

Dear Parents/Guardians & Students,

Thank you for choosing Charter! Marblehead Charter is an extraordinary place, and we are so pleased that you, your child, and your family have chosen to become members of our learning community. Our student-centered, standards-driven, performance-based, hands-on approach enables students to learn the grade level content and develop their ability to think critically, work intensively, and care deeply. Marblehead Charter is one of the most dynamic educational institutions on the North Shore, and we hope that you will enjoy your time with us.

Inside the Student/Parent Handbook, you will find information about who to contact with questions, comments, concerns, and suggestions, how to volunteer, school policies, discipline procedures, the dress code, etc. The teachers and administrators will discuss the contents of this handbook at school, however it is imperative that you review it with your child as well. When you have questions, please let one of us know right away; we'll be glad to help. After reading the handbook, please complete the signature sheet (one per family), and return it to school.

Although this handbook contains a great deal of useful information, it does not include everything you need to know about everything. Our website is a collection of useful current and historical information about the school and your child(ren)'s grade level(s). Please, visit it often: marbleheadcharter.org.

Please, know that this is your school, too. If you need something, don't understand something, want to help with something - just let me know. We're going to enjoy a fabulous year together. Thanks for being a part of it!

Sincerely,

Bill Sullivan
Acting Head of School
bsullivan@marbleheadcharter.com
781-631-0777

Commitment to Marblehead Charter

(one per family)

Acceptance of Student / Parent Handbook 2018-2019

Please, complete and return to school.

Please review the *Student/Parent Handbook* carefully and often with your child(ren). It can be found on the school's website: marbleheadcharter.org. If you have questions or concerns, please contact Mr. Sullivan, bsullivan@marbleheadcharter.com or 781-631-0777.

As a STUDENT at Marblehead Charter, I pledge to:

- ~ read and follow the rules outlined in the Student/Parent Handbook*
- ~ abide by the Marblehead Charter Network and Internet Acceptable Use Policy*
- ~ be responsible for my actions*
- ~ show respect for my school, my teachers, my classmates, and guests*

1st Student's Signature & Grade Level

Date

2nd Student's Signature & Grade Level

Date

3rd Student's Signature & Grade Level

Date

As a PARENT at Marblehead Charter, I pledge to:

- ~ read the school handbook, know the school rules, and recognize the right of the school to establish rules and to provide for their enforcement.*
- ~ cooperate fully with the intent and procedures outlined in the Handbook and ensure that my child(ren) will also.*
- ~ ensure my child(ren) arrive(s) to school on time (entering the school by 7:40am), rested and ready to learn, prepared for the day ahead.*
- ~ volunteer to help at school, as often as possible*
- ~ keep myself informed about school happenings by reading the notices/emails that come home, attending a PTO, Board, or other meetings at school when possible.*

Parent's Signature

Marblehead Charter 2017-2018

Date

Table of Contents

[Who We Are](#)

[Marblehead Charter Mission Statement](#)

[Life at Marblehead Charter](#)

[DAILY SCHEDULE](#)

[STAYING AFTER SCHOOL](#)

[EXTENDED DAY/After School Program](#)

[SCHOOL CANCELLATIONS / SNOW DAYS](#)

[ACADEMIC INFORMATION](#)

[HOMEWORK POLICY](#)

[Report Card](#)

[ACADEMIC PROBATION](#)

[PROMOTION POLICY](#)

[TEACHING ABOUT DRUGS, ALCOHOL, AND TOBACCO](#)

[GENERAL INFORMATION](#)

[COMMUNICATION PROTOCOL](#)

[ATTENDANCE POLICY \(Rev 8/11\)](#)

[SICK STUDENT PROTOCOL/STATE MANDATED SCREENINGS \(Rev 8/11\)](#)

[STUDENT CODE OF CONDUCT](#)

[Dress Code](#)

[ATHLETICS - Student Eligibility](#)

[ATHLETICS](#)

[VOLUNTEERS/VISITORS](#)

[GETTING TO & FROM SCHOOL](#)

[TELEPHONE USE/MESSAGES/CELL PHONES](#)

[ELECTRONIC MUSIC/GAMING DEVICES](#)

[BIRTHDAYS/CELEBRATIONS](#)

[WEBSITE](#)

[Marblehead Charter NETWORK AND INTERNET ACCEPTABLE USE POLICY](#)

[Cyberbullying](#)

[Personal Computers and Devices](#)

[Marblehead Charter WELLNESS POLICY](#)

[Food Allergy Administrative Guidelines](#)

[Student and Parent Education](#)

[Protocol for Lunch Clean up](#)

[Transportation](#)

[Emergency Response Protocol](#)

[PHYSICAL ACTIVITY PROGRAM GOALS](#)

[MASSACHUSETTS GENERAL LAW PROVISIONS](#)

[General Provisions](#)

[Provisions Specific to Civil Rights](#)

[Harassment Prevention Policy](#)

[Definitions](#)

[Complaints](#)

[Investigation](#)

[State and Federal Remedies](#)

[Policy Prohibiting Bullying](#)

[PHYSICAL RESTRAINT POLICY](#)

[Homeless Education Policy & Procedures](#)

[STUDENT RECORDS](#)

[FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT - FERPA](#)

Who We Are

A Community of Learners

You've probably heard the expression 'it takes a village to raise a child.' Well, that's the philosophy at Marblehead Charter, and that's why the word 'community' is a part of our name. Students, faculty, staff, parents, and visitors begin the day together during Community Meeting. We eat together in a communal dining room each day, and everyone goes outside together at recess. We work together. We play together. We learn & grow together - as partners in education. Marblehead Charter is more than just a school; it is a nurturing, inclusive, and vibrant community that is empowered by the talents of dedicated adults who are committed to doing what is in the best interest of the children we serve.

A Great Place to Be

The learning is challenging but fun, the children are respected, and parental involvement is valued and appreciated. Our community of learners includes students & families from all over the North Shore. Marblehead Charter provides a challenging, innovative, integrated, and hands-on curriculum that includes art, music, foreign language, health & wellness, sports, and

community service learning in a small school setting. Students enjoy the attention of a talented and experienced teaching staff, a full time school nurse, counseling & support services, 2 recesses a day, an internationally renowned breakfast & lunch program (Parents may join us for meals.), controlled internet access, & an air-conditioned building. Marblehead Charter is committed to providing public (free) education that actively meets the needs of each student within the context of a dynamic and nurturing environment. At Marblehead Charter, students love going to school!

A Commitment to Education Reform

Operational since 1995, Marblehead Charter serves students in grades 4-8 from Marblehead and the surrounding cities and towns. Charter schools are public schools of choice that are open to all students regardless of income, gender, race, religion, academic or physical ability. Charter schools are independently designed and operated, and they are committed to improving the academic achievement of every student. Today, over a million children in 40 states and Washington, D.C. attend one of more than 3,600 charter schools. Throughout their 20+-year history, charter schools have stood at the center of our nation's growing effort to reform and improve public education and provide greater educational options to all families. Marblehead Charter is proud to be a part of this effort.

A Special Place for Learning

Marblehead Charter is the oldest charter school in the state of Massachusetts. Marblehead Charter has been a model of innovative thinking. Because what happens here is carefully crafted and accomplished with great purpose, nothing at Marblehead Charter is an accident. We believe that students experience success in their education through a challenging program of core academic studies, the integration of learning opportunities, the reinforcement of productive attitudes toward work, community, school, friends, and self, a focus on the individual strengths and weaknesses of each student, and an institutional and personal investment in community service learning. In addition to the learning gained from working on projects and participating in activities, the students learn about themselves, enhance their skills and talents, and work cooperatively with other students and members of their community.

When you arrive, you may feel as if you're speaking a new language, but really, it's all just shorthand for the reform-minded practices that come to life at Marblehead Charter everyday. We have *Global Themes*, individual learning goals, portfolios, *Exhibitions of Student Work*, *essential habits, standards & strands, rubrics, Enrichment, PowerSchool, the report card, and more*. Each is an important part of what makes Marblehead Charter special. These terms may sound foreign at first, but have no fear, you'll be speaking like a native in no time!

Improving student achievement is imperative, but we don't teach to the test. At Marblehead Charter, (and all other public schools), the students are required to learn the state standards in each subject, but what is unique at Marblehead Charter is the way these standards are taught and assessed. The content is put into context; there is a continuous focus on individual learning styles; the processes by which student understanding is assessed are varied and authentic; and the emphasis on personal responsibility throughout the curriculum builds character and produces

higher academic achievement. Not only are Marblehead Charter students interested in their learning, but they perform well on the MCAS, too. We know that if the students are engaged, respected, challenged, and supported they will do well academically, and our students' performance on the MCAS tests has supported this fact.

At Marblehead Charter, we believe that children are individuals, that everyone should be treated with dignity and respect, that global connections should be made to deepen learning, that assessments should be authentic and include more than just test scores, and that being a member of a community means caring about others and taking responsibility for oneself. That's why we embrace in the following mission:

Marblehead Charter Mission Statement

Marblehead Charter fosters a community that empowers children to become capable, self-determining, fully engaged individuals who are critical and creative thinkers committed to achieving their highest intellectual, artistic, social, emotional, and physical potential. We are dedicated to involving, learning from, participating in, and serving our school community and the community at large.

Life at Marblehead Charter

DAILY SCHEDULE

Hours of Operation: 7:00 am – 5:30 pm

7:30	Building Opens to Students
7:30 - 7:45	Breakfast is Served (clean-up @8:00)
7:30 - 8:15	Band Practice (Tuesdays & Thursdays)
7:45 - 8:00	Community Meeting
8:00 - 8:30	Advisory
8:30 - 10:00	1st Academic Block (A-block)
10:00 - 10:30	Recess / Fitness – Café Open
10:30 - 12:00	2nd Academic Block (B-block)
12:00 - 12:30	Lunch – Café Open
12:30 - 1:00	Recess/Fitness
1:00 - 2:30	3rd Academic Block (C-block)
2:30 - 3:15	Enrichment
2:30 - 4:30	Team Practice
3:15	Dismissal
3:15 - 3:30	Café Open
3:30 - 4:30	Counseling & Parental Support – available by appointment
3:30 – 5:30	Homework Club

- **Breakfast** - A full hot breakfast, and other items (cereal, yogurt, fruit, juice, milk, and hot chocolate) are available for purchase. Breakfast is served from 7:30 until 7:45, and children have until 8:00 to finish eating. Parents and guests are welcome to join us for breakfast.

- **Community Meeting** – In keeping with our community philosophy, each school day begins with a 15-minute whole-school community meeting. As the first class of the day, this meeting is a time for announcements and celebrations, addressing challenges that may arise, enjoying mixed-grade learning activities, and sharing community-building experiences. Students are encouraged to discuss what they have learned and progress they have made toward achieving their individual learning goals. Attendance is required and guests are always welcome.
- **Advisory** - Following Community Meeting, students report to their advisory room for 30 minutes. During advisory time, teachers greet students, take attendance, and engage students in academic reflections, activities, and/or classroom chores. This is a time for checking-in, getting extra help (academic or social/emotional), and sustained silent reading.
- **Academic Blocks** - The curriculum provides students with a well-rounded and rigorous program in the areas of math, science/technology, humanities, and the arts. Students are given the opportunity to learn by doing: investigating, researching, building, presenting, discussing, and demonstrating. The Marblehead Charter curriculum is driven by the state's curriculum framework, is hands-on, student-centered, and performance-based.
- **Recess/Breaks/Fitness** – We love to play outside, but recess is more than that! Research shows that good health and regular exercise positively affect student achievement, and we know that students benefit from fresh air and outdoor play. Regular breaks keep students refreshed and ready to learn. The Marblehead Charter Fitness Program includes two ½ hour breaks – one in the morning and one in the afternoon. During these breaks, students must complete *at least* one lap (approximately ¼ mile) around the field during each recess. Students may complete more than two laps per day in order to achieve a higher fitness rating. There are also plenty of opportunities for children to run and play on the field after completing their mandatory laps. **Students must come to school prepared to go outside everyday, except in the case of heavy rain, extreme cold, etc.**
- **Lunch** – Delicious and nutritious describe lunch at Marblehead Charter, where our wonderfully talented kitchen staff creates restaurant-quality meals for students, staff, and guests! A full lunch program, salad bar, snacks, desserts, and beverages are available for purchase. Students sit with peers and staff at round tables for lunch. Games and books are not allowed during lunch in order to encourage meal-time conversation.

Parents and guests are always welcome, and are encouraged, to join students for lunch at any time. If you'd like to order the main entrée, please make reservations via the front office or through your child's advisory teacher prior to 9 A.M. If you are unable to reserve a lunch before 9 in the morning, you are still welcome to join us, but please select a salad or something from the café instead of purchasing the hot or cold entrée. To operate efficiently, the kitchen prepares only the number of meals ordered each day. Purchasing an entrée without making a reservation will leave a child without the lunch

he/she has ordered. Also, please sign in/out at the front office when you arrive/before you leave. We love company, so we look forward to seeing you often!

- **Enrichment** – During the last class of the day, volunteers (parents, community members, local business people) and staff share their expertise, talents, and hobbies with students. This is an opportunity for students to explore areas of interest and participate in activities that enhance and enrich their regular academic day. In addition to the learning gained from the project/activity, students learn about themselves and their peers, gain skills and further develop talents, and witness adults providing a valuable community service. Enrichment programs are made possible by volunteers. Their enthusiastic participation enables the Enrichment program to offer a wide variety of experiences to our students. We greatly appreciate the generous contributions of time and energy made by these essential members of the Marblehead Charter community. Leading an Enrichment activity is a wonderful way to fulfill the twenty (20) hours of volunteer time with Marblehead Charter!
 - Participation in Enrichment is a required part of the school day.
 - Most Enrichments are chosen by the students, however there are required courses at each grade level. Every effort is made to place the students in their 1st, 2nd or 3rd choice classes.
 - Most students can chose to have one Independent Study per week. An additional day of Independent Study may be requested from Mr. Sullivan, Assistant Head of School.
 - Each student must adhere to his/her Enrichment schedule. Changes/transfers will not be made after the schedules are finalized.
 - Most Enrichments run from 2:30-3:15. Some end longer (eg. theater, sports, etc.).
- **Enrichment Volunteer Opportunities:** To learn more about teaching an Enrichment course or assisting with an established activity, please contact Susan Hauck at 781-631-0777 or shauck@marbleheadcharter.com.
- **Dismissal:** Students will be dismissed from Enrichment at 3:15, and they will then go to their Advisory to pack up. Students must exit via the front door unless they are in a carpool. Carpooling students may exit via the gym doors. Students who have not been picked up by 3:30 will be required to go to Homework Club until their ride arrives; parents will be charged for this service.
- **Team Practice / Sports Teams** - Currently, Marblehead Charter is proud to offer teams in track and field, cross-country, soccer, and basketball. Please, contact Mr. Young for more information at myoung@marbleheacharter.com.

STAYING AFTER SCHOOL

Students should make arrangements in advance to stay after school with a specific teacher. In cases where a teacher requests that a student stay after school for extra-help, discipline, or other reason, a call will be placed to the parent prior to the end of the day.

Arrangements for transportation should be made prior to a student staying after school. To ensure student safety, no student may stay after school without the permission and supervision of a teacher. Student/athletes who need extra time after school *must* enroll in homework club.

EXTENDED DAY/AFTERSCHOOL PROGRAM

Marblehead Charter provides a wide range of after school opportunities every day. After school care and clubs are offered. The program runs from 3:15-5:30 on regular school days and from 12:00-5:30 on most half days. The half days are listed on the school calendar each year. All Marblehead Charter behavioral expectations apply during the after school programs. After school care is available for regular users or on an as needed basis.

Students who are participating in the after school program report to Room 8L following dismissal at 3:15. They will have time for a snack when they first arrive. Students may bring their own snack, take fruit from the fruit basket, or purchase a snack from the snack bar.

From 3:30-4:30, all students participate in a club. There is homework club every day. In addition, there are additional clubs on some of the days including cooking, sports, art, and more. Your child does not have to use our after school care in order to join a club. Club information and registration will be sent to parents via email. Homework club provides a supportive, structured environment for students who wish to do some of their homework at school. This program is supervised by Marblehead Charter teachers who will gladly assist students with their homework, if requested. If your child is in homework club, you will be billed by the hour as for after school care. If your child participates in any other club, there will not be a double charge. In other words, if you are paying for a club, you will not be charged for after school care during that hour.

We are happy to announce that the cost of after school care and homework club is staying the same as last year. The cost is \$8.50 per hour and you will be billed by the half hour. There is a 25% discount for siblings that will be applied to the lowest bill. The sibling discount is only available to families whose children who participate with a regular schedule. Attendance is taken each day and a bill will be sent via email bimonthly. Payment of bills is expected within two weeks of receipt in order for students to continue to participate.

Registration forms are available on our website. If you have any questions, please contact Ellen Lodgen at afterschool@marbleheadcharter.com.

SCHOOL CANCELLATIONS / SNOW DAYS

Marblehead Charter follows ‘snow day’ decisions made by the Marblehead Superintendent of Schools. *If Marblehead Public Schools are closed, Marblehead Charter will be closed as well.* There will not be a separate announcement/listing for Marblehead Charter. School cancellations will be announced early in the morning on WBZ radio (AM1030) and WBZ channel 4. You can also check online at <http://www.marbleheadschoools.org/>.

ACADEMIC INFORMATION

Marblehead Charter provides a rigorous academic program, including:

- **Global Themes** with essential questions and understanding goals provide an opportunity for students to delve deeply into big topics. They connect the learning at all grade levels and contribute to high levels of student engagement.
- **Public Exhibitions of Student Work** are the culminating events of each trimester. During this evening event, students are given the opportunity to publicly demonstrate, explain, and defend what they know and are able to do. It is an authentic assessment and an alternative to a traditional final exam. Exhibitions provide a means for a “real world” application of knowledge that directs the students towards more sophisticated use of the skills or knowledge. Exhibitions require students to develop and use a wide range of analytical, communication, and critical thinking skills.
- **Essential Habits – Development, Assessment, & Reporting** Work habits essential for successful living are encouraged, assessed, and reported in order to assist students in becoming lifelong learners and productive citizens. The habits we help them to develop are: *Problem Solving, Leadership, Perseverance, and Initiative*. Teachers formally report student essential habit performance at the conclusion of each trimester.
- **Academic Program** The Marblehead Charter program provides a standards-driven, performance-based, student-centered integrated approach to instruction and assessment that results in high levels of student achievement.
- **Portfolios/Individual Learning Goals** Students will establish learning goals (some individual and some group). Students will reflect frequently about their progress toward achieving the goals, and they will document their progress in a portfolio that will be presented during Exhibition.
- **Critical and Analytical Thinking** challenge students to think beyond the content and apply their knowledge to new and different situations. They grow to understand and appreciate the purpose and benefits of thinking critically. Students regularly participate in learning reflection activities where they respond to the following questions: What did you learn? How did you learn it? Why is it important?

HOMEWORK POLICY

To support academic achievement, homework will be assigned regularly at the discretion of the individual teachers. To develop organizational skills, facilitate homework completion, and support home/school communication, all students will be provided with an assignment book to be used by the child, parent(s), and teachers. It is expected that the assignment book will be used

with care (a replacement fee will apply if the assignment book is lost or damaged). 6th, 7th and 8th graders who have access to 1 to 1 devices will have the option to use that to record assignments

To be recorded in the assignment book:

- Daily/long-term homework assignments
- Brief notes between parents and teachers about homework
- Notes from teachers about missing work/detention

Responsibilities:

- **Students** are expected to keep an accurate record of all assignments. Students should write neatly, so that they, their parents, and teachers can read each entry.
- **Teachers** will initial the assignment book to indicate that the assignments have been recorded correctly.

Exception: to facilitate the transition to high school, assignment books will not be checked in 7th and 8th grade unless a student's academic performance, organizational challenges, or IEP require it.

- **Parents** are asked to initial the assignment book to indicate that they have seen their child's completed assignments.

Quality/Timeliness:

- All homework must be completed; it should be done well, with care, and on time.
- When a student does not complete his/her work by the assigned due date, he/she will be assigned to in-school detention (12:30-1:00) until the work is completed and turned in to the teacher. In-school detention will be communicated to parents via the assignment book or email.
- Repeated failure to complete homework assignments may result in the student being placed on Academic Probation.
- Students are expected to make up work missed due to sickness/absence (assignments and due dates to be determined by the teacher).
- **After any absence**, the student must consult with his/her teachers to determine missing work (including tests/quizzes/projects) and due dates.

Extended Absences

- State law requires that students be present in school whenever school is in session, so vacations/extended absences during school time are strongly discouraged (and may be reported to the truant officer).
- **School work will not be provided in advance for students who will miss school due to a vacation.**
- **Teachers will not be required to provide additional instruction for students who missed school due to a vacation.**
- Students must make up all work after their return to school; the teachers will determine what work can be completed and the due dates for each assignment.

- Exceptions may be made at the teacher's discretion for family emergencies or bereavement. He/she will determine due dates for work missed due to an emergency or bereavement.

REPORT CARDS /PowerSchool

It is the School's goal to keep parents and students up-to-date regarding student progress and performance. PowerSchool is a comprehensive, web-based reporting system supported by that provides on-going, detailed, and timely assessment of student work. Students and parents can keep track of assignments, can know the results of tests as soon as teachers post them to their grade books, and can identify academic areas that need extra attention. When checked regularly, PowerSchool can be a very effective tool for students and parents.

As a public school, Marblehead Charter must teach the content and skills that are described in the *Massachusetts Curriculum Frameworks*. In the *Frameworks*, each subject is divided into strands. It is our goal that students will demonstrate a proficient level of understanding in each strand in each subject by the end of the year. All student work is viewed as evidence toward this goal. At the end of each trimester, the student's work will be evaluated. The grades will not be averaged, but instead the student's demonstrated level of understanding will be determined, the following descriptors will be used:

- ***Advanced (4)***: The student's work has demonstrated a level of understanding that exceeds the grade level standards at this time.
- ***Proficient (3)***: The student's work has demonstrated a level of understanding that meets the grade level standard at this time.
- ***Developing (2)***: The student's work has demonstrated a partial understanding of the grade level standards at this time.
- ***Emerging (1)***: The student's work has demonstrated a minimal understanding of the grade level standards at this time.
- ***Not Yet Assessed (N/A)***: Sufficient evidence does not exist to determine a demonstrated level of understanding, because the content and skills in the strand have not yet been presented, or the student did not complete the required work, and thus did not yet demonstrate his/her understanding.

Another important feature of the CUE is the separate reporting of the student's academic achievement and his/her work habits. Both are important, but they must be understood separately to best help the student reach his/her full potential.

The information in the CUE Report is password protected. Please, contact the subject matter teacher with questions about the work or grades, and contact Matt Cronin, Technology Coordinator, regarding your login or password needs.

ACADEMIC PROBATION

Academic Probation is intended to assist students who are having difficulty fulfilling their academic obligations. Students may be placed on Academic Probation at the request of their parent/guardian, teacher, or the Assistant Head of School. Together, the student, his/her parent/guardian, teachers, and the Assistant Head of School will identify the student's needs and will develop an action plan to assist in helping the student demonstrate academic achievement. The plan may include student participation in counseling, additional independent studies, extra help sessions with teachers/tutors, Homework Club/Extended Day, etc. If the student fails to make adequate academic progress, the plan may be adjusted accordingly. If the student refuses to follow the plan designed for him/her or if adequate academic progress is not made, retention in the current grade level may be considered.

PROMOTION POLICY

The Assistant Head of School with recommendations from the teaching team, guidance counselor, parents, etc. will determine which students are eligible for promotion on the basis of academic standards and attendance. When there is a marked discrepancy between academic competency and the classroom performance of a student, the Assistant Head of School will investigate. Parents will be a part of the grade level placement process for their child, unless they opt not to participate.

Only those students who demonstrate academic competency will be considered eligible for promotion to the next grade level. Academic competency is determined by teacher observations/judgments, course grades, the Massachusetts Comprehensive Assessment System (MCAS), and other standardized testing administered by the school.

Parents will be informed if it is determined that a student is not making sufficient progress towards being eligible for end-of-year promotion. An Academic Probation Plan will be created for the student within thirty (30) days of the determination that he/she is not making sufficient progress or that he/she may be retained. The plan will be developed by the Assistant Head of School in collaboration with the teaching team, the student and his/her parent(s), and other relevant faculty/staff.

If the Assistant Head of School determines that a student is to be retained at the present grade level and the parent is dissatisfied with the determination, the parent may appeal the decision to the Head of School (HoS). The HoS will meet with the parents, the teaching team, the Assistant Head of School to review the student's file, which may include CUE Reports, individual learning plan goals, Academic Probation Plan, conference reports, etc. The decision of the HoS shall be final.

Student success in school with regards to this policy or other areas is a jointly shared responsibility among educators, parents, and the students themselves. Parents and students are encouraged to ask questions/seek help regarding progress toward promotion, eighth grade graduation, and other educational goals.

Special Education

Unless specified in the I.E.P., special education students enrolled in regular education classes are expected to meet the promotion requirements applicable to their non-special education peers. Promotion decisions shall be based on each student's progress toward the attainment of measurable annual goals and objectives as specified in his/her Individual Education Plan (IEP). Goals and objectives must be based on evaluation data, annual review, re-evaluation (three-year) data, and current levels of performance. The goals and objectives must be developed in accordance with the standards found in the Massachusetts Curriculum Frameworks.

English Language Learners

English Language Learners are expected to meet promotion requirements. Each student's progress will be evaluated by the teaching team, the ELL Coordinator, and the student's parent(s). This team will determine the appropriate grade level placement, which could include retention in grade level or promotion, as well as summer school, completion of special assignments, online instructional programs, etc.

Promotion Requirements

Teachers will recommend each student for promotion based upon the criteria outlined in this policy and the teacher's professional assessment that the student's classroom performance indicates the ability to succeed at the next grade level. The intent is for all students to have the academic skills and habits necessary for success.

Two basic requirements (academic achievement and attendance) apply to all students. A student will be considered for promotion when he/she has met each of the following requirements:

Academic Achievement Requirement – Students must meet the criteria in items A, B, and C, below to be considered for promotion to the next grade level.

- A. **Testing** -The student demonstrates grade level competency in English Language Arts and mathematics.
- B. **Teacher Assessment**- The student has achieved the teacher expected level of understanding in the majority of strands in both ELA and math. (The teacher expected level will be “proficient” by the end of the 3rd trimester.)
- C. **Assignment Completion**- The student's assignments must be completed in order to determine his/her progress towards meeting the promotion requirements. A minimum of 80% of all homework, classwork, projects, and other assignments must be **completed** for the student to be eligible for promotion.

The following are expected, but are not required for promotion:

- All students are expected to exhibit proper behavior and significant effort toward meeting state standards in ALL subjects, including Community Service Learning and Enrichment. When these expectations are not met, a teacher and/or the Assistant Head of School may assign remediation. State standards exist in all subjects and students are expected to demonstrate the teacher expected level of understanding on all standards and demonstrate a proficient level of understanding by the end of the school year. Teachers and the Assistant Head of School will work with students and, as necessary, parents to achieve these expectations.
- All students will participate in Community Service Learning at each grade level. In addition, all eighth grade students are expected to serve 25 hours of community service.

Change In Grade Level Placement

If a parent requests a change in the grade level placement of a student, the Assistant Head of School will consider the student's age, maturity, attendance, effort, and the student's academic potential. The Assistant Head of School, based on all available information, will determine if the request will be granted. If the parent is dissatisfied with the determination, the parent may appeal the decision to the Head of School. The Head of School will review the request. The decision of the Head of School shall be final.

MCAS - Massachusetts Comprehensive Assessment System

Some Background

Every year students attending public schools in Massachusetts are required to participate in the Massachusetts Comprehensive Assessment System – MCAS. These tests are mandated by a state law, the *Education Reform Act of 1993*, and a federal law, the *No Child Left Behind Act of 2001*. The primary objectives of these tests are to track improvement in student performance and to assure curriculum alignment. To learn more about the MCAS, visit <http://www.doe.mass.edu/mcas>.

Use of MCAS Results

- The MCAS reports will illustrate how well our students and the school are achieving the learning standards described in the state's *Curriculum Frameworks*. Marblehead Charter embraces the *Frameworks*, and all units and lessons are driven first by the state standards. Marblehead Charter believes that our integrated, student-centered, activity-based approach to instruction enhances the students' level of achievement. The *Frameworks* are available for your review on the Department of Education's website at www.doe.mass.edu/frameworks/current.html.
- The teachers will use individual student results to focus on areas in which students need assistance to improve performance. The teachers and administrators will use the grade-level and school wide results to evaluate the effectiveness of the Marblehead Charter curriculum in aligning with the standards defined in the *Frameworks*.

TEACHING ABOUT DRUGS, ALCOHOL, AND TOBACCO

In accordance with state and federal law, Marblehead Charter shall provide age-appropriate, developmentally based drug and alcohol education and prevention instruction for our students. The drug and alcohol education program shall address the legal, social, and health consequences of drug and alcohol use. It shall include special instruction as to the effects upon the human system; the emotional, psychological and social dangers of such use with emphasis on non-use by school age children and the illegal aspects of such use. The program also shall include information about effective techniques for resisting peer pressure to use illicit drugs or alcohol. The objectives of this program, are rooted in the School's belief that prevention requires education, and that the most important aspect of the policies and guidelines should be the education of each individual to the dangers of drugs, alcohol, and tobacco. To create an awareness of the total drug problem--prevention, education, treatment, rehabilitation, and law enforcement on the local, state, national and international levels. To relate the use of drugs and alcohol to physical, mental, social and emotional practices. To develop the student's ability to make intelligent choices based on facts and to develop the courage to stand by one's own convictions. To understand the personal, social and economic problems causing the misuse of drugs and alcohol.

LEGAL REFS.: M.G.L. 71:1

GENERAL INFORMATION

COMMUNICATION PROTOCOL

(What to do if you have a problem with something that's happening at school)

The goal of the Marblehead Charter Communication Protocol is to ensure open, honest, respectful, and timely communication between and among all members of the Marblehead Charter community. We believe that effective communication contributes to a healthy community, a safe environment for all, and increased student achievement. All Marblehead Charter administrators, faculty, and staff maintain an open-door policy with regards to answering questions and discussing issues. Please communicate directly and often.

Any issues brought to the attention of a member of the Marblehead Charter Board of Trustees will be forwarded to the Head of School who will facilitate the process of resolution.

Informal Communication

Marblehead Charter administrators, faculty, and staff are generally available immediately before school (7:30-7:45AM) and after school (3:15-3:30PM) to answer questions or engage in informal conversations.

Phone calls, notes, emails, and comments/questions in a student's assignment book are welcome and encouraged. A response will be made as soon as practicable, and in most cases, within 2 school days.

Formal Communication

Parents, administrators, faculty, and/or staff members who are concerned with an issue that cannot be resolved in an informal manner should request a meeting to discuss the issue/concern.

All formal communication will be documented in a Conference Report, copies of which will be sent to the meeting's participants for their review and comment; all written comments will become part of the documented record of the issue/concern. A copy of each report will be copied to the Assistant Head of School who will track the progress of each issue/concern.

The Board of Trustees will be informed by the Head of School in the event that it is determined by him/her that a state/federal law was violated.

Formal Communication cont.

In order to ensure the effective resolution of an issue/concern, please follow the process outlined below.

Step 1) Schedule a meeting to speak directly with the person(s) closest to the issue. *(ie. If you're concerned about your child's math grade, make an appointment to talk to his/her math teacher.)* Contact information for all employees is available on the school's website. Meeting participants are encouraged (and Marblehead Charter personnel are required) to include a third party to take notes during a meeting. Follow-up meetings with the same participants should be scheduled, as needed, to facilitate a satisfactory resolution of the issue/concern.

Step 2) If, after following step 1, an issue remains unresolved, any meeting participant may request a meeting with the person(s) closest to the issue and the Assistant Head of School. At this stage, the meeting should be scheduled through the Assistant Head of School. Follow-up meetings with the same participants should be scheduled, as needed, to facilitate the resolution of the issue/concern.

Step 3) If, after following steps 1 and 2, an issue remains unresolved, any meeting participant may request a meeting with the person(s) closest to the issue, the Assistant Head of School, and the Head of School. At this stage, meetings should be scheduled through the Head of School. Follow-up meetings with the same participants should be scheduled, as needed, to facilitate a resolution of the issue.

Step 4) If, after following steps 1-3, a meeting participant believes that the issue remains unresolved, he/she may submit a letter of appeal to the Head of School. The Head of School will review the documentation related to the issue and will respond in writing with a judgment of his/her findings.

Step 5) If, after following steps 1-4, a meeting participant believes that the issue remains unresolved, he/she may submit a letter of appeal to the Chair of the Marblehead Charter Board of Trustees. He/she will review the documentation related to the issue and will respond in writing within 30 days with a judgment of his/her findings.

ATTENDANCE POLICY

Regular and punctual school attendance is essential for success in school. Marblehead Charter does recognize that parents of children attending our schools have special rights, as well as responsibilities, one of which is to ensure that their children attend school regularly. Students are required to be in school for all scheduled school days and Exhibition programs unless they are sick or they have permission from the school to be absent.

Students may be excused temporarily from school attendance for the following reasons:

1. Illness or quarantine.
2. Bereavement or serious illness in the family.
3. Weather so inclement as to endanger the health of the child.
4. Observance of major religious holidays.

A child may also be excused for other exceptional reasons with approval of the school administrator. A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of their character. Parents will help their children by refusing to allow them to miss school needlessly.

Accordingly, parents will provide a written explanation for the absence and tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justifiable.

LEGAL REFS.: M.G.L. 76:1; 76:16; 76:20

The school must be called at 781-631-0777 before 8:00a.m. if the student will be absent or late, or we will call you. If the student stays home ill after his/her parent(s)/guardian(s) have left the house, and the parent(s)/guardian(s) are unaware their child is staying home, it is the student's responsibility to contact his/her parent(s)/guardian(s) and have his/her parent(s)/guardian(s) call the school.

Planned absences for special circumstances must be approved by the Assistant Head of School, or his/her designee in advance.

Parents guardians going out of town must notify the office as to who will be responsible for their child during the parents'/guardians' absence.

ABSENCE/DISMISSAL NOTES

A note explaining the absence must be brought to the office upon returning to school. Absences will be excused for illness, religious holidays, death in the family, or funerals. All notes must have the date of the absence as well as the reason.

Students who need to be dismissed must bring a written note from their parent/guardian to the main office before 8:00a.m. The note must state the time, date, and reason for the dismissal.

Doctor/dentist appointments should be made during non-school time. Emergency dismissals can be made at the discretion of the Assistant Head of School or School Nurse.

Parents/Guardians or their designee must come to the main office to personally sign out their child, unless other arrangements allowing the student to sign themselves out have been agreed to by the Assistant Head of School. Written authorization from the parent or guardian giving this permission must be on file with the office.

Any student with more than 13 unexcused absences (or the equivalent of) may be retained in the current grade (per state law), unless granted a waiver by the Assistant Head of School.

If a student has missed thirty-two (32) or more days of school, including excused days, the Assistant Head of School will contact the parent of that student to determine if retention is in the best interest of the student.

Extended vacations and taking students on vacations during school time are considered unexcused absences. Under these circumstances, students will make up the work after their return to school at the discretion and convenience of their teachers during before/after school sessions. Students are required to see each of their teachers upon returning and develop a list of missing work and specific dates for test and quiz make ups. **School work will not be provided in advance for students who will miss school due to a vacation.**

Please note:

The Department's [DESE] legal team has established the following guidance regarding extended absences, barring for medical reasons:

“On the substantive question, whether a charter school can offer a leave of absence, the answer is no. If a student is enrolled at a charter school, they are either in school or absent if school is in session. The school is responsible for that student's education, administering the MCAS to him or her, etc. If the student is not enrolled at and attending the charter school, they are no longer a student of that charter school. If they wish to re-enroll in the charter school, they must go through the enrollment process like any other prospective student and would not receive a preference in enrollment by virtue of having previously attended the charter school. To allow a student to take a leave of absence would allow the school to create a new enrollment preference for previously enrolled students that would violate the charter school statute.”

TARDY NOTES

Students who arrive after 7:45 a.m. must report directly to the main office. A parental/guardian note stating the date and reason for the tardy is necessary for the tardy to be excused.

A warning is given for the first unexcused tardy of less than 15 minutes. Students who have a second unexcused tardy of under 15 minutes will receive a 30 minute detention; an unexcused tardy beyond 15 minutes will result in two (2), 30 minute detentions. Additional tardies may be approved by the Assistant Head of School due to special circumstances. The school may also count late to class minutes towards the 10% attendance rule.

CONSEQUENCES FOR EXCESSIVE ABSENCE/TARDINESS

If absences/tardies exceed 10% of the term or nine absences/tardies, an initial letter will be sent home notifying parents/guardians of the state law regarding school attendance. A letter will also be sent to the police truant officer. This letter will cite the school's concerns regarding a child's attendance and a meeting will be set up between the child's parent(s)/guardian(s) to rectify and/or clarify the situation.

While we are required by state law to follow its school attendance policy, we are also aware that some students may already have documented illnesses, which are being overseen by the school nurse and/or guidance counselors. The 10% rule does include individual classes that may be missed due to tardiness and cutting. Suspensions and field trips are not included in the 10% rule. Waivers of this policy may be granted due to illness or unusual personal/medical circumstances.

SICK STUDENT PROTOCOL/STATE MANDATED SCREENINGS

If a student is observed to be ill or complains of illness, the student will be sent to the Health Office for evaluation. The student's temperature will be taken, and upon further evaluation, the student may be dismissed if any or all of the following occur:

- Temperature is elevated.
- The student is vomiting.
- The student continues to complain of illness after an appropriate period of rest in the Health Office.
- Consultation and/or evaluation by the school nurse determines consideration for dismissal.
- If, upon contact with the parent, it is felt to be in the best interest of the student to be dismissed.

Changes/Concerns: If a student is noted to have any changes in behavior, functioning, gait, color, or has expressed any signs or symptoms of illness or discomfort, the school nurse should be consulted. Should a faculty/staff member become concerned about the health of a student or have any concerns about safety, the school nurse should be consulted for evaluation of the student.

Exclusion from School Due to Illness: Students with the following symptoms should be excluded from school until the illness has resolved and/or until a physician determines that the student may return to school:

Conjunctivitis, Impetigo, Diarrhea*, Vomiting*, Fever*, Undiagnosed rash**, Severe upper respiratory infection, Sore throat, Earache

*Students should be symptom free for 24 hours before returning to school

**A rash can be an indication of many things, frequently of illness that is contagious. Therefore, a student will be excluded from school until a physician determines that the student is not contagious and may return to school. If a student is dismissed from school due to a rash, the student must present a note from the physician certifying that the student may return to school.

Returning To School Following An Illness: A doctor's note is required upon return to school following: major surgery, fracture, severe illness or hospitalization (pneumonia, mononucleosis, bronchitis, asthma, etc). The note should state any limitations or accommodations necessary for class attendance, gym and recess and a plan of care to meet the student's needs while in school. The date for resumption of normal activity should also be clearly stated.

State Mandated Screenings: The Commonwealth of Massachusetts' Department of Elementary and Secondary Education requires school nurses to conduct yearly screenings in the following areas for all students: Vision, Hearing, Scoliosis, and Body Mass Index (BMI). The screenings are conducted with the utmost regard for the students privacy and confidentiality. Parents will be notified of any concerns.

Questions: Please feel free to contact the school nurse at 781-631-0777 extension 13, with any questions regarding the return to school following illness, injury, or hospitalization and/or state mandated screenings. Students are encouraged to return to school as soon as they are physically able.

STUDENT CODE OF CONDUCT

In general, all students are expected to be good community members. Their behavior should always demonstrate a respectful and cooperative attitude - both in and out of the classroom. All students are expected to make every effort to do their best everyday. Some of the specific expectations regarding behavior are listed below. Failure to comply with the School's behavioral expectations will result in disciplinary consequences that may include a Student Behavior Referral (SBR), loss of recess or other privilege, assignment to clean-up crew, suspension, expulsion, or other consequence as determined by the Administration.

- Students are expected to treat all teachers/staff, classmates, Enrichment instructors, community members, volunteers, and visitors with kindness and respect at all times. Disrespectful words, actions, attitudes, or clothing will not be tolerated at Marblehead Charter.
- Staff members are continually looking for opportunities to recognize positive behaviors. A public presentation of a "Commendation" is one way that Marblehead Charter encourages and acknowledges exceptional student behavior.
- Inappropriate behaviors will be redirected when possible and documented via student log entry when necessary.
- **Enrichment** is a part of the day at Marblehead Charter, and the Marblehead Charter school rules and consequences apply at all times during Enrichment. Students are expected to arrive to their Enrichment activities on time, and they must treat the Enrichment instructors with respect. A student may be removed from an Enrichment activity for the remainder of the class/term if his/her behavior is unacceptable.
- **Rule 230:** All students are expected to work in cooperation with all members of the Marblehead Charter community to create a positive learning environment, and they must conduct themselves in a manner consistent with the Mission, Vision, and goals of the School. Students can check their compliance with "Rule 230" by asking themselves, "If all 230 students were doing what I'm doing now, would that be ok?" If the answer to this question is "yes," the student's behavior is probably appropriate/acceptable. If the answer to the question is "no," the student should change his/her behavior.
- **Hands-Off Policy:** For everyone's safety, students are expected to keep their hands to themselves. In general, the touching of other students (even in play or affection) is prohibited.

- **Bullying:** is repeated behavior by a student or teacher that is a written, verbal or electronic or that is 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.

- **Cyberbullying:** is bullying through use of cell phones, computers or other technology and may include conduct such as sending mean or threatening email messages, instant messages, or text messages; creating websites that make fun of, embarrass, or intimidate others; and posting or sending embarrassing pictures of others.

Bullying generally involves “picking on” a student over time and may include conduct such as hitting and shoving; pressuring a student into taking an action he/she does not wish to take; words that involve threats, teasing, putdowns, or name-calling; threatening looks, gestures, or actions; cruel rumors; false accusations; and social isolation.

Dress Code

In general, a student’s clothing should reflect the important educational work pursued at Marblehead Charter. All clothing should be neat and clean, and should not distract others from the important work of learning at school. The Dress Code is part of the Student Code of Conduct. Failure to comply with the School’s behavioral expectations will result in disciplinary consequences that may include a Student Behavior Referral (SBR), and/or other consequence as determined by the Administration.

Students should dress for the weather/activity. (They will go out for recess unless it is raining, and they should be prepared to be in the gym on PE days.)

Midriff's should not be visible.

Collared shirts are encouraged.

School clothing is available for purchase in the front hall.

No items of clothing may have offensive/vulgar images or language, references to sex, alcohol, drugs, hate speech, or abuse of any kind.

Pajamas may be worn on designated "Pajama Days" only.

"Game day" attire is required of all student athletes on designated game days. Failure to do so results in game suspension.

- Gentlemen: Sport Jacket is preferred, Minimum: Buttoned-Down Shirt, Tie, Dress Pants/Khakis, and Dress Shoes.
- Ladies: Skirt/Dress/Pants, Blouse, and Dress Shoes

Sneakers, t-shirts, and sweatpants should be worn during fitness class. *Heelys* are not allowed. Cleats may be worn only when required for team practice, not in the building. Flip-flops should not be worn during wet/muddy weather, or for gym class.

Hats may be worn outside during AM/PM breaks, outdoor enrichments, and outdoor gym classes, but they may not be worn in the school building, except on school designated "Hat Days".

Students with Disabilities & Discipline: Students with disabilities are subject to all the rules, procedures, and privileges as stated in the Student/Parent Handbook, unless specified otherwise in their IEP or 504 Plan. Marblehead Charter follows regulatory guidelines in honoring parent requests for evaluations, including responding within time lines, assessing in all areas of concern, and providing Prior Written Notices.

- Consistent staff presence, emphasis on Rule 230, and the use of positive communication enable teachers to assist students in resolving their issues, following behavioral expectations, and getting their needs met.
- Students with emerging patterns of inappropriate behavior will be discussed at grade level Consult/Child Find meetings, and the student's Advisory teacher may inform the student's parent/guardian of the concern. A behavior plan may be generated, and the Guidance Counselor may be consulted/involved. The Inclusion Specialist at each grade level will monitor student behavior, will support a student's behavior plan, and will communicate with the parent/guardian when needed.
- Students on IEPs or 504 Plans, follow the same procedures for suspensions as their regular education peers, unless otherwise specified in their program or plan. If a student reaches the 7th day of suspension, a Functional Behavior Assessment will be conducted. Starting with the 10th day of suspension and for each subsequent suspension, whether in-house or out-of-school, a Manifestation Determination meeting will be held. When there is a determination that the behavior is caused by the disability, the student will not be subject to expulsion. In such instances, an appropriate plan will be developed to assist the student and support his/her continued education. All students whose behavior is not a manifestation of their disability and suspended beyond ten days are entitled to educational and IEP services.

The information regarding the use of a 45-day placement as an interim alternative educational setting and obligation to provide services to students with disabilities who have been suspended for more than 10 consecutive days can be found in section 300.530 in the 2006 regs to the IDEA 2004.

Special circumstances. School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child:

- (1) Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of an SEA or an LEA;
- (2) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA; or
- (3) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA.

General:

- (1) School personnel under this section may remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to children without disabilities), and for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement under Sec. 300.536).
- (2) After a child with a disability has been removed from his or her current placement for 10 school days in the same school year, during any subsequent days of removal the public agency must provide services to the extent required under paragraph (d) of this section.

PROVISIONS GOVERNING DUE PROCESS FOR DISCIPLINARY REMOVALS and SERVICES DURING REMOVALS

Student disciplinary offenses resulting in removal from the classroom (i.e., suspensions and expulsions) are subject to due process procedures, including notices, hearings, appeals, and educational services during removals. The following sections provide you with information about these rights.

Please note that students have the right to be represented counsel or a lay person of the student's choice, at the student's/parent's expense, at any and all hearings concerning student discipline. If you wish to bring an attorney to any hearing or meeting at the school, please inform MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL immediately. If you fail to inform the school prior to bringing an attorney to a hearing, and MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL's attorney is not present, then MARBLEHEAD

COMMUNITY CHARTER PUBLIC SCHOOL will exercise its right to cancel and reschedule the meeting to ensure that its attorney can attend. This rescheduling may delay the hearing or meeting, and if so, your child's disciplinary removal will be extended until a decision is rendered following the rescheduled hearing or meeting. MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL hereby notifies you that it may have its legal counsel present at any hearings and meetings involving student discipline.

A. NOTICE OF STUDENT AND PARENT RIGHTS UNDER G.L. c. 71 §37H

This Notice of Student and Parent Rights applies to student misconduct that involves weapons, drugs, assault on school staff.

For purposes of disciplinary actions under §37H, the Assistant Head of School shall serve as the principal of the MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL, and the Head of School shall serve as the superintendent.

Specifically, 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, may be subject to expulsion from the school by the principal.

Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a controlled substance, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school by the principal.

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

Any student who is charged with any of the misconduct detailed above has an opportunity for a hearing before the 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 discretion, decide to suspend rather than expel a student who has been determined by the principal to have committed the misconduct detailed above.

Any student who has been expelled from a school district pursuant to GL c. 71 §37H shall have the right to appeal to the superintendent. The expelled student shall have ten (10) days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel, at his or her own expense, 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. All parties will be informed in advance by the school that an audio recording will be made if the school elects to do so.

Students who are suspended or expelled under §37H must be given the opportunity to make academic progress, and if suspended or expelled for more than ten (10) consecutive days are entitled to receive educational services during the period of suspension or expulsion under

MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL's Education Service Plan, which is described below in Section D. If the student withdraws from the Marblehead Community Charter Public School and/or moves to another school or school district during the period of suspension or expulsion, 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.

B. NOTICE OF RIGHTS UNDER G.L. c. 71 §37H½

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

For purposes of disciplinary actions under §37H½, the Assistant Head of School shall serve as the principal of the MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL, and the Head of School shall serve as the superintendent.

Suspension Following Issuance of Criminal or Felony Delinquency Complaint

Upon the issuance of a criminal or felony delinquency complaint against a student, the 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 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 within three (3) 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. All parties will be informed in advance by the school that an audio recording will be made if the school elects to do so.

The superintendent shall have the authority to overturn or alter the decision of the principal, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five (5) calendar days of the hearing. The superintendent's decision shall be the final decision of the MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL with regard to the suspension.

Expulsion Following Felony Adjudication or Admission

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 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 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 (5) calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent within three (3) 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. All parties will be informed in advance by the school that an audio recording will be made if the school elects to do so.

The superintendent shall have the authority to overturn or alter the decision of the principal including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five (5) calendar days of the hearing. The superintendent's decision shall be the final decision of the MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL with regard to the expulsion.

Students who are suspended or expelled under §37H½ must be given the opportunity to make academic progress, and if suspended or expelled for more than ten (10) consecutive days are entitled to receive educational services during the period of suspension or expulsion under MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL's Education Service Plan, which is described below in Section D. If the student withdraws from the MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL and/or moves to another school or school district during the period of suspension or expulsion, 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.

C. NOTICE OF STUDENT AND PARENT RIGHTS UNDER 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 G.L. c.71 §§37H and 37H½, as detailed above.

The school administration may apply and enforce school rules and policies against students in connection with conduct occurring in school, on school grounds, before and after school

hours and off school grounds, including while traveling to and from school and during off-site school-sponsored, school-related and extracurricular activities.

In every case of student misconduct for which suspension may be imposed, the principal or designee 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. A suspension under §37H³/₄ may not exceed ninety (90) school days in a school year, and may not extend beyond the end of the school year in which the suspension is imposed. The following document outlines student and parent rights when the principal or designee is considering and/or decides to implement a removal from school as a consequence for student misconduct.

Students who are suspended under §37H³/₄ must be given the opportunity to make academic progress, and if suspended or expelled for more than ten (10) consecutive days are entitled to receive educational services during the period of suspension or expulsion under MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL's Education Service Plan, which is described below in Section D. If the student withdraws from the MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL and/or moves to another school or 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.

Notice of Suspension and Hearing under §37H³/₄

Unless the principal or designee determines that an emergency removal is required (*see* Emergency Removals section below) or decides to implement an in-school suspension of ten or fewer consecutive days (and no more than ten [10] cumulative days per school year) (*see* In-School Suspension section below), the principal may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent with verbal and written notice, and providing the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing.

The principal or designee is required to provide this verbal and written notice to the student and the parent in English and in the primary language of the home if other than English, or by other means of communication where appropriate. The notice must set forth the following information:

- (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 principal or designee 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;
 - (g) if the student may be placed on long-term suspension following the hearing with the principal or designee the student's short and long term suspension hearing rights and the right to appeal the principal or designee's decision to the superintendent (*see Hearing Rights* section below).

The principal or designee is required to make and document reasonable efforts to notify the parent verbally of the opportunity to attend the hearing. The principal is presumed to have made reasonable efforts, and therefore may conduct a hearing without the parent present, if the principal has sent written notice (by hand delivery, first-class mail, certified mail, email, or any other method of delivery agreed to by the principal or designee and parent) and has documented at least *two* (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

Emergency Removal

A principal or designee has the authority to remove a student from school temporarily when a student is charged with a disciplinary offense and the principal or designee determines that the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal or designee's, judgment, there is no alternative available to alleviate the danger or disruption. The principal or designee is required to notify the superintendent immediately in writing of an emergency removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the principal or designee is required to:

- (a) 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 the Hearing Rights outlined below;
- (b) Provide written notice to the student and parent;
- (c) Provide the student an opportunity for a hearing with the principal or designee that complies with the rights outlined below in the Hearing Rights section, 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 principal or designee, student, and parent.
- (d) Render a decision orally on the same day as the hearing, and in writing no later than the following school day.

The principal or designee 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.

Hearing Rights

Principal or Designee's Hearing under §37H³/₄: Short-term Suspension

Short-term suspension means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less.

The purpose of the hearing with the principal is for the principal or designee to hear and consider information regarding the alleged incident; provide the student an opportunity to dispute the charges and explain the circumstances of the alleged incident; and determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the principal or designee is required to discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student and parent both shall have an opportunity to present and offer information, including mitigating facts, that the principal or designee should consider in determining whether other remedies and consequences may be appropriate. All parties will be informed in advance by the school that an audio recording will be made if the school elects to do so.

Based on the available information, including mitigating circumstances, the principal or designee shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The principal or designee is required to provide written notification to the student and parent of the 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.

Principal or Designee's Hearing under §37H³/₄: Long-term Suspension

Long-term suspension means 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.

The purpose of the long-term suspension hearing is the same as the purpose of a short-term suspension hearing. At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights during a long-term suspension hearing:

1. In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal or designee may rely in making a determination to suspend the student or not;
2. the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
3. 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;
4. the right to cross-examine witnesses presented by the school district; and
5. the right to request that the hearing be recorded by the principal or designee, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the principal or designee shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

The principal or designee shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal or designee should consider in determining consequences for the student.

Based on the evidence, the principal or designee shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The principal or designee shall 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 by any other method of delivery agreed to by the principal or designee and the parent. If the principal or designee decides to suspend the student, 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 by the principal or designee;
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;
5. Inform the student of the right to appeal the principal or designee's decision to the superintendent or designee (only if the principal or designee has imposed a long-term suspension). Notice of the right of appeal shall be in English and the primary language of the home if other than English, or by other means of communication where appropriate, and shall 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 superintendent 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 superintendent 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 superintendent decides to reverse the principal or designee's determination on appeal.

Superintendent's Hearing under §37H³/₄

A student who is placed on long-term suspension following a hearing with the principal or designee has the right to appeal the principal or designee's decision to the superintendent.

In order to appeal the principal or designee's decision to impose a long-term suspension, the student or parent must file a notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension (in the alternative, within five (5) calendar days of the effective date of the long-term suspension the parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days). If the appeal is not timely filed, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The superintendent shall 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, in which case the superintendent shall grant the extension.

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

The superintendent 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. An audio recording of the hearing will be made, a copy of which shall be provided to the student or parent upon request.

The student and parent shall have all the rights afforded them at the principal or designee's hearing for long-term suspension, as detailed above in the sections entitled Principal's Hearing under §37H³/₄: Short-term Suspension and Principal's Hearing under §37H³/₄: Long-term Suspension.

The superintendent shall issue a written decision within five (5) calendar days of the hearing. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the principal or designee, but shall not impose a suspension greater than that imposed by the principal or designee's decision. The decision of the superintendent shall be the final decision of the school.

In-School Suspension under §37H¾

The principal or designee may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

The principal or designee is required to inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal or designee determines that the student committed the disciplinary offense, the principal or designee must inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year.

On the same day that the principal or designee decides to impose an in-school suspension, the principal or designee must make reasonable efforts to verbally notify the parent of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension.

The principal or designee shall 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 shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal or designee is unable to reach the parent after making and documenting at least two (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of verbally informing the parent of the in-school suspension.

The principal or designee shall 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 or designee, if such meeting has not already occurred). The principal or designee shall 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 another method of delivery agreed to by the principal or designee and the parent.

Removal from Privileges and Extracurricular Activities

The principal or 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.

D. SERVICES DURING REMOVALS AND SCHOOL-WIDE EDUCATION SERVICE PLAN

Students who are suspended from school for ten (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.

MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL has developed a school-wide Education Service Plan for all students who are expelled or suspended from school for more than ten (10) consecutive school days, whether in or out of school. The principal or designee shall ensure these students have an opportunity to receive education services and to make academic progress toward meeting state and local requirements, through the school-wide Education Service Plan.

MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL'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 the MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL expels a student or suspends a student for more than ten (10) consecutive school days, the MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL is required to provide the student and the parent or 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 or guardian, the school or school district shall facilitate and verify enrollment in the service.

Disciplinary Files

Each student's file will remain confidential, and will not be disclosed without the eligible student's or parent's prior written consent, except as required by law. The student's file will be kept at the school for five (5) years after the student withdraws or graduates. According to state law, information regarding suspension or expulsion due to a violent and/or criminal act must be forwarded to the student's new school. If a student or his/her parent/guardian wants to view this file, he/she should make an appointment to meet with the Assistant Head of School.

DISCIPLINE

Effective discipline comes from the belief that teaching students to take responsibility for their behavior is more important than simply enforcing the rules.

Marblehead Charter is a place where children, parents, and educators work together to create an atmosphere that encourages and promotes learning. Educators at Marblehead Charter promote and implement a positive discipline plan that identifies and teaches behaviors allowing students

to become effective problem solvers and decision makers. Each child is responsible for his or her own behavior choices.

Good discipline is essential for learning and should be based upon mutual respect for the rights and property of others, respect for those placed in positions of authority, and respect for fellow students. No one will be allowed to jeopardize the health, safety, or learning environment of a fellow student. At Marblehead Charter we expect our students (and your child) to show proper behavior at all times at school, in the community room, on the field, and on the way to and from school.

Many times, parents will be the first to hear about a problem. It is essential that parents contact the classroom teacher to report incidents of bullying. Marblehead Charter does not tolerate any type of bully behaviors and will take steps to remediating any incidents.

Students who choose to follow the rules are recognized in a variety of ways, including verbal praise and being acknowledged publicly through receiving written Commendations. Students who choose to disobey rules face consequences. The severity of the consequence is based upon the severity and/or frequency of the rule infractions.

Consistent, progressive discipline responses

- In general, disciplinary responses progress from less severe to more severe until the behavior improves.
- Disciplinary responses respect individuals, balance the interests of the school community, and minimize disruption of academic instruction. Responses must be logical, consistent, and instructive.
- Consequences can include classroom redirection, loss of recess, assignment to clean up crew, Student Behavior Referrals, parent conference, and for more severe rule infractions, In-School Suspensions, Out-of-School Suspension and Expulsion.

Instructional approach to behavior and discipline

- Intervention and remediation strategies are used along with disciplinary responses.
- Student discipline data is systematically analyzed to inform policies and practices.
- Marblehead Charter staff communicate and model clear, high expectations for appropriate behavior for every person in the community.
- Marblehead Charter provide a range of disciplinary responses that hold students accountable when they do not meet expectations.

- Marblehead Charter staff work with students to correct misbehavior and prevent occurrences by re-teaching behavior expectations.
- Marblehead Charter staff enable and encourage students to reflect on their actions, learn from mistakes, and restore relationships that have been negatively impacted.

EMERGENCY PROCEDURES

The staff at Marblehead Charter takes the safety of your children very seriously. Our building is equipped with a security camera at the front door. Students are supervised at all times. All staff members have been trained in emergency response procedures. In the event of a school emergency, parents/guardians will be contacted as soon as possible with information and/or instructions.

MEDICATIONS

All medication must be administered by the school nurse or a designated member of the school's administration or staff. Students are not permitted to keep any medication with them without the permission of the school's nurse.

ATHLETICS - Student Eligibility

Per Marblehead Charter Athletic rules and regulations, all student athletes will be held accountable for the following:

1. Parent/Guardian Permission- a signed and dated parent/guardian form must be submitted and kept on file at the school.
2. Physical Examinations- each student athlete is required to pass a physical examination performed by a registered physician one year prior to participation. Physical examinations are good for one year from the date of examination and must be continually renewed to remain eligible. A copy of this exam must be filed with the school nurse.
3. Birth Certificates- an original copy of each student athlete's birth certificate/official documentation must be submitted to the athletic office no later than two weeks into the athletic season.
4. Academics- student athletes must be in good academic standing (at or above teacher expected level in the CUE, no missing assignments, appropriate behavior) to remain on a team. Students who fall below the expected levels will be given one (1) opportunity to get back on track. If the student continues to fall below the expected level, a discussion of the student's academic performance with all core subject teachers will be held, and if determined, the student will be removed from the team.
5. Student Behavior- student athletes who receive a behavior referral during the active season will be benched for the next contest. Student athletes receiving a second referral will be benched for a period of time to be determined by the Athletics Director. Any further behavior issues may result in removal from the team.
6. Injuries-
 - 6.1. If any injury or illness occurs during the season, which requires medical attention, the student athlete must submit written approval from the attending physician to the health office prior to returning to athletic participation.
 - 6.2. Any student athlete who is injured or ill prior to the start of a season, which required medical attention but would join the team at some point during the season, must submit written approval in accordance with 6.1.
7. Student Handbook- all student athletes are subject, first and foremost, to school rules and regulations governing student behavior as cited in the school's student handbook. Violations of

school rules resulting in suspension (in/out of school) from school will automatically disqualify student involvement in athletic contests.

8. Alcohol/Tobacco/Drugs- during the course of the season, student athletes are prohibited from using, consuming, possessing, purchasing, giving away or being in the presences of any beverage containing alcohol, tobacco products, marijuana, steroids or controlled substances.

Penalties will be determined on a case-by-case basis by the coaches and the administration of the school and handled in accordance with the school's student handbook.

9. Steroid Use- use of Anabolic Androgenic Steroids is strictly prohibited.

10. Amateur status- all student athletes must be of amateur status. An amateur is defined as an athlete/participant who competes for the intrinsic value of the game and at no time, under any circumstances accepts money or compensation for his/her efforts involving the activity in question.

VOLUNTEERS/VISITORS

As a community school, Marblehead Charter offers many volunteer opportunities that serve our students and school. Our school's mission states that, "We are dedicated to involving, learning from, participating in, and serving our school community and the community at large." As valued community members, it is expected that parents/guardians serve a minimum of twenty (20) volunteer hours. Some volunteer opportunities include: leading an enrichment, volunteering in the kitchen, fundraising events, athletic opportunities, and many more!

Visitors are always welcome at Marblehead Charter. Please check in at the front desk when you arrive/depart.

GETTING TO & FROM SCHOOL

Drop Off/Pick Up

- All pedestrians should use the sidewalk and the crosswalk on Lime Street when going to and from the school.
- Cars should not pull up to the front stairs.
- Drivers should use the turn-about for drop-off/pick-up only. Pull into the turnabout as far as you can without re-entering Lime Street. Tell your child/carpool to enter/exit the car as quickly as possible, so that you can move out of the turn-about and allow the next group of cars to move up.
- Cars should not park in or block the turn-about at any time. If your child/carpool requires more than a moment for drop-off/pick-up, please park in the lot to allow enough time to unload/load. After school, if you're in the turn-about, but your child is not visible and moving toward your car, please go around the turn-about again (or pull into the lot and park) to allow the traffic to continue to move.

Public Transit Busses

The MBTA bus runs every 30 minutes with the first bus after dismissal arriving at the Green Street stop around 3:40 pm. Students traveling to and from school using the MBTA bus can request a Charlie card, so they will pay a reduced rate. Students should be aware that riding the MBTA bus is a privilege, so students are expected to conduct themselves accordingly. Consequences for inappropriate behavior on the bus may result in the loss of this riding privilege.

Bicycles/Skateboards/Rollerblades

Students who ride a bike/skateboard/scooter/rollerblades to school are required to wear a helmet/protective gear for their safety. The school provides a bike rack, and students should use a lock, as the school is not responsible for the loss of bikes or other equipment. Bicycles, skateboards, scooters, and rollerblades may be ridden on school property only while traveling to and from home. They may not be used during school hours.

TELEPHONE USE/MESSAGES/CELL PHONES

To facilitate home/school communication, all faculty and staff have email and voicemail accounts. Email addresses are listed in this handbook and on the school's website. Voicemail accounts can be reached by calling the school's main number (781-631-0777). Extension numbers are available in this handbook in the "People of Marblehead Charter" section.

- School Phones: In the event of an emergency, students will be permitted to use the phone. *School phones are not to be used for planning after school activities/play dates.*
- Messages: To protect instructional time from disruptions, phone messages will be delivered to students during break times.
- Cell Phones: Although Marblehead Charter understands the need for many students to carry cell phones, it is important that parents and students are aware that cell phones may not be used during school hours for any reason without teacher permission (including listening to music, taking pictures, etc.). Students' cell phones must be turned off during the day and left in their backpacks. If a student uses his/her cell phone without permission or has it in his/her possession during the day, it will be confiscated and a Student Behavior Referral will be issued. The consequences for subsequent violations will be determined by the Assistant Head of School in accordance with School Policy.

ELECTRONIC MUSIC/GAMING DEVICES

Electronic music/gaming devices may not be used during the school day without teacher permission, and must be turned off and kept in student backpacks upon entering the building. If a student has or uses a music/gaming device without permission, it will be confiscated, and a Student Behavior Referral will be issued.

BIRTHDAYS/CELEBRATIONS

At Marblehead Charter we recognize that most cultures celebrate with food, so we would like to give you the opportunity to order celebratory treats for your child's birthday. Because we have had growing concerns and safety for students with allergies. Our new

policy regarding food for birthdays and celebrations during school will be purchased and supplied only by our kitchen. This will provide a treat and cover the cost for each student in that grade. In addition, 10% of the proceeds will go to help support the Marblehead Charter Garden. The Wellness Policy has more guidance. Please contact Chef or the front office for pricing.

WEBSITE

The Marblehead Charter website is an excellent source of information – past, present, and future. We hope that you will visit <http://marbleheadcharter.org> frequently. There is a calendar of events. You can see the month's menu and purchase breakfast/lunch tickets. The classroom pages are a combination of delightful memories and useful documents. There are many historical and governance pages. And, best of all, you'll learn even more about our wonderful school and the extraordinary accomplishments of our talented students and staff.

MARBLEHEAD CHARTER NETWORK AND INTERNET ACCEPTABLE USE POLICY

Introduction

The Internet is an tool connecting thousands of computers all over the world to millions of places just like Marblehead Charter. Using the Internet students will be able to access a variety of sources including: information and news from educational and commercial resources; government agencies and research institutions; information about the arts, culture, politics, and society; The Library of Congress, and university libraries. There is also the potential to access inappropriate content that also populates the Internet. In order to minimize exposures to the negative elements of the Internet, it is important that we have rules and guidelines in place.

This Acceptable Use Policy applies to all Marblehead Charter students, and violation of the policy will result in consequences including, but not limited to, loss of student access privileges. Although student access to the Internet will primarily take place within the classroom and the computer lab, the Acceptable Use Policy covers all use of the Marblehead Charter network and services while on the Marblehead Charter campus, regardless of actual location or time of day of access. It also covers proper use during school events on networks and services outside of the Marblehead Charter networks. Upon notification and review of a student infraction, the Head of School or her designee will make the final decision determining future student access privileges. Further, even though Marblehead Charter may use technical or manual means to limit student access, these limits do not provide a foolproof means for enforcing the provisions of this policy and it is the student's responsibility to adhere to the terms of this Acceptable Use Policy. All provisions of this agreement are subordinate to local, state and federal statutes and policies.

Acceptable and Unacceptable Uses of the Marblehead Charter Network

The use of the Internet must be in support of education and research consistent with the educational objectives of Marblehead Charter. Any other use may be determined unacceptable and result in termination of the student's access. Use of the Marblehead Charter Network and services are a privilege. The availability of the Internet as a research tool is a tremendous benefit to the faculty and students of Marblehead Charter. We ask that students and parents understand and accept that the purpose of the Marblehead Charter Network is educational, and that any other use is inappropriate and could result in appropriate disciplinary action taken by the school. The Marblehead Charter Network and services will only be used to access and transmit material that is consistent with Marblehead Charter's educational philosophy and curriculum. Access to these networks and services will be made available as long as a student demonstrates appropriate use and is enrolled at Marblehead Charter.

Acceptable Use

Responsible use of the Marblehead Charter Network requires that users:

- DO use the technology to accomplish their work for school.
- DO ask the supervising teacher or staff member permission before using any technology
- DO take care of the equipment and report any issues to a teacher or staff member
- DO accept full liability for their actions
- DO use their own account during network communications
- DO obtain permission from the supervising teacher or staff member before accessing the Internet, obtain permission from the supervising teacher or staff member
- DO obtain permission from the supervising teacher or staff member prior to printing materials found on the Internet
- DO give credit to copyrighted materials found on the Internet and incorporated into Marblehead Charter school work.
- DO create, use, and maintain a password that was created according to Marblehead Charter guidelines. This password is to be used to access the Marblehead Charter Network and any resources that reside within the network and require password access.
- DO take precautions to maintain the secrecy of their password so that other users will not be able to utilize that password for malicious purposes. Marblehead Charter users are responsible for all activity under their accounts
- DO request the technology coordinator change their password if a user suspects that someone has discovered their password. Additionally, users should notify their teacher if they suspect their password has been discovered or used by another person.

Unacceptable Use

It is not acceptable for users to use the Marblehead Charter network for any of the following activities:

- interfering with the normal and proper operation of the Marblehead Charter Network or the Internet
- adversely affecting the ability of others to use Marblehead Charter Network, equipment, or services, including, but not limited to, placing a computer virus on any computer system, including the Marblehead Charter system conducting themselves in ways that are harmful or deliberately offensive to others •
- gaining unauthorized access to any computer or telecommunications networks, including the Marblehead Charter network
- giving their passwords to another user, permitting another individual to make use of any of their passwords to access account privileges on the Marblehead Charter Network, or making an effort to learn anyone else's password
- attempting to hide their identity or impersonate anyone else, including logging in through another person's account or attempting to access another user's password or files
- vandalizing, destroying data, invading the privacy of another's account, or posting anonymous inflammatory messages

- accessing, sending or posting materials or communications that are damaging to another's reputation; abusive, obscene, sexually oriented, threatening, defamatory, libelous, or 'hate speech' material concerning a person or group of people contrary to Marblehead Charter's policy on harassment, harassing, bullying, or illegal.
- attempting to bypass, circumvent, or disable any Marblehead Charter firewalls, internet filters, or other software and devices the school uses to monitor and manage internet traffic on the Marblehead Charter Network
- engaging in any non-Marblehead Charter commercial or fundraising purpose
- intercepting communications intended for other persons
- furthering any illegal act, including identity theft or infringement on any intellectual property rights
- downloading, uploading, storing or distributing any files, software, or other material that is not specifically related to school work at Marblehead Charter
- downloading, uploading, storing or distributing any illegal files, software, or other material
- downloading, uploading, storing or distributing any files, software, or other material in violation of federal copyright laws

Any attempts to use the network in an unacceptable manner will result in the revocation of Internet access privileges and may result in additional consequences as determined by the Technology Coordinator and/or the School Safety and Discipline.

Cyberbullying

Cyberbullying is defined as:

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 following conditions:

- (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.

Cyberbullying as defined above is prohibited at the Marblehead Community Charter Public School. The prohibition of these actions extends to the following locations:

- on school grounds or any space next to school grounds;
- at the bus stop or on school buses or any other school vehicle;
- at any school-sponsored, or school-related activities, functions or programs;
- through use any school computers, internet connection or other school based technology;
- at a location or during activities that are not school related, or by using a private computer or cell phone, if the bullying creates a hostile environment at school for the targeted student, infringes on the rights of the targeted student at school, or otherwise disrupts the orderly operation of the school.

Students who cyberbully are in violation of the Acceptable Use Policy, the Student Code of Conduct, as well as the Policy Prohibiting Bullying. Students will be disciplined in accordance with the Code of Conduct for these violations.

Internet Etiquette

Teachers and students are expected to follow accepted rules of network etiquette. These will include (but are not limited to) the following:

- Respect time in a manner that would not infringe upon others' attempts to access information.
- Be polite in your questions and responses (No use of inappropriate language).
- NEVER reveal your (or anyone's) personal address or phone number

No Expectation of Privacy

It should be understood that users of the Marblehead Charter Network have no reasonable expectation of privacy (with respect to access by the system administrators or their designee) to any materials transferred through or stored within the Marblehead Charter Network. Further, in order to prevent any abuse of the Marblehead Charter Network or effectively maintain and repair the system, Marblehead Charter system administrators reserve the authority to inspect any and all materials transferred through or stored within the Marblehead Charter Network.

It should also be understood that certain materials accessible through the Internet may be objectionable and that is each student's responsibility to avoid deliberately accessing objectionable material at any time.

Personal Computers and Devices

Provided students adhere to all the specific conditions below, they will be permitted to use their personally owned computers or other devices. In order to use personal devices, students will:

- agree to abide by all elements of this Acceptable Use Policy
- not upload or transmit any files from their computer to the Marblehead Charter Network or services with the exception of files associated with an Marblehead Charter assignment or project.
- understand that there may be limited access to Marblehead Charter Network resources such as printers and user home directories.
- acknowledge that Marblehead Charter is not responsible for any damages incurred, including, but not limited to loss of data or damage to personal property used to access Marblehead Charter resources.

Consequences for Violating the Acceptable Use Policy

Students may be disciplined in accordance with Code of Conduct for any violation of this Acceptable Use Policy. Marblehead Charter teachers and administrators will consider the seriousness of the violation when determining what disciplinary action to take.

Any intentional or malicious activity which causes damage to any Marblehead Charter computers or the Marblehead Charter Network will result in serious disciplinary action which may include financial responsibility for repair.

MARBLEHEAD CHARTER WELLNESS POLICY

Marblehead Charter is committed to nurturing an environment that promotes lifelong wellness. We recognize that adopting a healthy lifestyle and achieving long-term health require each of us to make healthy food choices, get appropriate amounts of physical activity, and maintain a healthy weight. Marblehead Charter faculty and staff are committed to encouraging the adoption of a healthy lifestyle for all students, and we will be continually conscious of our influence as adults.

Meals:

The Marblehead Charter Food Service Department will meet or exceed the federal meal standards for all meals sold during breakfast and lunch. Foods sold at the school store/fundraisers and foods offered in the classroom or during special activities/celebrations may or may not meet the federal standards.

Fitness:

At Marblehead Charter, physical activity is an integral part of the day and the curriculum. Expectations for physical activity will meet or exceed the standards set by the MA Health Frameworks and the National Standards for Physical Education (NASPE).

A. NUTRITION EDUCATION GOALS

The primary goal of nutrition education at Marblehead Charter is to expose the students to healthy eating habits, to enable them to consume a wide variety of nutritious foods, and to encourage them to adopt healthy behaviors.

Education within the classroom

- The Marblehead Charter health education curriculum standards and guidelines will include nutrition, physical education, and recess.
- Students in all grades will receive nutrition education that is interactive and that teaches them the skills they need to adopt healthy eating behaviors (per the guidelines in MyPyramid.gov, Massachusetts Food and Beverage Standards, and the American Dietary Association).
- Nutrition education will be offered in the school dining area (Community Room) and in the classrooms (given coordination between the food service staff, school nurse, and the teachers).
- Students will receive positive nutrition messages that will be reinforced throughout the school.
- Nutrition education outside the classroom will link classroom nutrition education to the larger school community through Enrichment programs and interactive Community Room nutrition education.
- Marketing and promotions will be consistent with Marblehead Charter nutrition education and the school's wellness standards.

Education of Teachers and Food Service Staff

- Teachers responsible for integrating nutrition into the core curricula will be made aware of courses on integrating nutrition and physical activity across the curriculum.
- Teachers will receive nutritional guidelines for food consumption during classroom/related activities.
- Food service staff will be trained on food preparation, food safety standards, and how to prevent and/or respond to any food emergency.
- Food service employees responsible for food preparation will be supervised by a manager with ServSafe certification (as mandated by state health codes).
- The Food Service Director will participate in regional and state organizations to stay current on regulations and school nutrition guidelines.
- Professional development training will be offered in the area of nutrition education for all interested Marblehead Charter faculty and staff.

B. PROGRAM GOALS

Marblehead Charter shall ensure that reimbursable meals meet or exceed the standards set forth by the National School Lunch Program (NSLP) and the 7CFR part 210 and part 220 (Code of Federal Regulations, US Dept. of Agriculture).

- All food and beverages sold or served to students during school and at events or fundraisers should adhere to the expectations of the Marblehead Charter Nutrition Department and Wellness Policy.
- Nutrient dense food items will be encouraged: whole grains, fresh fruits, and vegetables. Fats, trans-fats and products high in sugar will be discouraged. Marblehead Charter will particularly try to omit processed foods and items containing high fructose corn syrup.
- Students will be exposed to “whole and fresh” products in an effort to fuel their bodies and brains.
- Students will learn that whole products eaten as part of a well balanced diet can help them to focus better in the classroom and curb behavioral problems (ie. a diet high in protein and low in sugar).
- Faculty, staff, and parents will be encouraged to recognize that some food products have little or no nutritional value and will be encouraged to set a good example by minimizing consumption of these foods. Drinking fountains will be available in the school, and students may bring water bottles to class, so that they can drink water throughout the day.

Food products

- Free fruit will be available to students and faculty/staff daily.
- Food will not be used as a reward.
- Students may purchase items from the Marblehead Charter Food Service during breakfast, recess, lunch, after school, and during certain school events and activities.
- All food items sold as a fund-raiser, at a school sporting event, or provided by the PTO should encourage a healthy lifestyle.
- A nutritious snack will be given to all students before MCAS testing.
- Foods available to students will meet the Hazardous Analysis Critical Control Point (HACCP) guidelines.

Reimbursable meals

- All food products served at breakfast and lunch will meet ADA, USDA, and NSLP guidelines, and nutrient dense food items will be provided at meals and snack.
- All families will be provided with information on free and reduced-priced meals (with confidential outreach as needed).
- Children eligible for the free and reduced-priced meals will have the opportunity to participate (confidentially) in the National School Lunch and Breakfast Programs.
- Information on food and nutrition services (such as Food Stamps and WIC) will be available.
- Portion size will conform to USDA and ADA guideline.

Time/Place to eat

- Provided that students arrive to school on time, they will have at least 10 minutes to eat breakfast.
- Students will have at least 20 minutes to eat lunch, exclusive of time in the food serving area.
- Students will be encouraged to eat during mealtimes. In the event that any faculty/staff member notices a student avoiding eating or demonstrating a pattern of unhealthy habits, this concern will be brought to the attention of the school nurse.
- All students will have access to food during meal times. If a student forgets/looses his/her money, food will be provided to him/her when the situation is brought to the attention of the food service staff. If appropriate, an IOU will be forwarded to the student's parent.
- The schools will provide a clean, safe, and student-friendly dining environment for students, faculty/staff, and guests.
- The school will provide adequate space/serving areas to ensure that all students have access to school meals with minimum wait time.

Vendors

- Contracts will be held only with vendors who meet ADA and Marblehead Charter Nutrition Department guidelines.
- Information on all food products served by the Marblehead Charter Nutrition Department will include minimum fat/calorie and sugar/carbohydrate contents.
- Any food items containing allergens will be clearly marked, and the food service staff will be informed.

C. COMPETITIVE FOOD AND BEVERAGE NUTRITION GOALS

The Marblehead Charter Nutrition Department has established standards to address all food and beverages sold or served to students. These guidelines have been informed by the Department of Elementary and Secondary Education and USDA. This includes food and beverages available outside of the school meal programs, including dances, sporting events, celebrations, and birthdays.

- Nutrition labels and ingredients should be available at the point of distribution to avoid allergic reactions.
- The Nutrition Department will publish a list of recommended items for celebrations/birthdays.
- Food items should be peanut free/tree nut free.

Foods sold for fundraising activities, sporting events, and dances

- Fundraising should comply with all Marblehead Charter policies, including the Wellness Policy.
- Items should encourage “healthy” habits and reinforce a positive nutrition message.

Foods served during classroom parties, activities, and celebrations

- Any party or celebration should be coordinated in advance with the teacher or room parent.
- Parents should be aware of student allergies and should avoid providing foods that may cause allergic reactions.
- Healthy choices will be encouraged for parties, activities, and celebrations.
- Items should be nutrient dense, low in sugar, additives, and preservatives and should include minimum fat/calorie and sugar/carbohydrate content.
- Food projects that are connected to the curriculum are exempt from the Wellness Policy.

Nutrition guidelines

- The Marblehead Charter Wellness Policy will be published as part of the Student/Parent and Faculty Handbooks. It will be available electronically on the Marblehead Charter website.
- Decisions of the Marblehead Charter Nutrition Department will be based upon the nutritional value of foods/beverages (and not on profit).
- Foods and beverages served during all-school celebrations should comply with the ADA and USDA guidelines and Marblehead Charter Wellness Policy.
- Medically authorized/special diets are exempt from this policy.

MARBLEHEAD CHARTER Wellness Policy Synopsis

Marblehead Charter is committed to providing an environment that enhances learning, including the development of lifelong wellness habits. The Marblehead Charter Wellness Policy addresses foods in our school, nutrition education, physical education, and physical activity. Through this policy, Marblehead Charter promotes behaviors that support a healthy lifestyle: the maintenance of a healthy weight, the making of healthy food choices, and the incorporation of appropriate amounts of physical activity.

The policy is intended to improve the long-term health and well being of the children in our care, and our practices have historically met or exceeded all federally regulated standards. In order to do what is in the best interest of the children, all adult members of our community are asked to foster a school climate that encourages healthy choices by serving as role models who are well informed and acutely aware of their influence as adults.

Following are the more common guidelines from the policy. The complete Wellness Policy is available on the school's website (MarbleheadCharter.org), in the Student/Parent Handbook, and in the Nutrition Office. Please contact Chef Wood at 781-631-0777 x14 with questions, comments, and/or suggestions.

Adults:

- All foods/drinks served/sold at the school for any reason must comply with the school's Wellness Policy. This includes meals, snacks, fundraisers, Enrichment, sporting events, dances, and other activities that are school-sponsored.
- All adults are asked to comply with the Wellness Policy standards, including faculty/staff, Enrichment instructors, volunteers, parents, and guests.
- All adults, including faculty/staff, volunteers, and visitors are encouraged to be aware of their food choices and their responsibility as role models.
- Adults should check with the nurse regarding students w/ food allergies before providing any food/drink during lessons, activities, Enrichment classes, etc.
- Unless special permission is granted by the Head of School or the Nutrition Director, all marketing, promotions, and fundraisers should adhere to the school's Wellness Policy.
- A list of ingredients or a recipe for all food/drinks served/sold at school should be available in order to check for allergens.
- A healthy alternative should be offered alongside any 'less healthy' item.

Students:

- Students in all grades will have access to nutrition education.
- Physical education will be offered to all students at all grade levels regardless of their physical or behavioral abilities.
- Water fountains will be available to all students.
- Students will be encouraged to eat during meal times, and their choices/habits may be observed/monitored by their teachers and/or the nurse. Students will be allowed

a minimum of 10 minutes for breakfast and 20 minutes for lunch, exclusive of the serving line.

- All students will have access to food during meal times even if they forget their food or money. An I.O.U. book will be used to record purchases from the breakfast/lunch service (not the café), and a parent/guardian will be notified if an I.O.U. is not repaid. Disciplinary measures may be applied if I.O.U.'s are not repaid in a timely manner.
- Food will not be used as a reward or punishment.
- A nutritious snack will be offered to students before MCAS testing.

Recess:

- Students will have two recesses a day for 30 minutes each. The bell to end recess will ring at 10:25 & 12:55.
- Recess will be an extension of the school's physical education program and will include a physical fitness requirement for all students.
- Recess will not be used as a substitute for structured physical education instruction.
- Teachers may, at their discretion, use a portion of recess for class make-up, extra-help, and/or punishment.

Celebrations:

- Foods/beverages served during school hours for the purpose of celebrations (including classroom lessons/activities, Enrichment classes, achievement, birthday parties, etc.) should be coordinated in advance with classroom teachers and the nutrition staff and should comply with the Wellness Policy.
- The school strongly encourages the use of non-food items for the celebration of birthdays.

Food Allergy Administrative Guidelines

For

Marblehead Community Charter Public School (MCCPS)

Guidelines and Procedures

In order to minimize the incidence of life-threatening allergic (LTA) reactions, Marblehead Charter will implement the following guidelines and procedures. Guidelines will be implemented for all school activities and after school activities including PTO events.

School Nurses

1. Make all efforts to provide full-time nurses. Because food-allergies are a health issue, potentially requiring the administration of prescription medicine (Epinephrine) in the event of an allergic reaction, the presence of a full-time nurse in each school is critical.
2. Each school Principal/nurse will serve as the lead resource in the school regarding the implementation of the guidelines in that school. The School Nurse will serve as an invaluable medical and guideline resource for other school personnel who are responsible for various aspects of the guidelines, not only in emergency situations but also on an ongoing basis.
3. Nurses will only use latex free gloves.

Allergy Emergency Action Plans

1. The school will maintain an Allergy Emergency Care Plan (AECP for any student identified with a potentially life-threatening allergy. An Allergy Emergency Care Plan (AECP) is a separate document, which includes the student's, name, the allergen(s), the warning signs and symptoms, what to do in case of an emergency, phone numbers of parents, doctors, and allergists.
2. The school nurse and school principal/designee in conjunction with the student's parent(s)/guardian(s) and the primary care provider/allergist, will help prepare an AEAP for any student identified with an allergy that substantially limits a major life function. The AEAP will be updated and reviewed annually by the school nurse, the principal, the student's parent(s) and primary care provider and/or allergist.
3. The AEAP will be available in the nurse's office.
4. The EpiPen will be stored in the Health Office. If the student carries his/her EpiPen it is recommended that it have the AEAP attached.

Training/Education for School Personnel

1. Marblehead Charter will provide training and education on the food allergy guidelines and procedures for educational support personnel, including, but not limited to staff, student teachers, and substitutes.
2. Marblehead Charter will provide the training which will include, but not be limited to
 - a. A description/definition of severe allergies and a discussion of the most common food, medication, latex and stinging insect allergies;
 - b. The signs and symptoms of anaphylaxis;
 - c. The correct use of an EpiPen;
 - d. Specific steps to follow in the event of an emergency;

- e. The storage and placement of individual EpiPens and AEAPs;
 - f. The purpose and contents of the AEAP plans.
3. The Nurse and/or the Head of School and /or their designees will schedule the training and implement training for all appropriate employees at the start of the school year in addition to follow-up training as needed.
 4. The Head of School, in consultation with the school nurse, will notify all staff, student teachers and parents about the nature of life-threatening allergies.
 5. This notification will include an explanation of the severity of the health threat and a description of signs and symptoms of which to be aware. A required meeting will be held with the administration, teachers, and the school nurse, to discuss the various aspects of the allergic child's AEAP. All efforts will be made to complete these meetings at the start of the school year.

Student and Parent Education

1. Our goal with building-based education will be to raise the level of awareness about the problem of life-threatening allergies, in order that we might create a safe environment for learning for children with serious allergies. Building-based education might include:
 - a. PTO workshop on Food Allergies;
 - b. For curriculum based food activities, teaching staff will consult with the school nurse.
 - c. Delivering classroom literature on allergy education/awareness.
2. The school will encourage activities to be food-free. Classroom activities involving food should follow the School Committee's Wellness Policy and applicable guidelines. The school nurse must be notified at least two weeks before such activity.

Cafeteria Protocol

All cafeteria protocol's should include the following but not limited to the following.

- A monitoring system for the LTA children, as needed.
 - An inclusive dining experience for the LTA children.
 - All students and staff will be encouraged to wash their hands after lunch.
1. Cafeteria Tables and Seating

Examples of Cafeteria tables/seating protocols in the middle schools currently

 - A peanut free table will be provided as needed
 - o This table will be monitored by supervisory and cafeteria staff.
 - o These tables will be designated by a unique symbol or sign. (FAAN sign)
 - o These tables will be cleaned prior to the beginning of each lunch session and again at the end of the lunch session.
 2. School Staff will encourage "NO FOOD TRADING" AND "NO UTENSIL SHARING" PRACTICES in all schools with particular focus at the elementary and middle school level.

3. Food service employees will only use latex free gloves.
4. The Food Services Director, will assure that cafeteria managers will be trained how to read product labels to recognize food allergens.
5. The Food Services Director will check allergy alerts from FAAN on a regular basis via email.
6. The Food Services Director will contact manufacturers to ensure that all food sold in the schools have ingredient labels. Ingredient labels will be accumulated by the Food Services Director to maintain on file.
7. The Food Services Director will limit the purchase and distribution of food containing peanuts and tree-nuts since they are the most life-threatening allergens.
8. All cafeteria staff will have knowledge of food prep (re: cross contamination.)

Classroom protocol

1. Food-related activities should be discouraged in the classrooms.
2. Food related activities require special thought and preparation and should only be undertaken when the teacher and Principal determine that there is educational value. In such cases, the activity and session must be prepared in cooperation with the school nurse, and a two week notice is required.
3. All restrictions regarding foods for consumption also apply to materials used for classroom projects. For example, any organic materials, such as play dough, bird seed, clay etc. should be used with caution and in consultation of the school nurse. Special care should be taken when using recycled materials such as milk containers, etc. since trace amounts of foods previously contained in these materials may be present.
4. All students and staff will be encouraged to wash their hands after eating and/or handling food in the classroom.
5. In certain circumstances, an EpiPen and AEAP will travel with the child between classes, to the playground, to the gym, and field trips at the parent's request.
6. The school will provide all classrooms with a working 2-way intercom and/or telephone for quick communication with the school nurse in the event of an allergic reaction.
7. The staffing providers of teacher substitutes will train their staff on allergies and the proper use of the EpiPen.

PTO and other after school Events

1. All events serving food will be encouraged to provide only foods that are peanut and tree nut free.
2. Post signage if foods contain any of the eight common allergens: peanuts,nuts, Milk, eggs, gluten, soy, fish and shellfish.
3. When ordering food in for an event from local restaurant/caterer volunteers should ask for ingredients, and indicate foods should be free of peanut and tree nut products. (Examples of foods that may contain peanuts: pizza, chili, egg rolls)

Protocol for Lunch Clean up

1. Food Services Director and/or manager in charge prior to the start of each lunch shift or after other uses of the cafeteria, will establish a procedure to
 - a. thoroughly clean allergen-free tables and chairs, and
 - b. sweep the floors under and around allergen-free tables and chairs
2. Separate disposable cloths and cleaning solution should be used on the allergen-free tables
3. All soaps and cleaning solutions need to be allergen-free and approved by the school district.
4. All schools will only use latex free gloves.

Field Trip Management

1. Whenever students travel on field trips for school, a clear plan to activate Emergency Medical Services (911) should be developed for and reviewed by all teachers and chaperons. Teachers leading the field trip should bring with them the procedure for contacting EMS. This must include the local emergency response number for the area since 911 does not patch to the local emergency response center.
2. Field trips need to be chosen carefully; no child should be excluded from a field trip due to the potential of unavoidable allergen exposure.
3. The AEAP, EpiPen and medication orders accompany the allergic student on all field trips.

Transportation

Bus companies will be encouraged not to distribute food on the school bus.

Emergency Response Protocol

1. The Assistant Head of School is responsible for creating a system-wide emergency plan for addressing life-threatening allergic reactions. This plan will be included in all food-allergy training for employees and will be posted in the appropriate public places. This plan shall identify personnel who will:
 - a. Remain with the student
 - b. Assess the emergency at hand
 - c. Refer to the student's AEAP
 - d. Administer the EpiPen
 - e. Contact Emergency Response personnel (ex: 9-1-1, EMTs); when placing the call, specify that ALS (Advanced Life Services) are needed because of an allergic reaction and indicate the number on the school's outside door closest to the student
 - f. Send someone to meet the Emergency Response personnel
 - g. Notify school administration
 - h. Attend to student's classmates
 - i. Accompany student to emergency care facility
 - j. Notify the parent or guardian

The plan should also identify someone (usually the student's teacher and/or nurse) who will assist the student's re-entry into school.

2. EpiPens that have been administered should be given to the EMTs upon their arrival. The EMTs will either take the EpiPen with them for potential evaluation by the Emergency Room staff or they will provide instructions for proper disposal.

EpiPen Protocol

1. Whenever an EpiPen is administered, an Emergency Response unit (ex: 911) will be notified and called to the scene. Emergency personnel will evaluate the student and determine the appropriate action.

2. EpiPens (those belonging to the school and those prescribed to the students) will be available in the nurse's office and in other clearly designated locations as specified in the children's 504 plans. For example cafeteria
3. All EpiPens will be stored in an approved school container. For example, an easily identifiable red bag.
4. All EpiPen management and training will be the responsibility of the building nurse. This will include monitoring EpiPen expirations and replacements.

PHYSICAL ACTIVITY PROGRAM GOALS

The primary goal of the Marblehead Charter fitness program is to provide opportunities for every student to maintain physical fitness, participate in regular physical activity, and understand the short-and-long term benefits of a physically active and healthy lifestyle.

Physical education instruction

- All classes will be aligned with the Massachusetts Curriculum Frameworks and the National Standards for Physical Education from AAHPERD (ADF-2).
- Physical education will be required as a course of study for all students at every grade level regardless of physical or behavioral abilities.
- The physical education teacher will be certified through the Massachusetts Department of Elementary and Secondary Education (DESE).
- Professional development/training will be provided to faculty/staff in order to enable them to promote an appreciation for lifelong physical activity among students.
- Physical activity will be integrated into the academic curriculum by the classroom teachers when possible.
- Students will be given the opportunity for additional physical activity via a variety of Enrichment activities, intramurals/interscholastic athletics, and school events (Children's Island, ski trips, etc).
- Marblehead Charter encourages parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.
- Walking/biking to school will be encouraged.
- Physical activity facilities on school property will be available to students and the community for approved after school programs.

Physical activity during recess

- Students will have two 30-minute recesses per day.
- All students will walk/run at least one lap around the field at each recess each day (approximately ½ mile per day).
- Recess will not be substituted for Physical Education classes.
- Efforts will be made to involve students in physical activity during recess.
- A student's behavior may result in his/her partial loss of recess for the day (as a punishment or to make up class time/work).

E. MEASUREMENT AND EVALUATION

Community/ family involvement

- Marblehead Charter will communicate regularly with families regarding health and nutrition topics (via the Marblehead Charter school newsletter and website).
- Parents, teachers, food service personnel, the nurse, school administrators and community members will be encouraged to participate on health and fitness committees.

Monitoring and evaluation

- Compliance with the Marblehead Charter Wellness Policy will be monitored by the Nutrition Director and the nurse. Concerns will be communicated to the Student Services Coordinator and/or the Academic Director.
- The Marblehead Charter Food Service Department will form a Wellness advisory group that includes teacher, parent, and student involvement.
- The Center for Disease Control School Health Index Self-Assessment and Planning Guide will be used as an ongoing assessment and evaluation tool.

LEGAL REF: Sections 204 of Public Law 108-265 June 30, 2004, Child Nutrition and WIC Reauthorization Act of 2004(ADF-R)
The Richard B. Russell National School Lunch Act, 42 U.S.C.1751-1769h
The Child Nutrition Act of 1966, 42 U.S.C. 1771-1789
USDA:HACCP
Cross Reference: JJE, IHAM, KHA, EFC, KHB

References:

www.cdc.gov/nccdphp/dnpa/bmi/index.htm: Center for Disease Control Body Mass Calculator for Adults, Teens, and Children with Interpretations of BMI
www.cdc.gov/HealthyYouth/: CDC's Division of Adolescent and School Health (DASH) seeks to prevent the most serious health risk behaviors among children, adolescents, and young adults. Link to School Health Index tool for assessing coordinated school health programs.
www.dese.mass.edu/cnp/: MA Department of Elementary and Secondary Education Child Nutrition Programs
www.mypyramid.gov/: Guidelines for healthy eating and physical activity
www.fns.usda.gov/tn/: Team Nutrition is an initiative of the USDA Food Nutrition Service to support the Child Nutrition Programs through training and technical assistance
www.aahperd.org/NASPE/: The National Association for Sport and Physical Education (NASPE) is a non-profit professional organization comprised of individuals engaged in the study of human movement and the delivery of sport and physical activity programs.

MASSACHUSETTS GENERAL LAW PROVISIONS

General Provisions

1. 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, mental or physical disability, age, ancestry, athletic performance, special needs, proficiency in English language, or academic achievement.
2. The power of the Board of Trustees, or of any teacher, administrator, other employee, or volunteer to maintain discipline upon school property shall not include the right to inflict corporal punishment upon any student.
3. Any student who is found on school premises or at a school sponsored activity in possession of a weapon or a controlled substance may be subject to expulsion from the school.

4. Any student who assaults, verbally, physically, or sexually, a member of the school staff on school premises or at a school sponsored or school related event may be subject to expulsion from the school.

5. Any student who has been expelled pursuant to these provisions shall have the right of appeal to the Board of Trustees and shall have ten (10) days from the date of the expulsion in which to notify the Board of his/her appeal. Further, any student requesting an appeal has the right to counsel at a hearing before the Board of Trustees.

Provisions Specific to Civil Rights (rev 7/13)

It is the role of the Marblehead Community Charter Public School to provide a safe and secure learning environment for all its students without distinction based on race, color, national origin, creed, sex, ethnicity, sexual orientation, gender identity, disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language or prior academic achievement. Discrimination, sexual or bias-motivated harassment, and violations of civil rights disrupt the educational process and will not be tolerated.

It shall be a violation for any student, teacher, administrator or other school personnel or volunteer to engage in sexual or bias-related harassment (referred to as “wrongful harassment”) or to violate the civil rights of any student, teacher, administrator, or other school personnel or volunteer.

The School will act to investigate all complaints, formal or informal, verbal or written, of sexual or bias-related harassment or violations of civil rights and to take appropriate action against any pupil, teacher, administrator, or other school personnel or volunteer who is found in violation.

Title VI, Title IX, and Section 504

- Title VI – prohibits discrimination based on race
- Title IX – prohibits discrimination based on gender
- Section 504 – prohibits discrimination based on disability

Title VI, Title IX, and Section 504 prohibit discrimination against persons based upon race, gender, or handicap in any program receiving federal financial assistance. In order to fulfill its obligation under these laws, Marblehead Charter recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel, students, and volunteers. No discrimination against any person will knowingly be permitted in any of the programs and practices at Marblehead Charter.

Marblehead Charter has specific responsibilities under Section 504, which include the responsibility to identify, evaluate, and if the child/adult is determined to be eligible, to afford access to appropriate support services. If a parent/guardian disagrees with the determination

made by the professional staff at Marblehead Charter, he/she has a right to a hearing with an impartial hearing officer.

The Assistant Head of School and Guidance Counselor serves as the coordinators for Title VI and Title IX.

Judith Nuñez
Guidance Counselor
17 Lime Street
Marblehead, MA 01945
781.631.0777 x 25
jnunez@marbleheadcharter.com

Bill Sullivan
Assistant Head of School
17 Lime St.
Marblehead, MA 01945
781-631-0777 x 22
bsullivan@marbleheadcharter.com

Michael Condon
Section 504 Coordinator
17 Lime Street
Marblehead, MA 01945
781.631.0777
jnunez@marbleheadcharter.com

The Right of Appeal

If in the course of any disciplinary procedure, a student or parent/guardian believes that a situation was not dealt with fairly, the parent/guardian should follow the steps outlined in the Constructive Communication Process in this handbook.

Harassment Prevention Policy

Introduction

It is the goal of the Marblehead Community Charter Public School to provide its students and faculty with a school environment free and safe from sexual harassment. Marblehead Charter will not tolerate the conduct that is described in this policy, considers all allegations of sexual harassment serious, and will respond to complaints promptly following the included procedures. For allegations that are proven to be true, Marblehead Charter will take the necessary steps to correct and eliminate the conduct, using disciplinary actions where appropriate. Retaliation in any form against any person who has filed a complaint is also considered unlawful and will not be tolerated.

While this policy describes what sexual harassment is and the procedures and consequences of such conduct, it is not intended to limit any remedial action. Conduct within or part of the school environment that is considered unacceptable, regardless if the conduct satisfies the definition of sexual harassment, will be investigated.

Definitions

Title IX of the Educational Amendments of 1972, prohibits sexual harassment in education. Sexual Harassment is defined by the Massachusetts General Law as “*any sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:*

- (i) *submission to or rejection of such advances, requests, or conduct is made explicitly or implicitly as a provision of employment, benefits, privileges, or as a basis for the evaluation of academic achievement or,*
- (ii) *such advances, requests, or conduct have the purpose or effect of unreasonable interference within an individual's education by creating an intimidating, hostile, humiliating or sexually offensive educational environment."*

In the school, sexual harassment can cover a wide range of behaviors and may encompass sexually oriented behavior that makes the school environment hostile, offensive, intimidating, or humiliating. Examples of conduct that, if considered unwelcome, may constitute sexual harassment include but are not limited to:

- unwelcome sexual advances either physical or emotional
- sexual jokes
- comments, verbal or written, about an individual's body
- comments, verbal or written, about an individual's sexual activity/prowess
- display of sexually suggestive objects, pictures, cartoons
- whistling, gesturing, insulting
- pulling at someone's clothing
- forcing to kiss someone
- attempted rape and rape

Complaints

A Sexual Harassment Report must be filed in any case involving student, faculty, or volunteer that occurs while on school grounds. Reports should be filed with the Sexual Harassment Coordinator and will be kept confidential within the confines of the law.

Sexual Harassment Coordinators:

Bill Sullivan
Assistant Head of School
781-631-0777 x 22
bsullivan@marbleheadcharter.com

Judith Nuñez
Guidance Counselor
781-631-0777 x 25
jnunez@marbleheadcharter.com

Investigation

Once reported, an evaluation involving separate conversations with the involved parties will be conducted to gather facts and assess the risk of the situation. Assessment of the information will include these steps:

1. maintenance of complete records
 - name of complainant
 - date(s) of complaint
 - kinds of inquiries undertaken

- date(s) of investigative steps
- date(s) and documentation of resolutions
- confirmations/notices of outcomes to complainant
- confirmations/notices of further procedural rights to complainant
- information on implementation or monitoring of resolution(s)
- 2. Notification to appropriate authorities regarding complaint(s)
- 3. Retention of records with secure and limited access

When the investigation is complete Marblehead Charter will, to the extent appropriate, inform the person filing the complaint and the person alleged to have committed the conduct of the results of the investigation.

If it is determined that inappropriate conduct has occurred, Marblehead Charter will act promptly to eliminate the behavior and impose necessary disciplinary action.

Disciplinary Action

If it is determined that an inappropriate action has been committed, Marblehead Charter will take action appropriate to the situation. Such action may range from referral of counseling to suspension or expulsion from school, or termination of employment as well as other forms of disciplinary action deemed appropriate and in conjunction with M.G.L. c.151B, ss.2 & 3.

Legal References

M.G.L. c.151B, ss. 2&3
 MCAD policy 96-2
 Title IX
 Title VII, Civil Rights Act of 1964

Other Reference

Essex County District Attorney’s Office

State and Federal Remedies

If you believe you have been subjected to harassment, including sexual harassment, you may file a formal complaint with either or both of the government agencies listed below. Using the Marblehead Charter Constructive Communication Process described in this policy does not prohibit you from filing a complaint with these agencies. Each of the agencies has a statute of limitations for filing a claim (EEOC – 300 days; MCAD – 300 days).

United States Equal Employment Opportunity Commission (EEOC)
 One Congress Street, 10th floor
 Boston, MA 02114
 (617) 565-3200

Massachusetts Commission Against Discrimination (MCAD)	
Boston Office:	Springfield Office:
One Ashburton Place, Room 601	424 Dwight Street, Rm. 220
Boston, MA 02108	Springfield, MA 01103
(617) 994-6000	(413) 739-2145

Anyone who knows or has reason to believe that another person is or has been subjected to harassment should likewise report the matter promptly. Marblehead Charter will make every effort to keep reported information confidential to the extent practicable under the circumstances. All reported matters will be investigated and, where appropriate, steps will be taken to remedy the situation.

This policy applies to all students, employees (supervisory and nonsupervisory) as well as to students' and employees' interactions with non-staff, with no exception.

Policy Prohibiting Bullying

The Marblehead Community Charter Public School is committed to maintaining a school environment where students are free from bullying, including cyber-bullying, the effects of such conduct, and retaliation.

We recognize 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 Marblehead Community Charter Public School will provide the culture, professional development, curriculum, and response system 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.

A. Definitions

Bullying as defined in M.G.L. c. 71, § 370, 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:

- a. causes physical or emotional harm to the targeted student or damage to his/her property;
- b. places the targeted student in reasonable fear of harm to him/herself or of damage to his/her property;
- c. creates a hostile environment at school for the targeted student;
- d. infringes on the rights of the targeted student at school; or
- e. materially and substantially disrupts the educational process or the orderly operation of the school.

Where the term “bullying” is used in this document, it is intended to encompass both “bullying” and “cyber-bullying” as defined above. “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.

Bullying generally involves “picking on” a student over time and may include conduct such as hitting and shoving; pressuring a student into taking an action he/she does not wish to take; words that involve threats, teasing, putdowns, or name-calling; threatening looks, gestures, or actions; cruel rumors; false accusations; and social isolation.

Cyber-bullying is bullying through use of cell phones, computers or other technology and may include conduct such as sending mean or threatening email messages, instant messages, or text messages; creating websites that make fun of, embarrass, or intimidate others; and posting or sending embarrassing pictures of others.

Hostile Environment is when the targeted student becomes so concerned about bullying that he/she is unable to participate in, and concentrate on, his schoolwork and other school activities.

Retaliation involves a student “getting back at” another student because of a belief that the student reported bullying or provided information about it to an adult or others who may help the targeted student.

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

B. Acts of Bullying (Including Cyber-bullying) And Retaliation Are Prohibited

The Marblehead Community Charter Public School prohibits bullying (including cyber-bullying) and retaliation as defined above both at school and under the following circumstances:

- on school grounds or any space next to school grounds;
- at the bus stop or on school buses or any other school vehicle;
- at any school-sponsored, or school-related activities, functions or programs;
- through use any school computers, internet connection or other school based technology;
- at a location or during activities that are not school related, or by using a private computer or cell phone, if the bullying creates a hostile environment at school for the targeted student, infringes on the rights of the targeted student at school, or otherwise disrupts the orderly operation of the school.

C. How to Report Bullying

Students who believe they are targets of bullying, cyber-bullying or retaliation, or who know about bullying or cyber-bullying conduct, should report the conduct to **Mr. Sullivan**. Students also may report the conduct to a teacher, guidance counselor, or other school staff member, who will in turn report the incident to the Assistant Head of School. Additionally, an Incident Reporting form is available on the school's homepage www.marbleheadcharter.org.

D. Addressing Concerns Regarding Bullying

The Principal or his/her designee will be responsible for taking steps to investigate and otherwise address reports of bullying, cyber-bullying and retaliation. Students who engage in bullying, cyber-bullying, or retaliation will be subject to discipline by the Principal or designee. In making disciplinary decisions, the Principal/designee will consider both the need for accountability and the importance of teaching appropriate behavior. The range of disciplinary action that may be taken includes, but is not limited to:

- verbal warning;
- written warning;
- reprimand;
- missing recess;
- detention;
- short-term or long-term suspension; or
- expulsion from school

Student Safety Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

In addition to taking disciplinary action, the Principal/Designee will report conduct relating to bullying, cyber-bullying or retaliation to local law enforcement if s/he believes that criminal charges may be pursued.

Nothing in this handbook provision is intended to prevent school staff from addressing and taking disciplinary action against a student for conduct that does not meet the definition of bullying/cyberbullying or retaliation, as defined above, but that is nevertheless inappropriate for the school environment.

E. Closing a Complaint Regarding Bullying

In the event school staff determines that bullying, cyber-bullying or retaliation (as defined in this handbook) has taken place, the principal or designee will, in addition to taking disciplinary action:

Notify the parent or guardian of the aggressor.

Inform parents of the targeted student of the steps that have been taken to prevent further acts of bullying, cyber-bullying or retaliation to the extent consistent with applicable legal restrictions.

Notify local law enforcement, if s/he believes that criminal charges against the aggressor may be pursued.

The principal or designee shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination.

Any parent wishing to file a claim/concern or seeking assistance outside of the district 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 or individuals can call 781-338-3700. Hard copies of this information is also available at the Superintendent's office.

The above language is intended to be consistent with the Marblehead Community Charter Public School's Policy Prohibiting Bullying. A copy of the complete policy is available at www.marbleheadcharter.org.

PHYSICAL RESTRAINT POLICY

As required by Massachusetts General Law 603 CMR 46.03, and in order to ensure the safety of all students and staff at the Marblehead Community Charter Public School, school personnel should follow the procedures outlined below:

1. In the event that any member of the school's faculty/staff observes a student who appears to pose a threat of imminent serious, physical harm to self and/or others:
 1. First, the faculty/staff member should immediately send word through another staff member (if available) or a responsible student to alert the Head of School (if available) or his/her designee for assistance. If near a designated "walkie-talkie",

contact the Assistant Head of School and/or Guidance Counselor for assistance.
Pushing 'Intercom 87' on a phone will broadcast a message throughout the building.
This should be used only when necessary and should be done in a manner that does not create panic.

2. Second, the faculty/staff member should **use all verbal** means possible to calm the student posing a threat of imminent serious, physical harm to self and/or others and should instruct any other student(s) in the immediate vicinity to remove themselves to a safe distance from the individual posing the threat.
2. Only school personnel who have received training pursuant to 603CMR46.03(2) or 603CMR46.03(3) shall administer physical restraint on students. Whenever possible, the administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint. The training requirements contained in 603CMR46.00 shall not preclude a member of the Marblehead Charter faculty/staff from using reasonable force to protect students, other persons, or themselves from assault or imminent, serious physical harm.
3. A person administering physical restraint shall use the safest method available and appropriate to the situation subject to the safety requirements set forth in 603CMR46.05(5)
 1. No restraint shall be administered in such a way that the student is prevented from breathing or speaking.
 2. Restraint shall be administered in such a way so as to prevent or minimize physical harm.
 3. If at any time during a physical restraint, the student demonstrates significant physical distress, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.
4. Reporting requirements:
 1. Any staff member involved in the physical restraint of a student shall verbally inform the Head of School or his/her designee as soon as possible after the event and shall file a written report with the Head of School or his/her designee no later than the next school day.
 2. The Head of School or his/her designee shall verbally inform the student's parent/guardian of the incident as soon as possible after the incident and by written report no later than three school days following the use of restraint.

Homeless Education Policy & Procedures

It is the policy of the Marblehead Community Charter Public School to ensure that homeless children and youths are provided with equal access to its educational programs, have an opportunity to meet the same challenging State of Massachusetts academic standards, are not segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

Definition of Homeless Children and Youth

The term "homeless children and youths" means individuals who lack a fixed, regular, and adequate nighttime residence due to hardship.

It includes children and youths who:

- are temporarily sharing the housing of other persons due to loss of housing,

economic hardship, or a similar reason

- are living in motels, hotels, or camping grounds due to the lack of alternative adequate accommodations
- are living in emergency shelters
- are abandoned in hospitals; or are awaiting foster care placement
- have a nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
- are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
- runaway children or children who are abandoned

Homeless status is determined in cooperation with parents or in the case of unaccompanied youth the local educational agency liaison.

Procedure

School Selection

For a student determined to be homeless who is enrolled in Marblehead Charter, the school shall, according to the child's best interest, continue the child's or youth's education at Marblehead Charter for the duration of homelessness, in any case in which a family becomes homeless between academic years or during an academic year, or for the duration of the academic year, if the child or youth becomes permanently housed during an academic year

In determining the best interests of the child or youth to the extent feasible the child or youth will continue to attend Marblehead Charter, except when doing so is contrary to the wishes of the child's or youth's parent or guardian, for the duration of homelessness.

Comparable Services

Each homeless child or youth shall be provided services comparable to services offered to other students enrolled in Marblehead Charter, such as

- Educational services for which the child or youth meets eligibility criteria such as ESL or special education programs
- School nutrition programs
- Enrichment programs
- After School programs

Transportation

At the request of the parent, or guardian, transportation will be provided for homeless children to Marblehead Charter for the duration of the school year or until the child's family finds permanent housing. Permanent housing is defined as any signed lease or long-term approved living situation. Self-paying day to day in a motel is not considered permanent housing.

Local Educational Agency Liaison

The Assistant Head of School will be the liaison for homeless children and youths.

Homeless Liaison – Bill Sullivan 781-631-0777

The Homeless Liaison or designee shall ensure that:

- homeless children and youths are voluntarily identified by school personnel and through coordination with other entities and agencies
- homeless children and youth enroll in and have a full and equal opportunity to succeed at Marblehead Charter.
- homeless families, children, and youths receive educational services for which they are eligible and referrals to other appropriate services.
- the parents or guardians of a homeless child or youth is informed of the educational and related opportunities available to them and are provided with meaningful opportunities to participate in the education of the child/youth.
- public notice of the educational rights of homeless children and youths is disseminated in such public places as schools, meal sites.
- compliance with all policies and procedures and mediate disputes.
- the parents or guardians of a homeless child or youth are informed of all transportation services.
- coordination of services between Marblehead Charter and other homeless family service providers.
- assistance is provided to children and youth who do not have immunizations, or immunization or medical records, to obtain necessary immunizations, or immunization or medical records.
- students are not segregated on the basis of their status as homeless.
- programs for homeless students are coordinated with other federal and local programs

Disputes

The Homeless Liaison shall carry out the dispute process as expeditiously as possible after receiving the notice of the dispute. The Marblehead Charter Constructive Communication Protocol will be followed in the event of a dispute.

STUDENT RECORDS

In order to provide students with appropriate instruction and educational services, it is necessary for the school to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian and/or the student in accordance with law, and yet be guarded as confidential information.

The HoS/Designee will provide for the proper administration of student records in keeping with state and federal requirements, and shall obtain a copy of the state student records regulations (603 CMR 23.00). The temporary record of each student enrolled on or after June 2002 will be destroyed no later than seven years after the student transfers, graduates or withdraws from the School District. Written notice to the eligible student and his/her parent of the approximate date

of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 6 years following his/her graduation, transfer, or withdrawal from the school system.

Marblehead Charter wishes to make clear that all individual student records of the school system are confidential. This extends to giving out individual addresses and telephone numbers.

LEGAL REFS: Family Educational Rights and Privacy Act of 1974, P.L. 93-380, Amended; P.L. 103-382, 1994; M.G.L. 66:10 71:34A, B, D, E, H; Board of Education Student Record Regulations adopted 2/10/77, June 1995 as amended June 2002; 603 CMR: Dept. Of Education 23.00 through 23:12 also Mass. Dept. Of Education publication Student Records; Questions, Answers and Guidelines, Sept. 1995
CROSS REF: KDB, Public's Right to Know

The following is a summary of the major parent and student rights regarding their student records, as provided by the Regulations pertaining to Student Records.

I. Inspection of Record

A parent, or a student who has entered the ninth grade or is at least 14 years old (eligible student), has the right to inspect all portions of the student record upon request. The parent and/or eligible student have the right to receive copies of any part of the record, although a reasonable fee may be charged for the cost of duplicating materials. The record must be made available to the parent or eligible student no later than ten (10) business days after the request, unless the parent or student consents to a delay. The parent and/or eligible student may request to have parts of the record interpreted by a qualified professional of the school, or may invite anyone else of their choosing to inspect or interpret the record with them.

Massachusetts's regulations establish a mandatory process for responding to student record requests from non-custodial parents. Where a parent who does not have physical custody of their child (non-custodial parent) requests access to the child's student record or other information regarding the student, the non-custodial parent is required to submit a written request for the student record with a certified court order indicating that the non-custodial parent is eligible to access information regarding the child and an affidavit verifying that the order provided remains in effect and that the non-custodial parent is not subject to a temporary or permanent protective order. Immediately upon receipt of this documentation the school shall notify the custodial parent that the school will provide the non-custodial parent with access to the student record information after twenty-one (21) days unless the custodial parent provides the HoS with documentation establishing that the non-custodial parent is not eligible to access information regarding the student.

When student record information is provided to a non-custodial parent in accordance with the above procedures, the school will delete the address and telephone number of the student and custodial parent from all records provided to the non-custodial parent. Any such records provided to the non-custodial parent shall be marked to indicate that they may not be used to enroll the student in another school. Non-custodial parents are required by law to submit a

written request for access to their child's student record information each year stating that the parent continues to be entitled to unsupervised visitation with the student and remains eligible to access information regarding the child.

II. Confidentiality of Student Records

With a few exceptions, no individuals or organizations but the parent(s), student, and authorized school personnel are eligible to access information in or from a student record without the specific, informed written consent of the parent or the student.

III. Amendment of the Student Record

Eligible students and/or parents have the right to add additional information, comments, data, and/or other relevant material to the student record. Eligible students and/or parents also have the right to request in writing that the student record be amended. Any such request should be directed to the HoS/Designee. The HoS/Designee will render a written decision on such a request within one week. The above is only a summary of some of the more important provisions of the regulations pertaining to student records that relate to student and parent rights. If more detailed information is desired a copy of the regulations may be obtained from the HoS office or the Department of Education.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT - FERPA

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Marblehead Charter, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Marblehead Charter may disclose appropriately designated "directory information" without written consent, unless you have advised Marblehead Charter to the contrary in accordance with school procedures.

The primary purpose of directory information is to allow Marblehead Charter to include this type of information from your child's education records in certain school publications.

Examples include:

- a playbill, showing your student's role in a drama production
- the annual yearbook
- honor roll or other recognition lists
- graduation programs
- sports activity sheets

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military

recruiters, upon request, with three directory information categories (names, addresses, and telephone listings) unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want Marblehead Charter to disclose directory information from your child's education records without your prior written consent, you must notify Marblehead Charter in writing by September 15th of any given school year, to be effective for the school year starting on or about September 1 of the same year. This request to not disclose your child's information will be effective for that school year only. Marblehead Charter has designated the following information as directory information:

- Student's name
- Participation in officially recognized activities and sports
- Address
- Telephone listing
- Weight and height of members of athletic teams
- Electronic mail address

- Photograph
- Degrees, honors, and awards received
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Most recent educational agency or institution attended

Footnotes:

(P.L. 107-110), the education bill, and 10 U.S.C. 503, as amended by section 544, the National Defense Authorization Act for Fiscal Year 2002 (P.L. 107-107), the legislation that provides funding for the Nation's armed forces.

Regulations pertaining to Student Records adopted by the State Board of Education have the force of law. These regulations apply to all public elementary and secondary schools as well as private and charter schools approved to provide special education services to children. They are designed to insure parents' and students' rights of confidentiality, inspection, amendment, and destruction of student records, and to assist school authorities in their responsibilities for the maintenance of student records. The regulations apply to all information kept by a school committee on a student in a manner such that he or she may be individually identified. The applicable regulations may be found at 603 CMR 23.00. These laws are: Section 9528 of the ESEA (20 U.S.C. 7908), as amended by the No Child Left Behind Act of 2001

PLEASE, STAY INFORMED & MAKE YOUR VOICE HEARD!

To receive email notices from Marblehead Charter, go to marbleheadcharter.org.

On the home page (bottom left) click on "Get Marblehead Charter Email Updates."

To receive regular updates from the Massachusetts Charter Public School Association and to be able to send emails to your state legislators visit:

<http://www.masscharterschools.org/advocacy/newsletter.html>.

