

# Student & Family Handbook 2016 – 2017



**Community Charter School of Cambridge**  
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*Caleb Hurst-Hiller, Head of School*

# Letter from the Head of School

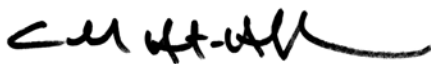
Welcome to the 2016-17 school year at CCSC. This handbook serves a critical purpose: it informs you of the many policies, practices, and regulations that govern our school community. Handbooks cannot capture every single aspect of a school, but we have prioritized those that feel most important to articulate and want to share these guidelines with students and parents/guardians. Federal and state laws, school policies, regulations, and practices are subject to change from year to year. We redraft this handbook annually so that CCSC remains current and effectively creates a supportive, caring, focused learning environment where all students can experience success.

It is essential that every member of the school community know the substance of this handbook well. We present the handbook to faculty and staff before the school year begins and review it thoroughly, focusing on sections that have changed. And every year we ask that all students and parent/guardians read the handbook and agree to comply with the policies outlined in it. If you have any questions or need additional information, please feel free to talk with a school administrator or your child's advisor.

All students and parents/guardians must sign and return both the "Acceptance of Terms" contract (page 111) and the Library Contract (page 113) found at the end of this handbook. Please remove these pages from the handbook, sign them, and return the agreements to your child's advisor by the deadline (Monday, September 12). This Acceptance of Terms form is a contract that we will keep on file here at the school. It is required of all students and families in order for students to attend classes and progress through the school here at CCSC. Also, if your child is in 10th, 11th or 12th grade, please read and return, if desired, the Military Recruiter Opt-Out Form (page 117) by Friday, October 14.

Our school's discipline policy, including the dress code, is designed to maintain the integrity of our learning environments and to provide clear behavioral guidelines for students. We believe it is of the utmost importance that all members of our community are respectful and focused throughout the school day.

For new families, welcome to our community. For those returning, we are so pleased you are with us for another year. On behalf of all members of CCSC's administration, faculty, and staff, we look forward to working with you and your child.



Caleb Hurst-Hiller  
Head of School

# I. General Information

Main Phone Number: 617-354-0047 Website: [www.ccsccambridge.org](http://www.ccsccambridge.org)  
 Bent Street Building Fax: 617-354-3624 Email: [info@ccscambridge.org](mailto:info@ccscambridge.org)  
 Charles Street Building Fax: 617-475-5034  
 Address: 245 Bent Street, Cambridge, MA 02141

## School Administration

Head of School	Caleb Hurst-Hiller
Middle School Principal	Becki Norris
High School Principal	Ali Nomani
Dean of Students	Nathan Dineen & Nicole Osei
Dean of Curriculum and Program	Katie Rieser
Director of Student and Family Engagement	Devin Morris

## School Hours

	Mon., Tues., Thurs., Fri.	Wed.
Doors open*	8:00 a.m.	8:00 a.m.
School breakfast available	8:00-8:20 a.m.	8:00-8:20 a.m.
School day begins	8:30 a.m.	8:30 a.m.
Classes end/regular dismissal	3:40 p.m.	1:30 p.m.
After-School Learning Center, Mandatory Study Hall, Mandatory Homework Support, and Extra-curricular activities	3:45-4:30 p.m.	None (Mandatory Wednesday Support is 1:35-3:35 p.m.)
Mandatory Behavior Reflection	3:45-4:45 p.m.	
Doors close/final pick-up	4:50 p.m.	1:35 p.m. (3:40 p.m. if in Mandatory Wednesday Support)

**\*Early Arrivals:** At the discretion of the principals, the school buildings may open before 8:00 a.m. In this event Middle School students may wait inside the Bent Building (245 Bent) foyer until 8 a.m., and High School students may wait in a designated room in the Charles Building (247R Bent) until 8 a.m., where they are silent and/or working directly with the teacher who has permitted them in the building. High School students serving Morning Mandatory Support will arrive promptly at 7:30 a.m. and remain until 8:15 a.m. Other students may be allowed in the buildings before 8 a.m. or may stay past 4:30 p.m. (1:35 p.m. on Wed.) to attend a pre-scheduled meeting with a CCSC educator. **Note: Once a student enters school for the day, he or she may not leave school grounds and return without permission from an administrator or a parent / guardian.**

**\*\*Late Pick-Ups:** Students are expected to leave the building by the times listed in the table above. If waiting for a ride after doors close, students must be with a CCSC adult or waiting outside and may not loiter in the building unsupervised.

## Morning Routine

Students should arrive before 8:30 a.m. to allow adequate time for the morning routine. All students are greeted at the front door each morning by an administrator or staff member and are expected to shake hands, look the staff member in the eye, and verbally say, “good morning.” Students then proceed into the school building to hang up their coats, pass through dress code check, place their homework in the Homework First bins in the hallway, pick up their school breakfast (optional), and proceed to their Morning Meeting room, where they must be seated by 8:30 a.m. Students must have all homework completed and in the Homework First bins before Morning Meeting starts. High School students are not permitted to work on homework after 8:00 a.m. Middle School students are not permitted work on homework once they have entered the school building unless they are working with a teacher or printing an assignment completed at home. Students who arrive late to school for any reason must sign-in with a receptionist when they arrive and before they go to class. The consequences for tardiness are described in more detail in the Code of Conduct section (see page 53).

## Transportation

**School Bus:** Transportation is provided by the Cambridge Public Schools Transportation Department for Cambridge residents in 6th, 7th and 8th grades who live more than 1.5 miles from school. For more information, call the CPS Transportation Department at 617-349-6860 or 617-349-6862. Please note that there is no bus service on the following days, when CCSC is in session but Cambridge Public Schools (CPS) is not:

- Wednesday, August 31 and Thursday, September 1, 2016 (first two days of classes at CCSC; CPS not in session)
- Monday, September 12, 2016 (Eid Al-Adha observed by CPS)
- Wednesday, October 12, 2016 (Yom Kippur observed by CPS)
- Friday, April 14, 2017 (Good Friday observed by CPS)

**MBTA Passes:** All CCSC students are eligible to purchase MBTA cards. CCSC does not control the price or the time frame for the selling/renewing of these cards. Please see the CCSC website for more information and alternative options.

Students are expected to take good care of their T-passes and should be encouraged to keep their cards with them at all times. ***A \$5 administrative fee will be charged for all missing card (lost, stolen, etc.).*** Replacement student passes cannot be ordered until the \$5 fee has been paid. The card will be

available within two US Mail service days and regular school days. If a student has a paid/current student Charlie Card that stops working, the student must turn in the non-working card before a replacement card can be ordered.

## **Wellness Policy & School Nutrition Program**

**The goal:** To ensure that public schools offer students food and beverages that will enhance learning, contribute to health, growth and development, and cultivate lifelong healthy eating. One of the most important ways in which we can help our students perform better in school is to provide them with the nutrition necessary for the healthy growth of minds and bodies. Regular balanced meals and healthy snacks help students to stay alert and productive during the school day. CCSC offers a nutritionally sound breakfast and lunch in school each day. Note: CCSC meals do not include pork.

**School Breakfast and Lunch Program:** CCSC participates in the Community Eligibility Provision program for SY 2016-2017. This federally funded program permits eligible schools to provide every student in the school a nutritious breakfast and lunch that meet the federally mandated school food regulations at no charge, regardless of economic status, and eliminates the household application for free and reduced-price meals.

CCSC promotes healthy eating behaviors and smarter lunchrooms. Students and their families are not allowed to bring junk food, candies, sodas, drinks with high caffeine contents, baked goods (cookies, cupcakes, birthday cakes, etc.) to school. Students will not be allowed to consume these types of food during the school day.

Menus and order forms are available online or at the Bent Street Building front desk or the Charles Street Building office. To receive a school meal, everyone must return a completed meal order form, so that we can place orders with the caterer.

School breakfast is available from 8:00 a.m. to 8:20 a.m., Monday through Friday. All food must be consumed and trash disposed of by 8:25 a.m. Snacks and drinks are not permitted in classrooms, except during DEAR (as described below).

Students who do not wish to order the school lunch should bring a bag lunch. The school offers refrigeration and microwaves for student lunches. Microwave Popcorn: No student or staff member is allowed to pop popcorn in school microwaves at any time.

For more specific and the most current information regarding the Wellness Policy/School Nutrition Program, please visit our school website: [www.cccscambridge.org](http://www.cccscambridge.org). All rules and regulations governed by U.S. Dept. of Agriculture's Food and Nutrition Service (USDA FNS), U.S. Dept. of Education, the U.S. Dept. of Health and Human Services, and the Centers for Disease Control and Prevention (CDC).



**CCSC is a “Nut Safe” School:** CCSC has students, staff and visitors with peanut and/or nut allergies. These allergies can be life threatening and for this reason CCSC is a “nut safe” school. All lunchrooms have at least one “nut free” table. Students who bring peanuts, peanut butter, all nuts and products (like granola bars) containing these items may not sit at “nut free” tables. All tables are cleaned with disinfecting wipes before and after lunch. CCSC does not offer nut products to students. The school has worked hard to find a caterer that offers food that does not contain nuts and is not prepared with them.

**Food Allergies:** When submitting a food order form, please inform the school if the student has a food allergy. Food allergies must be noted by medical personnel in a student’s health record for menu changes to be made.

**Snack During DEAR:** Students will be given the opportunity to eat their snack while reading (not taking the place of reading) in DEAR. All students may bring a snack that is on the pre-approved snack list. CCSC is promoting healthier eating, and the school nurse has a pre-approved snack list that is available on the school website.

**Snacks may not contain nuts. Chips, cookies, soda, and candy are not allowed under any circumstances.** The following rules apply:

- The no-eating-during-class rule still applies at all times other than DEAR and lunch. Teachers will check snacks at the beginning of DEAR.
- If eating becomes a distraction, the DEAR monitor has the right to make the student put the snack away.
- Only one snack per student is allowed. Examples include: carrots and hummus, packet of wheat-thins, one piece of fruit.
- Students will not be allowed to refrigerate their snack.
- Non-approved snacks will be confiscated.
- Students are not allowed to share snacks with others.
- Students will not be allowed to leave the classroom to go retrieve a snack.
- All students must pick up after themselves or will be issued a consequence.

## **Attendance**

Students are expected to be present for every class, every day. Chapter 76, Section 1 of the Massachusetts General Laws states that all children between the ages of six and sixteen must attend school. A school district may excuse up to seven day sessions or fourteen half-day sessions in any period of six months. Parents or guardians are legally responsible for ensuring that a child under their control attends school daily. If a child fails to attend school for seven day sessions or fourteen half-day sessions within any six-month period, the supervisor of attendance may file a criminal complaint in court against the responsible parent/guardian.

## Student Absence Notification Program

At the commencement of each school year, parents/guardians will be sent a notice instructing them to call a designated telephone number at a designated time to inform the school of the student's absence and the reason for such absence. The notice will also require such parent or guardian to furnish the school with a home, work or other emergency telephone number where they can be contacted during the school day. If the school does not receive a message from the parent/guardian by the designated time, then the school shall call the telephone number or numbers furnished to inquire about the student's absence. Parents will be contacted within three (3) days of the student's absence if the parent or guardian has not contacted the school regarding the absence.

The parent/guardian(s) will also be notified when a student's absences are deemed excessive (e.g. when the student is nearing Attendance Violation Failure, described below; or when a student has at least five days in which the student has missed two or more classes/periods (unexcused) or has five or more unexcused absences in the school year). A meeting will be scheduled with the building principal (or his/her designee), the parent/guardian(s) and the student to develop an action plan to improve the student's attendance.

## Excused and Unexcused Absences

Absences are considered excused or unexcused. When sufficient documentation is provided, CCSC will excuse absences for documented medical, legal or school related reasons, and for documented family emergencies and personal reasons, at the principal's discretion. All other absences will be considered unexcused. Medical and dental appointments should be scheduled outside of regular school hours so as not to miss valuable class time. If such appointments are scheduled during the school day and result in a student missing class time, a note on the health care provider's letterhead must be produced. Students who miss exams due to absence may be required to present documentation of an emergency, or a medical or legal note on official letterhead, in order to make up the exam(s). Families should take care not to schedule trips or vacations during exam days, which are listed on the CCSC calendar. Vacations taken during the school year are never counted as excused.

Parents/guardians are encouraged to contact school staff and work collaboratively with them to address and remedy the reasons that the student is missing school.

## Attendance Violation Failure

Students must attend at least 85% of regularly scheduled class sessions during a semester in order to receive credit for the course. Students missing 15% or more of any given class will receive an Attendance Violation Failure (AVF) with an explanation of the grade on their report card. Students who have a passing grade when they AVF will have their grade lowered to a 69. Students who are failing when they AVF will not have their grade changed. Please note that ***all absences that are not medically or legally excused count towards AVF. In the absence of***

*a medical or legal excuse, a parent/guardian's excuse is not sufficient to prevent an absence from counting toward AVF. Further, students who leave a class or are asked to leave a class because of disruptive behavior for more than 50% of the class period may have that time marked as an absence which counts towards their AVF totals.* An AVF will only be removed pursuant to an appeal process.

To request an appeal, parents/ guardians must contact the Middle School or High School Principal in writing immediately. Appeals are granted when the school determines, at its sole discretion, that documented legal, medical, or extenuating circumstances warrant a waiver of the requirement. All appeals are subject to the discretion of the Middle School or High School Principal (page 70).

## Early Dismissal

Students may be dismissed early from school only if permission is given by the student's legal guardian (in writing, or in emergency, by telephone). Note: Only a parent or guardian as indicated by official school records can call to dismiss a student. In the event that a student has a medical or legal appointment that conflicts with the serving of Mandatory After-School Support or Study Hall on a specific day, official documentation must be presented when the student arrives at school the next day. **See the Missing Mandatory Support section in the Code of Conduct.**

## Snow Days & School Cancellations

In case of extreme or inclement weather conditions or in the event of an emergency, CCSC may need to cancel school or close early. In such instances, CCSC will publicize storm-related information on local television and radio stations -- WBZ/CBS and NBC (Channel 7) and Channel 56 (CW). CCSC will also post such information on the CCSC website and, when possible, communicate updates via Facebook and use the school's automated phone and email system. Parents and guardians should monitor major radio or television stations as well as the school website for announcements beginning as early as 5:30 a.m. In the case of extreme weather conditions or emergencies during the school day, parents/ guardians will, whenever possible, be notified of the adjusted release time by our automated phone and email system. The information will also be posted on the CCSC website.

School days lost due to weather or emergency cancellations will be added to the school calendar.

## School Dress Code

The CCSC dress code is central to maintaining a professional, safe, and respectful school environment.

The dress code is in effect for the entire school day, except when students are participating in school-sanctioned activities that require special dress. The dress

code applies to field trips, site visits, academic internships, and other school-related activities, unless the supervising adult informs students otherwise. Failure to observe the dress code rules will result in disciplinary action, including being sent home, demerits, Mandatory Support, suspension and/or confiscation of the inappropriate item.

Most students have WAM (Wellness and Movement) class one day per week for one semester. On this “WAM Day,” students must wear the WAM uniform. The WAM uniform may not be worn on non-WAM days.

## **CCSC Dress Code**

### **WAM Days:**

- Black CCSC WAM sweatpants or black CCSC WAM basketball shorts, purchased through the school
- Red CCSC WAM t-shirt, purchased through the school, tucked in to WAM sweatpants or basketball shorts
- Socks in red, black, and/or white (no other colors allowed)
- Athletic shoes / sneakers (closed-toe, closed-back)
- Some activities require students to take off hanging jewelry such as bracelets, earrings, and necklaces. CCSC strongly recommends students leave all jewelry at home.
- Students who are NOT in WAM uniform will receive one demerit from the teacher along with a zero for the class.



## Non-WAM Days:

### Tops:

#### Shirts **MUST:**

- have a collar
- be tucked in at all times
- be solid red, black, or white
- be neat and clean

#### Undershirts **MUST:**

- be solid red, black, or white

#### Knitted outerwear (sweater-type when worn indoors) **MUST:**

- be red, black, or white, “knitted” type fabric
- fit well and look professional

#### Fleece outerwear (sweatshirt-type when worn indoors) **MUST:**

- be purchased from one of CCSC’s approved vendors
- have a CCSC logo professionally sewn or embroidered onto the garment
- be solid red, black, or white

#### Shirts **MAY:**

- be oxford-style (button-down)
- have the CCSC logo professionally sewn or embroidered onto the garment

#### Undershirts **MAY:**

- be a solid red, black, gray, or white turtleneck or t-shirt

#### Knitted outerwear (sweater-type when worn indoors) **MAY:**

- be a cardigan, pullover sweater, or sweater vest

#### Shirts

#### **MUST NOT:**

- have any writing, stripes, pictures, or logos (even covered by a tape or pin), except the CCSC logo.
- have any open rips or holes
- display visible undergarments.
- be skin-tight

#### Undershirts

#### **MUST NOT:**

- be any color other than solid red, black, white, or gray
- contain visible writing
- have any visible open rips or holes

#### Outerwear

#### **MUST NOT:**

- have any visible writing except the CCSC logo



## Bottoms:

### Pants and shorts

#### MUST:

- be loose-fitting cotton material in solid beige, tan, or black
- be worn around the waistline at all times
- include a solid black or brown belt, tight enough to function as intended
- include belt loops through which the belt is worn

### Skirts and shorts MUST:

- fall within two inches of the knee

### Belts MUST:

- be black or brown and fit well

### Visible socks, leggings, and tights MUST:

- include only the colors red, black, or white

### Pants MAY:

- be a variety of cuts or styles, as long as they fit well and are not overly baggy or tight

### Skirts MAY:

- be worn without a belt (but shirt must be tucked in)

### Pants and shorts

#### MUST NOT:

- be skintight or overly baggy.
- be worn below the waistline (no sagging pants!)
- be blue jeans.

### Belts MUST NOT:

- include any metal studs or distracting designs

### Skirts and shorts

#### MUST NOT:

- be shorter than two inches above the knee (even with leggings or tights)

## Other:

### Headbands MUST:

- serve to keep hair professional and tidy.

### Shoes MUST:

- be closed-toed and closed-back
- be dress shoes, loafers, or lace-up sneakers

### Shoes MAY:

- be closed-toed and closed-back
- be dress shoes, loafers, or lace-up sneakers

### Headbands

#### MUST NOT:

- be more than 4 inches in width
- be made up of colors other than red, black, and white
- be athletic-style

### Accessories

#### MUST NOT:

- be overly large or distracting (at the principal's discretion)

### Shoes MUST NOT:

- be flip-flops or open-toed
- be high-heeled

### Undergarments

#### MUST NOT:

- be visible at any time

**Religious Exemptions:** Students may, with permission from one of the principals, wear other clothing for religious purposes.

**Headgear and Accessories:** Prohibited headgear includes, but is not limited to: hats, do-rags, skullcaps, scarves more than 4 inches in width, or other head coverings. A student who wears a hat to school must either leave it with the front desk receptionist to hold during the day or place it inside his/her backpack. Hats cannot be affixed to backpacks and carried around in the school buildings. If students need to cover their heads for 1-2 days, they may get written permission ahead of time from an administrator. If students need to cover their heads for more than two days for non-religious reasons, they must have a note from a medical professional on official letterhead.

Students may not wear large or distracting jewelry or accessories.

**Dress-Down Days:** Occasionally, students may be permitted to “dress down” on days that are approved by the principals. Even though the dress code does not apply on these days, please be aware that there are limitations to dress options. Dress is to be appropriate for the classroom. The following items are never allowed, even on Dress-Down Days:

- clothing that is too revealing, including but not limited to: spaghetti straps, cropped or low-cut shirts, low-riding pants, short shorts, skin-tight clothing, visible undergarments, and skirts more than two inches above the knee
- offensive, inappropriate, violent, or aggressive wording, symbols, or statements on clothing
- flip-flops, open toe or open back shoes, or high-heeled shoes
- hats, caps, bandanas/scarves more than 4 inches in width, or other head coverings

If a student arrives to school in inappropriate dress, he/she will be sent home to change.

**Students arriving out of dress code:** If a student arrives to school in inappropriate dress, he/she may not be allowed in class, and may be asked to wait in the Dean of Students’ office until suitable clothing can be delivered, if CCSC does not have replacement clothes for the student to borrow. If a student is absent from class for more than half a class period due to dress code violations, the absence will count towards AVF totals.

**Denim:** No blue jean material may ever be worn as part of the school uniform or Dress Code Plus.

## Dress Code Plus

All occasions in which students wear Dress Code Plus must be approved by a principal at least one day prior. Students should submit their requests, in writing, before leaving CCSC the day before wearing Dress Code Plus. When in Dress Code Plus, students must carry a note with them that provides permission to be in Dress Code Plus. This pass should be shown to staff members who inquire about the Dress Code change.

## Dress Code Plus

Minimum Requirement	Cannot	Additional Options
<ul style="list-style-type: none"><li>• Dress pants with a belt, skirt, or dress. Skirts and dresses must be 2 inches above the knee or longer.</li><li>• Collared, buttoned-down shirt or dressy blouse.</li><li>• Button-down shirts must be tucked in.</li><li>• Whenever wearing a dress shirt that's not red, black or white, students must have tie.</li><li>• No skirt or sweater can have a logo.</li></ul>	<ul style="list-style-type: none"><li>• Have logos on outside of anything.</li><li>• Wear clothing that is skin-tight or in any way revealing.</li><li>• Wear see through clothing.</li><li>• Include visible undergarments.</li><li>• Wear a short skirt or dress (more than 2 inches above the knee).</li></ul>	<ul style="list-style-type: none"><li>• Blazer, suit, bow-tie, of any color.</li><li>• Sweaters may be of different colors, if previously approved, but cannot have logos.</li></ul>

## Library

All students use the CCSC Library to choose their independent reading book for Drop Everything and Read (DEAR). Based on reading assessment scores, each student is evaluated and given a reading level at the beginning of the school year. Students select DEAR books based on their reading level and progress from one level to the next during the school year. Students may read books from outside the CCSC Library during DEAR if they have written permission from a librarian or their humanities teacher. Failure to comply will result in a warning. A repeat offense will result in a Mandatory Homework Support.

***Every student and parent/guardian at CCSC must sign the CCSC Library Contract by Monday, September 12, and submit a \$15 deposit for participation in the DEAR/library program.*** (The contract is on page 113 of this handbook.) The \$15 deposit will be returned at the end of the year if books are returned in good condition. When a book is damaged beyond use or lost, the student will forfeit the deposit. All library books must be returned by the Friday before Roundtables in order to receive a deposit refund, if eligible, and to receive the student's Roundtable grades. Deposits are not carried forward to the next academic year.



## Library rules:

- No eating or drinking.
- Quiet voices.
- Eight students allowed in the Library at one time; others must wait outside the door.
- Students may take out one book at a time unless they have permission from a librarian to check out more than one book. Permission is frequently granted before the weekends and before breaks, when students are encouraged to read as much as possible.

## Personal Items

Students are encouraged not to bring valuables to school. CCSC is not responsible for replacing lost, damaged, or stolen property. Middle School students may have access to a cubby for storage of personal property. Cubbies are monitored via closed-circuit security cameras, but are required to remain unlocked and should not be used to store valuable items. Cubbies should also not be used to store food or beverages.

## After School Learning Centers

Students in all grades may attend our After School Learning Centers from 3:45-4:30 pm on Mondays, Tuesdays and Thursdays. Each After School Learning Center is staffed with teachers, learning specialists, and/or volunteer tutors. Students may use the Learning Center to get help with their homework, or just as a quiet place to study. Laptops are available. There is no fee, and students may drop in one day a week or all three days. Students must be on time to gain entrance to After School Learning Centers, and must have a written pass in order to move from one Learning Center to another.



# 2016-17 School Calendar

Students attend school for 180 school days, beginning on August 31, 2016, and ending on June 21, 2017 (assuming there are no snow days). All new students are required to attend our Summer Academy in July, which officially extends the school year for new students.

**Note: The school calendar is subject to change. We will notify families if there are changes. Please check the calendar on the CCSC website for updates.**

## 2016

JULY '16 (14 School Days)						
SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

7/5 - 7/22: Summer Academy for all new Students (7/4 is a holiday)

AUGUST '16 (1 School Day)						
SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

8/31: First day of school  
(No Cambridge School Bus Service)

SEPTEMBER '16 (20 School Days)						
SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

9/1: No Cambridge School Bus Service  
 9/2: Labor Day Weekend (No School)  
 9/5: Labor Day (Holiday)  
 9/12: No Cambridge School Bus Service

OCTOBER '16 (20 School Days)						
SUN	MON	TUE	WED	THU	FRI	SAT
2	3	4	5	6	7	1/8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

10/4: Back to School Night  
 10/7: Early Release Day  
 10/10: Columbus Day (Holiday)  
 10/12: No Cambridge School Bus Service  
 10/26 - 28: Early Release (Benchmark 1)  
 10/31: Early Release Day

NOVEMBER '16 (17 School Days)						
SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

11/11: Veteran's Day (Holiday)  
 11/23: Early Release Day  
 11/24 & 25: Thanksgiving Break

DECEMBER '16 (14 School Days)						
SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

12/23: Early Release Day  
 12/26 - 1/6: Winter Break

KEY:  School Closed  Early Release  School Vacation  
 No Cambridge School Bus Service  State Testing

CCSC will not have bus service: Wed 8/31, Thurs 9/1, Mon 9/12 (Eid Al-Adha), Wed 10/12 (Yom Kippur), Fri 4/14 (Good Friday)

# 2017

JANUARY '17 (14 School days)						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- 1/2 - 6: Winter Break  
 1/16: MLK Day (Holiday)  
 1/18 - 20: Early Release (Benchmark 2)  
 1/23 - 24: Teacher work day – no school for students

MARCH '17 (22 School days)						
SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- 3/10: Early Release Day  
 3/13: Vacation (No School)  
 3/21, 22 & 23: Grade 10 ELA MCAS  
 3/29-31: Early Release (Benchmark 3)

MAY '17 (22 School days)						
SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- 5/2 - 4: Grade 6, 7 & 8 ELA MCAS (Tentative)  
 5/16 & 17: Grade 6, 7, 8 & 10 Math MCAS (Tentative for grades 6, 7 & 8)  
 5/18: Grade 8 Science MCAS (Tentative)  
 5/26: Early Release Day  
 5/29: Memorial Day (Holiday)

Grading Periods, 2016-17		
Grading Period	Grading Period Date	# Days in Grading Period
P1	08/31/2016–09/30/2016	21
Q1	08/31//2016–10/28/2016	40 (21+19)
P2	10/31/2016–12/02/2016	22
S1	08/31/2016–01/20/2017	86 (40+46)
P3	01/25/2016–03/03/2017	23
Q3	01/25/2017–03/31/2017	42 (23+19)
P4	04/03/2017–05/12/2017	25
Q4	04/03/2017–06/21/2017	52 (25+27)
S2	01/25/2017–06/21/2017	94 (42+52)

FEBRUARY '17 (15 School days)						
SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

- 2/17: Early Release Day  
 2/20 - 24: February Vacation

APRIL '17 (15 School days)						
SUN	MON	TUE	WED	THU	FRI	SAT
2	3	4	5	6	7	1/8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

- 4/3: Early Release Day  
 4/14: Early Release Day & No Cambridge School Bus Service  
 4/17 - 21: April Vacation

JUNE '17 (15 School days)						
SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

- 6/5 & 6: Grade 9 Physics MCAS  
 6/13 - 15: Early Release (Benchmark 4)  
 6/16 - 20: special Schedule (Roundtables)  
 6/21: Last Day of School (180 days)  
 6/28: Last Day of School with 5 storm days

Quarters 2016-17			
Quarter	Begins	Ends	# Days
Q1	08/31/2016	10/28/2016	40
Q2	10/31/2016	01/20/2017	46
Q3	1/25/2017	3/31/2017	42
Q4	4/3/2017	06/21/2017	52
AY 2016-17	08/31/2016	06/21/2017	180

## Parent/Guardian Association (PGA)

Parents and guardians play a crucial role in the support of CCSC students and the development and growth of our school. The Parent/Guardian Association (PGA) was created to provide an opportunity for parents and guardians to meet, network, and build community; to inform parents and guardians about CCSC’s policies and procedures; to help parents and guardians support their children academically and socially; and to address parent concerns. PGA meetings are held four to six times per year. The meeting times are posted on the website in advance and meeting reminders are mailed home. Check the Parent Guardian Info page on our website or contact the Director of Student and Family Engagement for more information.

## Daily Schedule

<b>Monday, Tuesday, Thursday, Friday</b>	
Morning Meeting	8:30 – 8:37
Period 1	8:41 – 9:48
Advisory / Drop Everything and Read (DEAR)	9:52 – 10:26
Period 2	10:30 – 11:37
Lunch	11:40 – 12:10
Period 3	12:23 – 1:20
Period 4	1:19 – 2:28
Period 5	2:31 – 3:40
After School Learning Center (M-T-Th; optional)	3:45 – 4:30

<b>Wednesday</b>	
Morning Meeting	8:30 – 8:37
Period 1	8:41 – 9:43
Period 2	9:46 – 10:48
Period 3	10:51 – 11:53
Lunch (all grades)	11:56 – 12:25
Period 4	12:28 – 1:30

<b>State Test Dates</b>		
Grade	Test	Date
10	ELA MCAS	March 21, 22 & 23
6, 7 & 8	ELA MCAS (Tentative)	May 2, 3 & 4
6, 7, 8 & 10	Math MCAS (Date tentative for middle school students)	May 16 & 17
8	Science, Technology & Engineering MCAS (Tentative)	May 18
9	High School Introductory Physics MCAS	June 5 & 6

## College & SAT/ACT Dates

2016

Thurs., Sept. 1	Registration Deadline for Oct. 1 SAT I & SAT II
Thurs., Sept. 15	Pathways to College (Freshmen)
Thurs., Sept. 22	Senior Parent College Night
Fri., Sep. 16	Registration Deadline for Oct. 24 ACT Exam
*Fri., Sept. 30	Boston Charter Consortium College Fair (Juniors & Seniors)
Sat., Oct. 1	SAT I & SAT II Exam Date
Fri., Oct. 7	Registration Deadline for Nov. 5 SAT I & SAT II
Wed., Oct. 19	Junior & Sophomore PSAT Examination
Wed., Oct. 19	Application Boot Camp (Seniors)
Fri., Oct. 21	College Applications due for 11/1 and 11/15 deadlines
Sat., Oct. 22	ACT Exam Date
Wed., Nov. 2	Out to College Day (Grades 10-12)
Wed. Nov. 9-10	Out of State College Tour (Seniors)
Sat., Nov. 5	SAT I & SAT II Exam Date
*Thurs., Nov. 17	Senior Financial Aid Night
*Mon., Nov. 21	CSS Profile Assistance (onsite by appointment)
*Mon., Dec 12	CSS Profile Assistance (onsite by appointment)
Fri., Dec. 2	College Application Due Date for January 1-15 Deadlines
<b>2017</b>	
Fri., Jan. 13	FINAL College Application Due Date for Feb/Mar/Rolling Deadlines
Thurs., Feb. 2	Sophomore/Junior College Planning Night
*Mar. TBD	Junior SAT Prep Courses
Fri., Apr. 7	Registration Deadline for May 6 SAT I (Juniors)
Wed., Apr. 12	Out to College Day (Grades 9-11)
Fri., Apr. 15	Final notification date for most colleges
Thurs., Apr. 27	Accepted!... Now What? (Senior Parent Workshop)
Mon., May 1	College security deposit due (Seniors)
May 1/8-11	AP Exams
Thurs., May 5	Registration Deadline for June 10 ACT
Sat., May 6	SAT I & SAT II Exam Date
Mon., May 9	Registration Deadline for June 3 SAT II
*May TBD	Boston National College Fair (Juniors)
*May TBD	Boston Consortium Senior Send-off
Thurs., Jun. 8	Rising Freshman Celebration
Sat., Jun. 3	SAT II Exam Date (Juniors)
Sat., Jun. 10	ACT Exam Date
*Jun. 26-Jul. 7	College Essay Writing Course (Juniors)

*\*Note: Event dates may change. Please check the calendar on the CCSC website.*

## Notable Dates

7/5/16-7/22/16	Summer Academy (New Students Only)
Wed. 8/31/16	First Day for Students (No Cambridge School Bus Service)
Thurs. 9/1/16	School in Session - No Cambridge School Bus Service
Fri. 9/2/16	Labor Day Weekend (No School)
Mon. 9/5/16	Labor Day (Holiday)
Mon. 9/12/16	School in Session - No Cambridge School Bus Service
Tues. 10/4/16	Back to School Night
Frid. 10/7/16	Early Release Day
Mon. 10/10/16	Columbus Day (Holiday)
Wed. 10/12/16	School in Session- No Cambridge School Bus Service
10/26-10/28	Benchmark 1 Special Schedule Early Release Days
Mon. 10/31/16	Early Release Day
Fri. 11/11/16	Veteran's Day (Holiday)
Wed. 11/23/16	Early Release Day
Thur. 11/24/16	Thanksgiving Day (Holiday)
Fri. 11/25/16	Thanksgiving Break (No School)
Fri. 12/23/16	Early Release Day
12/26/16-01/06/17	Winter Break
Mon. 1/16/17	MLK Day (Holiday)
1/18-1/20	Benchmark 2 Special Schedule Early Release Days
1/23 & 1/24/17	Teacher work day – no school for students
Fri. 2/17/17	Early Release Day
2/20/17- 2/24/17	February Vacation
Fri. 3/10/17	Early Release Day
Mon.y 3/13/17	Vacation (No School)
3/21-3/23	Grade 10 ELA MCAS
3/29-3/31	Benchmark 3 Special Schedule Early Release Days
Mon. 4/3/17	Early Release Day
Fri. 4/14/17	Early Release Day & No Cambridge School Bus Service
4/17-4/21/17	April Vacation
5/2-5/4	Grade 6, 7, & 8 ELA MCAS (Tentative)
5/16-5/17	Grade 6, 7, 8 & 10 Math MCAS
5/18	Grade 8 Science MCAS (Tentative)
Fri. 5/26/17	Early Release Day
Mon. 5/29/17	Memorial Day (Holiday)
6/5-6/6	9th grade Physics MCAS
6/13-6/15	Benchmark 4 Special Schedule Early Release Days
6/16-6/20	Roundtables Special Schedule
6/21/2017	Last Day of School (180 days)
6/28/2017	Last Day of School with 5 storm days

## II. Academic Requirements

### Mission

Community Charter School of Cambridge combines challenging academics with creative use of technology and real-world experience to prepare a diverse student body, grades 6-12, for postsecondary success and productive citizenship. CCSC students are excellent problem solvers and communicators who contribute to their community through internships and other field experiences.

### Design Principles

The following three design principles, in conjunction with the school's mission, provide the framework for decision making at CCSC:

- **Common Intellectual Mission** – All students are held to high academic expectations.
- **Personalization** – All students are known well by at least one adult in school.
- **Real World Connection** – All students experience curricula and programmatic elements that are connected and relevant.

### Course Load Requirement

CCSC students are expected to maintain a schedule that includes five academic classes each semester over the four years of high school. These classes must be drawn from the following list.

- Humanities\* (counts as two classes)
- English\*
- History
- Mathematics\*
- Science
- Spanish
- Academic Elective (a college preparatory course)

*\*Either humanities or English and math, indicated above with asterisks, are required to be taken all four years of high school.*

A student may qualify for a course reduction only if one of the following criteria is met:

1. A student with an IEP who requires an academic support class such as Learning Lab or Resource Room may carry a minimum course load of four academic classes, in addition to the academic support class.

2. A student with an extenuating circumstance, as approved by the Student Support Team, may carry a minimum course load of four academic classes.
3. A student who meets the criteria for both 1) and 2) may carry a minimum course load of four classes, including three academic classes and Learning Lab (an academic support class).
4. A student taking an approved, college level class.

Any reduction in course load must ensure that the student will meet the minimum state graduation requirements by the end of 12th grade (see below).

## Program of Study

CCSC provides an academically rigorous program, and all students are required to take an integrated core curriculum. In order to graduate from CCSC, a student must earn the minimum number of credits required (as dictated by the Commonwealth of Massachusetts). ***However, students and parents must understand that simply meeting (and not exceeding) the minimum requirements does not typically lead to acceptance into a selective four-year college.*** While only taking three years of science, for example, might appeal to some students, when it comes time to apply to post-secondary institutions, their options may be severely limited. Most selective four-year colleges (and certainly those able to offer substantial financial aid packages) expect students to earn four credits of science and history and at least three of Spanish.

## Graduation Requirements

In accordance with guidelines set forth by the Commonwealth of Massachusetts and Community Charter School of Cambridge, all students must complete the following requirements in order to obtain a high school diploma:

- Students must take and pass four years (or the equivalent, with the approval of the Head of School) of English and math. Students must also take and pass three years of science and social studies, and two years of Spanish.\*
- Students must carry a minimum course load of four core academic courses each semester. Students who carry fewer than four core academic courses are required to make up the missing credit in an approved summer school or off-campus setting prior to graduation. Students with specific disabilities may be required to take Learning Lab (a skills-based support class).
- Students must accumulate a minimum of 16 core academic credits\*\* (math, science, English, history, and Spanish) in grades 9 through 12 as follows:
  - English – 4 credits
  - History – 3 credits
  - Humanities, a combined English and history course taken in grades 9 and 10, counts as both a single English credit and a single history credit.



- Mathematics – 4 credits
- Science – 3 credits \*\*\*
- Spanish – 2 credits\*
- Students must take and pass the high school Mathematics, English Language Arts and Science MCAS examinations.
- Students must successfully apply to at least one four-year college or university.
- All students, except those in 12th grade, must pass a Roundtable.
- 12th grade students must complete 100 hours of an off-campus Senior Internship and earn a passing grade from judges at the Senior Internship Exhibition Night.

\* Students will be exempted from the two-year (two-credit) Spanish requirement and be allowed to graduate with a minimum of 14 core academic credits if each of the following criteria has been met:

1. Student has been evaluated and found eligible for special education services.
2. The Special Programs Team has determined that the student has a language-based learning disability that significantly impedes his/her ability to acquire or use language.
3. The Special Programs Team has determined that the student requires specially designed instruction in language in order to access the general curriculum and make effective progress.

In accordance with the Special Programs Team's recommendations, the eligible student would receive specially designed instruction in lieu of Spanish. The aforementioned modification would be documented on the student's Individual Education Program in accordance with 603 CMR 28.06(2) and 34 CFR 300.130; 300.550-300.556.

\*\* Each course is worth one credit per year. Humanities courses are worth two credits per year – one English and one history. Humanities, as a combined English and history course, meets for twice as much time as almost every other single-credit course.

\*\*\*Starting in 11th grade, and continuing through 12th grade, students may request their science course according to guidelines issued by the science department during the second semester. Students in the 11th and 12th grades may also request to take two science courses (though a student cannot make a case for promotion that relies on taking two science courses during a single academic school year). Past course offerings for students in the 11th and 12th grades include Applied Physics & Engineering, Biology, and Advanced Placement Chemistry. Questions about science course selection should be directed to the science department chair. Note: Course placement is done at the discretion of the school administration. Student requests are strongly taken into account, but are not guaranteed.

## Non-Credit Requirements

In addition to core credit requirements, all students participate in a regular advisory, daily grade-level morning meetings, DEAR (Drop Everything and Read), Wellness and Movement (physical education), and art. Some of these are graded Pass/Fail. Students who do not have a passing grade in advisory will not promote to the next grade. Students who do not have a passing grade in Art/WAM/DEAR may not promote to the next grade.

## Homework

Students should expect to have regular, substantive homework in each of their core academic classes including on weekends and during school vacations. Students in grades 6-8 can expect one to two hours of homework each day. Students in grades 9-12 can expect three to four hours of homework each day.

All students are given an agenda book at the beginning of the school year. All Middle School teachers require students to record their homework assignments daily in the agenda book. Many High School teachers do the same. Parents/guardians are strongly encouraged to check agenda books and homework assignments each night to help students make sure that all homework is completed. If a student loses his/her agenda book, a new one can be purchased for \$5. Bringing an agenda book (and using it) helps students stay organized and helps build a critical non-academic skill. Middle School students will earn a demerit if they do not have their agenda books in class. In addition, all teachers post their homework assignments daily on the school's website.

Any student needing help with homework should take advantage of the various opportunities presented by CCSC before and after school. These include, but are not limited to, meeting with individual teachers by appointment, attending the After School Learning Centers or at CCSC@Night, signing up for peer tutoring, and/or joining a study group.

## Grading System

All courses at CCSC award grades using one of the following grading scales. A passing grade is defined as a grade that is at least 70%.

Letter Grade	Numerical Equivalent	GPA Points Standard	GPA Points Honors	GPA Points Advanced Placement (AP)
A+	98-100	4.3	4.8	5.3
A	94-97	4.0	4.2	5.0
A-	90-93	3.7	4.0	4.7
B+	87-89	3.3	3.8	4.3
B	83-86	3.0	3.5	4.0
B-	80-82	2.7	3.2	3.7
C+	77-79	2.3	2.8	3.3
C	73-76	2.0	2.5	3.0
C-	70-72	1.7	2.2	2.7
F	<70	0	0	0

A student's Grade Point Average (GPA) is calculated by dividing the total amount of grade points earned by the total amount of credit hours **attempted**. A student's GPA is officially calculated at the end of each semester. At any moment, each student has a "Cumulative GPA," covering all core courses taken starting with semester one of the 9th grade. Additionally, each student has a "Current GPA," which is calculated using a snapshot of a student's current grades at any moment. Current GPAs do not include grades from previous semesters. Cumulative GPAs do include grades from previous semesters (starting in 9th grade) and are reported on official CCSC transcripts.

***A student's GPA is the single most important factor considered by colleges when students apply. Nothing is more important.***

Students may earn additional points towards their GPA by completing the Honors option for a particular course. Similarly, students who take Advanced Placement courses also receive additional points toward their GPAs. Both of these options serve to strengthen student GPAs.

## Progress Reports

CCSC issues four progress reports over the course of the school year; progress reports are mailed at the midpoint of each quarter. Progress reports are an important way to let students and their families know how students are performing academically between report cards. Students and families are encouraged to check grades even more frequently by using PowerSchool, our online grade book and student information system. ***All new families will receive instructions on how to log in and use their PowerSchool accounts at the start of the school year. Questions may be emailed to [parentportal@ccscambridge.org](mailto:parentportal@ccscambridge.org).***

## Report Cards

CCSC issues report cards at the end of Quarter 1, Semester 1, Quarter 3, and Semester 2. Each progress report and quarter report includes the student's grades and notes regarding academic standing and the student's current status regarding promotion to the next grade. At the end of each semester, CCSC mails report cards that reflect the grades that will appear on student transcripts. Progress report grades and quarter report grades do not appear on official CCSC student transcripts and are not sent to colleges, unless specifically and intentionally done so by the college counselor.

## Final Grades

At CCSC, students earn one grade at the end of each year for every course taken. The final grade for a course at CCSC is an average of a student's grade at the end of Semester 1 and Semester 2. Semester 1 grades include a midterm examination and Semester 2 grades include a final examination (with the exception of seniors who complete a culminating project at the end of their spring semester). Each course's grading policy (the explanation of how much

each grading category is worth) is posted in PowerSchool and can be viewed by students and parents/guardians when checking their individual course grades.

## **Honor Roll**

The CCSC community is committed to celebrating and publicly recognizing student academic achievement. Each quarter, any student earning all A's and B's on his or her report card is selected to be on the CCSC Honor Roll. Students earning straight A's receive High Honors. Students must have a grade of 80 or higher in non-core classes (e.g. art, learning lab, WAM) as well in order to earn Honor Roll.

## **Course Credit**

The majority of classes at CCSC are one-credit courses. However, humanities (a combined English Language Arts and history course) is a two-credit course. In order to earn the designated credit for a course, a student's final grade must be a 70% or higher. Course credit is awarded at the end of the full year (completion of both Semester 1 and Semester 2). Half-credit is not awarded when a student passes Semester 1 of a course and then fails the Semester 2. In the rare case when a student earns a passing grade for the first semester in a course and does not take the course second semester, he or she will receive half of the full credit that is normally awarded when both semesters of a course are successfully completed. The awarding of half-credit is done when a student's schedule changes.

## **Advanced Placement (AP) Course Policy**

AP courses are rigorous, college level courses. These courses are approved by The College Board and culminate in a challenging exam. Based on scores on this exam, colleges offer advanced placement and sometime college course credit to students. We encourage all students to challenge themselves by choosing these rigorous courses where offered.

### **Student selection criteria may include the following:**

- Minimum grade of 80% or higher in the pre-requisite course/s\*
- Teacher recommendation from current course teacher
- Attendance at an informational meeting
- Completion of a summer assignment related to the course material and/or prerequisite knowledge.

\*May be waived with the recommendation of two prior teachers, subject to approval by the Dean of Curriculum and Program.

Ultimately, for a student to participate in any AP course, that course must fit into her/his schedule after all other course requirements are satisfied.

**AP Course Requirements:** Students who enroll in AP courses are required to take the AP exam in that subject. The College Board sets the dates for AP exams. The 2017 dates for the AP courses that CCSC offers are:

<b>Course</b>	<b>Test date and time</b>
AP Chemistry	Mon., May 1, 2017 — morning session
AP Spanish Language and Culture	Tues., May 2, 2017 — morning session
AP AB Calculus	Thurs., May 9, 2017 — morning session
AP United States History	Fri., May 5, 2017 — morning session
AP English Language and Composition	Wed., May 10, 2017 — morning session
AP Computer Science Principles	Fri. May 5, 2017 — afternoon session
AP Biology	Mon., May 8, 2017 — morning session

Typically, students who take the AP exam are exempt from taking an exam during finals period for that course. If a student misses the AP exam or does not put in reasonable effort during the test as deemed by the proctor, s/he will be required to complete an equivalent assignment during the final exam period. Furthermore, if the student is determined by the teacher of the course to need to participate in the final exam for any reason, s/he will be required to do so.

## Promotion Policies

Academic achievement and high expectations are key components of CCSC's mission. CCSC has different promotion policies for middle school (grades 6-8) and high school (grades 9-12). These promotion policies align with CCSC's requirements for graduation. Each policy is described below.

### Middle School Promotion Policy

CCSC believes that success in high school depends on a strong foundation of academic skills. CCSC 6th, 7th and 8th grade students must earn passing grades in all of their courses in order to move on to the next grade.

In order to be promoted to the next grade, students in grades 6, 7 and 8 must earn a passing grade (70% or above) in each of humanities, math, and science. In addition, students' advisory and elective course grades must meet the requirements described above on page 24. Finally, students must successfully complete a Roundtable, earning a grade of Passing or Honors.

# High School Promotion Policy

## Minimum Number of Credits Per Subject Required for Promotion

Subject Credit	9th grade	10th grade	11th grade	12th grade	Competitive colleges expect the following number of credits
English	1	2	3	4	4
History	1	2		3	4
Math	1	2	3	4	4
Science		1	2	3	4
Spanish			1	2	3
Roundtable	1	2	3	3	3
100 Hour Internship				1	1
Internship Exhibition Night				1	1

**Reminder:** Students and parents must understand that simply meeting (and not exceeding) the minimum requirements does not typically lead to acceptance into a competitive four-year college or receiving financial aid.

**Grade 9:** In order to be promoted to the 10th grade, a student must:

- earn a passing grade (70% or above) in humanities and math
- successfully complete a Roundtable, earning a grade of Passing or Honors.

**Grade 10:** In order to be promoted to the 11th grade, a student must:

- earn a passing grade (70% or above) in humanities and math
- earn a minimum of one credit of a laboratory science course
- earn a minimum of one credit of Wellness and Movement\*
- earn a minimum of one credit of high school art\*
- successfully complete a Roundtable, earning a grade of Passing or Honors.

**Grade 11:** In order to be promoted to the 12th grade, a student must:

- earn a passing grade (70% or above) in English and math
- earn two laboratory science credits by earning a passing grade (70% or above) in two different science courses
- earn one credit of Spanish
- earn a minimum of one credit of Wellness and Movement\*
- earn a minimum of one credit of high school art\*
- successfully complete a Roundtable, earning a grade of Passing or Honors.

**Grade 12:** In order to graduate from CCSC, a student must:

- earn a passing grade (70% or above) in English and math
- earn one credit of history
- earn three science credits by earning a passing grade (70% or above) in three different science courses (note: beginning with the Class of 2017, three science credits must be earned in laboratory science courses.)
- earn two Spanish credits by earning a passing grade (70% or above) in two different Spanish courses
- earn one senior internship credit, completing a school-sponsored 100-hour senior internship during Semester 2
- successfully present on the internship experience and project at the Senior Internship Exhibition Night, earning a passing grade from the panel of judges.
- earn a minimum of one credit of in Wellness and Movement\*
- earn a minimum of one credit of high school art\*

\* Art and WAM promotion / graduation requirements begin with students in the class of 2019.

Note: The last day of school for seniors is normally earlier than the final day for students in grades 6 through 11. However, seniors will have a final assessment that serves as the fourth benchmark exam of the school year. This exam will be weighted the same as the fourth benchmark exam that all students in grades 6-11 complete.

## Roundtables

Every June, 6th through 11th grade CCSC students present their Roundtable in an hour-long individual session devoted to demonstrating mastery of specific academic content from the year through the examination of major pieces of work in the core subjects. Students prepare for this presentation in their advisories and their core classes throughout the school year. Roundtables provide an opportunity for students to present examples of their class work as well as written reflections on this work to a panel of adults, including their parent(s)/guardian(s), their advisor, and other school and community members. Based on a set of criteria, the advisor and the other attendant CCSC staff members decide whether the student passes his or her Roundtable. Students who do not complete preparation for their Roundtables in time, are late or do not show up for a scheduled Roundtable, or fail their Roundtable will be assigned to a pair of staff members who will meet with them for another, final opportunity to present at a Roundtable session. If a student fails the Roundtable on this second chance, he or she will not be promoted to the next grade. For more information on Roundtables, please contact the Middle School Principal (Becki Norris, [bnorris@ccscambridge.org](mailto:bnorris@ccscambridge.org)).

## Senior Internship Programs

As part of CCSC's mission to prepare students for post-secondary success and productive citizenship through meaningful real world experiences, all seniors are required to complete a 100-hour internship at a local organization or business during their final semester at CCSC. The Director of Student and Family Engagement supervises the placement process, approving all student and site pairings. During these internships, seniors will work closely with mentors at their internship sites. The successful completion of the senior internship allows seniors to observe and practice the habits of successful professionals. All students should be comfortable working with adults outside of the school setting before graduation. In order to earn a diploma and graduate, students must accrue the required hours, complete the assigned writing assignments (journals, project proposals and project check-ins, etc.), and must receive a passing grade on their final presentation. They must also complete all other requirements of the Senior Internship Program.

## Course Credit Recovery (Summer School)

Middle School students who fail a core course must enroll in summer school and earn a recovery credit in order to be promoted to the next grade, as stated by the Middle School Promotion Policy above. High School students, in order to be promoted, must be on track to graduate, which means the student must earn the number of credits in each subject that will be needed. A student is not on track to graduate if he or she relies on the earning of credits during future summers. High School students who fail a course with a final grade of 60-69% are not required to enroll in summer school, but those students who opt out of summer school must carefully consult the Promotion Policy to fully understand the consequences of their decision.

Students are only allowed to recover a maximum of two credits per summer school term. It is important to note that because humanities is a two-credit course, a student cannot take humanities and another course for credit recovery in the same summer school term because he or she would have to take both English and history in order to pass humanities.

Any student finishing the year with a failing final grade of 60-69% is eligible to enroll in and attend summer school in order to recover credit for the failed course. The student's final grade for the course will be changed if he or she successfully earns a grade of 70% or above in the approved summer school course. If a student receives a final grade of 69% or below and then receives a grade of 69% or below in the summer school course, he or she cannot earn the recovery credit. If a student failed the year-long humanities course with a grade between 60% and 69%, he or she must earn a grade of 70% or above in both ELA and history during the summer in order to pass the humanities course taken at CCSC during the year. If a student does not recover credit for a course because he or she failed to earn the minimum required grade for credit recovery in summer school, his or her promotion or graduation status will be



determined by the terms of the Promotion Policy.

Final grades in CCSC courses will be revised according to the table below, depending on the grade earned by the student in the approved summer school course:

Summer School Grade	Revised CCSC Grade
F: 69% or below	No Change in Final Grade
C-, C, or C+ (70% - 79%)	C- (72%)
B-, B, or B+: (80% - 89%)	C (76%)
A-, A, or A+: (90% -100%)	C+ (79%)

If a student fails humanities and takes both ELA and history over the summer, he or she must pass both summer school courses with a grade of 70% or above. When calculating a student's revised final grade, the grade earned in the summer ELA course and the grade earned in the summer history course will be averaged.

However, if a student fails either of the two courses, earning a grade of 69% or lower – in ELA or history – recovery credit will not be awarded and the final CCSC grade will not be revised regardless of whether a student's resulting average is higher than a 70%.

## Special Education

Community Charter School of Cambridge will ensure that all eligible students with disabilities receive a free and appropriate public education as defined by the Americans with Disabilities Act of 1990 (Public Law 110-325), the Individuals with Disabilities Education Act of 2004 (Public Law 108-446) and No Child Left Behind Act of 2001 (Public Law 107-110). Questions regarding individual students should be addressed to your child's principal. Please see page 92 for a full Notice of Rights to Access and Equity of Educational Services for students with disabilities.

## English Language Learners

Community Charter School of Cambridge will ensure that English Language Learners receive equal access to all educational programs and extracurricular opportunities according to Title III of the No Child Left Behind Act of 2001 (PL 107-110). Students identified as having Limited English Proficiency will be provided with specialized instruction in English from a certified ESL teacher and sheltered instruction from content area teachers. Participation in humanities classes may be reduced until the student acquires basic English comprehension and communication skills. English Language Learners are assessed for gains in English proficiency each January and February. Questions regarding individual students should be addressed to the Special Programs Compliance Coordinator (Shannon Coyle, scoyle@ccscambridge.org). Please see page 95 for a full Notice of Rights to Access and Equity of Educational Services for students with disabilities.

## **Extenuating Circumstances**

The Student Support Team (Principal, Chair of Special Programs, Guidance Counselor) initiates plans to facilitate student learning for specific students when medical, legal or significant personal matters so require.

## **MCAS Exams**

CCSC is a public school and is required to participate in the Massachusetts Comprehensive Accountability System (MCAS). All core academic classes design curriculum that is aligned with the Massachusetts Curriculum Frameworks. Students study content and practice skills that directly prepare them for success on the MCAS tests (and beyond). Specific and targeted MCAS preparation is provided in each core academic class. In addition, students take actual MCAS practice exams and learn specific test-taking techniques and strategies.

For the current academic year, the following MCAS exams will be given at CCSC. Specific testing dates will be sent home by mail to parents/ guardians and will be posted on the school's website.

### **English Language Arts**

10th grade MCAS: March 21, 22 & 23

6th, 7th, and 8th grade MCAS: May 2, 4 & 4 (Tentative)

### **Mathematics**

10th grade MCAS: May 16 & 17

6th, 7th & 8th grade MCAS: May 16 & 17 (Tentative)

### **Science, Technology & Engineering**

8th grade Science MCAS: May 18 (Tentative)

High School Introductory Physics MCAS: June 5 & 6



## III. College Counseling Program

### Mission Statement

#### ACCESS:

The primary mission of Community Charter School of Cambridge is to prepare each student for success in college. The CCSC College Counseling Program is designed to make higher education accessible to our students and families by helping them to understand and navigate the college admission and financial aid processes. Given increased competition for college admittance and scholarship attainment, together with rising costs, early preparation and guidance is necessary to ensure successful outcomes. For that reason, our College Counselors work closely with CCSC students and their families, offering extensive support and guidance through each phase of the college admissions process.

#### PERSISTENCE:

In addition to ensuring that students complete the college application and enrollment processes, the college counseling program provides guidance and support with financial aid and the transition to college.

### Program Elements

#### Grades 9-10

Freshman and sophomore students receive college counseling services including college preparatory curriculum delivered in advisory aimed at helping our younger students to understand the importance of getting a college education and what they need to do in high school to prepare for success in college. In addition, they attend college tours and are encouraged to participate in school-based and/or community-based programs and activities to develop valuable skills and explore their interests.

#### Grades 11-12

CCSC students enter the college counseling program at the beginning of their junior year. Upperclassmen participate in campus visits, on-campus activities, college entrance test preparation, evening programs and events at CCSC, college information sessions, college fairs, and individual counseling sessions. Juniors and seniors also receive comprehensive education about the college admissions process through junior and senior college seminars.

During junior year students are introduced to the different phases of the college admissions process. The focus is college and scholarship research and building a college portfolio including: a college application essay, an activity resume, a completed sample college application, a preliminary college list, and a list of 10 scholarships. Scholarships, prizes and awards sponsored or

administered by the district are free of restrictions based upon race, color, sex, gender identity, religion, national origin, sexual orientation or disability. CCSC will adhere to restrictions for private scholarships. CCSC will not give preferential treatment to any particular scholarship offered, endorse or recommend any such scholarship, nor advise or suggest to a particular student that he or she apply for such a scholarship.

During senior year the focus is primarily on finalizing college lists, timely completion and submission of applications for admission and financial aid, as well as college transition and persistence issues. All seniors apply to six to ten colleges or universities. Using a variety of resources (the Internet, catalogs, campus visits, etc.) and in partnership with the college counselor, students determine which schools are a good fit for their personalities, interests and capabilities.

***See the College Counseling Calendar on page 21 for college event dates and application deadlines.***



## IV. Student Activities

### Extracurricular Activities

CCSC believes that student participation in school-based student activities is very important. Extracurricular activity enhances students' lives while also strengthening their college applications. Selective colleges believe that participation in both school-based extracurricular activities and activities that are not affiliated with school are of great benefit to students. CCSC administrators are always willing to work with students to help start new organizations and clubs. Students who are interested in getting involved in an extracurricular may speak with their advisor, an administrator, a teacher or an extracurricular staff or student leader to explore options.

Every organization and club is required to have at least one faculty supervisor. Extracurricular activities or clubs sponsored by the school do not exclude students on the basis of race, sex, gender identity, color, religion, national origin, sexual orientation, disability, or homelessness.

The following student activities are or have been offered at CCSC: National Honor Society, Student Council, yearbook, robotics, mock trial team, writing center, outdoor club, math club, cooking club, chess club, step team, chorus, Pride Acceptance Circle, One Problem at a Time, Constitution in the Classroom, theater, and others. The list varies from year to year depending on staffing, student interest, and other factors. CCSC also partners with outside organizations that are not listed above, such as the ACE Mentor Program, Possible Project, and Breakthrough Collaborative, among others.

### Student Council

The CCSC Student Council is a body of students elected by their peers who will work with the student body, faculty, and staff to support and enhance the CCSC community. Members of the Student Council represent the entire student body. The entire school elects four students from grades 10-12 to serve as the Student Council Officers and to hold the positions of: President, Vice President, Treasurer, and Secretary. In addition, each grade elects two representatives to serve on the Council.

The high school student council representative typically meets once a week in the morning. Middle school student council representatives along with the executive board meets once a week during lunch. All officers and representatives are expected to be at all meetings. Three unexcused absences from a Student Council meeting will result in losing an elected position. Absences will only be excused by documented legal or medical reasons.

**Possible Student Council activities are:** class fundraisers at CCSC sporting events, service projects, school spirit activities, student dances, appreciation days, and conferences and leadership opportunities.

**Eligibility:** Students must maintain a 2.0 GPA and an excellent discipline record. Membership will be reviewed at the end of each marking period to ensure that students remain academically eligible. Student Council Advisors will monitor the frequency and severity of discipline consequences. At their discretion, they may decide to remove a student from the Council at any time.

## Field Trips

Classes or extracurricular clubs at CCSC will occasionally go on field trips. CCSC may require certain behavioral or academic benchmarks to be met in order for students to qualify to participate in field trips. If a field trip is academically required, students who cannot attend will be given a make-up assignment to complete.

Field trips within the city of Cambridge will not require a permission slip. Field trips outside of the city will require a permission slip to be signed by a parent or guardian.

## Athletic Activities

CCSC offers students in all grades the opportunity to try out for and play on the school's varsity athletic teams. CCSC's varsity teams compete in the Massachusetts Charter School Athletic Organization (MCSAO). In addition, CCSC provides additional athletic opportunities to its students beyond varsity athletics. Each year, CCSC works to expand athletic offerings. Currently, the following sports are offered by season:

**Fall:** Varsity Soccer (boys & girls), Varsity Volleyball (girls)

**Winter:** Varsity and Middle School Basketball (boys & girls)

**Spring:** Varsity Baseball (boys), Varsity Softball (girls), Junior Varsity Lacrosse (boys & girls), and Varsity and Middle School Track and Field (boys & girls)

## Student-Athlete Expectations

Representing CCSC as a student-athlete is a privilege. Reasons for removal from a team include, but are not limited to, poor attendance at practice, violating the behavioral standards set forth in the Code of Conduct and/ or failing to meet the academic standards required of student-athletes. Every student-athlete will:

- meet student-athlete academic eligibility requirements outlined below
- have had a physical exam no more than 13 months prior to the start of each sports season (fall, winter, spring). See "Medical Requirements for Athletes" on page 45.
- adhere to the same behavioral expectations as students in CCSC classrooms in athletic settings

- attend all team-related activities
- attend school each and every day, as those student-athletes who are absent or arrive after 10 a.m. will not be permitted to play or practice that day

Furthermore, suspended students will not be permitted to participate in practice or attend games on the days they are serving a suspension. At all times, a student-athlete's continued participation in athletics is subject to the discretion of the Middle School Principal, High School Principal, Athletic Director and/or Head Coach.

## **Athletic Academic Eligibility Expectations**

In order to participate in official league sponsored athletic competition, students must maintain a 73 average across credit-bearing courses. Students must also be passing all non-credit-bearing courses (art, WAM, learning lab, etc.) with a grade of 70 or higher. Students in double-block humanities classes will have that class count twice toward their numerical average. Students' grades will be checked on the morning of athletic competition between the dates of 10/31 and 6/16 throughout the school year.

During the fall season, student-athletes will be removed from their team if they fail to achieve above a 73 average at three consecutive grade check-points. During the winter season, student-athletes will be removed from their team if they fail to achieve above a 73 average at four consecutive check-points. During the spring season, student-athletes will be removed from their team if they fail to achieve above a 73 average at three eligibility check-points.



## **Athletic Extenuating Circumstances Exemption Policy**

The Student Support Team (Principal, Dean of Students, Chair of Special Programs, and a representative from the Department of Guidance and Counseling) in coordination with the Athletic Director, can declare a student eligible to participate in athletic competition if his/her GPA is below 2.0 on a case-by-case basis due to a variety of extenuating circumstances.

## **Athletic Deferment Policy**

Student-athletes are subject to all the same rules that guide the serving of Mandatory Support at CCSC. At times, coaches may choose to use Mandatory Support deferments for players. Coaches receive two deferments per player per season for high school students and three per season for middle school students. As an established baseline, Mandatory Support takes precedence over any athletic event attendance or participation. Student-athletes will be allotted a maximum number of deferments that can be used over the course of a single season. The coach will track the deferments used. A deferment does not serve the Mandatory Support. Rather, it simply moves it to the next day. If a game is later in the evening, a student-athlete can serve his/her Mandatory Support that day and be allowed to participate.

## **Athletic Uniform Policy**

All student-athletes are responsible for the proper care and security of uniforms issued to them. School-issued uniforms are to be worn only for CCSC sponsored contests and/or practices. All student-athletes are responsible for returning their issued athletic uniforms in good condition. Uniforms must be returned immediately following the final competition of the season. Students who lose or damage uniforms will be charged for their replacement or repair of \$50.00. Failure to reimburse lost or damaged uniforms will result in report cards and/or transcripts being withheld until the obligation is met.





## **Sport Parent & Spectator Code of Conduct**

The essential elements of character building and ethics in sports are embodied in the concept of sportsmanship and six core principles: trustworthiness, respect, responsibility, fairness, caring, and good citizenship. The highest potential of sports is achieved when competition reflects these “six pillars of character.”

### **As a parent and/or spectator:**

1. I will not force my child to participate in sports.
2. I will remember that student-athletes participate to have fun and that the game is for youth, not adults.
3. I will inform the coach of any physical disability or ailment that may affect the safety of my child or the safety of others.
4. I will learn the rules of the game.
5. I will teach my child to play by the rules and to resolve conflicts without resorting to hostility or violence.
6. I will teach my child that doing one's best is more important than winning, so that my child will never feel defeated by the outcome of a game or his/her performance.
7. I will praise my child for competing fairly and trying hard, and make my child feel like a winner every time.
8. I will promote the emotional and physical well-being of the athletes ahead of any personal desire I may have for my child to win.
9. I will demand a sports environment for my child that is free from drugs, tobacco, and alcohol and I will refrain from their use at all sports events.
10. I will refrain from coaching my child or other players during games and practices, unless I am one of the official coaches of the team.
11. I will park my car only in assigned parking spots and not in illegal areas such as emergency lanes or handicapped spots.
12. I will avoid speaking negatively about the coach in front of my son/daughter. It may create an insurmountable barrier in their hopes for improvement in their sport.
13. I will leave the sporting area when asked by an official or coach if my conduct has not conformed to this code of conduct.

### **Expectations of Conduct for Spectators and Guests**

“The ideals of good sportsmanship, ethical behavior and integrity should permeate all interscholastic athletics in our community. In perception and practice, good sportsmanship shall be defined as those qualities of behavior, which are characterized by generosity and genuine concern for others. Our athletic fields should be the laboratories to produce good citizens reflecting “fair play” in every area of life.”

## **Expectations of Spectators, Guests and Other Fans**

- Game attendance is a privilege and not a license to verbally assault others or to be obnoxious.
- Respect the entire playing of the National Anthem.
- Respect decisions made by contest officials.
- Be an exemplary role model by positively supporting teams in every manner possible, including content of cheers and signs.
- Become aware of the purpose of the league and rules to keep winning in its proper place.
- Respect fans, coaches and participants.
- Recognize outstanding performances on either side of the playing field.

## **Suggested Positive Behavior Guidelines**

- Applaud during introduction of players, coaches and officials.
- Accept all decision by officials.
- Handshakes between participants and coaches at end of contest, regardless of outcome.
- Search out opposing participants to recognize them for outstanding performance of coaching.
- Applaud at end of contest for performances of all participants.
- Demonstrate concern for injured player, regardless of team.
- Encourage supporting people to display only sportsmanlike conduct.

## **Unacceptable Behavior**

- Yelling or negative chanting or gestures toward opponent.
- Booming or heckling an official's decision.
- Criticizing officials in any way; displays of temper with an official's call.
- Taunting or trash talk.
- Refusing to shake hands or to give recognition for good performances.
- Blaming loss of game on officials, coaches, or participants.
- Laughing or name-calling to distract an opponent.
- Using profanity or displays of anger that draw attention away from the game.
- "Coaching" the student-athletes during a competition from the stands.

## **Philosophy of Athletics**

Competing in interscholastic athletics is a privilege afforded those individuals with the requisite skills, character, and desire. Winning is important, but the high-powered win-at-all-cost mind set does not exist here. However, we do feel it is extremely important that our student-athletes have the opportunity to win in order that they may see the tangible results of their hard work. Making commitments and sacrifices to attain goals is basic to any type of competition. Winning is a much desired by-product and is reflective of the effort put forth. Thus the basic thrust of the program is to provide our student-athletes with the opportunity to achieve overall growth as they compete, learn and strive to win.

## **Conduct On and/or Off the Field**

a. In General. School policy is in effect at all times –you are expected to always display proper school citizenship and behavior. Athletes are expected to show appropriate behavior on and off the fields, courts, and rinks, including in the locker rooms and buses. Horseplay will not be tolerated. Individual coaches have the flexibility, with Principal and AD, to remove athletes from the team for continuous displays of misconduct or to suspend for an appropriate time period for conduct or acts detrimental to the team, school, or program.

Fighting among team players and/or spectators before, during, or after games (either in an offensive or defensive posture) may result in team suspensions and possible school suspensions. Although coaches are responsible for team members from the beginning of practice until dismissal from practice, it is virtually impossible to be with every student at every single moment. Athletes are informed of and must comply with sportsmanship, behavioral, and hazing initiatives.

b. Theft/Damage: An athlete will be suspended for the season for stealing and will be held financially responsible for deliberate damage to CCSC or an opponent's property.

## **Conduct on the Field**

Athletes ejected from a game for fighting or unsportsmanlike behavior will be ineligible to play in the next two league contests. If the behavior is repeated, he or she will not be allowed to play for the remainder of season and, in some cases, the remainder of the school year.

## **School Cancellation**

In the event of emergency cancellation of school, all home games and practices may be cancelled. There will be the possibility of playing an away game. Contact your team captain(s) or the coach.

## Uniforms

Students are issued uniforms each season as well as other equipment. The student is responsible for any and all equipment issued to her/him, and if said equipment is lost, stolen or damaged beyond ordinary wear and tear, the student will provide proper restitution. Students are required to wash uniforms after each game. Students are not to wear school issued uniforms or practice gear anywhere other than to regular games or practices, or to school as game day dress.

## Taunting

Taunting includes any actions or comments by coaches, players, or spectators which are intended to bait, anger, embarrass, ridicule or demean others, whether or not the deeds or words are vulgar or racist. Included in conduct that berates, needles, intimidates or threatens based on race, gender, ethnic origin or background, and conduct that attacks religious beliefs, size, economic status, speech, family, special needs or personal matters.

Examples of taunting include but are not limited to: “trash talk”, defined as verbal communication of a personal nature directed by a competitor to an opponent by ridiculing his/her skills, efforts, sexual orientation, or lack of success, which is likely to provoke an altercation or physical response; and physical intimidation outside the spirit of the game, including “in the face” confrontation by one player to another, and standing over/straddling a tackled or fallen player, etc.

## Head Injury and Concussion Management Regulations

In accordance with state regulations (105 CMR 201.000) in the area of head injuries and concussions in co-curricular athletics activities.

### Medical Clearance and Authorization to Return to Play

Each student who is removed from play for a head injury or experiences symptoms of suspected concussion shall obtain and present to the Athletic Director a Post Sports-Related Head Injury Medical Clearance and Authorization Form prior to resuming the extracurricular athletic activity. If a situation arises such that the student has been cleared to participate and the school staff notes that the student is still experiencing symptoms, that student shall be removed from play. The school has the authority to make the final determination as to whether a student may safely participate in a given extracurricular activity/sport. Participation is a privilege that may be permitted or withheld by the school staff based on individual circumstances. If these situations arise, the school staff will communicate to the parent and to the health care provider who provided the clearance, the specific symptoms and reason for concern, and that the student is not symptom-free. It is the parent's responsibility to communicate with the healthcare provider.

*\*A copy of the concussion policy is posted on the CCSC website.*

## V. Health and Safety

### Health Staff

CCSC has one full-time registered nurse. Students may use the health office if they become ill during the school day, injure themselves, or have a health-related question. The school nurse works in collaboration with a Cambridge Hospital pediatrician and the Cambridge Public Schools nursing staff, but operates independently of these organizations.

### The Dispensing of Medication

Every student receives a medication permission slip in the fall that must be returned to the health office. Only the school nurse may dispense over-the-counter medications such as acetaminophen (Tylenol), or ibuprofen (Advil), and only if there is a medication permission slip on file. In accordance with Department of Health regulations, over-the-counter medications will be administered as per the protocols set forth by the school's nurse and the presiding physician. The school does not stock any cold remedies such as cough drops or vitamins. A student may bring in non-medicated cough drops such as lemon drops or peppermints to school and leave them with the registered nurse. If a parent would like their child to have medicated cough drops then a doctor's order will be needed. No student is permitted to carry any over-the-counter or prescription medications on his/her person or in the bag he/she brings to school during the school day. The exceptions to this are prescription inhalers for asthma and an injection of epinephrine for anaphylaxis. The school health office is happy to store extra emergency medication for any student. Please contact the school prior to arrival on the first day if you have any specific medical questions or if your child has a condition that requires management at school.

If a student requires prescription or over-the-counter medication during the school day, the parent must contact the school nurse to develop a Medication Administration Plan

105 CMR 210.05(E). *Dispensing of prescription or over-the-counter medication requires a school-approved physician authorization form before any medications will be kept at school.*

Please refer to the CCSC website for more detailed information and important forms regarding medication administration. This information may be found under Parent Guardian Info.

### Vaccines & Annual Medical Exam

Every student is required to have on record up-to-date immunizations as required by the Massachusetts School Immunization Requirements that are adjusted and reissued each year by the state. A student may be excluded from school for lack of immunizations in accordance with M.G.L. c.76, sec. 15.

The school strongly recommends annual flu vaccination. These diseases, when present in our community, can be life threatening. Please refer to the CCSC website for more detailed information and important forms regarding immunizations and medical exams. This information may be found under Parent Guardian Info.

***Students must also have an annual medical exam record on file.*** All new students must have a medical exam completed within the 12 months before entering school; new students will not be permitted to begin the school year (that is, attend the required Summer Academy) without submitting these records. Returning students should have a physical annually thereafter, at minimum in 7th and 10th grade for those who entered in 6th grade. (Legally updated physicals are needed in grades 1, 4, 7, and 10. Incoming 6th graders will need an updated physical and then again in 7th grade to show they have received their TDAP vaccination). It is highly recommended that you schedule annual check-up appointments during the spring or summer in order to ensure that your child's records are up to date at the start of each school year.

**Medical Requirements for Athletes:** According to MCSAO league rules, all student-athletes must have up-to-date annual medical exams on file in order to compete on CCSC teams. The medical exam must be dated no more than 13 months prior to the start of the season in which the student is competing. For example, a student playing a fall sport beginning September 1, 2016 must have had a physical on or after August 1, 2015. A student playing a spring sport in 2017 (softball, baseball, or track) must have had a physical on or after Feb. 1, 2016.

## Medical Dismissal

The school nurse may dismiss an ill or injured student during the school day if CCSC is unable to house that student adequately. Families must respond promptly when called to pick up their children for a medical reason. A parent may authorize the student to return home on his/her own if the school deems that the student is well enough to manage the travel. The school reserves the right to call emergency transport and/or 911 to care for any student deemed to have an emergent illness or serious injury, whether or not the school can contact the parent or guardian. In such an event, the school makes every effort to locate and communicate with a family member immediately. A doctor's note is needed if a student needs to be excused from gym for more than one day and turned into the registered nurse. A doctor's order is needed if a student needs crutches, or any other medical device for more than 1 day and turned into the registered nurse.

**According to the Department of Public Health, you cannot send your child to school if:**

- He/She has a fever. A fever is defined as an oral temperature above 100°F. The child must be fever free for 24 hours without any medication such as Tylenol or Motrin.

- He/She is vomiting or has vomited in the past 24 hours.
- He/She has diarrhea or has had diarrhea in the past 24 hours
- He/She has symptoms of a contagious illness such as strep throat, conjunctivitis, an undiagnosed rash, flu, etc.

**According to the Department of Public Health, a child may return to school if:**

- He/she is fever free for 24 hours without medication.
- He/she has not vomited in the past 24 hours.
- He/she has not had diarrhea for the past 24 hours.
- He/she has been on antibiotics for 24 hours.
- He/she has a doctor's note clearing him/her to return to school.

***The school also reserves the right to require a physician-signed medical absence note for re-admission to school following any illness or injury. This serves to document the severity of illness or injury and confirms the student to be well enough to safely return to school.***

## **Home and Hospital Services**

Students who have extended medical absences will be provided with education services, in accordance with 603 CMR 28.03 (3) © and 29.04 (4):

When students are ordered to remain at home or in a hospital due to a medical reason for at least 14 school days in a single year, the principal or school nurse shall acquire a written order from the student's physician. Additionally, the school will ensure that educational services are provided to this student, at their home or in the hospital, for this time period. These services will be available to students as long as they do not interfere with the student's medical care. If a student in question is on an Individualized Education Plan, the principal and school nurse will coordinate services with the Director of Special Programs.

Once the student's personal physician has determined a home or hospital stay of at least 14 days is necessary, the physician will submit a signed statement to CCSC. The physician's notice must include the following:

- A. the date the student was admitted to a hospital or was confined to home;
- B. the medical reason(s), or diagnosis, for confinement;
- C. the expected duration of the confinement; and,
- D. what medical needs of the student should be considered in planning the home or hospital education services

Students who are ordered to remain at home or in a hospital due to a medical reason for 3-13 days should submit this documentation as well. In these circumstances, educational services will not be provided, but the

student's principal and advisor will work together to initiate an Extenuating Circumstances Plan that will address educational needs due to extended medical absence.

Students with chronic illnesses whose time out of school due to their illness might add up to at least 14 days are also eligible for home/hospital services. As soon as CCSC receives written notice from the student's physician that the services are necessary, CCSC will provide services without delay. Services provided will be carried out by a member of the district or by a contracted employee who has been hired to deliver these services. The number of hours of provided services is dependent on the individual child's educational and medical needs. If the student is on an IEP, all parts of the IEP will be followed during the educational services.

If services are to be provided in the home, CCSC requires that an adult family member be present when services are carried out. If this is not possible because of scheduling conflicts, CCSC will either reschedule the time when services can be provided to a time when an adult can be present, or CCSC will send an additional staff member to provide the services. This will be determined based on individual family needs.

CCSC shall not deny any married or unmarried student (who is otherwise eligible to attend) an educational program solely because of pregnancy, childbirth, pregnancy-related disabilities, or actual or potential parenthood; nor shall a pregnant student under the age of seventeen (17) be excused from the requirements of the Compulsory Attendance Statute solely for reasons of her pregnancy or maternity. Students will be permitted to remain in classes and participate in extracurricular activities through the pregnancy. Pregnant students shall be encouraged to remain in their regular school program as long as their physical and emotional condition permits. After giving birth, students are permitted to return to the same academic and extracurricular program as before the leave. Overall, students who are pregnant will adhere to the home and hospital policy to receive educational services in CCSC classrooms, at home, or in the hospital, as deemed necessary by the student's physician.

## **Counseling and Student Support Services**

CCSC aims to create an environment that supports the academic, social, and emotional well-being of all students. CCSC provides preventative and intervention services within the school, and also provides students and families with relevant information on community-based resources.

CCSC school counselors are accessible to students and families. In collaboration with a school counselor, students and families can explore support service options ranging from school-based support to a referral for support at a community agency or with their primary care physician. Should a mental health crisis occur during the school day, it will be handled in the same manner as a medical emergency. A parent/guardian will be contacted first. In



the event that a parent cannot be located, school officials may choose to take action independently, as they would in a medical emergency. The student will not be allowed back to school without a doctor's note. If a student is a danger to him/herself or to another student(s) or is at risk of being harmed by someone, by law, the Guidance and Counseling Department is required to report information to the appropriate agencies.

## **Sex Education Course**

CCSC offers sex education as a part of its curriculum. For each student who is slated to receive sex education, parents/guardians will receive an opt-out letter offering the option of exempting their child from any portion of the sex education curriculum through written notification to the school. No child so exempted shall be penalized by reason of such exemption. To the extent practicable, program instruction materials for said curricula shall be made reasonably accessible to parents/guardians, educators, school administrators, and others for inspection and review.

## **Fire Drills**

Fire drills are a very serious part of the school routine. Whether in a drill or a fire, the actions that students and staff take are the same. Students leave and return to the building following the instructions of the school staff, always remaining silent and orderly. The signal for a fire drill will be a long continuous ring of the fire alarm and flashing of strobe lights. Students should immediately stand up and, in a silent and orderly fashion, move out of the buildings according to the directions of the teacher. Once outside and lined up in the designated areas with their teachers, students will remain silent and await further instruction. Students will return to the school buildings only when directed.

In order to ensure that fire drills are a serious and effective emergency preparedness exercise, students who talk during a fire drill will be assigned one hour of Mandatory Behavior Reflection. Further infractions of the CCSC Code of Conduct during a fire drill may earn more severe consequences, at the discretion of the principal.

Fire drills shall be held throughout the year. The drills will be planned in such a way as to accomplish the evacuation of the school building in the shortest possible time and in the most efficient and orderly fashion. The Head of School will see that the school complies with all legal requirements related to emergency and evacuation procedures. Exit doors shall be kept unlocked from the inside and all corridors and usual means of exit shall be kept free from obstruction of any kind.

## VI. Computer and Network Use Policy

Individuals who are provided access to CCSC's computer facilities and/or to the school network assume responsibility for appropriate use. CCSC expects individuals to be careful, honest, responsible, and civil in the use of computers and networks. Those who use the network to communicate with others or to connect to external networks are expected to abide by the rules governing the remote systems and networks as well as the rules defined herewith. In addition to the CCSC terms of use, users are subject to all local, state and federal laws.

### Accessing Internet Content

CCSC uses an Internet content filtering device that is designed to prevent inappropriate and/or malicious data from infiltrating CCSC's protected and private local network. Such data includes, but is not limited to:

- Pornographic or otherwise obscene material
- Graphically violent material
- Illegally duplicated music, videos and software or other copyrighted material
- Unauthorized applications
- Malicious software such as viruses, spyware, or adware
- Racist, sexist and otherwise pejorative or discriminatory speech

Any attempt to use the CCSC computer facilities or network to access or disseminate data or content that meets the above description above is in direct violation of the terms of appropriate use.

The Information Technology Department recognizes that it is nearly impossible to block all communication with every potentially unscrupulous person using the Internet. Use of CCSC's network by a student constitutes acceptance of this risk by the student's parent(s) or guardian(s).

### Responsibilities of Network Users

All users of CCSC's computer facilities are required to act by notifying the Information Technology Department or an administrator when the following occurs:

- Accidental viewing of or access to inappropriate content
- Accidental access of another user's account
- Absence of data, such as word processing documents, from a user's account
- A computer appears in any way defective or physically damaged
- Learning that someone uses technological means to aggrieve or demean another individual—colloquially known as cyber-bullying—or that someone is the recipient of said behavior

## Privacy

CCSC reserves the right to inspect any and all data stored on or transmitted through its network. Users should not have any expectation of privacy with respect to any data kept on or transmitted through CCSC's network in any way. This includes but is not limited to data in the form of:

- Email communications
- Word processing documents
- Spreadsheets
- Presentations
- Websites
- Blogs
- Instant Messages
- File attachments
- Voicemails
- IP addresses

CCSC reserves the right to monitor all data contained and transmitted in the system to protect the integrity of the system and to insure compliance with the policies, laws, and regulations governing appropriate use.

Students are explicitly prohibited from engaging in the following activities on CCSC's computers and/or network:

- Bullying and harassment of any kind, as determined by CCSC
- Cheating of any kind, including plagiarism
- Communication with anyone outside of CCSC without explicit permission of a CCSC teacher or administrator. This includes but is not limited to using the following methods:
  - Email, instant messaging or other chat services
  - VOIP
  - Forums and bulletin boards
  - Blogs or social networking sites
- Attempting in any way to defeat, compromise or discover the security and filtering methods set in place by CCSC. This includes but is not limited to the following:
  - Trying to obtain any password other than the student's own
  - Trying to access any account other than the student's own
  - Network/Packet "sniffing"

- Connecting to the school's wireless network outside of school hours, outside of the physical confines of the school and/or without explicit permission.
- Using proxy servers or any other method to access websites blocked by the school's Internet filter
- File sharing with anyone outside of CCSC without explicit permission of a CCSC teacher or administrator
- Viewing, downloading or otherwise accessing inappropriate and/or obscene material, including anything deemed obscene by CCSC
- Viewing, listening to or otherwise accessing high-bandwidth media without explicit permission of a CCSC teacher or administrator
- Downloading any files from a remote computer without express permission of a teacher or administrator
- Sharing user accounts and/or passwords
- Installing or modifying software or hardware
- Modifying the configuration of any of CCSC's networked devices
- Using CCSC's printers, scanners, or copiers for anything other than approved school work

## Sharing of Account Login Information

Students must not share user names and passwords with anyone and must log out of the computer before leaving it unattended. Students will always be held accountable for violations of the Network and Computer Use Policy from their account regardless of circumstances. Please note that students can, at any time, request a new password from members of the technology department. In fact, consistently changing passwords is considered an important safety procedure, and one in which we hope CCSC students engage.

For the disciplinary consequences of violating the school's computer and network use policies, see pages 61 of the Code of Conduct section.



## VII. Guidelines and Expectations: The Code of Conduct

### Guiding Philosophy

CCSC believes that every single student can be successful in high school and persist through college and beyond. In order to develop habits necessary to achieve this, students must develop and practice specific habits that lead to success, and they must behave in ways that support their own learning and that of their peers.

CCSC expects that all students, faculty, and staff treat one another, themselves, and school space and property with dignity and respect, always allowing those around them to focus and learn.

They are also expected to support a positive environment wherein every student can focus on improving themselves **academically, behaviorally and emotionally**, without unnecessary distractions.

All students, faculty, and staff will continuously work together to ensure that such respect is evidenced in the classroom, the extracurricular activities, and the community.

To reinforce the respect that every member of the CCSC community is due and to nurture a school environment where learning and teaching can flourish, the CCSC Code of Conduct:

- sets basic, though not exhaustive, expectations for students' behavior,
- defines basic rules, regulations, and consequences designed to create a safe, positive, appropriate, and learning-focused environment for all students and adults at all times, and
- encourages students to model the core values of CCSC: citizenship, commitment, scholarship, and courage.

The Code of Conduct applies to students when they are in school, participating in extracurricular activities/school-sponsored events in or out of the school, and traveling to and from school and school events.

*All students and parent/guardians must agree to comply with the school's Code of Conduct by signing the "Acceptance of Terms" form (see page 111). Extreme excessive, or repeated infractions of any portion of the CCSC Code of Conduct may lead to further consequences, including short- and long-term suspensions (see page 68).*

## Behavioral Expectations and Consequences

CCSC expects respectful behavior within all classes and school-related activities, programs, and athletic events regardless of whether these events take place before, during, or after school. CCSC students are representing the school wherever they are, and are expected to conduct themselves in a manner consistent with these expectations.

At CCSC, consequences are designed to set clear expectations and consequences for students. Positive consequences (merits) are awarded for behavior reflecting the school values and exceeding these expectations.

### Recognizing, Encouraging, and Rewarding Positive Student Behavior

When students go above and beyond basic expectations, CCSC endeavors to publicly recognize them. For instance:

- CCSC students exhibit commendable behaviors daily, both in and out of class. **Merits are earned when students demonstrate one of our core values (citizenship, commitment, scholarship, and courage.)** Students who earn a certain number of merits may choose from a variety of prizes including school supplies, CCSC gear, lunch with a faculty member, and other rewards.
- Additionally, students are recognized each quarter for academic excellence in a specific subject or for overall excellence (honor roll).
- Awards ceremonies are held twice a year to recognize the students who have most distinguished themselves throughout the semester by upholding CCSC's core values.

### Responding to Violations of Behavioral Expectations

CCSC supports students in identifying and modifying behavior that is counter to our expectations. Consequences for violating expectations include the following:

- Demerits are warnings issued for minor violations of the Code of Conduct.
- Three demerits in one day equal 45 minutes of Mandatory Study Hall. Students who have earned three demerits in a given day have typically hindered their learning or the learning of others. Students who earn Mandatory Study Hall must silently complete schoolwork for 45 minutes after school in the Mandatory Study Hall room. High School students may be given the option to serve in After School Learning Centers on Mondays, Tuesdays, and Thursdays.
- Mandatory Homework Support (Middle School) is earned when Middle School students do not properly turn in a homework assignment or turn in an incomplete assignment. Students may serve their 45-minute Mandatory Homework Support in the Mandatory Study Hall room or in After-School Learning Centers.

- When a student is disrespectful, one hour of Mandatory Behavior Reflection may be earned. Mandatory Behavior Reflection takes place after school on Mondays, Tuesdays, Thursdays, and Fridays.
- Serious infractions or an accumulation of multiple Mandatory Support Sessions, include Mandatory Wednesday Support, Saturday School, and Suspensions.

While all CCSC faculty and staff can issue disciplinary consequences, the Middle and High School Principals and their designees have the discretion to implement alternate and/or additional consequences. The following are expectations for behavior at CCSC. Violation of these expectations may lead to disciplinary consequences.

## Dress Code Expectations

*Commitment to dressing professionally helps students to remain focused on their studies.* The dress code, as laid out in the Dress Code Policy on pages 11, is in effect any time students are in the school building or at officially sponsored school activities, unless otherwise noted.

- Violations of the Dress Code policy carry a minimum consequence of one demerit. Students who habitually violate the dress code may be given further disciplinary consequences at the discretion of the principal.
- If students arrive without correct dress code, or change out of dress code at any point, they may not be allowed to attend class or may be sent home to change at the discretion of the principal.
- If a student is approved to be out of dress code for any reasons, he or she must have a pass from the principal giving them permission to be out of dress code.

## Attendance Expectations

*Commitment to attending all required school activities is the first step to academic success.* Students are required to be seated in Morning Meeting by 8:30 a.m. and are expected to be present and on time for every scheduled class or activity thereafter. The consequences for violations to this policy are:

### *Tardiness:*

- Students who are not present at the start of Morning Meeting at 8:30 a.m. will earn one demerit.
- Students who pass through dress code check after 8:40 a.m. will earn three demerits (which sum to 45 minutes of Mandatory Study Hall).
- Students who arrive after 10:00 a.m. will be marked unexcused absent for the entire day.

- All students who arrive late to school must check in at the front desk. Students risk escalated consequences if they do not do so.
- Students who are late to any class during the day without permission from a staff member will earn one demerit.
- Students who arrive more than five minutes late to class without permission will earn one hour of Mandatory Behavior Reflection.

***Other Attendance Violations:***

- Students who are not in their scheduled classes or at their assigned spaces (lunchrooms, etc.) must have a pass. Students in the hallway or elsewhere without a pass will earn a minimum consequence of one demerit. The consequence may be more serious, at the principal’s discretion, for repeated or egregious violations.
- Students who skip school, cut a class, or leave the school buildings without permission will receive either Mandatory Behavior Refelction, Saturday School, or a one-day suspension, at the discretion of the Principal. Further violations may result in lengthier suspensions. Work missed during either set of circumstances may not be made up or turned in without approval of the teacher(s) involved and the Principal. If the work is accepted, it will carry late penalties.
- Excessive absences without medical or legal documentation may have academic, as well as behavioral, consequences. Please see the AVF section on page 10 for more information. Parents/guardians may be required to meet with the Principal if students’ absences become excessive.
- Students may be dismissed early from school only if permission is given by the student’s legal guardian as recorded in the student’s records (in writing or by telephone). In the event that the student has a medical or legal appointment that conflicts with any school scheduled requirement on a specific day, official documentation must be presented when the student arrives to school the next day.

**Food and Drink Expectations**

*Keeping all food and drink in approved spaces is one way of respecting the cleanliness of our school, which demonstrates citizenship.*

Food and drink (other than water) are not allowed outside of lunch or snack time. During lunch and snack time, food and drinks other than water must be consumed while seated at a table in approved spaces and must never be in the hallways or non-approved classrooms. Water, which must be in a clear, sealed plastic container, may be carried to class at all times during the day. Food and drink, including water, are never allowed near computers or other school-owned electronics.

- Violations of this policy will result in a minimum consequence of one demerit.



- Because gum frequently damages school property such as carpets and tables, chewing gum will result in one hour of Mandatory Behavior Reflection.
- Over-the-counter medications or cough drops are not allowed in classrooms, hallways or stairwells without written permission from the school nurse or an administrator. Medications may only be taken in the presence of a nurse or an administrator, and only done so with proper medical permission.

### ***High School Food and Drink Policy Differences:***

- 11th and 12th grade students are permitted to travel off-campus for lunch. However, the High School Principal has discretion to remove off-campus lunch privileges for a specific student or all students.
- 11th and 12th graders cannot bring food from off-campus to students eating lunch in another building.

## **Learning Environment Expectations**

In order to preserve the integrity of the learning environment, certain expectations of professionalism hold across all CCSC classrooms and learning spaces.

**Preparedness:** *Students are expected to arrive at class ready to engage in learning, with all school supplies, which shows scholarship and commitment.*

- Students must bring all supplies required by the teacher including, but not limited to: an agenda book, binder, DEAR book, calculator, writing utensils, classwork, notes, previously given assignments, and paper to write on.
- Violations of this policy will result in a minimum consequence of one demerit.

**On-task, productive behavior:** *Classes at CCSC are focused and structured, maximizing every minute for learning. It takes citizenship, commitment and courage to meet high expectations of classroom behavior.*

- Students are expected to behave in a way that allows them and their peers optimal opportunities for learning, which requires them to refrain from disruptive behavior. Examples of class disruption include, but are not limited to: tapping and banging on the tables, adjusting the windows without permission, tipping in a chair, and speaking out of turn or when not called upon (“calling out”).
- Violations of this policy will result in a minimum consequence of one demerit.

**Attentive behavior:** *Stepping up to meet the demands of rigorous work requires the commitment to listen closely, look at the person speaking, and willingly meet the expectations of teachers and other adults.*

- Students are expected to pay attention and follow directions.
- Violation of this policy will result in a minimum consequence of one

demerit. Examples include, but are not limited to: holding off-topic conversations, failing to pay attention to the teacher and to other classmates, reading unauthorized material, or neglecting to follow classroom rules.

**Professional behavior:** *Acting in a mature, respectful and professional way in class and in the hallways demonstrates citizenship.*

- Students must keep hands and bodies to themselves, and horseplay is never allowed. Horseplay includes, but is not limited to: poking or jostling other students, running in the hallways, and general roughhousing.
- Violation of this policy will result in a minimum consequence of one demerit. Students whose physical actions are deemed to be unsafe or threatening may earn stronger consequences.

**Portable electronic devices:** *Scholarship at CCSC requires total focus and commitment, and cell phones/electronic devices interfere with this effort.*

- Bringing cell phones and other electronic devices to school is discouraged, as CCSC cannot be responsible for any student electronics that are lost, stolen, or damaged. Parents/guardians can always call the school if they need to deliver a message to their child.
- If students do bring cell phones and other portable electronic devices to school, they should neither be seen nor heard. They must remain turned off and out of sight throughout the school day, including before and after school hours. They may not be used in the school building or grounds or charged in the school building (including in offices or classrooms).
- The first time a cell phone or other portable electronic device is seen or heard (being used or not), it will be confiscated and the student will earn a minimum consequence of one demerit. The student may collect the phone after school from the Principal or the Dean of Students at the end of the day. The second time, a parent or guardian may be required to come to the school to retrieve the device. Further infractions, at the discretion of the Principal, may incur more severe penalties including the phone remaining locked in an administrator's office overnight or for 1-2 days.
- If a student refuses to turn over a phone when requested by an adult, he/she will be issued a minimum consequence of one hour of Mandatory Behavior Reflection, and may be referred to the Dean of Students. The Principal will determine if a greater consequence will be administered on a case-by-case basis.
- Depending on the circumstances of a cell phone's use in school (including, but not limited to: use during tests and quizzes; accessing of inappropriate content; or cyber-bullying or harassment), the Principal has the discretion to assign a more severe consequence.

## Academic Responsibility & Integrity Expectations

*Students show scholarship by completing their own work according to expectations and citizenship by expecting their peers to do the same.*

**Timely Work Submission:** *Students who turn in their work on time and in an appropriate fashion demonstrate commitment to their learning.*

Students are expected to complete the work they have been assigned in the manner the teacher has requested:

- Students are expected to submit their work on time. Usually, homework is submitted in Homework First bins before the start of the school day. Occasionally, teachers may require another method of submission. Middle

School students who do not turn in work in the manner they are directed will receive 45 minutes of Mandatory Homework Support for each assignment they have not completed and/or turned correctly. High School students will receive a demerit for each missed or incomplete assignment.

- For projects, multi-day assignments, or other major assignments including Roundtable work, students may receive multiple Mandatory Homework Supports or more serious consequences for missing work, at the discretion of the teacher.

**Academic Integrity:** *Ensuring submitted work represents independent thought is an important element required for demonstrating scholarship.*

Students must do their own work. CCSC considers cheating and plagiarism of any kind a serious offense.

- Plagiarism has occurred when an individual has used or passed along ideas or writings of another as one's own. Cheating includes any action which gives a student improper access to answers on an assignment or assessment or gives a student a grade that he or she did not earn.
- Often, teachers have students grade their own or their classmates' work during class. Any violation of the rules instituted by the teacher (e.g. "no other papers on desk," "no pencils out," and other classroom rules) during this grading time may be defined as cheating.
- Plagiarism includes copying another student's assignment or allowing someone else to copy one's assignment. Plagiarism also includes completing an assignment with the help of a classmate and not stating, in writing on top of the work submitted, the other student's name. Students may collaborate or "get help" if the following conditions are met:
  - 1) the teacher explicitly approves or the assignment/assessment explicitly states that students can "get help" from one another;

- 2) at the top of the assignment, all students must write the name, or names, of any other student, or students, with whom they worked. Individual teachers may add additional requirements, but this baseline applies to all students in all courses.

Failure to adhere to these policies will mean the student has cheated or plagiarized.

- In all situations, even when students have collaborated with permission, individual student work must be in the student's own words and cannot show evidence of having been directly copied from another student.
- Students who completed their own work, but willingly allowed another student to copy it, are also considered to have cheated on the assignment.
- It is important that students use technology resources as intended by teachers and other members of CCSC's staff. Students should seek to understand all expectations around the use of technology, including Internet research and collaborative tools.

The Principals and/or their designees will determine which students were complicit when plagiarism or cheating has occurred. The following outlines the consequences for the first, second and third offenses of plagiarism and/or cheating.

### ***First Offense***

- The student(s) receive a zero on the assignment. Student(s) earns a minimum consequence of one hour of Mandatory Behavior Reflection.
- The Principal or teacher will notify parent/guardian of the student's(s') offense.
- The teacher will submit an incident report along with two copies of all plagiarized work to the Principal to be filed in each involved student's permanent records.

### ***Subsequent Offenses***

- The student(s) earns a serious consequence at the discretion of the Principal, up to a suspension.
- The student and his or her parent/guardian may be required to meet with the Principal.
- The teacher will submit an incident report along with two copies of all plagiarized work to the Principal to be filed in each involved student's permanent records.

### ***Reporting to colleges:***

- High School students should note that every incident of plagiarism that results in a suspension must be reported to colleges as part of the application process.

## Computer and Network Use Expectations

*Students demonstrate citizenship by respecting their school's property, including its computers and networks.*

The Computer and Network Use Policy, as defined on pages 50-52, requires that students be careful, honest, and responsible in the use of the school's network and computer resources. As such, students are expected to use the school's computers for educational purposes only, while displaying the citizenship and integrity typically expected of the student body. Any instance of cyber-bullying using school resources will be treated as bullying. As such, it will not be governed by this section of the discipline code, but rather the sections of this Code of Conduct that do pertain directly to bullying, which can be found on pages 53-67. Furthermore, any instance where a computer or the network is used to violate any other section of the discipline code, the penalties of those infractions may supersede these or be considered in addition to the consequences laid out below.

### ***First Offense***

The first time a student is found to be in violation of the Network Use Policy, he or she may earn either one hour of Mandatory Behavior Reflection or Saturday School, depending on the severity of offense.

### ***Second Offense***

The second time a student is found to be in violation of the Network Use Policy, he or she may earn a suspension or other consequences, and computer use privileges may be revoked at the discretion of the Principal.

## Respect Expectations

The CCSC community is based on respect. Respect is shown through choices, words and actions. If a student chooses not to respect other students, the staff, the classroom learning environment, the school, or the greater community, he or she may earn one hour of Mandatory Behavior Reflection or more severe consequences. Students who show extreme disrespect may earn more severe consequences. Students who endanger or threaten to endanger others will face disciplinary consequences.

Students are expected to report when they know they have reason to believe that another member of CCSC's community is endangered or may be endangering others. The four types of respect expected of CCSC students are listed below:

- **Respecting Staff:** *Respecting faculty, staff, guests, and volunteers is one way that students show scholarship and commitment to their learning.* Examples of disrespect of staff include, but are not limited, to: using inappropriate language, yelling, lying, being confrontational, and refusing to follow instructions.
- **Respecting Other Students:** *Respecting Other Students: Students show citizenship by respecting their peers, and they show courage by treating every classmate equally.* Examples of disrespect of students include, but are not limited to: taunting, slapping at, and intimidating others; using foul language; and using derogatory racial terms, language with sexual connotations, or otherwise offensive language. Threats and other verbally or physically abusive behavior (including harassment and bullying) carry more severe consequences; see the Anti-Bullying Law section on pages 61-62 for more information.
- **Respecting the School:** *Students show citizenship by respecting all aspects of the school community, which includes school facilities, systems, and routines.*
  - Examples of disrespect of school include, but are not limited to: late arrival to Mandatory Support, neglecting to pick up one’s trash or perform assigned lunch clean-up duties, damaging or defacing any school property, or taking teachers’ supplies and materials without permission.
  - Students who drive to school may not park their personal cars in the school parking lot.
  - Students are also expected to use class materials carefully, and as instructed by the teacher. If materials are wasted or damaged from misuse or a lack of proper care, students will be responsible for the cost of repairing or replacing them. Vandalism to school property will immediately result in a conference with the student, his/her parents or guardians and the Principal and/or her/his designee. The offending student(s) will pay for the damage. Vandalism and graffiti may result in a suspension, at the discretion of the principal.
- **Respecting the Greater Community:** *Respecting our neighbors shows good citizenship.*
  - Any reports of disrespect in the community areas surrounding CCSC will be investigated. Students who are found to be representing CCSC poorly with their behavior will earn a minimum of one hour of Mandatory Behavior Reflection.
  - Many CCSC students arrive at school via the MBTA’s Kendall or Lechmere Stations. These stations, and the businesses around them, are private property and must be respected. Students are required to

follow rules set by the managers of these properties, and may earn school-based consequences if they do not. Students are also expected to treat all private and public properties near the school with respect, and will earn consequences if they do not.

**Disciplinary Referrals:** Consistently respectful behavior facilitates learning of every student in the classroom and allows every member of the classroom community to feel safe. Students who are excessively disruptive or disrespectful may be sent to the Principal's or her/his designee's office to ensure that their classmates' learning is not compromised. The goal of these check-ins with the Principals or the Dean of Students is always to help the student turn around the disruptive or disrespectful behavior and re-enter class as productively and quickly as possible.

When students are sent to the office for any behavioral reason, they may earn one hour of Mandatory Behavior Reflection and/or a phone call home. If the offense is severe, a student may earn more serious consequences.

## **RADAR and SONAR**

RADAR (Reward And Discipline Administration Resource) is CCSC's internal web-based application for the recording of merits, demerits, Mandatory Support and Study Hall, and more serious disciplinary consequences. All staff members may issue consequences for any CCSC student, and RADAR automatically generates lists of students who have earned the most merits, students who should attend Mandatory Support each day, etc. RADAR works with our phone system to send automatic calls to families of students who must attend Mandatory Support.

SONAR (Student ONline Access to Radar) is CCSC's web interface that allows students and parents/guardians to check students' current discipline records. All parents/guardians and students will have a SONAR username and password and can check totals of disciplinary consequences from their computers and mobile devices. If there are ever issues with logging in, the student or parent/guardian should inquire with the school. Students or parents/guardians are always expected to communicate with the staff member who has issued a consequence, or with an administrator, if they have questions about a consequence. Students should always demonstrate respect when inquiring about consequences, and must do so at the times allowed by the staff member.

## Mandatory Support Schedule

Types of Mandatory Support	Time
Mandatory Study Hall and Middle School Mandatory Homework Support	3:45-4:30 p.m. ( <i>Mon., Tues., Thurs., Fri.</i> ) or, optionally for High School students, 7:30-8:15 a.m. ( <i>selected mornings only</i> )
Mandatory Behavior Reflection	3:45-4:45 p.m. ( <i>Mon., Tues., Thurs., Fri.</i> )
Mandatory Wednesday Support	1:35-3:35 p.m.
Saturday School	8:00 a.m.-12:00 p.m. ( <i>or until 12:30 in cases of late arrival</i> )

Mandatory Support sessions begin promptly according to the schedule above. Late arrival to Mandatory Support or improper behavior during Mandatory Support may lead to a lengthier session, additional Mandatory Support and Study Hall, or the assignment of Saturday School. Students who do not attend a scheduled Mandatory Support session will earn Saturday School.

***Bathroom rules for students in Mandatory Support:*** Students must use the bathroom before coming to Mandatory Support. With the exception of short bathroom breaks allowed during Mandatory Wednesday Support and Saturday School, students will not be allowed to leave Mandatory Support to go to the bathroom or make phone calls home.

## Notice of Mandatory Support

Parents/guardians will receive a phone call and/or an email through the school’s automated messaging system if a student is required to serve Mandatory Support the following day.





## Missing Mandatory Support

Students may only miss Mandatory Support if they have a medical or legal appointment, or if they have obtained special permission from the Principal or her/his designee. In the event that a student has a medical or legal appointment that conflicts with the serving of Mandatory Support on a specific day, documentation must be presented when the student arrives at school the next day. Documentation is typically in the form of a note from the office of the medical practitioner or other official and must be on letterhead. A parent/guardian note certifying that a student attended an appointment is not enough. If proper documentation is not presented the following day, CCSC will consider the Mandatory Support session in question skipped, and the student will earn consequences as follows:

- All students will earn Saturday School if they skip any Mandatory Support session Monday through Friday.
- All students may, at the discretion of the principal, earn consequences up to and including suspension if they skip Saturday School.

Students will not be admitted to Mandatory Support more than five minutes late. If they are more than five minutes late, they will be sent home and will earn a consequence for skipping Mandatory Support.

## Mandatory Behavior

Students in Mandatory Behavior Reflection are required to follow the rules announced by the Mandatory Support monitor, including remaining silent when told to do so. Students complete a reflective assignment or, at the discretion of the Principal, may be assigned other tasks. When finished with required tasks, students must do homework or read silently. Students who do not successfully complete requirements may receive a lengthier session, additional consequences, or the assignment of Saturday School. Although Mandatory Behavior Reflection generally occurs after school, the Principal or her/his designee may, at his or her discretion, assign alternative methods for serving the Mandatory Support session (including but not limited to community service, meeting with a teacher or parent, silent lunch, removal from extracurricular activities, revocation of other non-academic privileges, etc.)

## Mandatory Study Hall

Three demerits in one day equal 45 minutes of Mandatory Study Hall. Student may receive demerits when they do not meet school expectations, including but not limited to those described above. Students who earn Mandatory Study Hall are required to serve it in the Mandatory Study Hall room; High School students may opt instead to serve in After-school Learning Centers on Monday, Tuesday, or Thursday. They must spend 45 minutes doing schoolwork. In order to receive credit for serving the Mandatory Study Hall, a student must

demonstrate to the monitor that he/she has completed a substantive amount of work. If a student serving Mandatory Study Hall has no homework or DEAR book, he/she will be asked to complete an alternate assignment. Students who do not attend a scheduled Mandatory Study Hall will earn Saturday School.

### **Mandatory Homework Support** (Middle School students only)

Middle School students must serve 45 minutes of Mandatory Homework Support for each homework assignment not correctly submitted to the Homework First bins in the morning of the date it is due (“Missing Homework”) or not adequately completed as determined by the teacher of the class (“Incomplete Homework”). Students may also receive up to 45 minutes of Mandatory Homework Support in a day for failing to have a DEAR book to read during DEAR or core classes. Students may serve Mandatory Homework Support in the Mandatory Study Hall room or (on Mondays, Tuesdays, or Thursdays) in one of CCSC’s After-School Learning Centers. In either of these places, they may request help from Mandatory Support monitors or teachers but must not socialize with other students and must complete homework. If a student arrives to Mandatory Homework Support with no homework or DEAR book, he/she will be asked to complete an alternate assignment in the Mandatory Study Hall room. Students who do not attend a scheduled Mandatory Homework Support will earn Saturday School.

### **Morning Mandatory Support Option**

High School students with Mandatory Study Hall on their RADAR may serve it in the morning. With permission from the principal or her designee, Middle School students may also serve Mandatory Study Hall or Mandatory Homework Support in the morning. Students wishing to serve Mandatory Support in the morning must arrive by 7:30 a.m. They will be required to serve until 8:15 a.m. Students will receive 1 demerit for arriving between 7:30 a.m. and 7:35 a.m. They will not be permitted to serve after 7:35 a.m. The principal may decide to remove the privilege of serving a Morning Mandatory Support for a variety of reasons on a case-by-case basis.

### **Mandatory Wednesday Support**

On Wednesdays, students with three or more unserved Mandatory Support sessions are required to serve a Mandatory Wednesday Support session from 1:35 p.m. to 3:35 p.m. Based on the type of active consequences a student has, the principal will determine what type(s) of consequences the student will serve. On early release Wednesdays, Mandatory Support takes place from 11:35 a.m. to 1:35 p.m., and lunch is provided.

## Saturday School

There are two types of Saturday School:

- Behavior Saturday School, earned when:
  - any student accumulates a total of five or more hours of Mandatory Behavior Reflection in a single week for being referred to the Principal or her/his designee for major disruptions to the learning environment, or
  - certain after-school Mandatory Support sessions are skipped, as detailed above in “Missing Mandatory Support”, or
  - any student commits serious behavioral offenses or accumulates an excessive number of offenses, at the discretion of the Principal or her/his designee
- Homework Saturday School, earned when Middle School students accumulate a total of five or more active Mandatory Homework Support sessions

Saturday School begins promptly at 8:00 a.m. and ends at 12:00 p.m. If a student arrives between 8:00 a.m. and 8:30 a.m. he/she will be admitted, but will earn an additional hour of Mandatory Behavior Reflection as a result of tardiness. Students are required to serve a full four hours at Saturday School. For example, if a student arrives at 8:15 a.m. he/she is required to serve Saturday School until 12:15 p.m.

If a student arrives to Saturday School after 8:30 a.m., he /she will not be admitted. Arriving 30 or more minutes late to Saturday School, being removed from Saturday School, or not attending Saturday School may earn a student further consequences, up to a suspension, at the discretion of the Principal and Dean of Students.

## Saturday School and Promotion Policy

All skipped Saturday School sessions on a student’s record must be made up on a later Saturday prior to the end of the school year in June. Report cards and progress reports will not be issued to students until they have made up skipped Saturday Schools and students will lose access to their online gradebooks.

**At the end of the school year, students with unserved Saturday School(s) on their record will not earn course credit. In order to promote to the next grade at CCSC, students must make up missed Saturday School time by completing community service hours in a manner approved by the Principal and Dean of Students, which may include mandatorily attending summer school.**

# VIII. School Suspension

## Suspensions

Students who have significantly violated expectations may earn a suspension. Suspensions are used to mitigate troubling behavior, establish clear boundaries for what is appropriate and not appropriate in our school, and ensure the safety and well being of our school community. Infractions that may warrant a short- or long-term suspension or expulsion include but are not limited to the following items:

- Accruing two or more active Behavior Saturday Schools
- Skipping Saturday School
- Extreme, excessive, or repeated violation of the CCSC Code of Conduct
- Theft
- Bullying\*, harassment, threat, and intimidation
- Physical altercations and any other type of assault
- Hazing\*
- Sexual Assault
- Sexual harassment\*
- Possession of drugs or drug paraphernalia
- Possession or use of tobacco
- Possession or use of alcohol
- Calling in a false alarm or bomb scare, dialing 911 in a non-emergency situation, or activating the school's fire alarm system
- Use or possession of a pocketknife, matches or lighter without explicit permission from a teacher for an educational purpose
- Use or possession of a dangerous weapon (see below for details)
- Possession or distribution of pornographic items or materials including but not limited to images downloaded from the Internet or otherwise stored on a computer
- Unauthorized departure from campus
- Skipping ("cutting") class or skipping school

Any infraction that is deemed to present a threat to the safety of a member in the CCSC community may result in a short-term or long-term suspension of up to 90 days (see below for details). The Principals, Head of School, and Director of Guidance and Counseling reserve the right to require students to attend counseling upon re-entry from suspension. Other requirements, such as

staying after school to work with teachers and complete make-up assignments, may also be instituted at the end of the suspension.

\*Please see the end of this section (pages 85-88) for more details about bullying, hazing, and sexual harassment.

### **Short-Term Suspensions**

Short-term suspension means the removal of a student from the school premises and/or regular classroom activities for ten (10) consecutive school days or less. CCSC uses two types of short term suspensions: In-School Suspension and Out-of-School Suspension. In-school suspension is the removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. A student serving short-term suspension, whether In-School or Out-of-School, has the opportunity to earn credits, as applicable, and make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. All student disciplinary offenses resulting in removal from the classroom, including short-term suspensions, are subject to due process procedures. Please see the Due Process section below for more information. (see pages 70-80)

### **Long-Term Suspensions**

Long-term suspension is defined as the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year.

Pursuant to M.G.L. ch. 71, §37H¾, the Middle School Principal or High School Principal or designee may issue a long-term suspension if a student is in repeat, deliberate, and/or extreme violation of the school's code of conduct as set forth in the Student & Family Handbook. Long-term suspensions pursuant to M.G.L. ch. 71, §37H¾ may not exceed ninety (90) consecutive days.

Misconduct may also result in long-term suspension under any of the following circumstances (See also M.G.L. ch. 71, §37H and 37H½ at page 75):

- Pursuant to Massachusetts' law, M.G.L. c. 71 §37H, the Middle School Principal or High School Principal may suspend a student long-term for any of the following infractions:
  - Any time a student is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a controlled substance as defined in M.G.L. c. 94C, including, but not limited to, marijuana, cocaine, and heroin, and certain prescription medications;
  - Any time a student 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; and

- Any time a student 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.
- \*This includes not only knives and guns, explosive devices and realistic replicas of such weapons/devices, but also other objects used to assault another person or to otherwise create a dangerous situation, such as a baseball bat, a pair of scissors, matches or a lighter. While such objects would not always constitute “dangerous weapons,” administrators and educational professionals will review the circumstances of each case and make a reasonable determination about whether a particular object in a student’s possession constitutes a dangerous weapon in the school setting. Any illegal weapon will be turned over to the Police Department. Any student who brings a firearm to school must be expelled for a minimum of one school year, with exceptions granted only by the Head of School. (The definition of a firearm includes but is not limited to guns (including a starter gun), bombs, grenades, rockets, missiles, mines and similar devices.)
- Pursuant to Massachusetts’ law, M.G.L. c. 71 §37H1/2, The Middle School Principal or High School Principal may also issue a long-term suspension if a student is charged with a felony and the continued presence of the student would have a substantial detrimental effect on the general welfare of the school. That student may be expelled from school if the student is convicted, or is found guilty (by admission or adjudication), of the felony and the student’s continued presence would have a substantial detrimental effect on the general welfare of the school.

## **Due Process Procedures Applicable to Suspensions Covered by M.G.L. C. 71, §37H AND 37H ½**

Student and Parent / Guardian Rights under Massachusetts’ law,  
M.G.L. c. 71 §37H

When considering the exclusion of a student from school for possession of a dangerous weapon, possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse), or assault on teachers, an administrator may place a student on short term suspension (ten days or less) based upon an informal hearing, to be followed by a formal hearing before the Principal within that period of suspension to determine whether to take additional disciplinary action, up to and including expulsion from school.

1. The informal hearing will be in the form of a conference between the student and the principal or designee. At this conference, the student (1)

shall be informed of the reason for the conference, (2) shall be given the opportunity to present his or her side of the story, and (3) shall be given a decision on the suspension. If the administrator deems delay of the hearing necessary to avoid danger or substantial disruption, this process may occur immediately after, rather than before, the suspension.

2. Prior to putting a suspension into effect, the principal or designee shall make a reasonable effort to telephone and inform the student's parent or guardian of the impending suspension; this shall include attempts to contact the parents or guardian at home and at work. Parents may contact the school for additional information regarding the suspension.
3. Formal Hearing. Any student who is charged with any of the misconduct detailed above has an opportunity for a formal hearing before the Middle School or High School Principal. At the hearing, the student may have representation at his or her own expense, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, the principal may, in his or her discretion, decide to suspend rather than expel a student who has been determined by the principal to have committed the misconduct detailed above. The student is entitled to this hearing prior to an expulsion or prior to a suspension reaching more than ten (10) days in length, and the following procedures will apply:
  - The student shall receive written notice of the following:
    - Charges and a statement of the evidence;
    - Date, time and place of a hearing;
    - Notice of the right at the hearing to:
      - Be represented by their parents, legal or other representative (at the student's /parent's own expense)
      - Present evidence.
      - Confront and cross-examine witnesses.
  - The school will record (by tape or other appropriate means) the hearing and a copy of such will be made available to the student upon request.
  - Notices and proceedings will be translated into the student's/parent's primary language if necessary for their understanding of the proceedings.
  - A student and/or parent, upon request, will have the right to review the student's records in accordance with the Massachusetts Student Records Regulations or other applicable law.
  - The hearing will be conducted by the Middle School or High School Principal.
  - Decisions shall be put in writing and sent to the student and parents.

## **Appeals to Long-Term Suspensions under §37H**

Any student who has been suspended long-term from CCSC pursuant to GL c. 71 §37H shall have the right to appeal to the Head of School. The Head of School will provide written notification at the hearing to student and parent of student of the right to appeal, the process for appealing the expulsion and of the opportunity to receive educational services. The suspended student shall have ten days from the date of the long-term suspension in which to notify the Head of School, in writing, of his or her appeal. The Head of School shall hold a hearing with the student and the student's parent/guardian within three calendar days of the student's request for an appeal. The student has the right to counsel, at his or her own expense, at a hearing before the Head of School. At the appeal hearing, the student shall have the right to present oral and written testimony on his/ her behalf, shall have the right to confront and cross examine witnesses presented by the school, and shall have the right to counsel. 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. The Head of School shall have the authority to overturn or alter the decision of the principal, including recommending an alternate educational program for the student. The Head of School shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the school.

## **Student and Parent / Guardian Rights under Massachusetts' law,**

M.G.L. c. 71 §37H1/2

This **Notice of Student and Parent Rights** applies to student misconduct that involves student criminal or felony delinquency charges, findings, or admissions.

### ***Suspension Following Criminal or Felony Delinquency Complaint***

Upon the issuance of a criminal or felony delinquency complaint against a CCSC student, the Middle School or High School Principal may suspend such student for a period of time determined appropriate by the principal if he or she determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student is entitled to 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 or her 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 Head of School.

### ***Appeals to Suspensions under §37H1/2***

The student shall have the right to appeal the suspension to the Head of School. The Head of School will provide written notification at the hearing to student and parent of student of the right to appeal, the process for appealing the suspension and of the opportunity to receive educational services. The



student shall notify the Head of School, in writing, of his request for an appeal no later than five calendar days following the effective date of the suspension. The Head of School shall hold a hearing with the student and the student's parent/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 or her behalf, shall have the right to confront and cross examine witnesses presented by the school, and shall have the right to counsel. The Head of School shall have the authority to overturn or alter the decision of the principal, including recommending an alternate educational program for the student. The Head of School shall render a decision on the appeal within five calendar days of the hearing. The Head of School's decision shall be the final decision of CCSC with regard to the suspension.

### **Continuation of Educational Services under M.G. L. ch. 71, §37H and §37H½**

Any student who is suspended from school for a disciplinary offense under G.L. c. 71, §37H or §37H½ for more than ten consecutive days will have an opportunity to receive educational services and make academic progress during the period of removal under a school-wide education service plan, which is described below, and will be so informed at the time of the suspension. If the student withdraws from the charter school and/or moves to another school district during the period of suspension, the new school/district/district of residence shall either admit the student to its schools or provide educational services to the student under the new school or district's education service plan.

Further explanation of the procedures for long-term suspensions based upon M.G.L. c. 71, § 37H and 37H½ is outlined in the statutes in the Legal References section of this Student and Family Handbook.

### **Due Process for Disciplinary Removals and Services During Removals Pursuant to M.G.L. ch. 71, §37H¾**

A student will not be excluded from school without being afforded appropriate due process as set forth below. If, however, a student's continued presence in school poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the administrator's, judgment there is no alternative available to alleviate the danger or disruption, a student who is charged with a disciplinary offense may be removed temporarily from school before receiving due process pursuant to an Emergency Removal (see below for more information).

### **Student and Parent/Guardian Rights under Massachusetts' law, M.G.L. c. 71 §37H¾**

This section governs all student offenses that may be subject to short- or long-term suspensions that do not involve dangerous weapons, controlled substances, assault on school staff, felony or felony delinquency charges, and/or felony delinquency findings or admissions, all of which are governed by

M.G.L. c.71 §§37H and 37H½, as detailed above.

In every case of student misconduct for which suspension may be imposed, the principal is required to exercise discretion in deciding the consequence for the offense, consider ways to re-engage the student in learning, and avoid using long-term suspension from school as a consequence until alternatives have been tried. The following outlines student and parent rights when the principal is considering and/or decides to implement a removal from school (suspension or expulsion) as a consequence for student misconduct.

### **Removal from Privileges and Extracurricular Activities**

The principal or his/her designee may remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. A removal from privileges and/or extracurricular activities is not subject to the procedures set forth herein.

- I. In-School Suspension.** An in-school suspension is a removal of a student from regular classroom activities, but not from the school premises. The procedure for an in-school suspension of no more than (10) school days (consecutive or cumulatively for multiple infractions during the school year) will be as follows:
  1. The administrator will inform the student of the disciplinary offense charged, the basis for the charge, and provide the student an opportunity to respond. If the administrator determines that the student committed the disciplinary offense, the administrator will inform the student of the length of the student's in-school suspension, which may not exceed 10 days, cumulatively or consecutively, in a school year.
  2. On the same day as the in-school suspension decision, the administrator will make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The administrator will also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts will constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.
  3. The administrator will send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal for the purpose set forth above, if such meeting has not already occurred. The administrator will deliver such notice

on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the administrator and the parent.

An in-school suspension of more than 10 cumulative days in a school year will be subject to the procedures for long-term suspension found at page 69.

**II. Short-Term, Out-of-School Suspension.** Except in the case of an Emergency Removal (see page 77), prior to imposing a short term out-of-school suspension (10 days or less in a school year) for conduct not covered by M.G.L. c. 71, §37H and 37H ½, an administrator will provide the student and his/her parent oral and written notice and an opportunity to participate in an informal hearing.

1. **Notice:** The written notice to the student and the parent will be in English and in the primary language of the home if other than English, or other means of communication where appropriate and will include the following:
  - a) the disciplinary offense;
  - b) the basis for the charge;
  - c) the potential consequences, including the potential length of the student's suspension;
  - d) the opportunity for the student to have a hearing with the administrator concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
  - e) the date, time, and location of the hearing;
  - f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;

Written notice to the parent may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the school and parent.

2. **Efforts to Involve Parent:** The administrator will make reasonable efforts to notify the parent of the opportunity to attend the hearing. To conduct a hearing without the parent present, the administrator must be able to document reasonable efforts to include the parent. The administrator is presumed to have made reasonable efforts if the administrator has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

3. **Format of Hearing:** The administrator will discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also will have an opportunity to present information, including mitigating facts, that the administrator should consider in determining whether other remedies and consequences may be appropriate. The administrator will provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.
4. **Decision:** The administrator will provide written notice to the student and parent of his/her determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The notice of determination may be in the form of an update to the original written notice of hearing.

**III. Long-Term Suspension.** Except in the case of an Emergency Removal provided on page 78, prior to imposing a long-term suspension (more than 10 days of suspension, whether in-school or out-of-school, whether consecutive or cumulative for multiple offenses during a school year), an administrator will follow the procedures for short-term suspension plus additional procedures as follows:

1. **Notice:** The notice will include all of the components for a short-term suspension above, plus the following:
  - a) In advance of the hearing, the opportunity to review the student's record and the documents upon which the administrator may rely in making a determination to suspend the student or not;
  - b) the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
  - c) the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
  - d) the right to cross-examine witnesses presented by the school district;
  - e) the right to request that the hearing be recorded by the administrator, and a copy of the audio recording provided to the student or parent upon request; and
  - f) the right to appeal administrator's decision to impose long-term suspension to the Head of School.

2. **Format of Hearing:** The Hearing will afford the rights set forth in the notice above. The administrator will also provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.
3. **Decision:** Based on the evidence, the administrator will determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to long-term suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The administrator will send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the school and the parent. If the administrator decides to suspend the student on a long-term basis, the written determination will:
  1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
  2. Set out the key facts and conclusions reached;
  3. Identify the length and effective date of the suspension, as well as a date of return to school;
  4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school (if more than 10 cumulative days);
  5. Inform the student of the right to appeal the administrator's decision to the Head of School or designee. Notice of the right of appeal will be in English and the primary language of the home if other than English, or other means of communication where appropriate, and will include the following information stated in plain language:
    - a) the process for appealing the decision, including that the student or parent must file a written notice of appeal with the Head of School within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Head of School an extension of time for filing the written notice for up to seven (7) additional calendar days; and that
    - b) the long-term suspension will remain in effect unless and until the Head of School decides to reverse the administrator's determination on appeal.

No long-term suspension will extend beyond the end of the school year in which such suspension is imposed.

### ***Continuation of Educational Services***

Students serving an in-school suspension, short-term suspension, or long-term suspension have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. Students who are suspended under §37H<sup>3</sup>/<sub>4</sub> for more than ten (10) consecutive days, whether in school or out of school, are entitled to receive educational services during the period of suspension under CCSC's Education Service Plan, which is described below. If the student withdraws from the charter school and/or moves to another school district or public school during the period of suspension, the new school/district/district of residence shall either admit the student to its schools or provide educational services to the student under the new school or district's education service plan.

### **Services during Removals and School-Wide Education Service Plan**

Students who are suspended from school for 10 or fewer consecutive days, whether in or out of school, have the opportunity to make academic progress during the period of suspension; make up assignments; and earn credits missed including, but not limited to, homework, quizzes, exams, papers and projects missed.

CCSC has developed a school-wide Education Service Plan for all students who are suspended from school for more than 10 consecutive school days, whether in or out of school. Principals shall ensure these students have an opportunity to make academic progress during the period of suspension, to make up assignments and earn credits missed, including, but not limited to, homework, quizzes, exams, papers and projects missed.

CCSC's Education Service Plan is subject to change, and may include, but is not limited to, tutoring, alternative placement, Saturday school, and online or distance learning.

If CCSC expels a student suspends a student for more than 10 consecutive school days, CCSC is required to provide the student and the parent/guardian of the student with a list of alternative educational services. Upon selection of an alternative educational service by the student and the student's parent/guardian, the school shall facilitate and verify enrollment in the service.

### **Exception for Emergency Removal**

Notwithstanding the provisions for short or long-term suspension set forth above, a student who is charged with a disciplinary offense may be removed temporarily from school if 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 administrator's judgment, there is no alternative available to alleviate the danger or disruption.

The administrator will immediately notify the Head of School in writing of the removal and the reason for it, and describe the danger [or disruption] by the student.

The temporary removal will not exceed two (2) school days following the day of the emergency removal, during which time the administrator will provide the following, as applicable to the length of suspension:

- Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and other applicable matters;
- Provide written notice to the student and parent as described on page 77, as applicable;
- Provide the student an opportunity for a hearing with the administrator, as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the administrator, student, and parent.
- Render a decision orally on the same day as the hearing, and in writing no later than the following school day.

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

### **Appeal to the Head of School**

If a decision by an administrator, following the parent meeting, results in suspension of a student for more than 10 cumulative school days for the school year, the student may appeal the decision to the Head of School. In order to do so the student or parent must file a notice of appeal with the Head of School within five (5) calendar days with a seven (7) day postponement option. The Head of School must hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days. If the appeal is not filed within this time frame, the Head of School may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

#### ***The following apply***

- The Head of School will make a good faith effort to include the parent in the hearing. The Head of School will be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and Head of School to participate. The Head of School will send written notice to the parent of the date, time, and location of the hearing.

- The Head of School will conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence will be. The Head of School will arrange for an audio recording of the hearing, a copy of which will be provided to the student or parent upon request. The Head of School will inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.
- The student will have all the rights afforded the student at the administrator's hearing for long-term suspension as described on page 70 above.
- The Head of School will issue a written decision within five (5) calendar days of the hearing which meets the requirements for a long-term suspension as described above. If the Head of School determines that the student committed the disciplinary offense, the Head of School may impose the same or a lesser consequence than the administrator, but will not impose a suspension greater than that imposed by the administrator's decision.

The decision of the Head of School constitutes the final decision of the school district.



## IX. Expulsion

### **Expulsion is the permanent exclusion from School and can only apply pursuant to M.G.L. ch. 71, §37H and §37H½.**

Misconduct may result in long-term suspension and/or expulsion under any of the following circumstances (See also M.G.L. ch. 71, §37H and 37H½ at page 68:

<sup>a</sup> Pursuant to Massachusetts' law, M.G.L. c. 71 §37H, the Middle School Principal or High School Principal may expel a student for any of the following infractions:

- Any time a student is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a controlled substance as defined in M.G.L. c. 94C, including, but not limited to, marijuana, cocaine, and heroin, and certain prescription medications;
- Any time a student 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;
- Any time a student 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; and

\*This includes not only knives and guns, explosive devices and realistic replicas of such weapons/devices, but also other objects used to assault another person or to otherwise create a dangerous situation, such as a baseball bat, a pair of scissors, matches or a lighter. While such objects would not always constitute "dangerous weapons," administrators and educational professionals will review the circumstances of each case and make a reasonable determination about whether a particular object in a student's possession constitutes a dangerous weapon in the school setting. Any illegal weapon will be turned over to the Police Department. Any student who brings a firearm to school must be expelled for a minimum of one school year, with exceptions granted only by the Head of School. (The definition of a firearm includes but is not limited to guns (including a starter gun), bombs, grenades, rockets, missiles, mines and similar devices.)

- Any time a student commits acts of vandalism; and
- Any time a student violates another student's civil rights.

- Pursuant to Massachusetts' law, M.G.L. c. 71 §37H1/2, The Middle School Principal or High School Principal may also issue a long-term suspension if a student is charged with a felony and the continued presence of the student would have a substantial detrimental effect on the general welfare of the school. That student may be expelled from school if the student is convicted, or is found guilty (by admission or adjudication), of the felony and the student's continued presence would have a substantial detrimental effect on the general welfare of the school.

## **Due Process Procedures Applicable to Expulsions Covered by M.G.L. C. 71, §37H AND 37H ½**

### **Student and Parent / Guardian Rights under Massachusetts' law, M.G.L. c. 71 §37H**

When considering the exclusion of a student from school for possession of a dangerous weapon, possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse), or assault on teachers, the school may hold a formal hearing before the Principal to determine whether to take additional disciplinary action, up to and including expulsion from school.

**Formal Hearing.** Any student who is charged with any of the misconduct detailed above has an opportunity for a formal hearing before the Middle School or High School Principal. At the hearing, the student may have representation at his or her own expense, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, the principal may, in his or her discretion, decide to suspend rather than expel a student who has been determined by the principal to have committed the misconduct detailed above. The student is entitled to this hearing prior to an expulsion, and the following procedures will apply:

- The student shall receive written notice of the following:
  - Charges and a statement of the evidence;
  - Date, time and place of a hearing;
  - Notice of the right at the hearing to:
    - Be represented by their parents, legal or other representative (at the student's /parent's own expense)
    - Present evidence.
    - Confront and cross-examine witnesses.
- The hearing will be conducted by the Middle School or High School Principal.
- Decisions shall be put in writing and sent to the student and parents.

## **Appeals to Expulsions under §37H**

Any student who has been expelled from CCSC pursuant to GL c. 71 §37H shall have the right to appeal to the Head of School. The Head of School will provide written notification at the hearing to student and parent of student of the right to appeal, the process for appealing the expulsion and of the opportunity to receive educational services. The expelled student shall have ten days from the date of the expulsion in which to notify the Head of School, in writing, of his or her appeal. The Head of School shall hold a hearing with the student and the student's parent/guardian within three calendar days of the student's request for an appeal. The student has the right to counsel, at his or her own expense, at a hearing before the Head of School. At the appeal hearing, the student shall have the right to present oral and written testimony on his/ her behalf, shall have the right to confront and cross examine witnesses presented by the school, and shall have the right to counsel. 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. The Head of School shall have the authority to overturn or alter the decision of the principal, including recommending an alternate educational program for the student. The Head of School shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the school.

## **Student and Parent / Guardian Rights under Massachusetts' law, M.G.L. c. 71 §37H1/2**

This **Notice of Student and Parent Rights** applies to student misconduct that involves student criminal or felony delinquency charges, findings, or admissions.

### ***Expulsion Following Felony Adjudication or Admission***

Upon a CCSC 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 Middle School or High School Principal may expel said student if the principal 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 Head of School.

### ***Appeals to Expulsions under §37H1/2***

The student shall have the right to appeal the expulsion or suspension to the Head of School. The Head of School will provide written notification at the hearing to student and parent of student of the right to appeal, the process for appealing the expulsion and of the opportunity to receive educational services. The student shall notify the Head of School, in writing, of his request for

an appeal no later than five calendar days following the effective date of the expulsion. The Head of School shall hold a hearing with the student and the student's parent/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 or her behalf, shall have the right to confront and cross examine witnesses presented by the school, and shall have the right to counsel. The Head of School shall have the authority to overturn or alter the decision of the principal, including recommending an alternate educational program for the student. The Head of School shall render a decision on the appeal within five calendar days of the hearing. The Head of School's decision shall be the final decision of CCSC with regard to the expulsion.

## **Continuation of Educational Services**

### ***School-Wide Education Service Plan***

CCSC has developed a school-wide Education Service Plan for all students who are expelled from school. Principals shall ensure these students have an opportunity to make academic progress, to make up assignments and earn credits missed, including, but not limited to, homework, quizzes, exams, papers and projects missed.

CCSC's Education Service Plan is subject to change, and may include, but is not limited to, tutoring, alternative placement, Saturday school, and online or distance learning.

If CCSC expels a student, CCSC is required to provide the student and the parent/guardian of the student with a list of alternative educational services. Upon selection of an alternative educational service by the student and the student's parent/guardian, the school shall facilitate and verify enrollment in the service.

## X. Bullying, Hazing, and Sexual Harassment

**Bullying:** In 2010, The Massachusetts Department of Elementary and Secondary Education (DESE) created the Model Bullying Prevention and Intervention Plan. CCSC has used the model as a framework for developing its own plan. CCSC's plan was then updated to reflect 2014 amendments to G.L. c. 71, §370, the Massachusetts anti-bullying statute.

Community Charter School of Cambridge expects that all members of the school community will treat each other in a civil manner and with respect for differences. CCSC does not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber-bullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We investigate promptly all reports and complaints of bullying, cyber-bullying, and retaliation, and take urgent action to end that behavior and restore the target's sense of safety.

CCSC recognizes that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. The school or district will identify specific steps it will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

Any student who has witnessed an incident of bullying or cyber-bullying, or who otherwise has relevant information about bullying or cyber-bullying, is strongly encouraged to promptly report the matter verbally or in writing to an administrator or staff member with whom the student is comfortable speaking. Any student who is subject to retaliation, or who knows of another student who has been subject to retaliation, is urged to report it as soon as possible. Students who knowingly make false accusations of bullying or retaliation will be subject to disciplinary action.

A parent or guardian of a student who has witnessed or otherwise has relevant information about bullying or cyber-bullying is strongly urged to promptly notify the Middle or High School Principal, Head of School, or any other administrator, faculty, or staff. A parent or guardian should also report any incident of retaliation in violation of this policy.

**Bullying and retaliation can be reported anonymously to CCSC two ways:**

by emailing [reportbullying@ccscambridge.org](mailto:reportbullying@ccscambridge.org) or

by sending a letter addressed to "No Bullying" at Community Charter

Finally, any parent or guardian wishing to file a claim/concern or seeking assistance outside of CCSC may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to [compliance@doe.mass.edu](mailto:compliance@doe.mass.edu) or individuals can call 781-338-3700. Hard copies of this information is also available at the Head of School's office.

The following is a summary of the conduct that the Massachusetts bullying law prohibits. *(Please note that higher standards of behavior may apply under CCSC's policies in order to prevent inappropriate verbal or physical conduct before it becomes bullying as defined under the law. For example, although the law defines bullying as "repeated use" of certain expressions, acts, or gestures, CCSC reserves the right to impose disciplinary measures or other corrective action in the case of a single expression, act, or gesture as well as in the case of inappropriate conduct that may not rise to the level of the legal definition of bullying. If the school determines that the behavior is of sufficient severity to warrant disciplinary measures or other remedial action or if the repetition of an expression, act or gesture might result in bullying as defined under the law, the school may act.)* The full text of the law is reproduced in pages 104-109 of this handbook.

**Aggressor** is a student or a member of a school staff who engages in bullying, cyberbullying, or retaliation towards a student.

**Bullying**, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or a member of a school staff 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 herself or of damage to his or her 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.

**Cyberbullying** is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying. Cyberbullying includes but is not limited to:

- The creation of a web page or blog in which the creator assumes the identity of another person.

- The knowing impersonation of another person as the author of content or messages, if the creation or impersonation causes any of the results listed above in the definition of Bullying.
- The electronic distribution of a communication to more than one person, or the posting of material on an electronic medium such as the internet, that may be accessed by one or more persons, if the distribution or posting causes any of the results listed above in the definition of Bullying.

**Hostile environment**, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student’s education.

**Retaliation** is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

**School Staff** includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

**Target** is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

Bullying and cyber-bullying shall be prohibited:

- On school grounds.
- On property immediately adjacent to school grounds.
- At a school-sponsored or school-related activity, function or program whether on or off school grounds.
- At a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school.
- Through the use of technology or an electronic device owned, leased or used by a school district or school.
- 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 causes any of the following conditions:
  - The bullying creates a hostile environment at school for the victim.
  - The bullying infringes on the rights of the victim at school.
  - The bullying materially and substantially disrupts the education process or the orderly operation of a school.

**Hazing:** The term “hazing” generally means 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. M.G.L.c. 269, sec.17. See Legal References for the specifics of the law. CCSC does not tolerate hazing of any member of the school community. CCSC recognizes and will adhere to the Anti-Hazing Law as it states below. All CCSC classes, advisories, and student groups must comply with the anti-hazing law. Teachers, coaches and advisors must sign a statement indicating that the organization leadership has received a copy of the law, and the organization understands and agrees to adhere to the law. Teachers, advisors and coaches are required to report incidents of hazing to appropriate law enforcement officials and to the student’s principal. Principals will hold any student who violates the Anti-Hazing law accountable in accordance with the law and CCSC’s Code of Conduct.

**Sexual Harassment:** The term “sexual harassment” refers to any sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual’s school performance by creating an intimidating, hostile, humiliating or sexually offensive school environment. This definition is adapted from the workplace sexual harassment definition found in M.G.L. c. 151b.



# **XI. Student and Family Legal Rights**

## **Non-Discrimination Policy**

Community Charter School of Cambridge is committed to maintaining a work and educational environment free from all forms of discrimination and harassment. We expect all employees, students and other members of the school community to conduct themselves in an appropriate manner. In accordance with both state and federal laws, Community Charter School of Cambridge does not discriminate in admission to, access to, treatment in, or employment of its services, programs and activities on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. To file a complaint alleging discrimination or harassment by Community Charter School of Cambridge on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement or to make an inquiry, please contact Middle School or High School Principal.

To see what Massachusetts law has to say about discrimination, see the Non-Discrimination section in Legal References on pages 101-102.

## **Search and Seizure**

To ensure the safety of students and staff, Community Charter School of Cambridge maintains the right to search students and their property if there is reason to believe a school rule or state law has been violated. Students should not assume a legitimate expectation of privacy within the student storage-area as it remains the property of CCSC and is subject to search by school officials at any time. Additionally, school officials may search student coats, person, backpack, or other personal belongings if the school official has a reasonable suspicion that a search will produce evidence of a violation of school rules or violation of the law. The school may also use canine searches in the school building. Classroom closets and supply rooms are the property of Community Charter School of Cambridge and no student shall store any belongings in these locations.

## **Access to Student Records**

With a few exceptions, no individuals or organizations but the parent, student, and school personnel working directly with the student are allowed to have access to information in the student record without the specific, informed written consent of the parent or the student. In accordance with state and

federal law, CCSC will provide parents/eligible students with an annual notice of their general rights relative to student records.

In accordance with the Family Educational Rights and Privacy Act (“FERPA”) as well as relevant state laws and regulations regarding student records, it is the policy of CCSC to share copies of the student record with postsecondary schools to which a student is submitting and/or has submitted an application. This includes disciplinary records.

## **Grievance Policy**

Parents and guardians with any concerns regarding CCSC policies or decisions are encouraged to contact the Principals and/or Head of School. If they continue to have concerns, parents and guardians may present the concerns, in writing, to the Board of Trustees by sending a letter to CCSC, addressed to the attention of the Board Chair. The Board has 45 days to respond in writing.

## **Family Educational Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children’s education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are “eligible students.” Parents or eligible students have the right to inspect and review the student’s education records maintained by the school. Schools may charge a fee if copies are requested.

Parents or eligible students have the right to request that a school amend records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student’s education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;

- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

For more information regarding parent and student rights regarding student record information, Parents may consult the Code of Massachusetts Regulations, 603 CMR 23.00 et seq. or these regulations will be provided to the parents or eligible student upon request.

Schools may disclose, without consent, “directory” information such as a student’s name, address, telephone number, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. **If you wish to keep your child’s directory information confidential, please notify Community Charter School of Cambridge’s (CCSC) Manager of Enrollment and Administrative Services (Monica Tecca) in writing before October 1, 2016.** Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327). Individuals who use TDD may use the Federal Relay Service. Or you may contact us at the following address:

Family Policy Compliance Office  
 U.S. Department of Education  
 400 Maryland Avenue, SW  
 Washington, D.C. 20202-8520

CCSC will ensure that information related to the school and family programs is sent to families in an understandable and uniform format, including to the extent practicable, in a language all families can understand:

1. CCSC will inform families of their right to request translated versions of school communication, and provide them accordingly.
2. CCSC will translate all recruitment materials into the primary languages other than English spoken in the community.

## Students with Disabilities in Charter Schools:

### Notice of Rights to Access and Equity of Educational Services

**Dear Parent:** This document explains the educational rights of students with disabilities to attend Massachusetts charter schools and to receive appropriate special education services in those charter schools. Both federal and state law requires that admission to a charter school be conducted without regard to or consideration of whether the child has a disability, and so charter schools are open to all students, whether or not they are eligible to receive special education services. Charter schools must provide special education services, up to the limits specified under the state charter school law, to all eligible students. This is a summary of your student's rights to attend and receive needed services from his or her charter school.

#### **“ Charter schools accept and serve students with disabilities.**

Charter schools are open to all grade-eligible students within the school's service area on a space available basis. If more students apply than there are available spaces, a lottery is held to randomly determine who will be admitted. All students who wish to attend a charter school have an equal chance of getting in regardless of, and without any consideration of, any need for special education services.

See: M.G.L. c. 71 §89 (l) states that charter schools shall be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, gender identity, mental or physical disability, age, ancestry, athletic performance, special need, or proficiency in the English language or a foreign language, and academic achievement. (Emphasis added)

“Charter schools must ensure that your student receives special education services if the student has been determined to be an eligible student with a disability by the Individualized Education Program (IEP) team.

Charter schools must ensure that students with disabilities receive the special education services to which they are entitled. The services may consist of special education instruction and related services in the least restrictive environment, or consist only of related services needed to access the general education curriculum. The amount and location of services (where services will be delivered) is determined by the student's IEP team and is documented in the student's IEP. As determined by your student's IEP team, your charter school will provide services in a placement that is:

- Full inclusion- the student is in the general education classroom for 80%-100% of the school day; or
- Partial inclusion- the student is in the general education classroom 40-80% of the school day; or

- Substantially separate- the student is out of the general education classroom more than 60% of the school day.
- ♦ **Your student must receive related services if the IEP team determines the student needs them.**

Charter schools must provide related services to students with disabilities if the IEP team determines that the services are necessary for the student to benefit from special education or, if the student does not require special education instruction, that the related services are necessary to ensure the student's access to the general education curriculum. Examples of these services include: speech therapy, occupational therapy, physical therapy, psychological counseling, and/or adjustment counseling.

- ♦ **Charter schools are required to meet the needs of qualified students with disabilities under Section 504 of the Rehabilitation Act of 1973, as amended, even if the student is not eligible as a student with disabilities under federal and state special education laws.**

Charter schools are required to provide a free appropriate public education to qualified students with disabilities under Section 504 of the Rehabilitation Act of 1973, as amended. Such education consists of general education accommodations and related aids and services designed to meet the individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met. An appropriate education for a student with a disability under Section 504 regulations could consist of education in general education classrooms with accommodations, education in general education classes with supplementary services, and/or related services. Schools would include these services in a "504 Plan."

- ♦ **For students who may require special education services that are beyond what the charter school is required to provide, an IEP team meeting will be convened to arrange for provision of needed services.**

If the IEP team convened by the charter school believes that your student may require a full-time day or residential special education program, the charter school will convene a separate placement meeting to determine the appropriate placement. You will be invited to the meeting, as will the school district of the town where you reside. When the meeting occurs, the placement team must first consider whether the school district of residence has an in-district program that is able to provide the services that are recommended by the IEP team, either alone or as a supplement to services available at the charter school. If there is such in-district programming available, the placement team must propose an in-district program to the parent (which may be delivered in the charter school itself, through a program located in the school district of residence or a combination of both), the student will remain enrolled in the charter school, and the charter school retains programmatic and financial responsibility for the student. Please note that the charter school has full discretion over where it will propose to deliver any in-district programming,

and is not required to contract with the school district of residence for service delivery unless the charter school chooses to do so.

If the placement team, including the school district of residence, agrees that the student cannot be served in-district, then the placement team shall determine that the student requires an out-of-district placement, in which case the student's enrollment and responsibility for the student's special education program reverts to the school district of residence.

Because enrollment at the charter school is always voluntary on the part of the parent, the parent may elect to disenroll from the charter school and enroll, instead, back at the school district of residence or another school for any reason and at any time. However, the charter school may not require the parent to disenroll as a condition for receiving any service, except when the student's special education placement has been determined, as above, to be an out-of-district program.

**See: Technical Assistance Advisory SPED 2014-5:** Charter School Responsibilities for Students with Disabilities Who May Need an Out-of-District Program - 603 CMR 28.10(6)

<http://www.doe.mass.edu/sped/advisories/2014-5ta.html>

### Relevant Laws and Regulations

- Charter School Statute: G.L. c. 71 §89
- Charter School Regulations: 603 C.M.R. §1.00
- Massachusetts Special Education Law: G.L. c.71B
- Massachusetts Special Education Regulations: 603 C.M.R. §28.00
- Section 504 of the Rehabilitation Act of 1973
- The Individuals with Disabilities Education Act, 20 USC 1400 et seq; and 34 CFR Part 300

If you have any questions, please contact the Massachusetts Department of Elementary and Secondary Education's Office of Charter Schools and School Redesign (phone: 781-338-3227; email: [charterschools@doe.mass.edu](mailto:charterschools@doe.mass.edu)) or Office of Special Education Planning and Policy Development (phone: 781-338-3375; email: [specialeducation@doe.mass.edu](mailto:specialeducation@doe.mass.edu)).

For additional information regarding special education and the rights of parents and students, please refer to the following:

- Notice of Procedural Safeguards <http://www.doe.mass.edu/sped/prb/>
- Parent's Guide to Special Education <http://www.fcsn.org/parentguide/pgintro.html>

# English Language Learners in Charter Schools:

## Notice of Rights to Access and Equity of Educational Services

**Dear Parent:** This document explains the rights of children who are English language learners to attend and receive language support and other services in Massachusetts public charter schools. As defined in state law, an English language learner is a student who does not speak English, or whose native language is not English, and who is not able to do ordinary classroom work in English. This includes students who, without language support services, would have trouble understanding lessons in school, or completing work in school because they are still learning English. In this document, an English language learner will be referred to as an “ELL.” Charter schools must accept and enroll ELLs admitted through the lottery who wish to attend the school. The school must provide direct instruction to help ELLs learn the English language, and subject matter instruction (for example, science or history) that is presented in English using strategies that help the student better understand the content. Full and equal access to the programs and services offered at the school must be made available to ELLs. This is a summary of your child’s rights to attend and receive language support and other services from his or her charter school.

### ♦ Can my student who is an ELL go to a charter school?

**Yes.** Charter schools are open to all students within the school’s service area, on a space available basis. If more students apply than there are available spaces, a lottery is held to choose who will be admitted in a fair way. All students who wish to attend a charter school have an equal chance of getting in and have an equal right to attend.

**See:** M.G.L. c. 71 §89 (I) states that charter schools shall be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, gender identity, mental or physical disability, age, ancestry, athletic performance, special need, or proficiency in the English language or a foreign language, and academic achievement. (Emphasis added)

### ♦ What if I don’t want language support services for my student?

If you reject language support services for your student, the school still has to make sure that your student has “meaningful access” to the curriculum and can effectively participate in the classroom work. Your student should be placed with a classroom teacher who holds a Sheltered English Immersion Endorsement or an English as a Second Language license, which means that the teacher has had training on the language needs of ELLs. The charter school has the continued responsibility to monitor your student’s progress as an ELL. If it appears that he or she is unable to participate effectively and meaningfully in his classroom, the school must reconsider the instruction that it provides.

Upon identifying a student as an English learner, the charter school will provide the parent or guardian with its ELL policies and all needed forms in a language that they can understand.

♦ **My student will need help learning English. What language support services will be made available at a charter school?**

Students in charter schools must have access to the same services they would receive if they were in any other Massachusetts public school. If your student is admitted to a charter school, you should expect that the school will conduct a home-language survey and test your student to determine if he or she needs language support services. If language support services are needed, the school must provide them.

Under Massachusetts law, students who are identified as ELLs are generally provided a sheltered English immersion (SEI) program and receive English as a second language instruction (ESL). This requirement applies to all public schools including charter schools, regardless of the number of ELLs enrolled at the school. ELL programs must have two components:

- Sheltered English immersion. Sheltered English immersion includes teaching in a way that will make the content of lessons more understandable, and using ways of teaching that will help the student learn the English language. Sheltered English immersion classes must be taught by specially trained teachers, and must address the same curriculum as the other students receive.
- English as a second language (ESL) instruction. ESL instruction provides specific, direct instruction in the English language that is delivered by a licensed ESL teacher. ESL is meant to teach students English language, grammar, vocabulary and usage, and includes instruction in speaking, listening, reading, and writing at a level the student can understand. Students of different ages and language groups may be included in the same ESL classroom. The hours of ESL instruction provided to your student will depend on how well your student speaks, listens (understands spoken English), reads, and writes English. For more information please see the “**Transitional Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners**” found here: <http://www.doe.mass.edu/ell/resources.html>

♦ **What other programs and services might my student receive if he or she attends a charter school?**

As in every public school in Massachusetts, ELL students must be given full and equal access to the programs and services of the school. Information and notices to ELLs and their parents must be provided in a language they can understand.

- ELLs must receive supports such as guidance and counseling, in a language they can understand.



- ELLs must not be separated from students who are not ELL students except when necessary in order to provide their English learning program.
- ELLs must be allowed to participate fully in all academic courses.
- ELLs must be taught to the same academic standards and curriculum as other students.
- ELLs must have equal access to all programs and services at the school including Title I, Section 504 disability accommodations, and special education, and all clubs, student organizations, activities and sports teams.

### **Relevant Laws and Regulations:**

- Charter School Statute: G.L. c. 71 §89
- Charter School Regulations: 603 C.M.R. §1.00
- Massachusetts law-- English Language Education in Public Schools: G.L. c.71A
- Massachusetts Education of English Learners Regulations: 603 CMR 14.00
- Federal Civil Rights Law: Title VI of the Civil Rights Act of 1964
- Federal Civil Rights law: Equal Educational Opportunities Act of 1974
- Federal law: ESEA/ NCLB: the No Child Left Behind Act of 2001 Governs elementary and secondary education. NCLB is available as Public Law 107-110 Title III — Language Instruction for Limited English Proficient and Immigrant Students: PART A: ‘English Language Acquisition, Language Enhancement, and Academic Achievement Act’

If you have any questions, please contact the Massachusetts Department of Elementary and Secondary Education’s Office of Charter Schools and School Redesign (phone: 781-338-3227; email: [charterschools@doe.mass.edu](mailto:charterschools@doe.mass.edu)) or Office of English Language Acquisition and Academic Achievement (phone : 781-338-3584; email: [ell@doe.mass.edu](mailto:ell@doe.mass.edu)).

For additional information regarding ELL education and the rights of parents and students, please refer to the following

- Office of Civil Rights Enforcement Office: phone: 800-421-3481; email: [ocr@ed.gov](mailto:ocr@ed.gov); website: [www.ed.gov/about/offices/list/ocr/](http://www.ed.gov/about/offices/list/ocr/)
- State regulations: 603 CMR 14.00: Education of English Learners Regulations-- 14.06: Parental Right of Enforcement <http://www.doe.mass.edu/lawsregs/603cmr14.html?section=06>
- Requirements for the Participation of English Language Learners in ACCESS for ELLs and MCAS: A Guide for Educators and Parents/Guardians <http://www.doe.mass.edu/mcas/participation/ell.pdf#search=%22ELL%22>

# XII. Privacy Rights

## (Federal Protection of Pupil’s Rights Act)

### *Privacy rights under the Federal Protection of Pupil Rights Act.*

CCSC protects student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. CCSC will directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. CCSC will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

# XIII. Legal References

## Discipline Laws

### M.G.L. Chapter 71: Section 37H.

#### *Policies relative to conduct of teachers or students; student handbooks*

- (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.

**Chapter 71: Section 37H1/2.**

***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.

### **Disciplining Students with Special Needs**

The Individuals with Disabilities Education Act (IDEA) provides eligible students with certain procedural rights and protections in the context of student discipline. A brief overview of these rights is provided below. In addition to the IDEA, this section follows the Department of Education, 34 Code of Federal Regulation (CFR) 300.519-300.528 and Section 504 of the Rehabilitation Act (Section 504).

In general, students may be excluded from their programs, just as any other student can be, for up to ten school days per year. However, when a student is excluded from his/her program for more than ten school days in the school year, school staff may be required to provide alternative educational services for the student. In addition, in many instances, the student's Team must convene to determine whether the student's behavior was a direct result of his/her disability (a "manifestation determination").

If the Team determines the behavior was not a direct result of the student's disability, the school may discipline the student according to the school's code of student conduct, except that the district must continue to provide the student with educational services during the period of suspension or expulsion. However, if the Team determines that the behavior is a manifestation of the disability, then the Team completes necessary assessments and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews it and modifies it, as necessary, to address the behavior. The Team also reviews the IEP and modifies it, as necessary. Except when he or she has been placed in an interim alternative educational setting in accordance with part 4, the student returns to the original placement unless the parents and school agree otherwise.

In the event a student possesses, uses, sells or solicits a controlled substance or possesses a weapon, or seriously injures an individual at school or a school function, a school may place a student in an interim alternative education setting for up to 45 days. Hearing officers may also order the placement of a student in an appropriate interim setting for up to 45 days upon determination that the current placement is substantially likely to result in injury to the student or others.

When a parent(s)/guardian(s) disagrees with the Team's decision on the "manifestation determination" or with a decision regarding placement, the parent(s)/guardian(s) has a right to request an expedited due process hearing from the Bureau of Special Education Appeals. If the parent of a student under IDEA chooses to appeal or the school requests a hearing because it believes that maintaining the student's current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school agree otherwise.

Similar procedures apply to students with plans under Section 504 of the Rehabilitation Act of 1973.

### **Non-Discrimination**

Community Charter School of Cambridge does not discriminate in admission to, access to, treatment in, or employment of its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504), Title II of the Americans with Disabilities Act of 1990 (ADA), and the Individual with Disabilities Education Act of 2004; on the basis of gender identity, in accordance with Chapter 199 of the Acts of 2011, or on the basis of age, in accordance with the Age Discrimination Act of 1974 (Age Discrimination Act). Nor does it discriminate on the basis of race, color, sex, gender identity, religion, national origin or sexual orientation, in accordance with Chapter 622 of the Acts of 1971 (M.G.L. c.76, §5) and Chapter 151B of the General Laws. Nor does it discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement in accordance with M.G.L. c.71, §89 and 603 CMR 1.06.

To file a complaint alleging discrimination or harassment by Community Charter School of Cambridge on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement or to make an inquiry concerning the

application of Title VI, Title IX, Section 504, the ADA, the Age Discrimination Act, or applicable state laws and their respective implementing regulations, please contact the Middle School Principal regarding middle school concerns and the High School Principal regarding high school concerns. Any allegation of discrimination or harassment will be investigated and, if a violation of this policy is substantiated, disciplinary action will be taken.

Filing a complaint with Community Charter School of Cambridge does not prohibit you from also filing a complaint with a state or federal agency. Most of these agencies have a short time period for filing a claim (OCR—180 days; DESE—within same school year; MCAD—300 days).

United States Department of Education Office for Civil Rights (“OCR”)  
John W. McCormack Post Office and Courthouse  
Post Office Square, Suite 800, Boston, MA 02109  
(617) 223-9662

Massachusetts Department of Elementary and  
Secondary Education (“DESE”)  
75 Pleasant Street, Malden, MA 02108  
(781) 388-3000

Massachusetts Office of Attorney General (“MAG”)  
Civil Rights Division  
One Ashburton Place, Boston, MA 02108  
(617) 727-2200 ext. 2691

Massachusetts Commission Against Discrimination (“MCAD”)  
Boston Office: One Ashburton Place, Room 601, Boston, MA 02108  
(617) 994-6000

## **Anti-Hazing Law**

### **M.G.L. Chapter 269: Section 17.**

#### ***Hazing; organizing or participating; hazing defined***

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 three thousand dollars or by imprisonment in a house of correction for not more than one year, or 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 the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or 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.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

#### **M.G.L. Chapter 269: Section 18.**

##### ***Failure to report hazing***

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 one thousand dollars.

#### **M.G.L. Chapter 269: Section 19.**

##### ***Copy of Sections 17 to 19; issuance to students and student groups, teams and organizations; report***

Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.



Each institution of secondary education and each public or private institution of post secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

## **Anti-Bullying Law**

### **M.G.L. Chapter 71: Section 37O.**

Section 37O.

- (a) As used in this section the following words shall, unless the context clearly requires otherwise, have the following meaning:-

“Approved private day or residential school”, a school that accepts, through agreement with a school committee, a child requiring special education pursuant to section 10 of chapter 71B.

“Bullying”, the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

“Charter school”, commonwealth charter schools and Horace Mann charter schools established pursuant to section 89 of chapter 71.

“Cyber-bullying”, bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, 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 shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

“Collaborative school”, a school operated by an educational collaborative established pursuant to section 4E of chapter 40.

“Department”, the department of elementary and secondary education.

“Hostile environment”, a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student’s education.

“Plan”, a bullying prevention and intervention plan established pursuant to subsection (d).

“Perpetrator”, a student or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages in bullying or retaliation.

“School district”, the school department of a city or town, a regional school district or a county agricultural school.

“School grounds”, property on which a school building or facility is located or property that is owned, leased or used by a school district, charter school, non-public school, approved private day or residential school, or collaborative school for a school-sponsored activity, function, program, instruction or training.

“Victim”, a student against whom bullying or retaliation has been perpetrated.

- (b) Bullying shall be prohibited: (i) on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district or school and (ii) 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 victim, infringes on the rights of

the victim at school or materially and substantially disrupts the education process or the orderly operation of a school. Nothing contained herein shall require schools to staff any non-school related activities, functions, or programs.

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.

- (c) Each school district, charter school, approved private day or residential school and collaborative school shall provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the curriculum of the school district or school. The curriculum shall be evidence-based.
- (d) Each school district, charter school, non-public school, approved private day or residential school and collaborative school shall develop, adhere to and update a plan to address bullying prevention and intervention in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians. The plan shall apply to students and members of a school staff, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals. The consultation shall include, but not be limited to, notice and a public comment period; provided, however, that a non-public school shall only be required to give notice to and provide a comment period for families that have a child attending the school. The plan shall be updated at least biennially.

Each plan shall include, but not be limited to: (i) descriptions of and statements prohibiting bullying, cyber-bullying and retaliation; (ii) clear procedures for students, staff, parents, guardians and others to report bullying or retaliation; (iii) a provision that reports of bullying or retaliation may be made anonymously; provided, however, that no disciplinary action shall be taken against a student solely on the basis of an anonymous report; (iv) clear procedures for promptly responding to and investigating reports of bullying or retaliation; (v) the range of disciplinary actions that may be taken against a perpetrator for bullying or retaliation; provided, however, that the disciplinary actions shall balance the need for accountability with the need to teach appropriate behavior; (vi) clear procedures for restoring a sense of safety for a victim and assessing that victim's needs for protection; (vii) strategies for protecting from bullying or retaliation a person who reports bullying, provides information during an investigation of bullying or witnesses or has reliable information about an act of bullying; (viii) procedures consistent with state and federal law for promptly notifying the parents or guardians of a victim and a

perpetrator; provided, further, that the parents or guardians of a victim shall also be notified of the action taken to prevent any further acts of bullying or retaliation; and provided, further, that the procedures shall provide for immediate notification pursuant to regulations promulgated under this subsection by the principal or person who holds a comparable role to the local law enforcement agency when criminal charges may be pursued against the perpetrator; (ix) a provision that a student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action; and (x) a strategy for providing counseling or referral to appropriate services for perpetrators and victims and for appropriate family members of said students. The plan shall afford all students the same protection regardless of their status under the law.

A school district, charter school, non-public school, approved private day or residential school or collaborative school may establish separate discrimination or harassment policies that include categories of students. Nothing in this section shall prevent a school district, charter school, non-public school, approved private day or residential school or collaborative school from remediating any discrimination or harassment based on a person's membership in a legally protected category under local, state or federal law.

The plan for a school district, charter school, approved private day or residential school and collaborative school shall include a provision for ongoing professional development to build the skills of all staff members, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals, to prevent, identify and respond to bullying. The content of such professional development shall include, but not be limited to: (i) developmentally appropriate strategies to prevent bullying incidents; (ii) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; (iii) information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim and witnesses to the bullying; (iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment; (v) information on the incidence and nature of cyber-bullying; and (vi) internet safety issues as they relate to cyber-bullying. The department shall identify and offer information on alternative methods for fulfilling the professional development requirements of this section, at least 1 of which shall be available at no cost to school districts, charter schools, approved private day or residential schools and collaborative schools.

The plan shall include provisions for informing parents and guardians about the bullying prevention curriculum of the school district or school and shall include, but not be limited to: (i) how parents and guardians can

reinforce the curriculum at home and support the school district or school plan; (ii) the dynamics of bullying; and (iii) online safety and cyber-bullying.

The department shall promulgate rules and regulations on the requirements related to a principal's duties under clause (viii) of the second paragraph of this subsection; provided, that school districts, charter schools, approved private day or residential schools and collaborative schools shall be subject to the regulations. A non-public school shall develop procedures for immediate notification by the principal or person who holds a comparable role to the local law enforcement agency when criminal charges may be pursued against the perpetrator.

- (e) (1) Each school district, charter school, non-public school, approved private day or residential school and collaborative school shall provide to students and parents or guardians, in age-appropriate terms and in the languages which are most prevalent among the students, parents or guardians, annual written notice of the relevant student-related sections of the plan.
- (2) Each school district, charter school, non-public school, approved private day or residential school and collaborative school shall provide to all school staff annual written notice of the plan. The faculty and staff at each school shall be trained annually on the plan applicable to the school. Relevant sections of the plan relating to the duties of faculty and staff shall be included in a school district or school employee handbook.
- (3) The plan shall be posted on the website of each school district, charter school, non-public school, approved private day or residential school and collaborative school.
- (f) Each school principal or the person who holds a comparable position shall be responsible for the implementation and oversight of the plan at his school.
- (g) A member of a school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, shall immediately report any instance of bullying or retaliation the staff member has witnessed or become aware of to the principal or to the school official identified in the plan as responsible for receiving such reports or both. Upon receipt of such a report, the school principal or a designee shall promptly conduct an investigation. If the school principal or a designee determines that bullying or retaliation has occurred, the school principal or designee shall (i) notify the local law enforcement agency if the school principal or designee believes that criminal charges may be pursued against a perpetrator; (ii) take appropriate disciplinary action; (iii) notify the parents or guardians of a perpetrator; and (iv) notify the parents or guardians of the victim, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation.

- (h) If an incident of bullying or retaliation involves students from more than one school district, charter school, non-public school, approved private day or residential school or collaborative school, the school district or school first informed of the bullying or retaliation shall, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action. If an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, charter school, non-public school, approved private day or residential school or collaborative school, the school district or school informed of the bullying or retaliation shall contact law enforcement consistent with the provisions of clause (viii) of the second paragraph of subsection (d).
- (i) Nothing in this section shall supersede or replace existing rights or remedies under any other general or special law, nor shall this section create a private right of action.
- (j) The department, after consultation with the department of public health, the department of mental health, the attorney general, the Massachusetts District Attorneys Association and experts on bullying shall: (i) publish a model plan for school districts and schools to consider when creating their plans; and (ii) compile a list of bullying prevention and intervention resources, evidence-based curricula, best practices and academic-based research that shall be made available to schools. The model plan shall be consistent with the behavioral health and public schools framework developed by the department in accordance with section 19 of chapter 321 of the acts of 2008. The resources may include, but shall not be limited to, print, audio, video or digital media; subscription based online services; and on-site or technology-enabled professional development and training sessions. The department shall biennially update the model plan and the list of the resources, curricula, best practices and research and shall post them on its website.

## XIV. Acceptance of Terms (required)

### Student & Family Handbook 2016-2017

**REQUIRED FORM:** This contract must be signed and returned to the student's advisor *no later than Monday, September 12, 2016*. Students will receive 45 minutes of Mandatory Homework Support or Study Hall each day that this form is not submitted, starting Monday, September 12, through Friday, September 16. If the contract remains unsigned after September 16, then a student will have other privileges revoked, at the discretion of the Principal, until it is signed and returned.

#### Parent/Guardian and Student Acceptance of Terms (required)

I acknowledge that I have received and accept the Community Charter School of Cambridge Student & Family Handbook and its policies. I understand that it is my responsibility to read this handbook completely and discuss with my child the expectations that the CCSC has for my child's academic achievement and of his/her behavioral performance.

I understand that I am expected to be actively involved in my child's education and to maintain open communication with the teachers and administrators of the CCSC.

I acknowledge that I have read the section of the CCSC Student and Family Handbook regarding the Anti-Bullying Laws on pages 104-109, and I understand that this law will be strictly enforced at Community Charter School of Cambridge.

I acknowledge that I have read the section of the CCSC Student and Family Handbook regarding the Family Educational Rights and Privacy Act (FERPA) on pages 90-91 and the procedures for accessing, amending, and appealing my child's school records once he/she is age 18 or over.

If I have any questions or comments regarding the Student & Family Handbook, I will call the school's main telephone number (617) 354-0047 to speak to my child's advisor or a member of the school's administrative team.

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

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

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

Parent/Guardian Signature: \_\_\_\_\_

Parent/Guardian Phone: (day) \_\_\_\_\_ (evening) \_\_\_\_\_

Today's Date: \_\_\_\_\_ Advisor's Name: \_\_\_\_\_

In order to update families on students' progress as quickly as possible, CCSC requests that parents/guardians allow some official communication to be delivered through email. Documents such as report cards will still be sent to physical mailing addresses. **If you are willing to receive some official communication through email**, please write your preferred email address(es) here:

Parent's email address(es): \_\_\_\_\_





## **XV. Library Contract** (required)

**REQUIRED FORM:** This form must be signed and returned along with a **\$15 book deposit (per student) by Monday, September 12, 2016.** Your child will receive 45 minutes of Mandatory Homework Support for every day this contract is not signed and/or the deposit is not submitted.

Here at CCSC, improving reading skills is a central focus. Our goal is for students to read a target number of books and genres as determined by the humanities teacher. All students will participate in up to two hours of independent reading time per week. Students in 6th through 10th grades will have DEAR (Drop Everything and Read) where they read books on their specific reading level. Students in 11th and 12th grades will have independent reading periods that may include weekly discussion groups.

We ask that you sign below indicating that you have read this contract, and that you provide a \$15 per student book deposit by Monday, September 12, 2016. Your child will receive 45 minutes of Mandatory Homework Support or Study Hall for every day this contract is not signed and/or the deposit is not submitted. All library books must be returned in good condition by the Friday before Roundtables in order for a student to be eligible for a deposit refund and to receive Roundtable grades. Deposits are not carried forward to the next academic year.

Please contact the Head of School or your child's humanities teacher, if you have any questions or concerns.

### **Library Contract** (required)

I hereby understand that my library deposit will not be returned if my child destroys or loses a book.

Student(s) name(s): \_\_\_\_\_

*Please include names of all children attending CCSC.*

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_

### **Library Deposit** (required)

Enclosed is \$ \_\_\_\_\_ for the library deposit. \_\_\_\_\_ (*parent initials*)  
*You may pay by check (payable to Community Charter School of Cambridge) or cash.*

### **Donation to the CCSC Library** (optional)

Enclosed is a \$ \_\_\_\_\_ donation to the CCSC library. \_\_\_\_\_  
(*parent initials*)

*Please make donations payable to Community Charter School of Cambridge Foundation, Inc. and note "library donation" on the check.*



## **XVI. MCPSA Directory Listing Opt-Out** (optional)

The school will provide parent directory information to the Massachusetts Charter Public School Association so that they can keep parents up to date about state issues that could have an impact on charter schools. If you wish to opt out, meaning that the school will not share your directory information with the MCPSA, you must sign below (or write a note to the school) by October 1, 2016.

I wish to opt out of the MCPSA parent directory.

Parent's name(s): \_\_\_\_\_

Parent's signature: \_\_\_\_\_

Parent's name(s): \_\_\_\_\_

Parent's signature: \_\_\_\_\_

Parent's email address(es): \_\_\_\_\_

\_\_\_\_\_

School: **Community Charter School of Cambridge**



## **XVII. Military Recruiter Opt-Out Form**

(optional)

**OPTIONAL FORM: For parent-guardians of 10th, 11th and 12th graders only. Return by October 14, 2016, to opt out.**

Under the “No Child Left Behind Act,” all military recruiters are entitled to a list of the names, addresses, and telephone numbers of 10th, 11th, and 12th graders. We are required under the law to provide these lists to them upon request. Parents may, however, request that their child’s name be removed from these lists by signing this form and returning it to CCSC by October 14, 2016.

### **Military Recruitment Opt-Out Form (optional)**

I wish to opt out of military recruitment. Please do not include my child’s name on the list for military recruiters.

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

Student’s grade in 2016-17: \_\_\_\_\_

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

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_



# XVIII. School-Family Compact, 2016-17

(required) Due September 12, 2016

**Our Mission:** Community Charter School of Cambridge combines challenging academics with creative use of technology and real-world experience to prepare a diverse student body, grades 6-12, for postsecondary success and productive citizenship. CCSC students are excellent problem solvers and communicators who contribute to their community through internships and other field experiences.

**Our Values:** Commitment, Citizenship, Scholarship and Courage

**Our Compact:** All CCSC students, parent-guardians, and faculty-staff will work together to uphold school values to further academic success for all students in service of our shared mission.

## School's Commitment

All CCSC faculty and staff agree to:

- Provide all students with challenging, engaging, college preparatory instruction that is aligned with the Massachusetts State Curriculum Frameworks.
- Consistently enforce the CCSC Code of Conduct in order to maintain a safe and supportive environment.
- Interact professionally with students and families, responding promptly to questions and concerns.
- Inform families of issues that might be affecting learning and work together to resolve them.
- Create a school culture that helps every student to be known well by several adults and where individual differences are respected and supported.
- Continuously improve the quality of CCSC's teaching practices through ongoing professional learning and teacher coaching.
- Challenge, inspire, and support all students to take responsibility for reaching their full potential.
- Model the values of commitment, citizenship, scholarship, and courage in all of our actions.

Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Student's Commitment

### I agree to:

- Put scholarship and academic success first by continually stretching myself to achieve at the highest level possible.
- Stay focused and engaged in class, complete course assignments on a timely basis, and seek extra help from teachers if I am struggling.
- Inform my advisor, teachers, and family about any obstacles to learning and work with them to resolve these issues.
- Abide by the CCSC Code of Conduct and take responsibility for the consequences of my actions.
- Arrive at school before 8:30 AM, in dress code, when I am healthy.
- Prepare to successfully present my thoughts, opinions, and ideas at my annual Roundtable presentation Senior Internship Exhibition.
- Encourage my peers to pursue academic excellence and help them uphold the school values.
- Demonstrate the values of commitment, citizenship, scholarship, and courage in all of my actions.

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

## Parent-Guardian(s)' Commitment

### I/we agree to:

- Support my child in making academic success her/his top priority by:
  - helping her/him to find a quiet and safe place to study,
  - providing adequate supplies, or reaching out to the school for help providing these,
  - encouraging her/him to read daily,
  - limiting television and other distractions
- Closely monitor my child's progress by reviewing online and printed academic and behavioral reports.
- Support the CCSC Code of Conduct, including making arrangements if my child is required to stay after school or attend Saturday School.
- Interact professionally with school faculty and staff, responding promptly to questions and concerns.
- Ensure that my child arrives at school before 8:30AM, in dress code/uniform, whenever he or she is healthy.
- Attend my child's end-of-year Roundtable presentation.
- Model the values of commitment, citizenship, scholarship, and courage and help my child demonstrate these values daily.

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