars.

Section 19. Each secondary school and each public and private school or college shall issue to every group or organization under its authority or operating in conjunction with its campus or school, and to every member, plebes, pledges or applicant for membership in such group or organization, a copy of this section and sections seventeen and eighteen. An officer of such group or organization, and each individual receiving a copy of said sections seventeen and eighteen shall sign an acknowledgment stating that such group or individual has received a copy of said sections seventeen and eighteen.

CODE OF CONDUCT

A school needs a code of conduct to help maintain a safe and orderly learning environment. Everyone has the right to be in a school that is safe and conducive to learning. This Code helps protect that right.

This Student Handbook and Code of Conduct include the policies, rules, regulations and consequences associated with discipline at the South Shore Charter Public School. We encourage everyone to think of discipline as a positive aspect of our educational program and a part of what everyone should learn. Learning to be disciplined helps us all accomplish personal and academic objectives.

There are unpleasant consequences of undesirable behavior. But, more importantly, there are personal rewards for commendable conduct, the same sort of rewards people experience when they have accomplished something worthwhile or made a contribution to others through their own effort and ability. Although all students should read this Code and be familiar with its content, most students will rarely experience the consequences outlined.

If you have any questions or concerns related to the Code, do not hesitate to consult your teacher, Assistant Principal, Guidance Counselor, or Principal. Any one of us would be happy to meet with you or a family member regarding the interpretation or implementation of the Code.

RIGHT TO DUE PROCESS

A student's right to due process means that the rules are applied fairly and that the student has notice of the charged violation of school rules and an opportunity to explain him/herself. Some of the steps in affording procedural due process will vary in degree of formality according to the degree of the disciplinary sanction that might be imposed. For in-school suspensions of ten (10) cumulative days or less in a school year, informal due process is sufficient. This means that a student must be informed of the charge against him/her and have an opportunity to present his/her side. Written notice will be provided to parents/guardians prior to any external suspension.

The written notice will include

- a) the disciplinary offense;
- b) the basis for the charge;
- c) the potential length of the student's suspension;
- d) the opportunity for the student to have a hearing with the Principal concerning the proposed suspension, and for a parent/guardian to attend the hearing;
- e) the date, time, and location of the hearing;
- f) the right of the student and the student's parent/guardian to interpreter services at the hearing if needed to participate.

At a suspension hearing:

- a) The Principal will discuss the disciplinary offense, the basis for the charge, and any other pertinent data.
- b) The student will have an opportunity to present information, including mitigating facts, for the Principal's consideration.
- c) The parent/guardian, if present, will have the opportunity to discuss the student's conduct and to present information, including mitigating circumstances for the Principal's consideration.
- d) Based on the available information, including mitigating circumstances, the Principal will determine whether the student committed the disciplinary offense and decide on the remedy or consequence to impose.

Following the hearing, the Principal will notify the student and parent/guardian of the determination and the reasons for it in writing. If the student is suspended the notice will include the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The determination shall be in writing and may be in the form of an update to the original written notice. Students under the age of 18 will be suspended only to the custody of parent(s), guardian(s), or another person designated by the parent(s) or guardian(s). For students in grades K-3 the principal will provide a copy of the notice to the Executive Director explaining the reason for the suspension before the suspension takes effect.

EMERGENCY REMOVAL

The Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption. The temporary removal shall not exceed two (2) school days following the day of the emergency removal. In the event of an emergency removal, the Principal shall make immediate and reasonable efforts to orally notify the student and the student's parent(s)/guardian(s) of the emergency removal and the reason for the need for emergency removal. The Principal shall provide written notice to the student and parent(s)/guardian(s), and provide the student with an opportunity for a hearing with the Principal, and the parent(s)/guardian(s) an opportunity to attend the hearing. The Principal shall render a decision orally on the same day as the hearing, and in writing no later than the following school day. In the event of an emergency removal from school, the Principal will not release the student until adequate provisions have been made for the student's safety and transportation.

IN-SCHOOL SUSPENSION

The Principal may use in-school suspension as an alternative to a short term out of school suspension. When imposing an in-school suspension as a consequence, the Principal must inform the student of the disciplinary charge and provide the student with an opportunity to dispute the charges and explain the circumstances. If the Principal determines that the student committed the offense and decides to impose an in school suspension, the Principal is required to inform the student of the length of the suspension. The length of the suspension may not exceed ten (10) days cumulatively or consecutively in a school year. The Principal must orally inform the parent/guardian of the disciplinary offense, the reasons for concluding that the student committed the infraction and the length of the suspension. The Principal must invite the parent/guardian to a meeting to discuss the student's academics, behavior, strategies for student engagement, and possible responses to the behavior. The meeting must be scheduled for the day of the suspension, or as soon as possible to that date. The Principal must document at least two attempts to reach the family for the purpose of informing them of the incident, consequence, and meeting. Following the decision to impose an in school suspension, the Principal must send written notice to the student and the parent/guardian, inviting the parent/guardian to a meeting if a meeting has not already occurred.

STUDENT EXPULSION PROCEDURES

M.G.L., c. 71, § 37H provides the Principal the authority to expel a student who is found on school premises or at a school-sponsored event, including athletic games and field trips, possessing a dangerous weapon, or possessing a controlled substance, or who assaults a Principal, Assistant Principal, teacher, teacher's aide, or other educational staff on school premises or at a school-sponsored or school related event, including athletic games and field trips. Expulsion proceedings pursuant to this section shall be in accordance with the statutory language, copied below. *M.G.L., c. 71, section 37H1/2* provides the Principal the authority to expel a student who is adjudicated or admits guilt with respect to a felony or felony delinquency. Expulsion proceedings pursuant to this section shall be in accordance with the statutory language, copied below. In accordance with *M.G.L., c. 71, section 37H3/4*, a school may only expel a student, for an offense covered under section 37H, 37H1/2, or any other offense, after first giving the student and the student's parent/guardian an opportunity to be heard. A student facing expulsion has the procedural rights:

1. Written notice in the student's primary language that a hearing will be held to determine whether or not to impose an expulsion before the expulsion takes effect. Notice shall include the following:
 - a) the date/time/place of the hearing and right of the parent(s)/guardian(s) to attend;
 - b) a description of the nature of the allegation and the evidence supporting the allegation against the student;
 - c) a list of witnesses who will appear on behalf of the school;
 - d) a summary of the procedures to be followed and the rights afforded to the student at the hearing;
 - e) contact information for the Principal.;
2. The right to be represented by a lawyer or advocate (at the student's expense);
3. Adequate time to prepare for the hearing;
4. Access to documented evidence, including student records, prior to the hearing;
5. The right to request that witnesses attend the hearing, and to question them (unless the student's interest in cross-examining witnesses is outweighed by the need to protect witnesses from possible retaliation);
6. The right to have the hearing transcribed;
7. The right to have the hearing translated into the student's or his parents' or guardians' primary language; and
8. A reasonably prompt written decision including specific grounds for the decision.
9. If the Principal decides to expel the student after the hearing the Principal shall give written notification at the hearing to student and parent/guardian of the right to appeal, the appeal process, and the opportunity to receive educational services.
10. For students in grades K-3 the Principal shall provide a copy of the notice to the Executive Director explaining the reason for the long term suspension before the long term suspension takes effect.

RIGHT TO APPEAL

Where the student is excluded in accordance with *M.G.L., c. 71, § 37H*, the student shall have ten (10) calendar days from the effective date of the exclusion to file a written appeal with the Executive Director. For exclusions imposed

pursuant to M.G.L., c. 71, § 37H1/2, the student shall have five (5) school days from the effective date of the exclusion to file a written appeal with the Executive Director. If the written appeal is not timely, the Executive Director may deny the appeal, or allow the appeal at her discretion. The Executive Director shall hold a hearing with the student and the student's parent/guardian within three days of receipt of request unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, which the Executive Director shall grant. The Executive Director is obligated to send written notice of the date, time, and location of the hearing to the parent/guardian and make a good faith effort to include the parent/guardian in the hearing. The student shall have the right to present oral and written testimony, the right to counsel, and the right to cross examine witnesses presented by the school. The Executive Director will arrange for an audio recording of the hearing, a copy of which shall be provided to the student and parent/guardian upon request. All parties attending the hearing must be informed that the hearing will be recorded. The Executive Director has the authority to overturn or alter the principal's decision, including recommending an alternate educational program. The Executive Director shall render a decision within five calendar days and will provide written notice of the decision to the student and the parent that includes the disciplinary offense, the date of the hearing, the hearing participants, key facts and conclusions, the length and effective date of the suspension, and the notice of opportunity to receive education services while excluded. That decision is the final decision of the South Shore Charter Public School.

ACADEMIC PROGRESS

Any student who is serving an expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other work as needed to make academic progress during the period of removal. Any student who is expelled shall have the opportunity to receive educational services and to make academic progress toward meeting state and SSCPS requirements. These services may include tutoring, alternative placement, or distance learning. An expelled student and their parent/guardian shall receive a notice in their primary language listing educational services available and contact information for the SSCPS staff member responsible for arranging services.

ADDITIONAL ACTION

Involvement of the Police Department will be determined by the Principal/Executive Director if the offense warrants additional action, per the Memorandum of Understanding with the Norwell Police Department.

DISCIPLINING OF STUDENTS WITH DISABILITIES

The disciplining of special needs students is governed by federal and state special education laws and the regulations promulgated thereunder. These laws include the Individual with Disabilities Education Act, 20 U.S.C. 1400 § *et seq*, and Massachusetts General Laws Ch. 71B.

All students are expected to meet the requirements for behavior as set forth in this handbook. The Department of Elementary and Secondary Education Policy on Disciplining Students with Special Needs requires that the Team evaluation determine the student's handicapping condition and if it requires the modification of the rules and regulations as outlined in the student Handbook. The following additional requirements apply to the discipline of special needs students:

1. The IEP or 504 Plan for all students with disabilities will indicate whether the students can be expected to meet the school's Code of Conduct or if the students' disabilities require a modification to such.

2. When it is known that the suspension(s) of special needs students will accumulate to ten (10) days of a school year, a review of the IEP or 504 Plan will be held to determine the appropriateness of the student's placement or program. The Team will make a finding as to the relationship between the student's misconduct and their disability and either a) design a modified program for the students or b) write an amendment to provide for the

delivery of special education services during the suspension and any modifications of the IEP or 504 Plan relative to the school's Code of Conduct expectations.

Special needs students who violate school rules are subject to removal from their current placement for up to ten (10) consecutive school days, to the extent that such a removal would be applied to students without disabilities, without a prior determination as to whether the misconduct is related to the student's disability. Additionally in certain circumstances, special needs students may be removed for additional periods of up to ten (10) consecutive school days in the same school year for separate incidents of misconduct.

For infractions related to carrying of a weapon or the possession, use, sale, or solicitation of drugs or controlled substances on school property or at a school event, school personnel may order a change in the placement of a special needs student to an interim alternative school setting for not more than forty-five (45) days.

STUDENTS NOT YET DETERMINED

When known prior to the disciplinary action that a student may have a disability, SSCPS will make all protections available to the student until and unless the student is subsequently determined to be not eligible for special education services.

SSCPS is considered to have prior knowledge if:

- a) The parent had expressed concern in writing; or
- b) The parent had requested an evaluation; or
- c) SSCPS staff had expressed directly to the Director of Learning Services about the pattern of behavior demonstrated by the student.

SSCPS may not be considered to have prior knowledge if the parent has not consented to the evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.

For additional information on the details of these regulations, you may contact Matthew Tondorf, Director of Learning Services. He can be reached at (781) 982-4202 Ext. 201 or mtondorf@sscps.org

CATEGORIES OF VIOLATIONS AND CONSEQUENCES

The rules and regulations apply to all students, grades kindergarten through twelve. At all levels, the Principal or designees will interpret these rules and regulations and will extend their application in a manner consistent with their intent, but taking into consideration the age of the student. The Principal's designee is typically the Assistant Principal.

The South Shore Charter Public School Administration has made an effort to detail numerous violations and their consequences. However, the list below is by no means exhaustive and the school reserves the right to impose discipline for offenses not listed below, following the procedures detailed below, as they are deemed appropriate.

GROUP A - This group contains minor disruptions and distractions that may result in a teacher action.

1. Disrupting the learning environment
2. Refusing to do assigned work
3. Refusing a reasonable request
4. Unexcused and undocumented tardiness to class

Consequences K-8

- Determined on a case by case basis

Consequences 9 - 12

- Detention determined on a case by case basis

Detention may take place before school, after school, during lunch, during recess, on Saturday, or at any other time deemed appropriate. Twenty-four hour notice will be provided prior to any detentions taking place outside of school hours.

GROUP B - This group contains disruptions and distractions to the learning environment that require administrative attention.

1. Failure to attend detention
2. Disrupting the learning environment
3. Refusing a reasonable request; defiant behavior toward any school personnel whether on or off school property
4. Unexcused and undocumented tardiness to class (repeated)
5. Inappropriate and/or unwanted public displays of affection
6. Violation of the dress code (Refer to Student Handbook for Dress Code.)
7. Unauthorized use of cell phones, radios, tape recorders, pagers, cameras or other player (or any other electronic equipment deemed by the Administration to be a distraction or disruptive to the learning environment), rollerblades or skateboards (Refer to the Cell Phone and Smart Device Policy and related consequences.)

Consequences K - 8

- 1st Offense: Written warning and notification of parents/guardians, and specific written consequence determined on a case by case basis
- 2nd Offense: Written warning and notification of parents/guardians, and specific written consequence determined on a case by case basis
- 3rd Offense: Written warning and notification of parents/guardians, and specific written consequence determined on a case by case basis
- 4th Offense: Internal suspension or external suspension hearing
- For 5th and subsequent offenses, the cycle of three (3) warnings followed by suspension begins again. The second and any subsequent suspension can be for two or more days.

Consequences 9 - 12

- 1st Offense: Written warning and notification of parents/guardians, and detention
- 2nd Offense: Written warning and notification of parents/guardians, and detention
- 3rd Offense: Written warning and notification of parents/guardians, and detention
- 4th Offense: Internal suspension or external suspension hearing
- For 5th and subsequent offenses, the cycle of three (3) detentions followed by suspension begins again. The second suspension would be for two days, the third for three days, and the fourth for four days.

Detention may take place before school, after school, during lunch, during recess, on Saturday, or at any other time deemed appropriate. Twenty-four hour notice will be provided prior to any detentions taking place outside of school hours.

Note: if a student does not receive a Class B write up for an entire marking period, one of the previous Class B write-ups will be dropped.

GROUP C – This group contains infractions subject to internal suspension or an external suspension hearing.

1. Cutting class/truancy; unnecessary repeated tardiness or early departure from class;
2. Two cuts of a detention
3. Use or possession of tobacco products of any type or tobacco paraphernalia on school grounds (including school buildings and buses) or at school sponsored activities wherever held. Tobacco products include but are not limited to, cigarettes, vaporizing pens (electronic cigarettes), smokeless tobacco, cigars, pipe tobacco, nicotine gum, nicotine patches, and any nicotine containing product
4. Sexual harassment or sexual activity
5. Disrespect of a staff member or insubordination
6. Stealing
7. The use of obscene, abusive or profane language (oral, written, or gestured), and any language that is derogatory in its nature and denigrating based on race, gender, gender identity, religion, sexual preference, ethnic origin, age, housing status, or disability
8. Harassment of any kind, including, but not limited to: threats, unsolicited remarks, gestures, physical contact or the display or circulation of written materials or pictures derogatory in nature and related to gender, gender identity, race, ethnicity, religion, age, sexual orientation, housing status, or disability directed at an individual because of gender, gender identity, sexual orientation, religion, race, housing status, or disability
9. Bullying or other form of intimidation of a student of any kind, including, but not limited to: threats, unsolicited remarks, gestures, physical contact or the display or circulation of written materials or pictures of a derogatory nature
10. Posting content on the internet or social media that causes a substantial disruption to the school environment (including, but not limited to: harassing, intimidating, or threatening classmates, and school officials; encouraging violations of school rules; promoting illegal activities; causing an interference with the education of other students).
11. Leaving school grounds without proper authorization
12. Behavior that might endanger persons or property and/or disrupts the orderly administration of the school (e.g., excessive pushing/shoving on the playground, throwing snowballs, food, or other objects; making excessive noise, etc.)
13. Fighting on school property or at a school sponsored event
14. Cheating, including plagiarism.
15. Malicious destruction of, damage to or theft of school or personal property
16. Failure to operate a motor vehicle in a safe and reasonable manner on school property, in the vicinity of the school or when driving to and from school or to and from school sponsored activities, wherever held
17. Violation of the Information Technology Acceptable Use Policy (See Student Handbook for policy)

Consequences K - 8

- First Offense: First internal suspension or external suspension hearing– from one (1) to ten days
- Second Offense: Second internal suspension or external suspension hearing – from one (1) to ten days
- Third Offense: Third internal suspension or external suspension hearing – from one (1) to ten days
- Fourth Offense: Fourth internal suspension or external suspension hearing – from one (1) to ten day

Consequences 9 -12

- First Offense: First internal suspension or external suspension hearing – from one (1) to ten days
- Second Offense: Second internal suspension or external suspension hearing – from two (2) to ten days
- Third Offense: Third internal suspension or external suspension hearing – from three (3) to ten days

- Fourth Offense: Fourth internal suspension or external suspension hearing – from four (4) to ten days

GROUP D - This group contains the most serious offenses; ones that pose a direct threat to the safety of the members of the school community.

1. Threats and acts of physical or mental violence directed toward any member of the school community
- *2. Use or threat to use weapons
3. Possession and/or sale of explosives (including fireworks.)
4. Possession and/or use of drug paraphernalia or a substance represented as a drug
5. Hazing as defined in Massachusetts General Laws Chapter 269 (See Student Handbook for a copy of the law).
6. Arson.
- * 7. Physical and/or mental violence (battery) directed towards any member of the school staff
- * 8. Sale or distribution of drugs on school property or at school sponsored events, wherever held
- * 9. Possession of weapons, such as knives, clubs, guns or other articles which may be determined dangerous
- * 10. Possession (on person/in locker), use or being under the influence of drugs or alcoholic beverages on school property or at school sponsored events, wherever held

* These violations are covered by M.G.L. Chapter 71 § 37 H.

Consequences K-12

Suspension or expulsion hearing

Relevant Excerpts from Massachusetts General Law Citing
M.G.L. Chapter 71: § 37H Policies Relative to Conduct of Teachers or Students

(a) 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.

(b) 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.

(c) 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 before the principal.

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).

(d) 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.

(e) Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.

(f) Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary

education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.

(g) Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

Chapter 71: Section 37H 1/2 Felony Complaint or Conviction of Student; Suspension; Expulsion; Right to Appeal

(1) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

(2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student under an education service plan, under section 21 of chapter 76.

Chapter 71: Section 37H^{3/4} Suspension or expulsion on grounds other than those set forth in Secs. 37H or 37H^{1/2}

Section 37H^{3/4}. (a) This section shall govern the suspension and expulsion of students enrolled in a public school in the commonwealth who are not charged with a violation of subsections (a) or (b) of section 37H or with a felony under section 37H^{1/2}.

(b) Any principal, headmaster, superintendent or other person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall exercise discretion; consider ways to re-engage the student in the learning process; and avoid using expulsion as a consequence until other remedies and consequences have been employed.

(c) For any suspension or expulsion under this section, the principal or headmaster of a school in which the student is enrolled, or a designee, shall provide, to the student and to the parent or guardian of the student, notice of the charges and the reason for the suspension or expulsion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal or headmaster, or a designee, to discuss the charges and reasons for the suspension or expulsion prior to the suspension or expulsion taking effect. The principal or headmaster, or a designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal or headmaster, or a designee, can document reasonable efforts to include the parent or guardian in that meeting. The department shall promulgate rules and regulations that address a principal's duties under this subsection and procedures for including parents in student exclusion meetings, hearings or interviews under this subsection.

(d) If a decision is made to suspend or expel the student after the meeting, the principal or headmaster, or a designee, shall update the notification for the suspension or expulsion to reflect the meeting with the student. If a student has been suspended or expelled for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year, the student and the parent or guardian of the student shall also receive, at the time of the suspension or expulsion decision, written notification of a right to appeal and the process for appealing the suspension or expulsion in English and in the primary language spoken in the home of the student; provided, however, that the suspension or expulsion shall remain in effect prior to any appeal hearing. The principal or headmaster or a designee shall notify the superintendent in writing, including, but not limited to, by electronic means, of any out-of-school suspension imposed on a student enrolled in kindergarten through grade 3 prior to such suspension taking effect. That notification shall describe the student's alleged misconduct and the reasons for suspending the student out-of-school. For the purposes of this section, the term "out-of-school suspension" shall mean a disciplinary action imposed by school officials to remove a student from participation in school activities for 1 day or more.

(e) A student who has been suspended or expelled from school for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year shall have the right to appeal the suspension or expulsion to the superintendent. The student or a parent or guardian of the student shall notify the superintendent in writing of a request for an appeal not later than 5 calendar days following the effective date of the suspension or expulsion; provided, that a student and a parent or guardian of the student may request, and if so requested, shall be granted an extension of up to 7 calendar days. The superintendent or a designee shall hold a hearing with the student and the parent or guardian of the student within 3 school days of the student's request for an appeal; provided that a student or a parent or guardian of the student may request and, if so requested, shall be granted an extension of up to 7 calendar days; provided further, that the superintendent, or a designee, may proceed with a hearing without a parent or guardian of the student if the superintendent, or a designee, makes a good faith effort to include the parent or guardian. At the hearing, the student shall have the right to present oral and written testimony, cross-examine witnesses and shall have the right to counsel. The superintendent shall render a decision on the appeal in writing within 5 calendar days of the hearing. That decision shall be the final decision of the school district with regard to the suspension or expulsion.

(f) No student shall be suspended or expelled from a school or school district for a time period that exceeds 90 school days, beginning the first day the student is removed from an assigned school building.

Restorative Practices at South Shore Charter Public School

At South Shore Charter Public School we believe that relationships are central to the building of school community. We strive to establish policies and procedures that handle harm and misbehavior in a way that strengthens relationships rather than weakening them. In using restorative practices we acknowledge that when a person does harm, it impacts the people they hurt, the community, and themselves. The goal of a restorative process is to give voice to those who have been harmed and to provide an offending student the opportunity to make things right for victims and the school community while teaching students problem-solving skills.

Restorative Practice Principles

- 1) Restorative practice focuses on harms rather than on rules. These practices work to respond to the needs of victims, offenders, and the community.
- 2) Restorative practice addresses the obligations of the offender that are the result of the harms they have caused. The focus is on righting the wrongs that have been done so that victims feel safe and offenders feel restored to the community.
- 3) Restorative practices are inclusive and collaborative. They involve all individuals who have a legitimate stake in a given situation.

As a result of inappropriate behavior in school, students may be asked to provide an active solution to repair any harm they have done to others in the school community. This is done through informal and formal restorative circles and meetings. Handbook consequences may be altered as a result of these meetings. Restorative approaches can be used in place of traditional discipline, in conjunction with traditional discipline, or as a reentry tool in cases of serious harm.

ACCEPTABLE USE POLICY (AUP) - SSCPS Technology

AUP General Guidelines - Access to any technological resource owned, operated, or provided by the South Shore Charter Public School (SSCPS) imposes certain responsibilities and obligations to the user and is granted subject to appropriate school policies and local, state and federal laws. Acceptable use is part of SSCPS's greater Code of Conduct and always reflects ethical conduct, academic honesty and respect for fellow users, administrators and the technology itself. An understanding and adherence to intellectual property and ownership of data rights, individuals' rights to privacy, and freedom from intimidation and harassment must be exhibited. Individuals will not use any technological resource they are not expressly authorized to use, in a way they are not authorized to, nor any purpose for which they are not expressly authorized. Individuals will not try to circumvent any security measures.

Technology Resources under AUP - Because of technology's changing nature, it is not possible to have an exhaustive list of all technology resources provided by SSCPS. Technology resources at SSCPS explicitly do include the following:

- Phones & phone system.
- Wireless and wired network(s).
- Internet access.
- Desktops, laptops, tablets or any other computing device.
- Servers and any shared resources of those servers.
- Online or cloud-based resources such as websites, wikis, educational or other kinds of web-based applications, etc.
- Content/multimedia capture devices, such as cameras, video recorders, sound recorders, etc.
- Other peripherals such as printers, copiers, mice, keyboards, SMARTboard devices, smart keyboards, monitors, etc.
- Supplies for any technology resources, such as paper, toner, etc.

AUP Disclosures - The South Shore Charter Public School makes use of many different technologies for educational and administrative purposes. Though there are many that do not require disclosure, for FERPA & COPPA reasons, the following services require express acknowledgement by students and parents/guardians.

Google Apps for Education: Each student of appropriate Level will have an account that may include features for email, calendaring, document creation and other educational needs. Google is SAS70 and FISMA (Federal security measures at Moderate-level) compliant for security purposes. Use of Google Apps for Education is solely for educational needs and no one should share information outside of SSCPS without consent of SSCPS and any other related parties. All Acceptable Use Policies for SSCPS apply in conjunction with Google's Privacy Policy

(<http://www.google.com/policies/privacy/>) and the Google Apps For Education Terms of Service (http://www.google.com/apps/intl/en/terms/education_terms.html).

Virtual High School: Some students may take courses provided by the Virtual High School Global Consortium (VHS, Inc., <http://vhslearning.org/>). This is an online, distance learning organization and website. Course information, class participation, homework, progress, etc. may be stored on the VHS website. Login information and any content provided by VHS or submitted to VHS should not be shared with any other SSCPS community members nor with individuals, groups or companies outside of SSCPS. All Acceptable Use Policies for SSCPS apply in conjunction with VHS, Inc.'s online Privacy Statement (<http://www.govhs.org/Content/Welcome-Privacy>) which includes COPPA information.

Additional online educational resources used at SSCPS are listed on the following webpage: <http://www.sscps.org/oer>. This web page is updated as online educational resources are adopted. When available, links to the resource and relevant policies will be provided. When changes are made parents will be updated.

AUP Guidelines - All usage of technology provided by or for SSCPS should follow SSCPS's general Code of Conduct. Users of SSCPS technological resources are bound by those principles as well as the following:

- Users will use resources only for authorized purposes.
- Users will be held responsible for all activities done with their user login information, regardless of system or resource used. They will therefore protect unauthorized use of their login information and personal content.
- Users will only use their own login information.
- Users will only use authorized legal software and content.
- Users will report any instances where they see, discover or otherwise are aware of individuals using login information other than those given to that individual(s).
- Users will report any instances where they see, discover or otherwise are aware of unauthorized or illegal software or content.
- Users will share SSCPS resources with the entire community and be respectful of others needs and usage of SSCPS resources.
- Users will not use SSCPS resources to bully, intimidate, harass or threaten any individual inside or outside the SSCPS community. For additional information and actions for violations, please see the Bullying Prevention and Intervention portion of this handbook.
- Users will not share SSCPS resources, SSCPS content, or their own content outside of SSCPS unless specifically directed and allowed to do so.
- Users will not alter the operating system or applications on any device unless given express permission to do so.
- Users will not install unauthorized or otherwise illegal software or content on any SSCPS resource.
- Users will not use SSCPS resources, including personal content stored on SSCPS resources, for commercial purposes or for personal gain.
- Users will not use SSCPS resources for partisan-political purposes unless for an authorized educational need.
- Users will not use or subvert any SSCPS resources for unauthorized or otherwise illegal activities including, but not limited to, general file sharing, music or movie piracy, software piracy, creation, storage or transmission of illegal software or content.
- Users will not engage in activity with SSCPS resources that will be purposefully harmful to that SSCPS resource, any other technological or non-technological SSCPS resource or anything outside the SSCPS community.
- Users will not attempt to circumvent any security measures. This includes, but is not limited to determining passwords, files, private information or shared information they are not authorized to see.
- Users will not remove or alter shared information in unauthorized ways.

AUP Enforcement - The South Shore Charter Public School considers any violation of this Acceptable Use Policy or SSCPS's Code of Conduct in general to be a serious offense. SSCPS reserves the right to pursue actions it deems appropriate to remedy, rectify, correct or discipline any alleged or proven violation. SSCPS will monitor, copy, or examine any files or information stored on or passing through SSCPS resources for investigative purposes. SSCPS will also protect any resource or information that it or its community members own or operate within the community from events or actions that threaten or degrade those resources or content.

Offenders may also be prosecuted under the terms described in relevant local, state and federal laws. These include, but are not limited to, the Children's Internet Protection Act, CIPA, Privacy Act of 1974, PL 93-579, the Computer Fraud and Abuse Act of 1986, 18 USC Section 1030, the Computer Virus Eradication Act of 1989, HR 5061, HR 55, (amendments to 18USC, section 1030), Interstate Transportation of Stolen Property, 18 USC section 2314 and Aiding and Abetting, 18 USC section 2 and the Massachusetts Computer Crimes Act, and the Electronic Communications Privacy Act.

CELL PHONE AND SMART DEVICE POLICY

South Shore Charter Public School recognizes that technological devices have become integral to our lives. These devices can serve educational purposes. At the same time, cell phones, smart devices, and the social media applications that are on them are often a significant distraction and are disruptive to the educational process. The devices under this policy include, but are not limited to:

- Cell phones or smartphones;
- tablets, including iPads, Android-tablets and Windows tablets;
- laptops or netbooks of any kind;
- audio players, including MP3 players;
- electronic eReaders, including Kindles or Nooks;
- smartwatches
- headphones
- hand-held gaming devices.

Student Usage K-8 - Students may carry only technology devices that have been expressly approved for educational purposes during the school day. Approval may be given on a case by case basis (e.g. for one class, but not another) by the principal or designee. If given permission, students will use devices for the sole purpose that they were given permission. Any capable device may connect to the authorized wireless network. All activity using the wireless network is subject to the "Acceptable Use Policy - SSCPS Technology". Any device not deemed for educational use cannot be carried between 8:15 AM and 3:00 PM and will be stored in the owner's locker between those hours. Use of these devices on field trips and at school events (e.g. school-sponsored athletics or social events) will be up to the proctoring teacher(s)/administrator(s).

Students who do not follow this policy, may have their devices confiscated during the school day and/or be banned from wireless activity. Disciplinary actions may be taken at the discretion of administration, and can include detention or requiring the parent or guardian to come to school to retrieve the device.

Student Usage High School - Students may carry only technology devices that have been expressly approved for educational purposes during the school day. Approval may be given on a case by case basis (e.g. for one class, but not another) by the principal or designee. If given permission, students will use devices for the sole purpose that they were given permission. Any capable device may connect to the authorized wireless network. All activity using the wireless network is subject to the "Acceptable Use Policy - SSCPS Technology". Any device not deemed for educational use cannot be visible between 8:15 AM and 3:00 PM and should be stored in the owner's locker between those hours. Use of these devices on field trips and at school events (e.g. school-sponsored athletics or social events) will be up to the proctoring teacher(s)/administrator(s).

During morning break and at lunch, high school students can check their phones. If the student wishes to make a telephone call during break, that student must do so in a classroom with the classroom teacher's permission. During lunch, phone calls must be made outside the front door.

Students may not wear headphones during the school day unless they have permission from an administrator.

Consequences for unauthorized cell phone use at the high school level:

- First offence: one lunch detention and phone taken by teacher/assistant principal/principal until the end of the day, when student can pick it up.
- Second offence: two lunch detentions, a written warning, phone taken, parent/guardian must pick up the phone.
- Third and subsequent offences: Saturday detention, a written warning, phone taken, parent/guardian must pick up the phone.

The administration reserves the right to revoke device use privileges for students who abuses the privilege.

Guest Usage - Guests to SSCPS may use personal technological devices as long as they do not disrupt or distract from SSCPS's educational environment. For example, cell phones should be set on silent. Guests may also use the authorized wireless network provided by SSCPS. Any wireless activity is subject to the "Acceptable Use Policy - SSCPS Technology". At the sole discretion of Administration, failure to comply with this policy may lead to restricted wireless access.

ATTENDANCE, TARDINESS, AND EARLY DISMISSAL

According to Massachusetts General Law (MGL), Chapter 76 § 2, it is unlawful for a parent/guardian to absent a child between the ages of 6 and 16 for more than (7) seven days in a six month period. Such incidents will be reported to the Principal who will take appropriate action. In cases of truancy, excessive absences, and/or continued tardiness, the school will help the family to change this pattern. If the parent/guardian is resistant to complying with the state's mandatory requirements, reports can be filed with DCF for educational neglect or the school may consider filing a FACES (Families and Children Engaged in Services) with the courts.

Regular attendance and promptness are also essential to a student's academic career, social development, and sense of responsibility. Therefore, each student is expected to attend all scheduled classes. Failure to maintain the attendance rate may affect a student's right to appeal MCAS testing results as well as affect the standing of the school.

Please call (781) 982-4202 extension 100 to report your child absent.

Extended Absences: All absences beyond five (5) consecutive school days are considered extended absences. Students returning to school after an extended absence are required to provide documentation of the absence to the Principal. The Principal will determine the steps required for reentry.

Any student who accumulates more than ten (10) unexcused absences for a year may be required to repeat the year. The students whose number of unexcused absences reaches five (5) will be notified in writing.

Permitted Absences:

Absences in the following categories would be counted as excused:

- a) Personal illness verified by Doctor's certificate
- b) Medical, dental, or legal appointments verified by note from the professional
- c) Religious observances

- d) Documented family emergencies (i.e. funerals)
- e) Extenuating circumstances approved by the Principal in advance
- f) College interviews with documentation from the Admissions Office

Tardiness - Excessive tardiness jeopardizes a student's ability to adjust to the classroom environment and focus on learning. School personnel will be at the back and front doors of the building facilitating drop-off between 8:00 am and 8:15 am each day. Students are to be present for the beginning of school at 8:15 am. Students who arrive after 8:15 am are tardy. Late students must report directly to the front desk. Students enrolled in our K-8 program must be signed in by an accompanying adult. K-8 students who carpool with a student in grades 9- 12 may be signed in by the driver. High school students who are tardy must sign in at the front desk. Tardy students will not be allowed to enter a class once the class has started without a pass. It is the student's responsibility to make arrangements by the end of the school day to make up missed work.

Excused tardiness includes medical, dental, or legal appointments; religious observances; documented family emergencies; extenuating circumstances approved by the Principal; and college visits/interviews with documentation. Documentation for excused tardies should be submitted to the front desk.

On every fourth undocumented tardy each term, high school students must serve a detention.

Early Dismissal - A student being dismissed early requires a note to be submitted the morning of the dismissal to an Administrative Assistant in the front lobby. The note must be from a parent/guardian stating the time and the reason for the dismissal. The student who is to be dismissed must report to the Administrative Assistant and parent/guardian must sign the Early Dismissal Log before leaving the building. When an appointment requires an exact 3:00 pm dismissal, we ask that you pick up your student at or before 2:30.

High School Exam Day Attendance - Exam schedules will be published at least one week prior to examination periods. Students are expected to abide by published attendance regulations.

TRUANCY AND INTERVENTION PROCESS

South Shore Charter Public School believes that regular school attendance and promptness are essential to a student's academic career, social development, and sense of responsibility. Research shows a strong correlation between a poor attendance record and poor school performance. Regular school attendance is the law. According to *Massachusetts General Law (MGL), Chapter 76 § 2*, it is unlawful for a parent/guardian to absent a child between the ages of 6 and 16 for more than (7) seven days in a six month period. Parents/guardians are legally responsible for ensuring that a child under their control attends school daily. It is a crime for a parent or guardian to cause their child to be absent from school. SSCPS is legally obligated to file a Child Requiring Assistance (CRA) application in cases of nonattendance.

South Shore Charter Public School seeks to identify student attendance problems and address them in a consistent and timely manner. The school works with families to address situations when students and their parents/guardians are having difficulty meeting the state's mandatory requirements.

Families are expected to call the school attendance line to report when a student is absent or tardy and to provide a reason for why the child is not in school. Information about the school attendance line is sent to families on an annual basis. If a parent/guardian does not call in their child's absence, school personnel will follow-up with the family.

TRUANCY INTERVENTION PROCESS OVERVIEW

| Continuous Monitoring of All Students |
|---|
| <ul style="list-style-type: none"> ● Continuous tracking of absences, tardies, and early dismissals ● Phone calls to confirm absences ● Attendance data reviewed at the midpoint and endpoint of each marking period and on an as needed basis ● Teachers contact families when there is a concern or pattern detected (For example, a student always comes in late when PE class is first period.) |
| Stage 1 Intervention |
| <ul style="list-style-type: none"> ● Letter sent when a student reaches five unexcused absences ● Assessment of the situation by teachers and the appropriate assistant principal ● Connect family with resources (adjustment counselor, tutor, carpool list) as needed |
| Stage 2 Intervention |
| <ul style="list-style-type: none"> ● Meeting with family to establish an intervention plan ● Assessment of cause of truancy; connect family with appropriate resources ● Solutions discussed, agreed upon, and documented ● Plan established for follow-up |
| Stage 3 Intervention |
| <ul style="list-style-type: none"> ● Meeting with family to revisit the plan ● New interventions put in place ● Possible home visit |
| Stage 4 Intervention |
| <ul style="list-style-type: none"> ● Home visit to revisit plan with the child and parent/guardian ● Possible filing with the Department of Children and Families (DCF) for educational neglect or for services through the courts with a Child Requiring Assistance (CRA) filing |

LEARNING SERVICES

SPECIAL EDUCATION CONTINUUM OF SERVICE

South Shore Charter Public School provides or arranges for the provision of each element of the IEPs of students in need of special education from the ages of 5 until their 22nd birthday. SSCPS ensures a continuum of services and alternative environments are available to meet the needs of all students with disabilities. SSCPS takes all steps necessary to ensure compliance with all elements of the IEP.

At South Shore Charter Public School, we believe that students learn through a variety of modalities. Our staff is expected to deliver instructional and support services that will be the most effective in helping students achieve their maximum level of success in school. SSCPS provides a continuum of services through our Learning Services Department and as a result, our program is continually changing depending on our population of students and their needs. Currently SSCPS promotes an inclusion model with the understanding that no single model of special education can be expected to meet the needs of all students. In addition to inclusion, SSCPS also has pull-out services and small class instruction for students who require it.

The range of special education services and related service options available to students attending SSCPS, are as follows:

Inclusion and Academic Support

Individual and/or small group academic support is provided within the general education classroom or in a separate area to disabled students with diverse learning needs. The instructional content is aligned with the State Curriculum Frameworks.

Assistive Technology

SSCPS utilizes specialized equipment and materials which, when specified in the IEPs are provided to students. Students on Individualized Education or 504 plans **may** be entitled to assistive technology services via their IEP or 504 annual plan. Individual and group support and training is available on various hardware and software assistive technology options. South Shore Charter Public School is able to access books on tape and several of the textbooks at the high school level are also available online for students. Students also have access to the latest version of three different reading software programs, as well as voice recognition software.

At a student's TEAM meeting, the TEAM discusses whether the student requires any assistive technology in order to access the general education curriculum and to receive a free and appropriate education (FAPE) as described in the IEP. Any discussion about the need or use of assistive technology is documented in the summary of the TEAM meeting and included in the appropriate sections of the student's IEP.

School Psychologist

The School Psychologist evaluates and identifies disabilities which would prevent adequate progress in academics. Assessments include cognitive abilities, academic achievement, attention and organizational issues, memory, social skills as well as emotional/behavioral needs. The School Psychologist provides limited amounts of counseling and small groups during the week as well as serves as a member of a Team who determines eligibility for special education and helps to formulate diagnoses, make recommendations, and assist in developing Individualized Educational Programs.

Pupil Adjustment Counseling

Individual and small group counseling services are provided to students with identified emotional, behavioral, and social needs as a means to developing social and emotional growth, improve their self esteem, and increase positive behaviors to ensure successful performance in the general education setting. The School Adjustment Counselor also acts as a liaison between school, family and community agencies in order to expedite and coordinate the delivery of appropriate services.

Speech and Language Therapy

These services are provided to students with disabilities in communication; including auditory, expressive and receptive language, pragmatics, fluency or articulation disorders, which would prevent academic progress in the general curriculum. Students are provided services within the classroom setting, in small groups, or individually, depending upon the nature and severity of the disability.

Occupational Therapy

These services are provided to students with sensory integration difficulties and severe fine motor problems, which significantly affect functional and academic performance. Individual, small group and in-class instruction along with classroom modifications can assist students to access the general education curriculum and perform age-level activities within the school environment.

Physical Therapy

This is a medically based service that may be provided to students with physical disabilities and/or severe gross motor problems whose functional and academic performance are significantly affected by these challenges. Individual and/or small group instruction is provided as well as classroom modifications to assist students in accessing the general education curriculum. The goal is to have the student attain age-level gross motor skills to maximize his/her independence in the school environment.

Board Certified Behavior Specialist

These services are provided students with deficits in regulating their behavior. The BCBA serves the needs of staff and students. They evaluate, observe, support and train students and staff to address behavioral concerns and challenges. They work to complete Functional Behavioral Analyses and develop Behavioral Intervention Plans for student with behavioral challenges.

IEP Monitoring

All students at South Shore Charter Public School who are serviced with an IEP are assigned a Special Education Liaison. This liaison services as an advocate, case manager, and contact person for staff and parents involved in the support and implementation of the student's IEP. The liaison will coordinate with the general education teachers to ensure accommodations and modifications are implemented as outlined on the student's IEP, as well as possibly provide direct instruction as specified on the IEP.

It is required that documentation be kept on file to demonstrate that Regular Education Teachers and all Service Providers have read the student's IEP, and that the contents of the IEP have been explained to them in full. The staff has the opportunity to clarify any statements on the IEP, which are unclear.

Signatures by the Regular Education Teachers and Service Providers indicate that they have read the IEP/Amendment and understand it.

It is the responsibility of the Liaison to ensure that a completed copy of this form is placed in the student's Special Education record. The Liaison will also monitor the implementation of the IEP and subsequent progress notes to correspond with the report card schedule.

The student's Liaison processes the IEP - whenever a new IEP/Amendment is developed and signed by the parent/guardian. A copy of the new document[s] is/are distributed for staff review. It is the responsibility of the Liaison to ensure all teachers and service providers understand any amendments or changes to the student IEPs.

South Shore Charter Public School staff is legally responsible for implementing any and all parts of the IEP that relates to their class/subject area/service area throughout the students school day.

All questions, concerns, issues should be immediately brought to the attention of the student's Liaison or the Director of Learning Services.

If it is determined that the student is not making progress as expected, is in danger of not meeting their IEP goal(s) or is in danger of failing academically for the year, it is the responsibility of the Liaison to notify the Director of Learning Services and schedule a TEAM meeting to discuss their concerns with the team and make the appropriate changes in the IEP as deemed necessary.

ENGLISH LANGUAGE LEARNER PROGRAM

In an effort to educate each child individually, it is important to consider how each child can best learn. At South Shore Charter Public School (SSCPS), it is important that we provide English language learners (ELL) or limited English proficient students (LEP) with the opportunity to become proficient in English and provide them with full access to the curriculum. Some students do not have a strong base of literacy or fluency in their first language and need to develop essential skills in listening, speaking, reading, and writing in English. English language learners will receive sheltered English instruction (SEI) in the classrooms in accordance with state and federal laws. Sheltered instruction addresses the concepts and skills, as defined in the district curriculum, and assists students with language development while providing an appropriate and challenging educational program that is aligned with the SSCPS's Mission. In addition, the English Language Learning Specialist provides pull out services for those students who may require a smaller classroom environment in order to get the maximum benefit from instruction.

Initial Identification of LEP Students

At the time of enrollment, the parent(s)/guardian will be asked to complete the Home Language Survey (HLS). A copy in the parent(s)/guardian(s) native language will be provided as necessary. If the HLS shows that the student's language exposure is all English, the original form will be placed in the student's

cumulative folder. If the HLS indicates a language other than English in the home, a copy of the HLS will be forwarded to the ESL provider and the student will be tested within 30 days. The testing results will determine if services are necessary based on English proficiency criteria set by the district and the student should be classified as LEP.

Parents will be notified in writing if their child is eligible for ELL services in the form of SEI program and ELD instruction. This letter will also provide information about requesting a waiver for an alternate placement or to decline services (opt-out) of ELL services.

After the student has been identified as LEP, the student will receive Sheltered English Instruction. Instruction, either in-class, small group, or a combination of both will begin within the first four weeks of school. A teacher may refer a student for initial testing at any time.

SECTION 504

Section 504 is a part of the Rehabilitation Act of 1973, as amended, that prohibits discrimination based upon disability in any program receiving federal financial assistance from the U.S. Department of Education, including Title Grant funds. Section 504 is an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met. It requires the provision of reasonable accommodations to students who qualify as disabled under the law. A disability is defined as a physical or mental impairment, which substantially limits one or more major life activities. Major life activities include self-care, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

A Section 504 Plan is written to offer an equal opportunity for education to a qualified student with a disability. Accommodations and/or services provided to qualified students are not required to produce identical results or level of achievement with non-disabled peers. The plan is not written to reduce student learning expectations. It must provide a free and appropriate education, allowing the child with a disability *access to learn despite the disability*. Determination of what is appropriate for each individual student is based on the nature of the disabling condition and what the student needs in order to have an equal opportunity to compete when compared to the non-disabled student. There is no guarantee of a certain grade or outcome.

Reasonable accommodations shall:

- Reflect the unique needs of the student
- Relate directly to the area of impairment
- Address only what is necessary to ensure that the student has the opportunity to access programs activities in the school setting
- Be specific enough in description to clearly indicate when and where the accommodations will be provided during the school day
- Must be *reasonable*

Identification and Evaluation Procedures: Section 504

SSCPS has a responsibility to identify and refer students for consideration under Section 504 for students who are believed to qualify as disabled (under Section 504). According to federal regulations, “....decisions are to be made by a group of people who are knowledgeable about the student, the meaning of the evaluation data, placement options, least restrictive environmental requirements, and comparable facilities” [34 C.F.R. s. 104.35(c)(3)].

Referral

When there is reason to suspect that a student has a disability and is in need of accommodations within the general education classroom, a referral should be made to the learning services department for review.

A referral can be made by a parent, teacher, specialist, principal or designee. However, if a referral is made by a parent or doctor’s note, the school district must also have reason to believe that the student is in need of services under Section 504 due to a disability [OCR Memorandum, April 23, 1993]. Again, the key to a referral is whether the School District staff suspects that the child is suffering from a mental or physical impairment that substantially limits a major life activity and is in need of either regular education with supplementary services (Section 504)... or special education and/or related services (IDEA, IEP process).

If a parent requests a referral for 504 evaluation and the School District refuses, the School District must provide the parent with notice of their procedural rights under Section 504.

GENERAL INFORMATION

Accidents - Every accident in the school building, on the grounds, at any practice session, or at any event sponsored by the school must be reported immediately to the person in charge and to the Administration. Parents/guardians will be notified immediately. Students are required to have on file an Emergency Contact Form which contains at least two phone numbers that can be used to locate parents or guardians, and the name and number of a relative or neighbor who can be contacted in the event that neither parent can be reached.

Age of Majority - Students who are eighteen years old or older have the legal rights of an adult. When the rights or responsibilities of a parent/guardian are referred to in this Handbook, it is understood that they include students who are eighteen years old or older. A student who is eighteen years old or older may act with the same rights and responsibilities of a parent/guardian in such areas as:

1. Decisions concerning academic issues
2. Decisions about guidance and special education services
3. Decisions about withdrawal from school
4. Absence, tardy, and dismissal notes and permission slips

Upon reaching the age of 18, a student has the right to take over from his/her parents/guardians full responsibility for his/her school life. Students wishing to exercise this right must fill out a form and present it to the Principal who will maintain a copy of it in the student’s record. Unless the school is informed in writing of the student’s decision to exercise his/her right, the school will continue to involve the parents/guardians in these matters.

Even if a student chooses to exercise his/her rights and responsibilities in these matters, the Principal reserves the right to send copies of all school communications (letters, report cards, disciplinary notices, etc.) to the student's parents/guardians. The Administration will continue to contact parents/guardians regarding discipline issues. The school will provide parents/guardians with access to students' records pursuant to *M.G.L. c. 71, § 34E*.

Automobile and Parking Regulations - Safe driving behavior is important to all of us at SSCPS. Permission to drive to school is a privilege and comes with responsibilities. In order to park on campus students must present their license and registration to obtain a parking sticker. This sticker must be permanently attached to the inside of the driver side rear window. Students may never park or arranged to be picked up off school property.

Students must observe the following regulations:

- Students must park only in designated areas on school property. Cars parked outside defined lines, off school property, or without a sticker may be subject to towing and the driver subject to disciplinary action and loss of driving privileges.
- During afternoon dismissal, student drivers should exercise extreme caution when leaving the parking lot. Student drivers must observe a maximum speed of ten (10) MPH in the school driveway and parking lot.
- Students may not return to their cars during the school day without permission from the Administration.
- Students who visit their cars during the school day without permission are subject to disciplinary action.
- Any careless driving or excessive speed reported by a teacher or responsible adult will result in disciplinary action.

Change of Address/Phone – Parents must notify the Front Desk of any change of address or telephone number. A new Emergency Contact Form must be completed when there is a change of address or phone number.

Child Custody and the School - The school is entitled to deal with each parent equally if no divorce decree, or separation decree, or written custody agreement limiting the rights of a parent is presented to the school. Communications from the school such as progress reports, report cards and notices of disciplinary action will always be sent to parents jointly, or to the custodial parent or custodian as designated in writing to the school. Whenever there is a change in the custodial rights of a parent or other custodian, whether temporary or permanent, the school must be notified immediately in writing; otherwise, the school will continue to rely upon the original written arrangement on file.

Collections - Students are not permitted to collect monies or materials for their own purpose or for any organization in or outside of the school without permission from the Administration.

Complaint Procedure - South Shore Charter Public School, like all charter schools, is required to operate in a manner consistent with federal and state laws and regulations including *MGL c. 71 §89 and 603 CMR 1.00*. If a member of the community feels that SSCPS is not meeting this requirement, a formal complaint may be filed. SSCPS has outlined the following procedure for the resolution of complaints in compliance with *603 CMR 1.09*.

Step 1

Contact the school administration. Any member of the community may file a complaint, in person or in writing, with any of the individuals listed below.

- Alicia Savage, Executive Director
- Angie Pepin, Principal
- Matthew Tondorf, Director of Learning Services and Civil Rights Officer
- Sheina Prince-Eugene, K-4 Assistant Principal
- Krista Cafourek, 5-8 Assistant Principal
- Joseph Kay, 9-12 Assistant Principal

Step 2

If the response by the school administration does not adequately address the concerns, then a complaint can be filed with the Board of Trustees, the governing body of the school. Complaints can be filed with the Board either verbally or in writing. The Board must respond in writing to the complaint within 45 days.

Step 3

If the Board's response does not result in a resolution, or if the Board does not respond in writing within 45 days, the complaint may be submitted in writing to the Commissioner of Education at the Massachusetts Department of Elementary and Secondary Education through the [Problem Resolution System Office](#). The [Problem Resolution System Office](#) will investigate the complaint on the Commissioner's behalf.

Note: A complaint regarding special education or student safety may be filed directly with the Department of Elementary and Secondary Education's [Problem Resolution System Office](#).

Field Trips - On varying occasions during the year students may be invited to participate in field trips related to class study. Parental approval is required.

Fire Drills are an important safety precaution and are held throughout the year. Students are asked to observe the following:

- Close doors of room
- Turn off lights
- Follow posted directions
- Observe silence and stay with the group
- Assemble in designated areas away from the roadway
- Respond to roll call

Food and Drink - The eating and drinking of food/beverages is an important safety and health issue because of potential allergies and the cleanliness of the building. Water is available at all times with the approval of faculty. Other food and drink should to be consumed only at designated times and places.

Lockers - Each student in grades 3-12 is assigned a single locker. Lockers are used to store books and personal materials so that students don't have to carry them throughout the day. Improper use of the locker may result in the loss of the locker. Students should not share or trade lockers with anyone. This school is not responsible for and will not replace items stolen from school lockers. The lockers are owned by the school and are subject to search at any time for reasonable cause. Students in grades 7-12 who wish to sign out a lock may do so with the Assistant to the Administration. Students will be held responsible for payment if that lock is lost. Any lock signed out by a student must be returned with books at the end of the school year.

Messages from Parents/Guardians - In order to limit the number of interruptions in the school day, the school will deliver messages from parents/guardians to students only in the event of an emergency. Routine changes in schedule or pick-up cannot be treated as emergency information.

No School Announcements - In case of severe storms, SSCPS considers the decision of Norwell Schools and other neighboring school systems. Announcements are made using the emergency phone system and on the following television and radio stations: WCVB-TV Ch. 5, WFXT-TV CH. 25, WHDH-TV Ch 7, and WRKO AM 680. The school will use the emergency phone system to announce the closing of school.

The school discourages parents/guardians from telephoning the school office if winter storms begin after school is in session. Should a severe storm occur during school hours, the school Administration may allow student drivers to leave with those who carpool with them. The school recognizes the inexperience of young drivers and precaution is

taken for the safety of the students. If forecasters predict that an early morning storm will end quickly, the school may announce a delayed opening.

Open Campus Lunch - Twelfth grade students over the age of 18 in Good Standing may sign themselves out to leave campus for lunch. Any student leaving campus for lunch must return in time for their next class or this privilege may be revoked at the discretion of the Principal. See the Good Standing Status section of this document for details regarding Good Standing.

Parent/Student Sponsored Events or Activities - Parents/guardians and students are cautioned that they may not solicit participation in or promote an event or activity on school grounds nor use the school's name in promoting, sponsoring, or arranging such an event or activity without the express written permission of the Administration. Events or activities include, but are not limited to, trips of any kind, parties, dances, and athletic events.

Personal Property - Students are cautioned not to bring large amounts of money, electronic equipment, cameras, and/or other expensive property to school. If this is unavoidable, students should contact the Administration about storing the property during the school day. All valuables found should be taken to the front desk. These items may be claimed after school.

Pickup Procedures - All of us share the common interest at dismissal time of getting all students safely and efficiently into their correct vehicles. Our first goal is safety. The second is an efficient system that treats everyone equitably. Following these procedures will help us maintain a positive school culture and neighborly relations with the other tenants of Assinippi Park. Please remember the following:

- The campus is closed to pick-up traffic before 3:00 pm at both locations.
- Students in K-8 must be picked up at 100 Longwater Circle.
- Students in grades 9-12 should be picked up at 700 Longwater Drive.
- Students may be picked up at the front or back doors only. Other pick up points put student safety at risk. Pick up in other lots is trespassing.
- If you do not want to wait in line, you may find that planning to arrive between 3:15 and 3:25 pm works better for your family.
- When an appointment requires an exact 3:00 pm dismissal, we ask that you pick up your student at or before 2:30.
- There is no cell phone use while driving on campus during arrival and dismissal.
- To assist with traffic flow, please follow the traffic guard instructions as well as the lines and arrows painted on the pavement.
- The speed limit on campus is five miles per hour.
- All drivers are to stay in their cars and staff members will help your child get into the car.
- If your student or any student in your carpool is not present when you come to pick up that student, a staff member will ask you to pull into a designated waiting area to keep the line moving.
- Parents and guardians who are late to pick up their students must park and come to the front desk to sign out their child(ren).
- Families will be assessed a fee when they pick up between 4:15 and 5:00. The fee is \$25 per day.
- SSCPS reserves the right to contact the local police and/or transport any student not picked up by 5:00 pm, or any student left waiting for longer than half an hour following a school based event.
- Any person who does not cooperate with these procedures will be asked to meet with the Assistant Principals or Principal.

Posted Materials - No posters, flyers, or announcements, whether for SSCPS events or programs outside the school may be posted until previously approved by the Administration. Any organization that posts announcements, flyers, or posters is responsible for the removal of the same following the event announced.

Pregnant Students - A pregnant student will continue to attend all classes and she is eligible (able) to participate in extracurricular activities throughout her pregnancy. After giving birth, the student is eligible (able) to return to the same academic program and extracurricular activities that she was enrolled in prior to her leave of absence. If the student is unable to participate in the regular program due to medical complications, a physician's statement will be required.

Release of Students to Adults Other Than the Parent/Guardian - The number one priority at South Shore Charter Public School is a child's safety.

- SSCPS will not allow anyone other than a child's parent/guardian to take the child away from school. If the parent/guardian wants another adult to pick the child up at school, the parent/guardian must give written permission in advance.
- A custodial parent must immediately provide the Principal's office with any court orders regarding the custody of the student.
- Students will not be released to a non-custodial parent, that is, a parent who does not have physical custody, without a written caregiver form signed by the custodial parent and a copy of the most recent court order.
- An individual picking up a child from school may be asked to show government issued photo identification before the school will release the student.
- If a child is to be released to a parent/guardian, a verified designee, or any other person, the adult picking up the child must sign the Dismissal Log.
- The parent's written dismissal plan will remain valid for the current school year and will need to be renewed annually.

Sex Education – Health instruction in grades 5-12 includes sex education as outlined in the Massachusetts Curriculum Frameworks. Parents have the ability to opt their child out of the instruction.

Social Media - Social media can cause significant disruption to the learning environment. Students may not use social media applications during the instructional school day. Students and parents may not mention, either by name, description, or photograph, the identification of a child on social media without parental consent. See the Code of Conduct for consequences related to inappropriate use of social media.

Student Visitors - Student visitors are not permitted at school except in specific circumstances with prior permission from the principal. Potential SSCPS students may visit and shadow a SSCPS student with prior permission. Shadowing students must have a current Emergency Contact Form on file.

Teacher Absence - Should a teacher not report to class, one student from the class should report the absence within five minutes of the start of the period. No other student may leave the room and the classroom doors will remain open until a substitute arrives.

Textbooks - Textbooks and library books are the property of SSCPS. All textbooks must be kept clean, covered and handled carefully. Issued texts are the direct responsibility of the student. If textbooks are lost or damaged, the student must pay for the book before a new textbook will be issued. It is expected that all students have the text, workbook, and other materials necessary for each of their classes.

Visitors - The school policy is to accept only those visitors who have legitimate business at the school. Guests and visitors must register in at the front desk.

Work Assignments - At times, students will have assigned tasks in helping to clean and maintain the classroom or the grounds. Taking some part in caring for the immediate environment increases the respect the student has for it.

Working Permits - A student under 18 years of age may require a Working Permit for employment. These Permits may be obtained from the Assistant to the Administration.

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SOUTH SHORE CHARTER PUBLIC SCHOOL
Inspiring every student to excel in academics, service, and life

CIVIL RIGHTS COMPLAINT FORM

| COMPLAINANT | COMPLAINT AGAINST |
|--|--|
| <p>Name: _____</p> <p>Staff: <input type="checkbox"/> Student: <input type="checkbox"/> Parent: <input type="checkbox"/> Other: <input type="checkbox"/></p> <p>_____</p> <p>Grade/Position: _____</p> <p>Nature of Complaint:</p> <p><input type="checkbox"/> Discrimination</p> <p><input type="checkbox"/> Harassment</p> <p><input type="checkbox"/> Intimidation</p> <p><input type="checkbox"/> Threats</p> <p><input type="checkbox"/> Coercion</p> <p><input type="checkbox"/> Other, explain _____</p> <p>_____</p> | <p>Name: _____</p> <p>Staff: <input type="checkbox"/> Student: <input type="checkbox"/> Parent: <input type="checkbox"/> Other: <input type="checkbox"/></p> <p>_____</p> <p>Grade/Position: _____</p> |

| |
|--|
| <p>Please indicate the basis of the civil rights violation or discrimination. (You may check more than one)</p> <p><input type="checkbox"/> Race <input type="checkbox"/> National Origin <input type="checkbox"/> Disability <input type="checkbox"/> Religion <input type="checkbox"/> Sexual Orientation <input type="checkbox"/> Gender</p> <p><input type="checkbox"/> Age</p> <p><input type="checkbox"/> Color <input type="checkbox"/> Gender Identity <input type="checkbox"/> National Origin <input type="checkbox"/> Sex <input type="checkbox"/> Limited English proficiency</p> <p><input type="checkbox"/> Housing status <input type="checkbox"/> Homelessness</p> |
|--|

Please summarize the nature of your complaint below. Please indicate specific dates, names, and witnesses involved and any other information, which you believe is necessary in order for the Civil Rights Officer to evaluate and investigate your complaint. (Attach sheets to this form if needed.)

[Empty rectangular box for content]

Please note that this document may be considered a public record under Massachusetts Public Law. Please be advised the should the Civil Rights Officer at South Shore Charter Public School decide to pursue this matter, we will require your written consent in order to release the contents of this complaint to interested parties.

.....

I ATTEST THAT THE STATEMENTS MADE IN THIS COMPLAINT ARE TRUE TO THE BEST OF MY KNOWLEDGE.

Your signature: _____ Date: _____

Recommended actions:

Administrator taking the complaint: _____ Date: _____

This form was submitted to the Civil Rights Officer at South Shore Charter Public School on ___/___/___

REPORT OF ALLEGED BULLYING

Bullying is 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 target that (i) causes physical or emotional harm to the target or damage to the target’s property; (ii) places the target in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the target; (iv) infringes on the rights of the target at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

Initial reporter _____ Today’s date _____

Name(s) of student target(s): _____

Name(s) of alleged aggressor(s): _____

On what date(s) did the event(s) take place?

Month/ Day/ Year Month/ Day/ Year Month/ Day/ Year

Where did the incident(s) happen? _____

What did the alleged aggressor(s) say or do? Attach separate sheet if necessary.

Names of possible witnesses: _____

Place an X next to the statement(s) that best describes what happened (choose all that apply):

- ___ Any action that involves physical harm to the target.
- ___ Any action that involves damage to the target’s property.
- ___ Any action that places the target in fear of injury or damage to property.
- ___ Any action that creates a hostile environment at school.
- ___ Any action that infringes on the rights of the target.
- ___ Any action that materially and substantially disrupts the target’s education.
- ___ Any action considered cyber-bullying.

Did a physical injury result from this incident? Yes___ No___

Was the student absent from school as a result of this incident? Yes___ No___

If yes, how many days? _____

Services sought outside of school:

counseling legal law enforcement other: _____ none

Is there any additional information you would like to provide? Attach a separate sheet if necessary.

Report recorded by

Date

Investigation will promptly follow completion of this form.