



The mission of Argosy Collegiate Charter School is to prepare our scholars with the academic foundation and the character skills necessary for success in college, career, and life.

Family and Scholar Handbook

**Updated August 2018
Available in Portuguese and Spanish*

Our School

Argosy Collegiate Charter School (ACCS) received its charter in February 2014 and opened to 100 scholars in grade 6 in August 2014. Since then, the school has expanded by adding one grade per year. In 2020-21 school year, we will enroll 644 scholars in grades 6-12. We are a public, college preparatory, charter school, designed to meet the needs of all learners and to set a high bar for academic excellence and student outcomes.

Contact Information

Middle School Campus

263 Hamlet Street

Fall River, MA 02724

Main Office: 508-567-4725

Fax: 774-365-4383

General email for both campuses: info@argosycollegiate.org

High School Campus

240 Dover Street

Fall River, MA 02721

Main Office: 774-955-5857

Fax: 774-955-5825

School Website

Families should regularly check the school's website at www.argosycollegiate.org for recent news, updates, upcoming events, school policies, information about our scholar supports, etc. If you have suggestions or questions regarding the website, please contact Ms. Therriault at btherriault@argosycollegiate.org.

Our Mission

Our mission at Argosy Collegiate Charter School is to prepare Fall River scholars with the academic foundation and character skills necessary for success in college, career, and life.

Our Vision

Serving a community with tremendous need, Argosy Collegiate Charter School will educate all scholars, including English Language Learners (ELLs), scholars with disabilities, and scholars with high needs in grades 6-12 to remediate academic gaps experienced in elementary school and accelerate learning in middle and high school, thus preparing every scholar to succeed in college, career, and life.

We fiercely believe that all scholars are capable of achieving at high levels.

Our primary goal is to ensure that 100% of our scholars graduate from a four-year college with valuable knowledge, employable skills, and strong character values. A four-year degree better prepares our young people with the rigorous skills and experiences that leaders seek in a competitive 21st Century global economy, and are, therefore, most relevant to the current and trending economic climate within the Massachusetts knowledge-based economy. Life success – which we define as the ability to pursue one's interests, support one's family, gain meaningful opportunities, and participate positively within the larger community – is an inextricable part of our mission.

Our key design features, as outlined in our educational philosophy and education program and as informed by our mission and core beliefs, are structured to support the success of all scholars;

Key Design Features

More Time A strong academic foundation is first informed through the extended and prioritized use of time. The National Center on Time and Learning (2011) highlights the impact of extended, prioritized learning time focused on students' needs, particularly those with special needs. In addition to providing more learning time than required by the state of Massachusetts, we additionally provide 15 opportunities per year for middle school scholars to attend Saturday Academy for focused, small group instruction in mathematics and English Language Arts. Each summer we provide a Summer Academy program for qualifying middle school scholars to bridge any gaps as evidenced by academic data. Summer Academy allows scholars to work on mathematics, reading, and writing in small groups in an intensive intervention environment.

More Literacy, More Math, More Supports

Middle School: At the core of our academic program, we focus on reading, writing, and math along with a deep belief in meeting the needs of all scholars. Academic Supports are based on student data and guided by the Massachusetts Tiered System of Support. Scholars at the middle school receive 90 minutes of math and literacy instruction four days per week followed by daily, targeted support blocks designed to address all learning needs based on formative and summative assessments. Additionally, scholars have courses in STEM and Global Literacy (our social studies curriculum with a Common Core literacy foundation). Weekly, scholars also have courses in collegiate skills/financial literacy, art, physical education, and health.

High School: To further our mission to prepare our scholars for college, career, and life, our rigorous high school program is designed to meet and exceed the MassCore high school graduation requirements that are aligned with college and career readiness. Through our partnership with Bristol Community College, all of our scholars will meet the foreign language and art requirements through dual enrollment courses held on our campus. As scholars pass their dual enrollment courses, they earn high school graduation requirements, as well as a total of nine tuition-free college credits while experiencing success taking college courses. Additionally, scholars are able to reach some of their high school requirements in half the time of traditional high school courses, allowing them to save time and money.

Financial Literacy Programming

Financial Literacy: Our middle school program includes a weekly Financial Literacy program for all scholars in grades six through eight and includes activities in consumer math, understanding American currency, managing a personal budget, and personal finance. In high school, as part of our partnership with Bristol Community College, eligible scholars will take three college level, dual enrollment courses to satisfy the Financial Literacy objectives we wrote in the charter. Additionally, scholars may pursue the remaining seven courses to earn a Certificate of Small Business and Entrepreneurial Management, for a total of 29 college credits. In order to be eligible for the dual enrollment Financial Literacy program through BCC, scholars must earn a qualifying score on the *Accuplacer* (College Board). For scholars who do not earn a qualifying score on this test, Argosy Collegiate will provide high school level programming to ensure financial literacy education for all.

College Readiness

Collegiate Skills Program

Our four-year program supports our scholars' transition from middle to high school, and prepares them academically and socially for successful college and professional careers. The program includes a four-year advisory relationship component in addition to a yearly support course to build skills and tools for high school graduation and college success. Additionally, our partnership with Bristol Community College provides all scholars with a minimum of three college courses including two courses in foreign language and an art course, to satisfy the MASS Core graduation requirements as well as earning tuition-free college credits. This experience builds college perseverance long before scholars become a matriculating college student.

Virtual High School (VHS): As we further plan for high school programming and college preparatory opportunities for all scholars, we are pursuing the Virtual High School as a multi-tiered approach to meeting the academic needs for a diverse student body. As scholars approach the 11th and 12th grades, they will be given the opportunity to participate in virtual classes for the pursuit of Advanced Placement courses, credit recovery, and career exploratory purposes. Beginning in the summer of 2018, Argosy Collegiate will have a VHS site coordinator on staff to develop the VHS programming to be launched in 2019/20. The VHS site coordinator will support both teachers and scholars as the VHS program evolves over the 2019/20 school year. By training an Argosy Collegiate staff member as a VHS site coordinator, up to 50 scholars may enroll in VHS courses for 33% of the cost. This is an important consideration given the socio-economic barriers many of our scholars experience. Additionally, this training empowers teachers to best support scholars during VHS courses. To build scholars' experience with applying for financial aid at the college level, they will prepare an application for financial aid for the VHS courses they wish to take.

Data-Informed Culture of Teaching and Learning

Data-Driven Instruction

We frequently assess and relentlessly analyze data to determine gaps, progress, and instruction. Leadership has the dedicated time to support teachers on instructional and cultural practices, and teachers have the dedicated time to evaluate and action plan from weekly and interim data. In addition to annual MCAS data, we utilize the NorthWest Evaluation Association Measures of Academic Progress (NWEA MAP) to capture academic achievement and growth at the beginning, middle, and end of each year in English Language Arts, mathematics, and science. Weekly professional development is provided to all staff to review and analyze academic data. Weekly planning meetings occur between leadership and teachers in focused grade level groups or content groups to adapt lessons, expand differentiation, and identify areas of progress and opportunity. As part of our progress reporting to scholars and families, we will expand our data delivery on report cards to include historical standardized testing data, both district and state driven.

Character Development

School Culture

With a positive and strong school culture based on our DREAM Values (Determination, Respect, Excellence, Altruism, and Maturity), middle school scholars can seamlessly transition to high school with reduced risk of dropping out and have college-bound goals informed by the skills and knowledge to get them there. School assemblies and celebrations recognize and celebrate scholars' achievements and growth in demonstrating the values that we hold critical to academic success. Beginning in the 2018/19 school year, high school scholars will further demonstrate the DREAM values by volunteering 15 hours of time per year to a variety of community organizations as part of graduation requirements.

In August 2018, middle school staff will engage in a week-long training in Developmental Designs, a research-based approach to blended social and academic learning to build positive classroom culture, community, and character skills. This expands last year's pilot as part of the school's efforts to decrease suspensions and strengthen school culture. In three out of four classrooms that incorporated Developmental Designs approaches in 2017/18, a significant decrease in behavioral infractions requiring administrative support was observed.

At both campuses, scholars will meet with advisors weekly to set, review, and track progress toward goals in academics, attendance, and behavior. In 2018/19, scholars will self-monitor their goals in these areas with support from their advisors.

Capacity

Founder and Executive Director Kristen Pavao is a proven urban educator and native of Fall River. Ms. Pavao, driven by an intense desire to have a deeper impact on scholar achievement and college opportunities for scholars in Fall River became a Fellow with Building Excellent Schools where she spent a full year travelling the country to study the best practices of the highest performing charter schools across the state and nation. From these rich experiences a charter was written and a board of trustees built. We have benefitted from the generous collaboration and dissemination of best practices from high quality schools across our state, region, and nation, and have the continuing support and expertise from Building Excellent Schools. The Founding Group, along with the support of families, elected officials, and many business and community leaders, stand ready to do what it takes to develop and sustain a highly structured, college preparatory 6-12 charter school in Fall River, and to work with others to ensure that all scholars have access to the opportunity of a bright and promising future. We embrace the community of practice across all sectors, and we believe deeply in being part of the larger educational framework in and outside of Fall River.

Board of Trustees

The school is governed by a Board of Trustees. They are a team of dedicated and experienced professionals, committed to the revitalization of Fall River and the academic success of its scholars. Collectively, the Board of Trustees brings expertise in education, educational leadership, public board governance and governance leadership, financial planning and management, legal expertise, strategic planning, public relations, and associated regulatory requirements, real estate development, marketing, curriculum development, and fundraising. Our Board Chair, Paul C. Burke can be contacted at pburke@argosycollegiate.org. For a full list of Trustees, please check the website at www.argosycollegiate.org.

Communication Policy and Procedures

Weather-Related School Closure

In the event of poor weather conditions, please look to local television and radio stations for information related to delayed openings and cancellations for Argosy Collegiate. We partner with the Fall River Public School Department when making decisions related to weather related delays and closings, but we may not always make the same decision as some closures are building specific. Please do check local television/radio and your email/phones **prior** to calling the schools regarding weather related delays and closures.

School Messenger

For cancellations and general information, Argosy Collegiate uses School Messenger to email, text message, and voice message families using the contact information provided by families. Please ensure you are not blocking any communications from 508-567-4725, and update us

at info@argosycollegiate.org when your contact information changes. If you receive a voice message from us, please listen to the message **before** calling the main office.

School Breakfast and Lunch

Scholars need good nutrition to be successful academically. Argosy Collegiate provides the Community Eligibility Provision (CEP) meals program. Our food vendor is a nut-free, pork-free, and shellfish free provider. Vegetarian, gluten-free, and lactose-free options are available with prior notification to btherriault@argosycollegiate.org. CEP allows all scholars have access to free breakfast and lunch. Scholars who wish to have a school breakfast can pick it up when they have a breakfast break. Lunch is pre-ordered each morning when attendance is taken. Scholar IDs are scanned to track meals taken so that we can properly report data to the state. If scholars order lunch, they must pick it up at lunch time. Scholars at both campuses may bring a home lunch but only high school scholars have access to a microwave. Scholars do not have access to refrigeration for meals nor do they have access to a kitchen sink to wash meal containers. Candy and gum are not allowed at school.

Medical Records and Health Services

Massachusetts state law requires all scholars enrolling in a new school to have a physical examination before entering the school. Before a scholar can enroll at ACCS, the school must have on file the following forms;

- **Massachusetts School Health Record.** This form contains records showing that the scholar has:
 - I. Had a physical exam in the six months prior to the start of the school year
 - Ii. Up-to-date immunizations, and
 - iii. Had screening for vision, hearing, and scoliosis
- **Authorization for Dispensing Medication in School Form.** If a scholar must receive medication during the school day, this form must contain the instructions and signature of the physician who ordered the medication and be signed by the parent or guardian.
- **Physician Information Release Form.** This form must be filled out and signed by a parent or guardian so that the school may contact a scholar's physician in case of an emergency.
- **Office/Health Emergency Card.** This form provides important information about a scholar's emergency contacts, health care providers, and insurance. Most importantly, it gives the school permission to initiate emergency medical treatment in the event that a parent or guardian cannot be reached. No scholar will be allowed to enter school without having this form on file.

Health Services

The school nurse or an appropriate designee will be at the school to administer medication to scholars who require it during the school day, and to provide counseling as needed on a health-related issues, first aid to injured scholars, and care to ill scholars. Selected staff

members are certified in Red Cross Standard First Aid and/or CPR. In addition, the school has a relationship with a physician in Fall River who serves as an advisor to the school on selected medical matters.

If a scholar requires medication while in school, the school must have on file an Authorization for Dispensing Medication form, filled out by the scholar's physician. No scholar is allowed to bring medication to the school without the nurse's full knowledge. Scholars who have provided the school with medication dispensation authorization forms should bring the medication to the school on the first day or contact the school to make other arrangements.

This requirement applies to all medication, including Tylenol, aspirin, asthma inhalers, EpiPens, and cough medicine or drops. If a scholar needs to take Tylenol or aspirin during the school day, the scholar must have on file the authorization signed by his or her physician and a parent or guardian, giving the school permission to administer the medication during the school year. In addition, each day the scholar needs the medication, he or she must bring the medication and a note from a parent or guardian: 1) giving the school nurse permission to administer the Tylenol or aspirin, and 2) informing the nurse when the child was last given the Tylenol or aspirin. If such authorization is not on file, the parent or guardian of the scholar must come to the school to administer the Tylenol or aspirin directly. If a scholar needs to have an asthma inhaler or an EpiPen with him or her at school, the scholar must provide the school nurse with the order from his or her physician stating that the scholar needs to carry the inhaler/EpiPen. The order must also be signed by a parent or guardian, and the scholar must provide the nurse with a second inhaler/EpiPen that will be kept in the nurse's office.

While the school nurse is responsible for supervising the school's prescription medication administration program, the school has registered with the Department of Public Health a Board-approved plan that allows the delegation of the administration of medication to unlicensed school personnel under certain circumstances. Please refer to Argosy Collegiate's Health Department Policy which is maintained in the Health Office.

First Aid Provision and Medical Emergencies

Minor accidents, cuts, scrapes, and bruises will generally be treated at the school by the school nurse or by selected teachers and administrators. The school is not equipped to handle medical services beyond basic first aid. Injuries requiring more extensive treatment will be taken care of at St. Anne's Hospital or the closest hospital. In the event that a child requires emergency medical care, a parent or guardian will be notified as soon as possible. If a parent, guardian, or other emergency contact cannot be reached, the school may need to initiate medical treatment. Thus, it is essential that we have on file each scholar's Office/Health Emergency Card, which provides up-to-date contact information for parents and guardians, and which gives the school permission to initiate emergency medical treatment if a parent or guardian cannot be reached.

Health and Illness

The school requests that children do not come to school if they are ill. If school staff believes that a child needs to see a doctor, is contagious, increases the risk of illness to other children, or requires prolonged individual staff attention that interferes with the safety and regular functioning of the classroom, the school will contact families and ask them to pick up and take their child home. Parents will be contacted if a child has a fever over 100 degrees; is experiencing vomiting or diarrhea; shows signs of contagious diseases; and/or has an illness that prevents the child from participating in activities.

Head Injury Policy

The safety of all scholars is paramount to the administration and staff at Argosy Collegiate. Best practice include the most appropriate and effective management of all scholar's injuries which occur at or from a school sanctioned activity. This procedure follows safe and effective management of documented head injuries

Procedure: Any scholar who sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion or loss of consciousness even briefly shall be removed from the activity/situation immediately and may not return to activity for the day.

- The School Nurse/PE teacher will assess the scholar for signs and symptoms of a possible concussion.
- Scholar's parent/guardian will be notified that child has had an injury to head.
- If symptoms of possible concussion are present, scholar should be referred to health care provider along with a copy of concussion signs/symptoms checklist.
- The scholar's parent/guardian is required to bring them to either the pediatrician or a medical doctor at a hospital emergency room before the scholar returns to school.
- If the scholar is referred to MD or Emergency Department, the Principal/Executive Director will be notified verbally and in writing in the form of the Accident report.
- If symptoms are not present upon assessment and observation, the scholar may return to class, but is to refrain from sports/activities for the day.
- The School Nurse consults with the classroom teacher with any precautions or advisories about symptoms.
- Parents are to receive copy of signs & symptoms checklist and are to be asked to continue to observe child at home as signs & symptoms may develop later.

Please note: Principal/Executive Director is notified as soon as possible if there is a "serious" (i.e. hospitalization/MD referral involved) injury by nurses or PE teacher followed by an accident report that will be submitted by nurses within 24 hours to the Executive Director for signature and teachers to complete.

Return to School:

- The scholar will require written medical clearance by a M.D prior to return to school if the concussion has been diagnosed by a health care professional, then
- Upon return to school, School Nurse is to review medical clearance documentation and assess any physical/academic accommodations recommended by health care professional.
- If physical and/or academic accommodations are recommended then 504 meeting is to be scheduled to implement accommodations.
- School nurse notifies the Principal, Executive Director and teacher of the scholar's medical status and recommendations before the scholar returns to class.
- Updated medical follow-up and clearance are to be provided by parents/guardians to school for clearance to participate in physical activity and for return to previous academic participation.

Attendance Policy

Regular attendance is critical to the academic success of all scholars. Excessive absences, excessive tardies, and early dismissals will negatively affect your scholar's progress. Daily attendance is required so that scholars receive daily instruction and supports. Simply doing "make-up" work does not give scholars the instruction and support they need to succeed. Parents play a key role in supporting attendance; please do not allow your scholar to miss a day of school except for serious illness. Please view the ACCS Annual Calendar (online or available via email or pick up on the main office) so that you can plan for travel, vacations, and appointments for your scholar. We ask that families not schedule vacations or non-emergency appointments during school time. Scholars who are absent for any reason will lose Collegiate Points on their weekly Collegiate Report (Please see section 12 for information about Collegiate Points and the Collegiate Report).

In a situation where an absence or tardiness is unavoidable, please notify the main office as soon as possible either by calling and/or leaving a message 508-567-4725 (middle school) or 774-955-5857 (high school) or by emailing info@argosycollegiate.org. When a scholar is absent, a doctor's note will classify the absence as "excused with a doctor's note" in our records **but does not excuse the absence from the attendance record and therefore will be counted in with the absentee totals**. All scholar absences, including illness, suspension, appointments, vacations, excessive incomplete days, etc. count as absences.

If a scholar exceeds 11 absences in a school year they will be considered for retention.

On a case by case basis, the administrative team will fully review all circumstances that contributed to a scholar's absences as well as the annual academic progress and overall behavior of the scholar. Exceptions are made for court-mandated appearances with proper documentation, religious observances, and medical documentation from a healthcare provider indicating the reason for the absence. Additionally, scholars are afforded rights under Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities

Act (“ADA”), and the Individuals with Disabilities Education Act (“IDEA”) should their absences be related to a disabling condition. Other rare exceptions may apply. Questions regarding Section 504 of the Rehabilitation Act are encouraged to be directed to Ms. Bishop, Middle School Vice Principal and 504 Compliance Officer.

In order to help ensure that scholars do not exceed 11 absences, Argosy Collegiate has the following support procedures in place:

- At 3 scholar absences, Argosy Collegiate will contact the family in writing to determine cause for absences and to reiterate school policy regarding attendance and absences.
- At 5 scholar absences, or 3 absences within the first academic trimester, Argosy Collegiate administration will require a meeting with the scholar’s family during which an Attendance Contract will be established aimed at ensuring attendance pattern improvement.
- At 7 total scholar absences, Argosy Collegiate administration will require a family meeting to discuss violation of the Attendance Contract.

In cases of excessive absences as described below, Argosy Collegiate Charter School may report the scholar and/or family to the district truancy officer (attendance officer) and possibly to certain state agencies, and/or file an official complaint with the court.

Scholars who are absent from school cannot attend or participate in any school-sponsored activities occurring on the day of the absence, unless the school has given permission.

Argosy Collegiate keeps accurate records of attendance and will make the records available for review by the Department of Elementary and Secondary Education or the district truancy officer as needed. All questions regarding scholar attendance and attendance records should be directed to the Main Office.

Lateness/Tardiness Policy

Scholars late to school – excused or unexcused – who arrive after 7:30 AM must go to the Main Office to sign in before proceeding to their classroom.. Scholars who arrive in the first five minutes of the period – after signing in late – may proceed to class with a late pass. At the discretion of the Dean of Scholars, scholars arriving later than 7:35am may be required to meet with the Dean of Scholars. Excessive lateness will not be tolerated.

Scholars who are late will be issued a demerit upon arrival for the first six incidences. After the sixth incidence of lateness, scholars will automatically receive a detention (instead of a demerit) each subsequent time they are late, and the Fall River Public Schools Truancy Officer will be notified. In addition, the Vice Principal or Dean of Scholars will schedule a mandatory family meeting to discuss and try to resolve the problem.

According to M.G.L. c. 76 and c. 72, § 8, all scholars under 16 are expected to be in school. Argosy Collegiate operates in compliance with Department of Transitional Assistance requests and requirements.

Early Dismissal Policy

To support smooth classroom and office procedures, early dismissal of a scholar requires that a parent or guardian has contacted the school in advance and provided a signed note to the school explaining the reason for early dismissal. For security purposes, the parent or guardian must sign the scholar out with the Main Office before removing the scholar from school grounds. For safety reasons, it is important for all parties or persons who are picking up a scholar must be authorized for pick up in the office and also have proper identification either in our files or available at pick up. We may ask to take a copy of an ID for our records. In order to minimize disruptions to class, we ask that notification regarding early dismissals be made as far in advance as possible. We also ask that doctor and dentist appointments be limited to non-school hours to avoid requiring scholars to miss class time. Families are encouraged to consider the class period start and ending times when determining early dismissal requests. To minimize errors in the dismissal of scholars, unless in an emergency situation, we respectfully request no changes be made in transportation or dismissal times within 30 minutes of dismissal on any given day including early dismissal days. Excessive early dismissals will not be tolerated.

Withdrawal Policy

Argosy Collegiate calls families on the first day of an absence and every day thereafter. If a scholar is absent for eight (8) consecutive days during the school year or the first five days of the school year, and there has been no successful contact between the family and the school to explain his or her absences, Argosy Collegiate will assume that the child's enrollment at the school has discontinued.

Additionally, Argosy Collegiate will consider a scholar's enrollment within the school terminated if any of the following occur:

- a) The school is notified, either verbally or in writing, that a scholar's enrollment at Argosy Collegiate is ending OR
- b) Argosy Collegiate is notified by another educational institution that a child has elected to enroll at a new school

Families who are actively working with Argosy Collegiate to resolve the scholar's attendance issue may have a prolonged timeline for withdrawal at the discretion of the scholar's Principal or Executive Director.

Field Trips/School Events

The school's curriculum may sometimes require outside learning experiences or special school events. During these activities, it is important for all scholars to be responsible for their

behavior since the site of the activity or event is a temporary extension of the school grounds. A permission slip that allows scholars to attend school field trips or events will be sent home at the beginning of each school year and will be signed by a parent or guardian. Scholars who fail to return the signed slip – or who are not permitted to attend as a result of an earlier incident – will not be eligible to participate and will be required to attend school that day. Families will be notified if a scholar is not eligible to participate in a field trip in advance.

If parents or other volunteers assist with such trips or events, scholars must afford these chaperones the same respect they would provide to teachers. Appropriate behavior must be maintained when attending school-sponsored events and riding on school-provided transportation. The use of portable electronic devices is prohibited on field trips unless the staff chaperones indicate otherwise. Past or recent inappropriate behavior, or excessive demerits and/or suspensions, may result in detention, suspension, or loss of privileges in attending or participating in class trips and events, end-of-year or otherwise. In addition, incidents that occur on field trips will be dealt with according to Code of Conduct protocol upon the scholar's return to school.

Forgery

Shared information and constant communication among teachers, scholars, and parents are crucial to the success of the school. Progress regarding academic and behavioral performance will be conveyed through a variety of means, including but not limited to weekly, mid-term, and trimester progress reports, to be brought home by scholars, signed by a parent or guardian, and returned by scholars the next school day. Any scholar who forges a parent or guardian's signature, or forges parental or guardian approval on any official or unofficial school communication, may face detention or suspension.

Uniform Checks and Violations

During morning intake, all scholars greet a staff member with a handshake, eye contact, and a uniform check. If a uniform violation has occurred and can be fixed on the spot (like tucking in an untucked shirt), then the scholar earns a demerit. If the uniform violation cannot be fixed on the spot (if scholar wears gym t-shirt on a red polo day or if they forget their belt), then the scholar earns a lunch detention.

Eating

There is no eating during classes outside of scheduled meals. In an effort to promote nutritional awareness, soda or high sugar power/"energy" drinks are not permitted in school, including before and after school. Confiscated soda or other food items will not be returned. We encourage all scholars to practice healthy eating habits for breakfast, lunch, and snacks. Gatorade and Powerade are permitted during lunch.

Gum Chewing

There is no gum chewing in the building at any time. Scholars who are chewing gum will be issued a detention. Scholars who repeatedly disregard this rule face more serious consequences or loss of privileges.

Bathroom Procedures

Scholars may not be given permission to use the bathroom during class periods when direct instruction is occurring. Scholars will have sufficient time during homeroom periods, the morning and afternoon in-between classes, and during breakfast and lunch to use the bathroom.

Silent Reading Book

Scholars are required to have with them, at all times during the day, a silent reading book.

IDEA 2004: The Individuals with Disabilities in Education Act of 2004 and Special Education

At Argosy Collegiate, we believe that every child who walks through our doors can and will succeed. ACCS staff and administration will work diligently and effectively to partner with parents/guardians as part of their scholar's Special Education Team. The Special Education Team's goal is to recommend applicable support services based on appropriate testing and assessments. These supports must meet the unique needs of each scholar with a disability. The intent and purpose is to assure an educational program in the least restrictive environment that will immediately provide the services on the accepted Individual Education Plan.

Argosy Collegiate adheres fully to the state and federal requirements of the Individual with Disabilities in Education Act (IDEA 2004) which outlines the laws and regulations that are meant to protect a student with disabilities and ensure that he or she gets the services and assistance that may be necessary to make effective progress.

Therefore, it is our mission to determine and provide the supports that each scholar requires in order to meet the academic, behavioral, and social expectations of our rigorous program. Toward these ends, we have a comprehensive Scholar Support program that provides scaffolding for scholars based on each individual's particular disability.

The Argosy Collegiate Scholar Support Department consists of the Director of Scholar Support and grade level special education teachers. Each year we add additional specialists depending on the needs of scholars. We work collaboratively with the Fernandes Center for Children and Families to provide additional supports for scholars including school counselors, a speech and language pathologist, a physical therapist, an occupational therapist, and a psychologist.

Argosy Collegiate is committed to providing comprehensive and high quality services for scholars with disabilities and meets all requirements of state and federal legislation. The Scholar Support Department provides a variety of services to scholars on Individualized Education Plans (IEPs) according to each scholar's individual needs.

Argosy Collegiate's Scholar Support program is led by a Director of Scholar Support as well as a Special Education consultant who meet regularly with all support staff and regular education teachers to review curriculum materials, support teachers in modifying their content and making accommodations to its delivery, review the progress of scholars on IEPs, and maintain communication with parents or guardians.

Scholars on IEPs are regularly assessed in their progress toward their goals and benchmarks through progress reports written by support staff with input from grade level teachers. Progress reports are required to be sent at least as often as parents are informed of their non-disabled child's progress.

Families with questions about Special Education or accommodation programs at Argosy Collegiate are urged to contact Mr. Jagannath, Director of Student Support to learn more about the services for scholars with disabilities.

Title II of the Americans with Disabilities Act and Section 504 Plans

Argosy Collegiate guarantees every child access to a Free and Appropriate Public Education (FAPE) by ensuring that all children are able to participate and be included in all activities, programs and services regardless of disabilities. This support includes accommodating eligible scholars, employees, applicants, and members of the general public in whatever methods that will provide access free from bias or discrimination.

Scholars who are eligible for Section 504 Plans are offered accommodations which are implemented by all staff and facilitated by ACCS' 504 Plan Coordinator and monitored for compliance by our 504 Plan Compliance Officer who may be contacted for questions or further information. Inquiries, requests, and complaints should be directed to the 504 Compliance Officer.

English Language Learners

English Language Learners benefit greatly from our intensely focused literacy and support program for all learners. Supporting ELL scholars include the three tiers of language (structure, language or grammar, and vocabulary) as well as the four domains of language (reading, writing, speaking, and listening).

Within our support staff, our MA licensed ELL teacher(s) works not only to identify levels of language development but also to support scholars' progress and achievement in many ways

including, creating schedules and individualized goals, provide instructional support for both scholars and staff and track scholar achievement data.

Our support staff works to support ELL scholars both in the general education classroom as well as one on one or small group learning opportunities. We comply with all federal laws related to the education of ELLs but beyond that, we do whatever it takes for our ELL scholars to make the academic progress they need to be successful at Argosy Collegiate. Inquiries are encouraged to be directed to Mr. Jagannath, Director of Student Support and ELL Director.

Argosy Collegiate annually assess the English proficiency of all ELL scholars according to NCLB, Title I, and Title III Title VI, G.L. c. 69, 71A , 7; 603 CMR 14.02. In addition, Argosy Collegiate assess the reading, writing, speaking and listening skills of ALL ELL scholars, even those who have opted out of ELL services, under ELE 8.

Assessment and Grading

Fair and consistent assessment is very important for teachers and support staff to interpret the academic progress of scholars and to continually improve the academic program here at Argosy Collegiate. We backwards plan from a college readiness goal for 12th grade and work to support all scholars to that end.

Assessment

Scholars are assessed in a variety of ways including classwork/activities, classroom discussions, presentations, essays and other writing assignments, homework, quizzes, unit tests, unit or end of year exams, etc. In addition to traditional classroom assessment measures and other performance criteria, ACCS uses several other assessment tools to evaluate the progress of each scholar. While assessments can seem quite time consuming for scholars and staff, all of the assessments we administer outside of unit and end of year exams, take less than 2% of our learning time, and the data is critical in preparing scholars for college, career, and life. We liken teaching and learning without frequent and actionable data to driving to a new destination without a map or directions. Should families have any questions about the assessments we use and administer, please contact Dr. Michelle Carney, our Director of Curriculum and Instruction. Each year ACCS families will receive a data dashboard that reports the most current testing data we have on their scholar as well as an overview of school progress. At ACCS, we administer the following assessments:

a. Massachusetts Comprehensive Assessment System (MCAS 2.0). So that ACCS scholars are held to the same standards as other students in the Commonwealth of Massachusetts, ACCS administers the required standardized assessment for all MA public schools. Per the recommendation of the Department of Elementary and Secondary Education, ACCS administered the PARCC to our inaugural 6th graders during the 2014-15 school year and did so again for the 2015-16 and 2016-2017 school year for 6th, 7th, and 8th grades. ACCS

will administer the next generation MCAS 2.0 assessments for the 2017-2018 school year for all appropriate grade levels.

b. Northwest Education Association, Measures of Academic Progress (MAP). The MAP assessments are administered 3-4 times per year and will provide the school with academic progress information. This assessment is computer based, and uses Common Core State Standards to identify skill gaps that scholars can build on during their academic support blocks. Additionally, this assessment shows the growth scholars make over the course of a school year, providing useful information for families and teachers on individual scholar progress.

c. Quarter and End of Year Exams. Just before the end of the first, second, and third quarters, all scholars take end-of-quarter exams, exams that cover all the material from that quarter. In late May/early June, scholars take an end of year exam that covers all of the material covered throughout the year. Scholars move through the middle school years building their capacity to learn new material, develop assessment strategies, and prepare for the rigor of our college-prep high school as well as college expectations.

Progress Reports

- **Weekly Collegiate Reports** – Each Thursday afternoon, ACCS sends home a Collegiate Report to communicate behavior strengths and areas of improvement, homework completion data, and an attendance report. While a scholar may struggle during a given week, it is also important to discuss each week, areas of achievement so that scholars think both about their achievements and areas for improvement. The Collegiate Reports are tied into a token economy system using DREAM Dollars/Points. If a scholar earns 80 or more Collegiate Points, they can participate in Collegiate Friday, wearing their collegiate uniform. If a scholar earns fewer than 80 points, they must wear their red polo uniform. To learn more about how scholars earn merits and demerits (which affect Collegiate Points and DREAM Dollars, please see the Code of Conduct section.
- **Progress Reports.** At ACCS, we issue progress reports on a quarterly basis (four reports per year). In between progress reports, teachers will share scholar's academic progress through an electronic portal. Parents and guardians will have electronic access to this portal by visiting http://community.schoolbrains.com/accs_community. Paper progress reports can be provided upon request.
- **Grading.** At ACCS, our academic expectations are high for all scholars. We work quickly and consistently to identify skill levels for each scholar and create individualized learning plans to challenge all learners. We expect all scholars to work hard, no matter their learning styles or level of mastery at any given time.

Grading of all scholars with disabilities is based on their individual IEP objectives and goals. Parents receive reports on scholar's progress towards reaching their goals set in the IEP at least as often as parents of non-disabled scholars are informed (according to State Requirements 603 CMR 28.07(3)).

Our middle school model was created to identify gaps in learning and to close them as quickly as possible so that scholars are prepared for our college-prep high school program, in which scholars further develop areas of academic interest, begin to create their own path for study, and set goals for Advanced Placement classes, and begin to plan for college. Our grading policy is designed to create good habits of study, organization, and learning strategies in the middle school. Below is our school grading policy;

English and Language Arts / Mathematics:

<i>Assignment:</i>	<i>Number per Quarter:</i>	<i>Individual Point Value:</i>	<i>Total Point Value:</i>
<i>Homework</i>	20	5	100
<i>Classwork</i>	20	10	200
<i>Support Block</i>	20	10	200
<i>Binder Audit</i>	1	20	20
<i>Quizzes</i>	4	20	80
<i>Summative Assessments</i>	2	50	100
<i>TOTAL</i>			700 Points

Global Literacy / STEM:

<i>Assignment:</i>	<i>Number per Quarter:</i>	<i>Individual Point Value:</i>	<i>Total Point Value:</i>
<i>Homework</i>	10	10	100
<i>Classwork</i>	20	10	200
<i>Binder Audit</i>	1	20	20
<i>Quizzes</i>	4	20	80

<i>Summative Assessment</i>	2	50	100
<i>TOTAL</i>			500 Points

Specials:

<i>Assignment:</i>	<i>Number per Quarter:</i>	<i>Individual Point Value:</i>	<i>Total Point Value:</i>
Classwork	4	20	80
Participation Rubric	8	15	120
Summative Assessment/ Project	2	50	100
Total			250 points

Numeric and percentage: Most notable within our grading policy is that there is no D grade for ACCS courses.. For averages below a 70%, scholars earn an F or a failing grade. Summative grades are calculated based on the percent of total points earned for the course.

97 - 100% = A+	87 - 89 % = B+	77 - 79% = C+
93 - 96% = A	83 - 86% = B	73 - 76% = C
90 - 92% = A-	80 - 82% = B-	70 - 72% = C-
		69% or below = F

Grading of Dual Enrollment Courses

True to its mission, Argosy Collegiate Charter School partners with Bristol Community College to offer dual enrollment courses for eligible Argosy scholars. These courses are offered at no cost to scholars for college credit. Grading of these courses is at the discretion of the Bristol Community College professors and subject to the Bristol Community College grading rubric. Eligibility for these courses is dependent on prior scholar performance in the areas of academics, attendance, and behavior.

High School Graduation

Argosy Collegiate Charter High School's curriculum meets or exceeds all requirements set forth for Massachusetts students, as document in the 2016 Massachusetts High School Program of Studies (or *MassCore*). *MassCore* requires Massachusetts high school scholars includes; four years of English, four years of Mathematics, three years of lab-based Science, three years of History, two years of the same foreign language, one year of an arts program, and five additional core courses in business education, health, and/or technology. Advanced Placement, dual enrollment, online, and service-based classes are also encouraged. Please see www.doe.mass.edu/ccr/masscore for more information.

Argosy Collegiate has structured its' district curriculum such that upon graduation, scholars have met or exceeded all requirements in the *MassCore*.

MassCore	
Massachusetts High School Program of Studies	
English/Language Arts	4 Units
Mathematics	4 Units
	Including the completion of Algebra II or completion of the Integrated Math equivalent. All students are recommended to take a math course during their senior year.
Science	3 Units of lab-based science
	Coursework taken in technology/engineering may count for MassCore science credit. Note: In June 2012, the Massachusetts Board of Higher Education (BHE) revised its admission standards to count technology/engineering coursework based on academic standards and taken for science credit as meeting the science admissions requirement.
	3 Units

History/Social Science	Including US History and World History.
Foreign Language**	2 Units - Of the same language.
Physical Education	As required by law
	State law (M.G.L. c. 71,s. 3) states: "Physical education shall be taught as a required subject in all grades for all students." Health can be integrated into Physical Education, science, or taught as a stand-alone course.
The Arts **	1 Unit
Additional Core Courses	5 Units
	Business Education, Career and Technical Education (CTE), Health, Technology or any of the subjects above. Note: Most students majoring in CTE will take more than 5 units in a CTE program of study.
	22 Units - Is a minimum that students should take in high school

Additional Learning Opportunities	Complete as many of the following as possible:
	Advanced Placement (AP); Capstone or Senior Project; Dual Enrollment courses taken for both high school and college credit; Online courses; Service Learning; and Work-based Learning.

*A unit represents a full academic year of study or its equivalent in a subject that covers all the standards contained in a specific Curriculum Framework.

** Students enrolled in a state-approved Career and Technical Education program of studies have the option of opting out of Foreign Language and Art and still fulfill MassCore.

MassCore is the recommended program of study that Massachusetts high school students need in order to be better prepared for college and a career. Developed by a statewide advisory group from the K-12, higher education and business sectors, MassCore maintains flexibility for students and high schools while allowing districts to set additional graduation requirements. Courses included in MassCore should be rigorous, engaging, and based on appropriate Massachusetts Curriculum Frameworks high school level standards.

- From MA DESE, 2007

Argosy Collegiate Charter High School

Sequence of Courses

<i>English</i>	English I	English II	English III	English IV	
<i>Math</i>	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus I*
<i>STEM</i>	Physics I	Chemistry I	Biology I		
<i>History</i>	World History II	U.S. History I	U.S. History II	Economics	
<i>Foreign Language</i>	Spanish I Portuguese I	Spanish II Portuguese II			
<i>Art</i>	Art 140				

<i>Financial Literacy</i>	As we continue to build our dual enrollment partnership with BCC and develop the Virtual High School program, our Financial Literacy program at the high school will include an updated selection of courses and college credit opportunities. We are also experiencing a need for academic interventions and supports for transitioning 9th grade scholars for greater successful outcomes for our new high school scholars. Therefore, we have decided to push the financial literacy program to the 11th and 12th grades so that scholars can focus on core content courses, 10th grade MCAS readiness, dual enrollment foreign language and dual enrollment art.
* Indicates Advanced Placement Course Opportunity	

Response to Intervention

Argosy Collegiate is committed to the academic success and social-emotional well-being of all scholars. If a scholar does not appear to be making adequate progress, grade-level teachers may engage in the Response to Intervention (RtI) process. RtI is a means of identifying, documenting, and assessing various interventions meant to enable teachers to best serve all scholars and allow for scholar progress. Several rounds of RtI and tiers of intervention may be engaged in order to support scholar progress in the curriculum.

Behavior Expectations – Code of Conduct

Our DREAM Values

Argosy Collegiate’s mission is for 100% of our scholars to be prepared for college, career, and life. This mission will not be realized for all scholars without a strong school culture. To provide the very best education for Argosy scholars, every member of the community works together to create a respectful school environment and an atmosphere conducive to academic excellence. The school’s rigorous academic program is supported by school-wide, behavioral expectations to which all community members are held accountable. These expectations are derived from our DREAM Values – **Determination, Respect, Excellence, Altruism, and Maturity.**

Specifically, scholars are expected to demonstrate these five values:

Determination: Show Determination by always doing your personal best, and completing what you set out to do.

Respect: Show Respect to yourself, your classmates, the teachers, the staff, and your school.

Excellence: Show Excellence by consistently meeting and striving to exceed expectations of high quality performance.

Altruism: Show Altruism by being unselfish, supportive of others, working toward the greater good of the community, and genuinely celebrating the achievements of others.

Maturity: Show Maturity by making positive choices, embracing feedback and guidance, accepting consequences, and owning your success.

Our behavior management system is grounded in the belief that scholars are capable of making good choices. We have created and implemented a system where there are positive motivators for when a scholar follows a rule or procedure and consequences for when they do not. Scholars quickly learn that when they make good choices positive things happen and when they make choices against our Code of Conduct, there is a corresponding undesirable consequence. This is the basis of our Code of Conduct as well as for the school’s point-based merit and demerit behavior tracking system.

What is the Merit and Demerit System?

Argosy Collegiate staff identified an extensive list of positive behaviors to reward and negative behaviors that our scholars traditionally struggle with and designed a system for tracking these behaviors. Within this system, positive behavior is rewarded with a “merit” (earning +2 points), and a negative behavior with a “demerit” (earning -3 points). All scholars and staff will be trained extensively in this system, and all adults in the building, whether an instructor or administrator, are responsible for tracking the performance of every scholar at all times. The result is a level of school wide consistency in which all scholars are held to the same high expectations.

Behaviors which may warrant a <i>merit</i> include, but are not limited to:	Behaviors which may warrant a <i>demerit</i> include, but are not limited to:
<ul style="list-style-type: none"> • following directions • being prepared for class • supporting and encouraging peers • participating and contributing to class discussions • showing determination when learning new things or struggling • demonstrating a sense of urgency • demonstrating leadership • volunteering • helping peers or staff • taking care of the school • being very organized • being unselfish • working well independently or within a group 	<ul style="list-style-type: none"> • being out of uniform (e.g., shirt is untucked) • talking during a level 0 direction or during a transition • distracting behavior (self, peers, or staff) • arriving late to school or class • being unprepared for class • poor posture during class • making inappropriate noises during class • failure to follow directions or procedures of the class or school • talking out of turn, not raising hand • not walking with urgency/loitering • disrupting the learning environment • minor teasing, making fun of others, name calling • other (to be specified)

How does the merit and demerit system work?

Every scholar starts off the week with 100 DREAM Points. Merits and demerits are earned by scholars throughout the day and are logged by staff using a merit and demerit chart on a clipboard. This information is recorded daily in LiveSchool, our behavior management program and database. A scholar's daily homework completion and attendance are entered manually into this database. Homework completion and attendance impact the scholar's weekly DREAM Points.

At the end of each week, a report is generated that summarizes scholars' non-academic performance. This report, called a Collegiate Report, is one of Argosy's primary communication tools between scholars, families, and the school. Sent home every Tuesday, if the report shows less than 80 DREAM points, the report is to be signed by a parent or guardian and turned in to the Dean of Scholars on Wednesday morning.

In addition, scholars who have earned less than 80 DREAM Points will fill out a weekly reflection on the back of the Collegiate Report. The purpose of the reflection is for the scholar to better understand how they can improve in non-academic areas and on homework.

At the end of each week, a scholar's DREAM Points are also transferred into the scholar's Collegiate Point Bank. Scholars may use accumulated Points to use on collegiate t-shirts, collegiate items, school events, or "Dress Down Days".

How does a scholar's DREAM score impact their involvement in extracurricular activities?

Scholars who earn at least 80 DREAM points on their Tuesday Collegiate Report earn Collegiate Day. Collegiate Day occurs on Fridays and scholars who earn Collegiate Day can wear a college/university t-shirt, plain blue jeans and sneakers of their choice on that day. They will also be able to participate in extracurricular activities offered after school during the following week. Activities and enrichments change seasonally and each scholar must maintain both an academic expectation (passing all classes) and a behavior expectation (earning their weekly Collegiate Day).

If a scholar's Collegiate Report is less than 80, the scholar **cannot** participate in Collegiate Wednesday nor will they be able to participate in the following week's extracurricular activities.

Character Points (Middle School)

Argosy Collegiate believes in the importance of demonstrating readiness for the next grade level through Determination, Respect, Excellence, Altruism, and Maturity. Progress in these areas is monitored through character points. At the beginning of each school year,

scholars are awarded character points. Scholars lose points based on behavioral infractions that result in detentions, in-school suspensions, and out of school suspensions.

If a scholar earns their maximum allotted detentions or suspensions in a school year (determined by a scholar’s grade level), he/she will be retained and will be required to repeat his/her grade level as that scholar has not demonstrated the necessary DREAM values to be promoted to the next grade level.

After School Detention	In-School Suspension	Out of School Suspension
1 Point	2 Points per day	3 Points per day

** Please note: A missed/skipped after school detention results in an automatic in-school suspension, resulting in 3 points accumulative.*

Scholar Grade Level	Maximum Number of Points (Combination of Detentions and Suspensions)
Grade 6	30
Grade 7	25
Grade 8	20

Bullying Prevention and Intervention Plan

Argosy Collegiate Charter School adheres to an *Act Relative to Bullying in Schools* which was endorsed by Governor Patrick on May 10, 2010. ACCS is in compliance with the new anti-bullying legislation (as required by M.G.L. c. 71, § 37O).

Parts of the law (M.G.L. c. 71, § 37O) that are important for scholars and parents or guardians to know are described below.

- (a) The right of an individual to report to appropriate authorities a crime committed by a scholar or another individual.
- (b) Law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a scholar or other persons alleged to have committed a crime or posing a security risk.
- (c) The exercise of an individual’s responsibilities as a mandated reporter of child abuse/neglect pursuant to MGL c. 119, s 51A to the appropriate state agency.
- (d) The protection afforded publicly funded scholars under other state or federal laws, including those laws that provide for the rights of scholars who have been found eligible to receive special education services.

(e) Any teacher, employee or agent of a public education program from using reasonable force to protect scholars, other persons or themselves from assault or imminent, serious physical harm.

Argosy Collegiate Charter School's Bullying Prevention and Intervention Plan (BPIP) has been formalized and submitted to the Department of Elementary and Secondary Education and include the above listed requirements. BPIP Handbook and forms are available upon request in the main office.

Safety Searches

In order to maintain the security of all its scholars, Argosy Collegiate reserves the right to conduct searches of its scholars and their property. School cubbies, lockers, and desks, which are assigned to scholars for their use, remain the property of the school and scholars should, therefore, have no expectation of privacy in these areas. Such areas are subject to canine searches and to random searches by school officials at any time. Random or specific searches of backpacks/book bags may be performed to ensure the safety of all scholars and staff in the building. If searches are conducted, the school will ensure that the privacy of the scholars is respected to the extent possible, and that scholars and their families are informed of the circumstances surrounding and results of the search.

Behavior Detention

Behavior detentions will be served on specified days from 3:30pm-4:30pm (Middle School) and 2:30pm-3:30pm (High School). Transportation is provided on certain days for high school scholars who stay late due to a detention, but not for the middle school due to the different dismissal times. Additionally, Deans of Students may offer a before school behavior detention to ensure that a scholar serves his/her detention as close to the infraction as possible.

Cheating, Plagiarism, and Copying Others' Work

Cheating on homework or exams, using resources inappropriately, and copying other people's work – scholars' or otherwise – is not only unfair but, in the case of plagiarism, it is illegal. There should never be a time when scholars should feel the need to look at someone else's exam, use a resource such as the Web inappropriately (i.e., term paper sites, translation sites), or copy someone else's homework, project, or paper. If scholars are unsure about an assignment or unsure about a test question or testing procedure, they should go to their teacher and ask for direction or support. Specific guidelines regarding plagiarism will be reviewed with scholars. Further, any sort of communication (verbal or aided by technology), regardless of content, during an assessment will be considered cheating. The school will determine appropriate consequences, but cheating, plagiarism, and copying others' work may result in a suspension. Scholars will be required to complete the plagiarized assignment to meet the teacher's criteria, but may not receive full credit. Incidents of severe plagiarism will be recorded on a scholar's permanent record. Scholars who provide work that is copied or plagiarized are also subject to disciplinary consequences.

In School Suspensions

The purpose of our behavior policies are to diminish behaviors that get in the way of scholars' learning. When demerits or detentions aren't working or when a scholar demonstrates a behavior that requires a consequence more serious than a demerit or a detention, an In School Suspension (ISS) may be issued, depending on the infraction or the repetitive nature of infractions. When a scholar serves an ISS, they are required to complete the day's assignments as well as any behavior and reflection packets that the Dean deems appropriate for the scholar and the code of conduct violation.

Short Term, Out of School Suspensions

If a scholar commits one of the infractions listed below, the scholar may receive an out of school suspension. In every case of scholar misconduct for which suspension may be imposed, the Vice Principal and the Dean of Students are required to exercise discretion in deciding the consequence for the offense, consider ways to re-engage the scholar in learning, and avoid using long-term suspension from school as a consequence until alternatives have been tried. Under the Fourteenth Amendment to the Constitution, scholars are guaranteed due process and fair treatment at school. Therefore, prior to a school administrator taking disciplinary action against a scholar, the school administrator shall provide the scholar with appropriate due process. Infractions include but are not limited to:

- disrespect of a fellow scholar
- disrespect of faculty, staff, or school transportation provider
- disrespect to school property
- cheating or plagiarism, or copying of anyone else's work (including the use of language translation sites and term paper sites on the Internet)
- use of a cell phone, pager, or other electronic communication device during school or during a school-sponsored activity
- damaging, destroying, or stealing personal or school property or attempting to do so
- committing sexual, racial, or any other form of harassment or intimidation
- bullying
- truancy, including intentionally missing Homework Support or detention
- excessive demerits and/or repeated after school detentions
- using abusive, vulgar, or profane language or treatment
- making verbal or physical threats towards scholars
- fighting, pushing, shoving, or unwanted physical contact
- setting off false alarms or calling in groundless threats
- gambling
- departing, without permission, from class, floor, building, or school-sponsored activity
- unauthorized use of the building elevator
- forgery of any sort, including parental signatures
- repeated and fundamental disregard of school policies and procedures

- using or possessing drug paraphernalia including but not limited to: pipes, needles, and cigarette papers
- using or possessing over-the-counter medication inappropriately
- using or possessing tobacco products

In addition, our rules and regulations are based on a system of escalating consequences. This means that penalties may increase after repeat offenses. These may be enforced in addition to a suspension, whether in or out of school. Escalating consequences are school-specific and may or may not include:

- community service to the school before or after regular school hours
- an individualized behavior plan
- in-school reflection
- lunch detention
- loss of hallway privileges
- writing and delivering an apology to the school community
- a contract between the scholar and school

Suspensions may be short term or long term. Short term suspension means the removal of a scholar from the school premises and regular classroom activities for ten (10) consecutive school days or less. Long term suspension means the removal of a scholar 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. Suspensions may also occur in-school or out-of-school. In-school suspension is the removal of a scholar from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. Argosy Collegiate's policy is that after five suspensions, either in or out of school, the scholar may be out-of-school suspended for each subsequent offense. A Vice Principal or Dean of Scholars may, at his/her discretion, allow a scholar to serve a long-term suspension in school. During the course of an out-of-school suspension from school, a scholar may not be on school premises. During the course of an in-school or out-of-school suspension, a scholar is ineligible to participate in any school-related activities, including athletic activities. The scholar and his/her parents are expected to meet with a school administrator prior to the scholar's return to class.

Emergency Removal

If a scholar's continued presence in school poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the administrator's judgment there is no alternative available to alleviate the danger or disruption, a scholar who is charged with a disciplinary offense may be removed temporarily from school before receiving due process pursuant to an Emergency Removal. The administrator will immediately notify the Executive Director in writing of the removal and the reason for it, and describe the danger or disruption by the scholar. The temporary removal will not exceed two (2) school days

following the day of the emergency removal, during which time the administrator will provide the following, as applicable to the length of suspension:

- Make immediate (within 24 hours) and reasonable efforts to orally notify the scholar and the scholar's parent of the emergency removal, the reason for the need for emergency removal, and other applicable matters
- Provide written notice to the scholar and parent as provided in Appendix A as applicable
- Provide the scholar an opportunity for a hearing with the administrator, as applicable, and provide the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the administrator, scholar, and parent.
- Render a decision orally on the same day as the hearing, and in writing no later than the following school day.
- An administrator may not remove a scholar from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the scholar's safety and transportation. Suspension/Expulsion Under certain circumstances, scholars may be subject to suspension and/or expulsion by the Principal and/or Executive Director as explained below. Scholars are subject to suspension and/or expulsion (i.e, permanent exclusion) by the ED for the conduct listed below. (See also, M.G.L. ch. 71, §37H and §37H½).
- Possession of a dangerous weapon*
- Possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse)
- Assault on teachers, administrative staff or other educational personnel.

*This includes not only knives and guns, explosive devices and realistic replicas of such weapons/devices, but also other objects used to assault another person or to otherwise create a dangerous situation, such as a baseball bat, a pair of scissors, matches or a lighter. While such objects would not always constitute "dangerous weapons", administrators and educational professionals will review the circumstances of each case and make a reasonable determination about whether a particular object in a scholar's possession constitutes a dangerous weapon in the school setting. Any illegal weapon will be turned over to the Police Department. Any scholar who brings a firearm to school must be expelled for a minimum of one school year, with exceptions granted only by the Executive Director. (The definition of a firearm includes but is not limited to guns (including a starter gun), bombs, grenades, rockets, missiles, mines and similar devices.) Upon the issuance of a criminal or felony delinquency complaint against an Argosy Collegiate scholar, the ED may suspend such scholar for a period of time determined appropriate by the ED if he or she determines that the scholar's continued presence in school would have a substantial detrimental effect on the general welfare of the school. Upon an Argosy Collegiate scholar 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/ED may expel said scholar if the Principal/ED determines that the scholar's continued presence in school would have a substantial detrimental effect on the general welfare of the school. For more information on scholar and parent/guardian rights pertaining to due process, please refer to Appendix A.

Due Process

I. In-School Suspension. An in-school suspension is a removal of a scholar from regular classroom activities, but not from the school premises. The procedure for an in-school suspension of no more than (10) school days (consecutive or cumulatively for multiple infractions during the school year) will be as follows:

1. The administrator will inform the scholar of the disciplinary offense charged, the basis for the charge, and provide the scholar an opportunity to respond. If the administrator determines that the scholar committed the disciplinary offense, the administrator will inform the scholar of the length of the scholar's in-school suspension, which may not exceed 10 days, cumulatively or consecutively in a school year.

2. On the same day as the in-school suspension decision, the administrator will make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the scholar committed the infraction, and the length of the in-school suspension. The administrator will also invite the parent to a meeting to discuss the scholar's academic performance and behavior, strategies for scholar engagement, and possible responses to the behavior. Such meeting will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent after making and documenting at least two (2) attempts to do so, such attempts will constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

3. The administrator will send written notice to the scholar and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the Principal for the purpose set forth above, if such meeting has not already occurred. The administrator will deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the administrator and the parent.

An in-school suspension of more than 10 cumulative days in a school year will be subject to the procedures for long-term suspension found on page 35.

II. Short Term, Out-of-School Suspension. Except in the case of an Emergency Removal (see page 29), prior to imposing a short term out-of-school suspension (10 days or less in a school year) for conduct not covered by M.G.L. c. 71, §37H and 37H ½, an administrator will provide

the scholar and his/her parent oral and written notice and an opportunity to participate in an informal hearing.

1. Notice: The written notice to the scholar and the parent will be in English and in the primary language of the home if other than English, or other means of communication where appropriate and will include the following:

- a) the disciplinary offense
- b) the basis for the charge
- c) the potential consequences, including the potential length of the scholar's suspension
- d) the opportunity for the scholar to have a hearing with the administrator concerning the proposed suspension, including the opportunity to dispute the charges and to present the scholar'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 scholar and the scholar's parent to interpreter services at the hearing if needed to participate.

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

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

3. Format of Hearing: The administrator will discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The scholar also will have an opportunity to present information, including mitigating facts, that the administrator should consider in determining whether other remedies and consequences may be appropriate. The administrator will provide the parent, if present, an opportunity to discuss the scholar's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the scholar.

4. Decision: The administrator will provide written notice to the scholar and parent of his/her determination and the reasons for it, and, if the scholar is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The notice of determination may be in the form of an update to the original written notice of hearing.

Expulsion by the Principal pursuant to M.G.L CH.71 §37H and 37H½

I. Definition of Expulsion

Expulsion is defined as the removal from the Argosy for more than 90 school days, indefinitely, or permanently at the discretion of the Executive Director and the Board of Trustees Chairman. M .G. L. c. 71 §37H provides the Executive Director with the authority to expel students for offenses that are delineated below:

MGL CHAPTER 71: SECTION 37H:

- (a) Any scholar who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter 94C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school, by the Executive Director.
- (b) Any scholar who assaults an administrator, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including educational athletic games, may be subject to expulsion from the school or school district by the Executive Director.

MGL CHAPTER 71 SECTION 37H 1/2:

- (a) Upon the issuance of a criminal complaint charging a scholar with a felony or upon the issuance of a felony delinquency complaint against a scholar, the Executive Director of a school in which the scholar is enrolled may expel such scholar for a period of time determined appropriate by said Executive Director if said Executive Director determines that the scholar's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

II. Standards and procedures ensuring due process for expulsion.

Any scholar who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of the charges and of the reasons and evidence for expulsion before the expulsion takes effect. Written notice, including time, date and location, will also be provided to the student and parent/guardian of the student's right to a hearing; provided, however, that the scholar may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Executive Director. This notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate.

The notice shall include the following:

- 1. The disciplinary offense and the evidence for the expulsion;
- 2. The opportunity for the student to have a hearing with the Director of Teaching & Learning concerning the proposed expulsion, and for the parent/guardian to attend the hearing;
- 3. The date, time, and location of the hearing;

4. The right of the student and student's parent/guardian to interpreter services at the hearing if needed to participate according to Chapter 71, Section 37H½.
5. The right for students and parents to bring counsel (at the student's expense), present evidence through the student's own testimony or witnesses and through written evidence and cross-examine witnesses presented by the school.

III. Right to Appeal to Argosy's Board of Trustees Chairman

A) Any scholar who has been expelled from a school pursuant to these provisions shall have the right to appeal to the Chairman of the Board of Trustees. The expelled scholar and parent/guardian will receive written notification at the hearing to student and parent of student of the right to appeal, the process for appealing the expulsion and the opportunity to receive educational services. The subject matter of the appeal shall not be limited solely to a factual determination of whether the scholar has violated any provisions of this section.

B) The student will have ten days per 37H and 5 days per 37H ½ from the date of the expulsion to notify the Executive Director of the appeal. The Chairman of the Board of Trustees must hold the hearing, with the opportunity for the student's parent or guardian to attend, within 3 days of receipt of the request per 37H½.

C) The student shall have the right to present written or oral testimony, the right to be represented by counsel, the right to confront and cross-examine witnesses presented by the school.

D) The Chairman of the Board of Trustees shall have the authority to overturn or alter the decision of the Executive Director, including the recommendation of an alternative educational setting for the student. The Chairman of the Board of Trustees shall make a decision on the appeal within five calendar days of the hearing. This decision is final per Chapter 71. Section 37H (d), 37 H½ (2) and 603 CMR 53.09.

IV. Description of Educational Services for Student During Expulsion

Any school district that suspends or expels a scholar under this section shall continue to provide educational services to the scholar during the expulsion under Section 21 of Chapter 76. The parent/guardian of a scholar who has been expelled will be notified of available educational services in writing. This notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. Educational services shall include:

- * Academic tutoring
- * Any other academic services determined by team as necessary

Educational services to the scholar during the expulsion shall be coordinated by:
Sunil Jagannath
Director of Student Support
(508) 567-4725

A) The decision to expel rather than suspend may depend on whether the Executive Director determines that the scholar's continued presence in the school setting would have a substantially detrimental effect on the general welfare of its students and the school.

B) If the student moves to another district during the period of expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan.

Services During Removals

Scholars 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. Argosy Collegiate's plan to support scholars who have been removed from the school setting may include but is not limited to tutoring, alternative placement, Saturday school, and online or distance learning. If Argosy Collegiate removes a scholar for more than ten (10) consecutive school days, the school is required to provide the scholar and the parent/guardian of the scholar with a list of alternative educational services. Upon selection of an alternative educational service by the scholar and the scholar's parent/guardian, the school shall facilitate and verify enrollment in the service.

Scholar Restraint

Argosy Collegiate adheres closely to the 603 CMR 46.00, Prevention of Physical Restraint and Requirements effective January 1, 2016. Argosy Collegiate maintains a strict Code of Conduct and clear disciplinary procedures. These procedures do not allow for corporal punishment but rather include a clear set of consequences including demerits, detentions, loss of privileges, suspensions, and expulsions. In accordance with M.G.L. §37G, corporal punishment of pupils is prohibited. School personnel can use reasonable force as is necessary to protect pupils, other persons, and themselves from an assault by a pupil. When such an assault has occurred, a Principal/ED shall file a detailed report of such with the school board. All personnel authorized to administer any forms of restraint shall be trained annually in accordance with Department of Education guidelines.

Discipline of Scholars with Special Needs

The Individuals with Disabilities Education Act (IDEA) provides eligible scholars with certain procedural rights and protections in the context of scholar discipline. A brief overview

of these rights is provided below. In addition to the IDEA, this section follows the Department of Education, 34 Code of Federal Regulation (CFR) 300.519-300.528 and Section 504 of the Rehabilitation Act (Section 504) and 603 CMR 46.00, Prevention of Physical Restraint and Requirements effective January 1, 2016). All scholars are expected to follow the Argosy Collegiate's Code of Conduct, unless otherwise determined by the scholar's Individualized Education Plan Team and written in the scholar's IEP. Federal and state laws provide certain procedural rights and protections relating to discipline of scholars who have been identified under such laws as having special needs based upon a disability.

In general, if your child has violated Argosy Collegiate's disciplinary code, the school may suspend or remove your child from his or her current educational placement for no more than ten (10) consecutive school days in any school year or ten (10) cumulative days that constitute a pattern of behavior.

Any time Argosy Collegiate wishes to remove your child from his or her current educational placement for more than ten consecutive school days in any school year, or if a scholar is removed for disciplinary reasons for more than a total of ten days in any school year when a pattern of removal is occurring, this is a "change of placement." A change of placement invokes certain procedural protections under federal special education law. These include the following:

(a) Prior to any disciplinary removal that constitutes a change in placement; the school must inform the parent/guardian that the law requires that the school district consider whether or not the behavior that forms the basis for your child's disciplinary removal is related to his or her disability. This is called a "manifestation determination." Remember that the parent always has the right to participate as a member of the group of people making this determination.

(b) Prior to any removal that constitutes a change in placement, the school must convene a Team meeting to develop a plan for conducting a Functional Behavioral Assessment that will be used as the basis for developing specific strategies to address your child's behavior. If a behavioral intervention plan has been previously developed, the Team will review it to make sure it is being implemented appropriately, and will modify it if necessary. Please review the following Policy for Discipline of Scholars with Disabilities involving Suspension (below).

Argosy Collegiate's Policy for the Discipline of Scholars with Disabilities when the suspension exceed ten (10) school days

At Argosy Collegiate Charter School, the procedure for initiating the **Manifest Determination** process is as follows: When a scholar receives OSS violation reaches a total of nine (9) or more days of suspensions or OSS violations resulting in a change of placement outside of their normal classroom placement, the scholar is referred to the Scholar Services' Director who initiates the following procedure for a manifest determination

A **Manifest Determination** is required under the current regulations of the IDEA Act when a scholar's placement, due to violations of the school's disciplinary code, is assigned to Out-of-School Suspension (OSS) resulting in a change of placement of ten (10) or more school days.

According to the Individuals with Disabilities in Education Act (IDEA 2004):

SECTION 615 DISCIPLINE

“Special Note: Statute does not give any required timeframe, but current regulations (34 CFR 300.520(b)) require the Team to convene “not later than 10 business days after either first removing the scholar for more than 10 school days in a school year or commencing a removal that constitutes a change of placement” to develop assessment plan for conducting an FBA and implementing a BIP, or reviewing the current plan.”

Procedure:

1. The Director of Scholar Support Services notifies staff that is required to attend the manifest determination meeting and distributes the worksheets to the appropriate staff for completion.
2. The appropriate staff is required to complete the manifest determination worksheet and return it to the Director of Scholar Support Services and the Scholar Support Services' Clerk at least two days before the manifest determination meets.
3. The Director of Scholar Support Services schedules a meeting and notifies staff that is required to attend. The Director of Scholar Support Services and or Executive Director shall chair the meeting.
4. Participants attending a meeting may include, as appropriate, regular education and special education teaching staff, school adjustment counselors, school nurse, the scholar's parent or guardian, and the scholar.
5. The team reviews the scholar's academic and behavioral history and the manifest determination worksheet teacher responses.

a. **If there IS a question of a learning disability** the scholar may be referred for further testing or assessment as determined by the team. Examples of the assessments that may be completed include: Psychological Evaluation and Educational Assessments; Connors Rating Scale; Functional Behavioral Observation and Assessment (FBO/A); and Behavior Management Plan (BMP). The Team may also decide to develop a plan of action with specific steps and strategies to be implemented by all staff working with the scholar. The Team then schedules a second meeting to review the results of the testing (if such was completed) and/or to evaluate the effectiveness of the plan of action and ascertain, based on all the information at its disposal, if the scholar's behavior is a manifest of a disability.

b. **If the scholar HAS ALREADY been determined to have a learning disability**, the Team reviews all of the documentation and completes the questions on the manifest determination forms. The scholar may be referred for a Functional Behavioral Observation and Assessment or the Team may develop a Behavior Management Plan.

c. **If the Team determines that the scholar's behavior is NOT a manifestation of a learning disability**, the scholar may be referred for a Functional Behavioral Observation and Assessment or the Team may develop a Behavior Management Plan.

The Team must complete all **Manifest Determination** forms and will advise the parent of the Team's recommendation. Based on its determination, the Team will follow all rules and regulations as stated in the IDEA 2004 Reauthorization Act to insure the scholar's Free and Appropriate Public Education (FAPE).

In the event there are additional assignments to suspensions which increase the total to ten (10) or more days out of the normal classroom placement, the Executive Director will schedule a meeting with the parent or guardian, scholar, Principal, and Court Liaison in order to determine the legal steps that will be taken by the school.

Fire Safety and Evacuation Procedures

In case of an emergency – if a scholar or staff member sees fire or smells smoke – he or she should close the door(s) and pull the closest fire alarm. Upon hearing the alarm, school staff assemble scholars in their rooms and proceed quickly and safely out of the building according to the fire evacuation plan posted in each room. Scholars should follow the direction of staff members who will verify the safety of the stairwells and lead scholars outside the building to the designated locations, where school staff will line up scholars by class and take attendance.

Argosy Collegiate also practices emergency events with scholars in case a threat is present inside the building. In conjunction with the Fall River Police Department, Argosy Collegiate conducts emergency drills should an emergency event requiring a lockdown ever occur. During the first week of school, and then throughout the school year, scholars and staff will participate in fire, lockdown, and evacuation drills to ensure that the entire school community is familiar with the appropriate response in the event of an emergency. During all practice drills or actual evacuations, scholars are expected to be silent at all times, unless they need to communicate to a staff member something of importance related to the evacuation itself or safety of scholars or staff.

AHERA Management Plan

In compliance with 40 CFR part 763, Asbestos Hazard Emergency Response Act, ACCS has employed the services of Environmental & Consulting Management to perform asbestos

inspections and develop a management plan. These documents are available for review in the designated person's office during normal business hours.

Transportation and Safety

Scholars should not arrive at school earlier than 7:15am. Scholars who arrive later than 7:30am need to be signed into the office by a parent or guardian. All scholars report to their designated areas by grade for breakfast and/or AM homeroom. At dismissal, scholars should either leave the school building or attend the school-sponsored activity or enrichment of their choice – with a signed permission slip. Scholars are never allowed to roam the school either before, during, or after school hours without a staff member's supervision.

Our middle school building on 263 Hamlet Street is also perpendicular to Whipple Street, which is a one-way street. We want to remind parents and guardians that Whipple Street is a one-way – please turn right out of the parking lot. Scholars often assemble in the parking lot on Whipple Street for morning intake and await rides during dismissal (both for school and enrichment). We want to ensure that scholars are safe at all times and ask that parents park on the street whenever possible when dropping off or picking up scholars. When dropping off for a late arrival or picking up for an early dismissal, it is acceptable to use the main parking lot.

Our high school building on 240 Dover Street is located in a residential area. Parents are encouraged to drop their scholar off at the main entrance of the high school campus on Dover Street to avoid traffic congestion on adjacent roads.

In both locations, staff members will be present to ensure the safety of all scholars, staff, and families, and to keep traffic moving. As this is a very busy time for staff and scholars, we respectfully ask that parents and guardians refrain or keep brief any conversations with teachers and staff. We encourage parents and guardians to email or call for an appointment to meet with teachers or staff members. Due to our location in the middle of a residential area in Fall River, we need to be respectful and mindful of our neighbors' needs.

By MA law, Argosy Collegiate provides the same bus transportation that the Fall River Public Schools provides its scholars. To be transportation eligible, a scholar must live 1.5 miles from the respective building he/she attends (crow's fly - which is a straight line between the school campus and the scholar's legal residence). If a scholar qualifies that measure, then a scholar is eligible for transportation. ACCS will determine bus stops and schedules that ensure safety for all scholars. While scholars are waiting for buses, they are expected to represent Argosy Collegiate well in the community. No foul language or inappropriate behavior should be demonstrated. While scholars are riding on school buses, they begin the year riding in assigned seats, silent, and without use of cell phones or electronic devices. Scholars can earn the privilege of talking at a respectful voice level once they have demonstrated respect and maturity reaching these expectations.

In addition, poor bus behaviors can be quite problematic, disruptive, and damaging to individuals and to school culture. It is critically important that in order to start the school day off successfully, the ride to school needs to be safe, tranquil, and respectful. Scholars are only allowed to call or text a parent with the bus monitor's permission, to notify a parent of their arrival home, particularly if the bus is running late due to traffic or unforeseen delays. Prior to beginning bus transportation privileges, both scholars and families will learn about ACCS' Code of Conduct for bus transportation. Should a scholar not abide by school guidelines involving transportation, the scholar will receive a bus infraction. Bus infraction forms are filled out by the bus monitor and turned over to the Dean of Scholars each morning when the buses arrive at school. The Dean will investigate all bus infractions to determine appropriate consequences and reach out to both scholars and parents to discuss the infraction(s) and consequence(s), and to determine supports to eliminate transportation problems. Should a scholar earn three bus infractions, they may lose bus transportation privileges for three days. Should infractions not stop, the privilege of transportation may be revoked for a longer period of time or permanently for more serious and/or repetitive violations. When there is not an ACCS staff member on the bus, the scholars take direction from the bus monitors who have been trained to support our transportation expectations. Under no circumstances should scholars engage a bus driver in conversation unless in an emergency, or to greet them, or to say "thank you".

For scholars who walk to or from school, parents and guardians should instruct scholars to use all of the appropriate crosswalks, crossing lights, and to cross each intersection only when it is safe to do so. Scholars should never accept a ride from someone other than the individuals who have been identified in the Main Office and by the parent/guardian to do so.

Scholar Records

General

Federal and state laws provide parents and eligible scholars (those who are age 14 or older) with rights of confidentiality, access, and amendment relating to scholar records. Copies of the Massachusetts Student Records Regulations ("Regulations"), detailing these rights, are available in the Main Office. The following is a general overview of the provisions in the Regulations.

Access and Amendment: A parent or eligible scholar has a right to access scholar records and to seek their amendment if the parent or eligible scholar believes them to be inaccurate, misleading, or otherwise in violation of the scholar's privacy rights. In order to obtain access or to seek amendment to scholar records, please contact the building Principal.

Confidentiality: Argosy Collegiate adheres closely to the FERPA: the Family Education Rights and Privacy Act of 1974 which protects the privacy of scholar education records and

gives parents certain rights with respect to those records. (http://www.access.gpo.gov/nara/cfr/waisidx_04/34cfr99_04.html)

Release of scholar records generally requires consent of the parent or eligible scholar. However, the Regulations provide certain exceptions. For example, staff members employed or under contract to the school have access to records as needed to perform their duties. ACCS also releases a scholar's complete scholar record to authorized school personnel of a school to which a scholar seeks or intends to transfer without further notice to, or receipt of consent from, the eligible scholar or parent.

In addition, Argosy Collegiate releases directory information, consisting of the following: the scholar's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of the members of athletic teams, class, participation in recognized activities and sports, honors and awards, and post-high school plans. In the event a parent or eligible scholar objects to the release of any of the above information, the parent/eligible scholar may state that objection in writing to the school's Executive Director. Absent receipt of a written objection, the directory information will be released without further notice or consent.

With few exceptions, information in a scholar's record will not be released to a third party without the written consent of the eligible scholar and/or a parent having physical custody of a scholar under 18 years of age. Three notable exceptions are:

1. Directory Information – a scholar's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans.
2. Recruiting Information for the Armed Forces and Post-Secondary Educational Institutions – Upon request from military recruiters and/or representatives of post-secondary educational institutions, ACCS will provide the name, address, and telephone listing for all secondary scholars.
3. Mail House Information – Upon request of a school district, ACCS will release the names and addresses of scholars to a third party mail house, unless the parent or eligible scholar objects to such release.

If an eligible scholar and/or parent do not want Directory, Recruiting, or Mail House Information released, they must so notify the Executive Director at ACCS, 263 Hamlet Street, Fall River, MA 02724, in writing. Otherwise, said information will be released.

Please see the Regulations for a description of other circumstances in which scholar records may be released without the consent of a parent or eligible scholar.

Access by non-custodial parents

Massachusetts General Laws c. 71, §37H (“Section 37H”) governs access to scholar records by a parent who does not have physical custody of a scholar. Generally, Section 37H requires a non-custodial parent seeking access to a scholar record to submit a written request and other documentation to the Principal or Executive Director on an annual basis. Parents who have questions or concerns regarding access to records by non-custodial parents are requested to contact the building Principal for detailed information regarding the procedures that must be followed under Section 37H.

Parents and eligible scholars have a right to file a complaint concerning alleged failures by a school district to comply with the requirements of the scholar records laws and regulations with the Massachusetts Department of Education, 75 Pleasant Street, Malden, MA 02148. Complaints relative to federal statutes and regulations governing scholar records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington DC.

Nondiscrimination

Argosy Collegiate Charter School (“ACCS”) does not discriminate in admission to, access to, treatment in, or employment in its services, programs, and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); on the basis of age, in accordance with the Age Discrimination in Employment Act of 1974 (ADEA); or any other protected status as required by state or federal law, including homelessness. In addition, no person shall be discriminated against in admission to ACCS on the basis of race, sex, color, creed, gender identity, national origin, ethnicity, sexual orientation, disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, homelessness, or prior academic achievement, as required by M.G.L. c. 71, §89(l); 603 CMR 1.06(1). No person shall be discriminated against in obtaining the advantages, privileges, or access to the courses of study offered by ACCS on the basis of race, sex, color, gender identity, religion, national origin, homelessness, or sexual orientation as required by M.G.L. c. 76, § 5. Finally, pregnant scholars are allowed to remain in regular education classes and participate in extracurricular activities with non-pregnant scholars throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before the leave (Title IX).

A copy of this policy and/or any regulations or inquiries regarding Title IX or Chapter 622 may be obtained by contacting Sunil Jagannath, Scholar Services Director & Title IX Coordinator.

Harassment

ACCS is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation, homelessness, disability, or any other protected status as required by state or federal law. Harassment by administrators, certified and support personnel, scholars, vendors and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. ACCS requires all employees and scholars to conduct themselves in an appropriate manner with respect to their fellow employees, scholars and all members of the school community.

Definition of Harassment

In General. Harassment includes communications such as jokes, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct that offends or shows disrespect to others based upon race, color, religion, national origin, age, gender, sexual orientation, homelessness, disability, or any other protected status as required by state or federal law.

By law, what constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. What one person may consider acceptable behavior may reasonably be viewed as harassment by another person. Therefore, individuals should consider how their words and actions might reasonably be viewed by other individuals. It is also important for individuals to make it clear to others when a particular behavior or communication is unwelcome, intimidating, hostile, or offensive.

Sexual Harassment. While all types of harassment are prohibited, sexual harassment requires particular attention. Sexual harassment includes sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

1. Acceptance of or submission to such conduct is made either explicitly or implicitly a term or condition of employment or education.
2. The individual's response to such conduct is used as a basis for employment decisions affecting an employee or as a basis for educational, disciplinary, or other decisions affecting a scholar.
3. Such conduct interferes with an individual's job duties, education or participation in extracurricular activities.
4. The conduct creates an intimidating, hostile or offensive work or school environment.

Harassment and Retaliation Prohibited

Harassment in any form or for any reason is absolutely forbidden. This includes harassment by administrators, certified and support personnel, scholars, vendors and other individuals in school or at school related events. In addition, retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of the school or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by ACCS.

Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or Board of Trustees, subject to applicable procedural requirements.

Grievance Procedure

Where to File a Complaint - Any scholar or employee who believes that ACCS has discriminated against or harassed her/him because of her/his race, color, religion, national origin, age, gender, sexual orientation, gender identity, homelessness, disability, or any other protected status under state or federal law in admission to, access to, treatment in, or employment in its services, programs, and activities may file a complaint with the Middle School, or High School Vice Principal. If the Vice Principal is the person who is alleged to have caused the discrimination or harassment, the complaint may be filed with the Executive Director. These individuals are listed below and are hereinafter referred to as “Grievance Administrators.”

Middle School/High School Vice Principal, or Executive Director
Argosy Collegiate Charter School
263 Hamlet Street
Fall River, MA 02724
508-567-4725

Complaints of harassment by peers: In the event the complaint consists of a scholar's allegation that another scholar is harassing him/her based upon the above-referenced classifications, the scholar may, in the alternative, file the complaint with the complaint manager (hereinafter referred to as “Building Complaint Manager”), the Dean of Scholars.

Complaints of discrimination based upon disability: A person who alleges discrimination on the basis of disability relative to the identification, evaluation, or educational placement of a person, who because of a handicap needs or is believed to need special instruction or related services, pursuant to Section 504 of the Rehabilitation Act of 1973 and/or the Individuals with Disabilities Education Act, must use the procedure outlined in the Massachusetts Department of Education’s *Parents’ Rights Brochure* rather than this Grievance Procedure.

A copy of the brochure is available in the Main Office of the Middle School.

A person with a complaint involving discrimination on the basis of a disability other than that described above may either use this Grievance Procedure or file the complaint with the U.S. Department of Education at the address provided at the end of this Grievance Procedure.

A copy of this policy and/or any regulations or inquiries regarding Section 504 of the Rehabilitation Act of 1973 and/or the Individuals with Disabilities Education Act, may contact Ms. Bishop, 504 Compliance Officer at Argosy Collegiate Charter School.

Contents of Complaints and Timelines for Filing

Complaints under this Grievance Procedure must be filed within 30 school days of the alleged discrimination. The complaint must be in writing. The Building Vice Principal, Executive Director, or Grievance Administrator may assist the grievant with filing the complaint. The written complaint must include the following information:

1. The name and school (or address and telephone number if not a scholar or employee) of the grievant.
2. The name (and address and telephone number if not a scholar or employee) of the grievant representative, if any.
3. The name of the person(s) alleged to have caused the discrimination or harassment (respondent).
4. A description, in as much detail as possible, of the alleged discrimination or harassment.
5. The date(s) of the alleged discrimination or harassment.
6. The name of all persons who have knowledge about the alleged discrimination or harassment (witnesses), as can be reasonably determined.
7. A description, in as much detail as possible, of how the grievant wants the complaint to be resolved.

Investigation and Resolution of the Complaint

Respondents will be informed of the charges as soon as the Grievance Administrator deems appropriate based upon the nature of the allegations, the investigation required, and the action contemplated.

The Grievance Administrator will interview witnesses whom s/he deems necessary and appropriate to determine the facts relevant to the complaint, and will gather other relevant information. Such interviews and gathering of information will be completed within fifteen (15) school days of receiving the complaint.

Within twenty (20) school days of receiving the complaint, the Grievance Administrator will meet with the grievant and/or her/his representative to review the information gathered and, if applicable, to propose a resolution designed to stop the discrimination or harassment and to correct its effect. Within ten (10) school days of the meeting with the grievant and/or representative, the Grievance Administrator will provide written disposition of the complaint to the grievant and/or representative and to the respondent(s).

Notwithstanding the above, it is understood that in the event a resolution contemplated by ACCS involves disciplinary action against an employee or a scholar, the complainant will not be informed of such disciplinary action, unless it directly involves the complainant (i.e., a directive to “stay away” from the complainant, as might occur as a result of a complaint of harassment).

Any disciplinary action imposed upon an employee or scholar is subject to applicable procedural requirements.

All the time lines specified above will be implemented as specified, unless the nature of the investigation or exigent circumstances prevent such implementation, in which case, the matter will be completed as quickly as practicable. If the timelines specified above are not met, the reason(s) for not meeting them must be clearly documented. In addition, it should be noted that in the event the respondent is subject to a collective bargaining agreement which sets forth a specific timeline for notice and/or investigation of a complaint, such timelines will be followed.

Confidentiality of grievant/respondents and witnesses will be maintained, to the extent consistent with ACCS's obligations relating to investigation of complaints and the due process rights of individuals affected.

Retaliation against someone because he/she has filed a complaint under this Grievance Procedure is strictly prohibited. Acts of retaliation may result in disciplinary action, up to and including suspension or expulsion/discharge.

Appeals

If the grievant is not satisfied with a disposition by a Grievance Administrator, the grievant may appeal the disposition to the Board of Trustees, as follows:

Paul C. Burke, Chairperson, Board of Trustees
ACCS
263 Hamlet Street
Fall River, MA 02724
617-265-1172

The Board of Trustees will issue a written response on the appeal to the grievant within ten (10) school days of receiving the appeal.

Generally, a grievant may file a complaint to the MA Office for Civil Rights, as follows:

MA Office for Civil Rights
Boston Office
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109-3921
Telephone: (617) 289-0111
Facsimile: (617) 289-0150
Email: OCR.Boston@ed.gov

1. within 180 calendar days of alleged discrimination of harassment, or
2. within 60 calendar days of receiving notice of ACCS's final disposition on a complaint filed through ACCS, or
3. within 60 calendar days of receiving a final decision by the Massachusetts Department of Education, Bureau of Special Education Appeals, or
4. instead of filing a complaint with ACCS.

Hazing

Massachusetts Anti-Hazing Law

M.G.L. c. 269, Section 17. Hazing; organizing or participating; hazing defined.

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

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

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action. *(Amended by 1987, 665.)*

M.G.L. c. 269, Section 18. Failure to report hazing.

Section 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars. *(Amended by 1987, 665.)*

M.G.L. c. 269, Section 19. Copy of secs. 17--19; issuance to scholars and scholar groups, teams and organizations; report.

Section 19. Each institution of secondary education and each public and private institution of post-secondary education shall issue to every scholar group, scholar team, or scholar

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

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

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

Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform scholar groups, teams, or organizations and to notify each full time scholar enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the scholar handbook or similar means of communicating the institution's policies to its scholars. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report. (*Amended by 1987, 665.*)

Title IX, Section 504, and Title II Compliance

Sunil Jagannath, Director of Scholar Support, CJ Russ, Dean of Scholars, Kaitlin Bishop, Middle School Vice Principal, Joshua Miranda, High School Vice Principal coordinate ACCS's compliance under Title IX, Section 504, and Title II. They can be contacted at:
Sunil Jagannath: 508-567-4725, x121 or at sjagannath@argosycollegiate.org

Copies of ACCS's Grievance Procedures and complaint forms can be found at the main office and with each of the Civil Rights Coordinators:

ACCS Middle School: 263 Hamlet Street, Fall River MA 02724, 508-567-4725

ACCS High School: 240 Dover Street, Fall River MA 02720, 774-955-5857

McKinney-Vento Homeless Education Assistance Act

For questions and/or concerns please contact:

Sunil Jagannath, Director of Scholar Support

Kaitlin Bishop, Middle School Vice Principal

NCLB, School Report Card, and Highly Qualified Teachers

No Child Left Behind (NCLB) is federal legislation enacted with the goal of all scholars reaching academic proficiency by 2014 and all scholars being taught by a Highly Qualified teacher by 2006. As part of that goal, schools are required to issue to parents an annual report card that specifies the school's mission, indicates the demographic breakdown of its student body, presents their performance on standardized exams such as MCAS, and specifies the percentage of Highly Qualified teachers as defined by NCLB. Parents can request in writing to the Principal the educational credentials and licensure of any of their scholars' teachers. A list of our teachers with their educational credentials and professional backgrounds is published on our website at www.argosycollegiate.org.

Internet Acceptable Use Policy

Users are responsible for good behavior on school computers just as scholars are responsible in class or school hallways. Communications on the network are often public in nature. General school rules for behavior and communication apply.

The network is provided for staff and scholars and other users to conduct research, school business and communicate with others. Access to the network services is given to staff, scholars, and others who agree to act in a considerate, legal and responsible manner. **Access is a privilege - not a right.**

Although ACCS will make every effort to promote the proper and safe use of the Internet, individual users are responsible for their behavior and communications over the network. ACCS has installed a filter on the network to restrict access to areas on the Internet that are illegal or inappropriate for scholars in the school setting. Accessing inappropriate material remains a possibility and parents and guardians, as well as staff members, are responsible for setting and conveying standards to our scholars.

It is presumed that all users will comply with the ACCS Network Access Policy and will honor the following rules:

Responsible Users may:

- Do school business and send appropriate district reports, municipal, state, and federal agencies.
- Use the Internet to research educational topics and assigned classroom projects.
- Use the Internet to communicate and send messages related to district.
- Use the network to do other school business and/or classroom work.

Responsible Users may:

- **NOT** use the Internet for any illegal purposes.
- **NOT** engage in "cyber-bullying" or use impolite or abusive language.
- **NOT** violate the rules of common sense or etiquette.
- **NOT** change computer files that do not belong to the user.
- **NOT** share a restricted password with anyone.
- **NOT** change or tamper with network configurations.
- **NOT** place unapproved hardware or software on the network including LAN/WAN or wireless devices.
- **NOT** access personal e-mail correspondence or social networking sites
- **NOT** access websites during class other than those identified by the teacher as appropriate for class
- **NOT** disclose, use, or disseminate personal identification information about self or others
- **NOT** access, send or forward materials or communications that are defamatory, pornographic, obscene, sexually explicit, threatening, harassing, or illegal
- **NOT** use the Internet service for any illegal activities such as gaining unauthorized access to other systems, arranging for the sale or purchase of drugs or alcohol, participating in criminal gang activity, threatening others, transferring obscene material, or attempting to do any of the above
- **NOT** use the Internet service to receive or send information relating to dangerous instruments such as bombs or other explosive devices, automatic weapons or other firearms, or other weaponry
- **NOT** vandalize school computers by causing physical damage, reconfiguring the computer system, attempting to disrupt the computer system, or destroying data by spreading computer viruses or by any other means
- **NOT** copy or download copyrighted material without authorization from the copyright holder, unless the copies are used for teaching (including multiple copies for classroom use), scholarship, or research. Users shall not copy and forward or copy and upload any copyrighted material without prior approval of the IT Personnel or Principals
- **NOT** plagiarize material obtained from the Internet. Any material obtained from the Internet and included in one's own work must be cited and credited by name or by electronic address or path on the Internet. Information obtained through e-mail or news sources must also be credited as to sources using the Internet service for commercial purposes

- **NOT** download or install any commercial software, shareware, freeware, or similar types of material onto network drives or disks without prior permission of the IT Personnel or Principals
- **NOT** override the Internet filtering software.

Within reason, freedom of speech and access to information will be honored. During school, teachers will guide scholars toward appropriate materials. Network administrators may review staff and scholar files and communication to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on ACCS servers and computers will always be private.

Monitored Use

Electronic mail transmissions and other use of electronic resources by scholars and employees shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use for instructional and administrative purposes.

Liability

ACCS shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. ACCS shall not be responsible for ensuring the accuracy or usability of any information found on external networks.

Social Networking Sites

ACCS scholars who use social networking sites have a responsibility to maintain a safe, courteous learning environment for all in the building. Inappropriate use of social networking sites to bully other scholars, or to spread false information about scholars or teachers, even if this takes place outside of school on personal computers or phones, may be cause for disciplinary action, in accordance with M.G.L.c.71 ~ 370.

Safety Issues

Use of the Internet has potential dangers. Users are encouraged to read two brochures regarding Internet safety that the Massachusetts Attorney General's Office has prepared. The brochures are entitled *The Internet, Your Child and You: What Every Parent Should Know* and *Internet Safety: Advice from Kids Who Have Faced Danger Online*. Copies of these brochures are available on the Internet at:

<http://www.aps1.net/DocumentCenter/Home/View/448>

<http://www.aps1.net/DocumentCenter/Home/View/447>

The following are basic safety rules pertaining to all types of Internet applications:

- Never reveal *any* identifying information such as last names, ages, addresses, phone numbers, parents' names, parents' employers or work addresses, or photographs

- Use the “back” key whenever you encounter a site that you believe is inappropriate or makes you feel uncomfortable
- Immediately tell the teacher and Vice Principal if you receive a message that you believe is inappropriate or makes you feel uncomfortable
- Never share your password or use another person’s password. Internet passwords are provided for each user’s personal use only. If you suspect that someone has discovered your password, you should change it immediately and notify the teacher and Principal.

Privacy

Users should not have an expectation of privacy or confidentiality in the content of electronic communications or other computer files sent and received on the school computer network or stored in the user’s directory or on a disk drive. ACCS reserves the right to examine all data stored on diskettes involved in the user’s use of ACCS’s Internet service.

Internet messages are public communication and are not private. All communications including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver. Network administrators may review communications to maintain integrity system-wide and ensure that users are using the system responsibly.

Violations

Access to ACCS’s Internet service is a privilege, not a right. ACCS reserves the right to deny, revoke, or suspend specific user privileges and/or to take other disciplinary action, up to and including suspension, expulsion (scholars), or dismissal (staff) for violations of this policy. The school will advise appropriate law enforcement agencies of illegal activities conducted through ACCS’s Internet service. The school also will cooperate fully with local, state, and/or federal officials in any investigation related to any illegal activities conducted through the service.