

Global Learning Charter Public School

STUDENT HANDBOOK 2009 - 2010

The Global Learning Charter Public School does not discriminate on the basis of physical or mental challenge or disability, national origin, race, religion, gender, or sexual orientation. The school complies with all federal, state, and local laws and regulations pursuant to staff and student civil rights, program and building accessibility, non-discrimination, equal employment opportunity and affirmative action. For more information or to redress a grievance, please contact the Principal. He/she may be reached at 508.991.4105 during school hours or by writing to the:

Global Learning Charter Public School
190 Ashley Blvd.
New Bedford, MA 02746
P: 508.991.4105 F: 508.991.4110
www.glcps.org

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Please sign and return to school by Friday, September 4th.

Global Learning Charter Public School Board of Trustees

Jacquelyn Ramos, Chairperson

Election Date: June 13th, 2006. Expiration of Term: June 12th, 2009 renewable for three years.
Proprietor: Sunshine's Place, Inc.

Raymond Veary, Esquire, Second Vice Chair

Election Date: May 22nd, 2007. Expiration of Term: May 21st, 2010 renewable for three years.
Employer: Bristol County District Attorney's Office, Attorney.

Pamela Cruz, Member

Founding Member May 6th, 2006. Expiration of Term: May 5th, 2012.
Employer: New Bedford Area Office of Dept. of Social Services, Director of Finance Office.

Dr. Jean MacCormack, Member of Finance Committee

Founding Member May 6th, 2006. Expiration of Term: May 5th, 2012.
Employer: University of Massachusetts at Dartmouth, Chancellor.

Len Coriaty, Secretary

Founding Member May 6th, 2006. Expiration of Term: May 5th, 2012.
Employer: Workforce Investment Board, Executive Director.

Benjamin Baker, First Vice Chair

Founding Member May 6th, 2006. Expiration of Term: May 5th, 2012.
Proprietor: Baker Books.

Marcia Ramos, Member

Election Date: August 28th, 2008. Expiration of Term: August 28th, 2011 renewable for three years.
Employer: Bank of America.

School Administration

Dr. Steve Furtado, Interim School Leader

Mrs. Lena Pires, Assistant Principal

Mr. Adonis Ferreira, Director of Student, Family and Community Life

Mrs. Melissa Rodrigues, Business Manager

Mr. Derek Stevens, IT Director

Ms. Stephanie Wick, Director of Institutional Advancement

School Staff

Instructional Team

- 5th Mathematics/Science
Polly Zajac
Charlene Elias
- 5th Humanities
Elizabeth Chouinard
Wendy O’Gallagher
- 6th Mathematics/Science
Linda Andrade
Adam Branch
- 6th Humanities
Ryan Lynch
Ann Devine
- 7th Mathematics/Science
Darlease Monteiro
Michael Clappi
TBD
- 7th Humanities
Anne Malmquist
TBD
TBD
- 8th Mathematics/Science
Hugh O’Mara
TBD
- 8th Humanities
Jessica Ross
Anne Malmquist
- 9-11 Chemistry/Physics/Marine Science/Robotics
Steve Vaitses
- 9-10 History/Political Science
Cindy Sigler
- 9-10 Grade English
TBD
- 11-12 English
Jon McDonnell
- 9/10 Mathematics
TBD
- 9-12 Biology/Forensics/Physics
Tracy Haswell
- 11-12 History/French/Current Events
Heidi Eastman
- 11-12 Mathematics
Shukla Sengupta
- 9-12 Spanish
Natalia Vieira
- 5-12 Health/Physical Education
Scott Borowicz

- Performing Arts Nancy Brown
- Visual Arts Jonathan Vecchiarelli
- Martial Arts Kimberly Dauplaise
- Literacy Specialist Derek Michael

Student Services Team:

- School Nurse Barbara Connolly
- Parent/School Liaison Cyndi Colson
- Social Workers Karen LeBlanc
Brenda Pereira
- College and Internship Coordinator Hallie Larocque
- Special Education Teachers Al Affonso
Ashley Bouley
Nicole Enos
- Special Education Paraprofessionals Sarah Martins
Carmen Gamboa
- Special Education Director Robert Asekoff

Technology Team:

- Technology Director Derek Stevens
- Instructional Technology Teacher Sandra Chicca
- IT Technician Adam Clark

Administrative Support Team:

- Student Services Madalena Albano
- Receptionist/School Clerk Jessica Vazquez
- Senior Assistant of Institutional Advancement Alison Bresciani

Food Service Team:

- Supervisor Cheryl Soares
- Staff Amy Sylvia-Smith
Manuela Fernandes

Custodial:

- Custodian Steven Rogers

A Letter from the Administrative Leadership Team

For those of you who are new to the Global Learning Charter Public School community – welcome! For those who are returning – we are pleased to have you back! On behalf of the entire school staff, we look forward to helping you thrive as a student here.

Your academic achievement and success is our primary objective. Additionally, through our innovative school curriculum and learning theory we holistically address all elements of student development – mind, body and character. At GLCPS, we are committed to providing a rigorous college preparatory program, while maintaining a safe and supportive school environment. Our teachers are committed to meeting your educational needs *and* expect you to accept responsibility for your own learning. Ultimately, our aim is to prepare you to be ready for the demands of the 21st century.

GLCPS has high expectations for every student, family and staff member. We firmly believe that family involvement and support is critical to your educational success. To this end, you and your parents/guardians are encouraged be active participants in the Global Learning Charter Public School community.

You are on a quest to find your place in the world and we look forward to guiding you through this phase of your journey. We hope that you are equally excited to be at GLCPS and that you are ready to take risks and to set high standards for yourself and your peers. Please do not hesitate to contact us if you have questions, concerns or require additional information.

Wishing you a highly successful, engaging and challenging school year!

Sincerely,

Mrs. Lena Pires, Assistant Principal
Adonis Ferreira, Director of Student, Family and Community Life
Melissa Rodrigues, Business Manager
Derek Stevens, Technology Director
Stephanie Wick, Director of Institutional Advancement

Introduction

Attendance at the Global Learning Charter Public School (GLCPS) is a choice made by students and their parents. GLCPS was founded upon several premises:

1. Our school will hold high academic standards for all students.
2. Project and essential skills-based curriculum reinforces meaningful academic learning.
3. Students, teachers, staff and parents will work together as partners to form our school community which is connected to the larger community of New Bedford.

GLCPS students are expected to commit themselves fully to their own personal growth, learning and well-being – as well as that of their peers and the larger GLCPS community. Our goal is to ensure that you successfully complete a rigorous academic program so that you are ready for the challenges that you will face in college and beyond. These expectations require vigilance and hard work on your part with the support of our professional staff and the support of your family. We welcome the cooperation and involvement of your family in helping us to uphold these standards to ensure your success at GLCPS.

As students of the Global Learning Charter Public School, you represent the school in the community and in your neighborhood. So, while we expect you to behave responsibly at school, it is equally important that you behave responsibly in every aspect of your daily routines and daily life. We ask that you conduct yourself in a way that brings respect to you and your family as well as to the Global Learning Charter Public School.

The fifth through twelfth grade years are a time of learning and growth; it is a time in a when students should feel comfortable enough at school to try new things without fearing ridicule or failure. It is a time when many students are uncertain of who they are or where they are going. Middle and high school is also a time when students frequently make mistakes and, hopefully, learn from these experiences. It is a time when they are developing important social skills through friendships, adult interaction and collaborative learning teams. To address these issues, the GLCPS team provides the care and understanding of empathetic adults and the security of a safe environment.

Further, the GLCPS Board of Trustees and the entire staff believe that our school community should be centered on the following core values:

- Honesty** in both academic and personal matters
- Respect** for oneself and others
- Trust** that we support each other if someone needs help or makes a mistake
- Hard Work** that leads us to take on the challenge of rigorous academic coursework

We ask that you carefully read through our expectations for student behavior and performance. Please feel free to ask any clarifying questions that you may have before **signing the last page to indicate that you have read and understood this handbook.**

Our Mission

The mission of the Global Learning Charter Public School (GLCPS) is to have all students achieve academic excellence, master essential skills needed for a productive life in the 21st century and be fully prepared to succeed in their post-secondary education. We define essential skills as: academic excellence, public speaking, global citizenship, technology literacy, and arts exploration. Our central mission is to teach and inspire the mind, body and spirit of our students so that they can succeed in any cultural or academic setting.

Creating a Learning Community

We know that current high school dropout rates negatively impact the quality of life in the community. Teachers and students in large urban school districts face extraordinary challenges in raising student achievement. Therefore, the GLCPS founders, in concert with our partners, The University of Massachusetts, Dartmouth and High Tech High, identified three critical design principles on which to build a successful, small learning community that will ensure student success:

- personalization
- community and adult-world connections
- common intellectual mission for staff and students

Using these design principles, our goal is to create a school where all students can and do learn because:

- learning is connected to the real world
- students are well known by staff
- applied learning projects have academic rigor
- students have a chance to direct their own learning
- teachers engage students in their own learning plans

We strive to build a strong learning community with clear outcomes. To this end, GLCPS students will:

- demonstrate applied understanding of the Massachusetts Curriculum Frameworks
- demonstrate independent learning through individual research and group projects
- demonstrate an ability to be collaborative learners who can assess and share thoughts and ideas with others
- demonstrate the ability to be respectful, thoughtful individuals who care for themselves, their school and their community
- demonstrate mastery of the “essential skills”
- demonstrate problem-solving, coping, and citizenship skills
- demonstrate academic readiness for post-secondary study

Character and Core Values

We are honest with one another and with ourselves

Integrity and honesty are our basic moral guides in all matters at the Global Learning Charter Public School. In the face of social pressures, truthfulness can sometimes be difficult to maintain. However, integrity and honesty are qualities that we value most in ourselves and in our students.

We trust each other to do the right thing

Trust is an essential component of our school community together. At GLCPS we celebrate diversity, are open to opinions that may differ from our own, and accept others for who they are. Everyone should feel welcome in our community. As we move toward this goal of acceptance, we create a school environment that is conducive to building trust. Ultimately, we strive to make our school a place where we feel safe to try our hardest and a place where failure and mistakes are a natural part of the learning process.

We respect one another and ourselves

Respect for ourselves and respect for others is an essential ingredient in fostering a safe and intellectually challenging school community. Respect is a two-way street. We give it and we get it. Whether it is at home, in the neighborhood or in the classroom, respect allows for constructive dialogue and communication. Respect creates an environment that allows for honest disagreement and sets the stage for solving problems effectively.

We work hard

Being a student at GLCPS requires the willingness to work hard so that you realize your fullest academic and personal potential. In most instances, success is about focus, hard work and perseverance. These traits and values will ensure your success throughout adulthood in whatever career or profession you choose.

Our Key Partnerships

University of Massachusetts Dartmouth

The University of Massachusetts, Dartmouth (UMD), and Chancellor MacCormack herself, is a significant partner. GLCPS benefits from the skills and talents of UMD faculty in the areas of curriculum development and professional development for our staff. GLCPS teachers and community partners have access to exceptional professional development assuring that the education that our students receive continues to be of the highest quality. Our relationship with UMD will enhance student learning through cooperative endeavors such as those in the marine and environmental sciences and chemistry.

Through this collaboration, GLCPS can also offer performance incentives to students. Students who meet certain academic criteria may elect to take courses at the University of Massachusetts, Dartmouth in their junior and senior year of high school. These Dual Enrollment Program courses are considered as credits earned toward their high school diploma. In addition, upon graduation these students will also earn college credits, that generally are transferable to any other college or university should the student not elect to attend UMD. GLCPS students graduating with a GPA of 3.65 or higher may qualify for the University of Massachusetts, Dartmouth Global Learning Scholarship.

High Tech High Learning®, San Diego, CA

Global Learning Charter Public School is affiliated with High Tech High of San Diego (HTH). The goal of High Tech High Schools is for students to forge strong connections between their academic work and

the outside world, and hold the entire enterprise to a common intellectual mission. In our case, that mission is to successfully prepare every child for college so that on the first day of their freshman year they are academically, socially and psychologically prepared for the rigors of a college education.

Sharing Responsibility

Making Responsibilities Clear – No Surprises

School staff has a tremendous responsibility to provide for each student's well-being while he or she is in our care. Adolescents need clear standards and behavioral expectations while they are exploring the world around them. To that end, school standards for behavior and safety have been established. Our school rules are designed for one reason only: to set the standards for each student's success, good health, and safety in school.

The Vital Role of Parents and Guardians

Families select Global Learning Charter Public School because they are seeking greater success for their children and a school environment that emphasizes the learning needed to thrive in the 21st century. The role that parents/guardians play in the academic achievement of their children is critical. You are the key to your child's success! For this reason, all parents/guardians are required to attend at least two Parent/Teacher/Student Conferences per year. Additionally, we encourage you to communicate with our staff any time that you have a question or concern about your child. Parents are an integral part of our school and we hope that your schedule will allow you to participate on a regular basis. GLCPS does require a minimum of 4-hours of parent/guardian volunteer services annually. Please refer to your Family-School Contract and/or call the Main Office so that we can put you in touch with our Home-school Liaison or Family Council. Together, we can accomplish amazing things on behalf of the children of New Bedford.

Staff Responsibility

Our role is to prepare students for the challenges of higher education and a world dominated by globalization and competition. Our nation's workplace requires highly skilled employees who think critically, are leaders, and are technologically literate. Given this, GLCPS seeks to instill in students exemplary interpersonal skills, a strong work ethic and advanced technical skills. As an example, we believe that it is critical to model for our students the dress and behavior standards that are expected in a professional environment. The GLCPS staff has developed a school culture in which all members share responsibility for ensuring that each of our students achieves their highest potential.

School Procedures

School Office Hours

School office hours are from 7:00 AM – 4:00 PM on all school days. If you call at other times regarding a student absence or want to share other information with us, please leave a message. Our phone number is (508) 991-4105. Our fax number is (508) 991-4110.

School Hours for Students

The regular school day begins with breakfast at 7:40 AM¹. Homeroom runs from 7:45 AM until 7:57 AM. The first class begins at 8:00 AM. ***Attendance in homeroom is critical.*** Teachers' record student attendance during this time and important information is shared with students. Students are dismissed at

¹ No students are admitted to the building prior to 7:40 AM. Please do not drop students off any earlier than 7:30 AM as the school provides no supervision prior to the start of school.

2:45 PM. GLCPS After School programs run from 3:00 PM to 4:00 PM; presently, no transportation is provided for these programs.

School Cancellations Due To Emergencies

The Global Learning Charter Public School follows the school cancellation procedures for the New Bedford Public School District. Therefore, if school is cancelled for the entire city school system due to inclement weather or some other emergency, GLCPS will also be closed. Families will receive a call at home through the GLCPS automated calling system. Additionally, announcements will be broadcast on:

Radio Stations

- WCTK 98.1 FM
- WSNE 93.3 FM
- WFHN 107.1 FM
- WBSM 1420 AM

Television Stations

- Channels 6, 10, 12

Academic Achievement

Grade Determination

The following distribution of credit is used to determine term grades:

Course Work	Percentage
Homework	15%
Tests and Projects	35%
Quizzes	25%
Class Work	25%

Report Cards

Report cards are available ten calendar days after the end of each term. At the end of the year, students will receive a final grade for each course. Consult the school calendar for parent conference dates and for report card mailing dates. In addition, *Progress Reports* are available mid-term.

Report cards include standard letter grades as well as numbered averages. The school year is organized into quarters and a numerical grading system is used. Grade equivalents are as follows:

GLCPS GRADING SYSTEM

93 – above	=	4.0		77 – 79	=	2.3
		A				C+
90 – 92	=	3.7		73 – 76	=	2.0
		A-				C
87 – 89	=	3.3		70 – 72	=	1.7
		B+				C-
83 – 86	=	3.0		65 – 69	=	1.0
		B				D
80 – 82	=	2.7		64 – below	=	0.0
		B-				F

Parents/guardians are required to attend at least two Parent/Teacher/Student Conferences per year. During these conferences parents, students, and teachers discuss each student’s portfolio. We encourage you to maintain open communication with your child’s teacher(s) throughout the school year, as issues arise or if you have questions/concerns.

Grade 5 – 8 Trimesters 2009-2010

Trimester	Start	End
Trimester One	September 1, 2009	December 1, 2009
Trimester Two	December 2, 2009	March 11, 2010
Trimester Three	March 12, 2010	June 17, 2010

Grade 9 – 12 Semesters and Terms 2009-2010

Semester	Start	End
Semester One	September 1, 2009	January 22, 2010
Term One	September 1, 2009	November 6, 2009
Term Two	November 9, 2009	January 22, 2009
Semester Two	January 25, 2010	June 17, 2010
Term Three	January 25, 2010	April 1, 2010
Term Four	April 5, 2010	June 17, 2010

Grade Level Retention

A GLCPS grade 5 – 8 student is promoted to the next grade level if he/she has:

1. Earned a passing grade in all core courses (mathematics, science, English language arts, social studies).
2. Demonstrated sufficient achievement on statewide and school-wide benchmark assessment measures.
3. Attended school in accordance with Massachusetts State Law. Please refer to GLCPS attendance policy.

GLCPS reserves the right to retain any student who does not meet all three of the above criteria.

Students in grades 9 – 12 will be retained in their current grade-level if they have not successfully completed the following minimum number of credits:

Grade 9	6 credits
Grade 10	12 credits
Grade 11	18 credits

Graduation Requirements

Effective for students graduating in 2011: high school graduation will require the successful completion of 24 credits in the following areas:

Required Courses	Credits
4 yrs Math	4
4 yrs English	4
3 yrs Spanish	3
5 yrs Science (4 w/ Labs)	5
Internship	1
3.5 yrs History (2 US History)	3.5
0.5 yr Arts (Performing or Visual)	0.5
2 Electives	2
College Preparatory	1
Total Required	24

For students graduating in 2010, 21.5 credits are required.

In addition, GLCPS is considering adding a community service component as a graduation requirement. More information on this new policy will be disseminated as soon as possible.

Homework

Homework is assigned on a regular basis. Completing homework is essential for practicing and strengthening skills learned earlier in the day. If homework is not returned, the teacher may require the student to remain after school. Teachers will refer students to an administrator for a parent conference if students routinely fail to complete homework assignments.

Individual Student Support Plan

In keeping with our design principle of personalization, GLCPS will develop an Individual Student Support Plan (ISSP) for each student who experiences academic difficulties. The ISSP will be developed initially by the administration, parent/guardian, teachers, and the student. The purpose of the ISSP is to give the student and parent/guardian an opportunity to honestly assess the student's strengths and needs. The ISSP gives the student and parent/guardian the opportunity to set goals, identify actions, resources and provide ongoing assessments.

Age of Majority

When a student reaches 18 years of age, he or she shall have the right to make all decisions in relation to educational programs and services. The student's parent(s)/guardian(s) will, (unless specifically limited by the student in accordance with the Massachusetts student record regulations), continue to receive written notices and information but will no longer have decision-making authority, except as provided below:

- a) If a parent(s)/guardian(s) have sought and received guardianship from a court of competent jurisdiction, then the parent(s)/guardian(s) retain full decision-making authority.
- b) The parent(s)/guardian(s) shall not have authority to override any decision or lack of decision made by the student who has reached the age of majority unless the parent has sought or received guardianship or other legal authority from a court of competent jurisdiction.
- c) The student, upon reaching 18 years of age and in the absence of any court actions to the contrary, may choose to share decision-making with his or her parent(s)/guardian(s) (or other willing adult), including allowing the parent(s)/guardian(s) to co-sign the IEP. Such choice shall be made in the presence of the student's IEP Team and shall be documented in written form. The student's choice shall rule at any time that a disagreement occurs between the adult student and the parent(s)/guardian(s) or other designated adult with whom the student has shared decision-

- making.
- d) The student, upon reaching 18 years of age and in the absence of any court actions to the contrary, may choose to assign continued decision-making to his or her parent, or other willing adult.

Attendance Policy

Every person shall have a right to attend the public schools of the town where he actually resides, subject to the following section. No school committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the school committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly-attended public schools. No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion, national origin or sexual orientation.

General Expectations

Every GLCPS student is expected to attend all classes on every school day. The GLCPS attendance policy will be administered consistent with the General Laws of the Commonwealth of Massachusetts, Chapter 76. All students including those 18 years of age and older will be bound by the policies and procedures outlined below.

What is considered an absence?

A student is considered absent when that student misses three (3) or more scheduled classes for that school day. Students must arrive by 10:51 AM and may not be dismissed prior to 11:48 AM to be considered present for the day. Students are considered absent from class if they miss more than 50% of that class.

How to report an absence

Parents and guardians of students who are absent from school must call the school before 7:57 AM on the day of the absence. Inform the Main Office that the student will not be attending school. If you have not reported your child absent before 9:00 AM, we will treat that absence as an emergency and will attempt to contact you. If the school suspects that the identity of the parent/guardian caller is suspicious, we will call you and verify the absence. Any student who attempts to falsify or forge an absence report will be considered for disciplinary action. ***A written absence note signed by a parent or guardian explaining the reason for the student's absence must be turned in on the following day.***

Maximum number of absences

STUDENTS ARE ALLOWED A MAXIMUM OF 9 DAYS OF UNEXCUSED ABSENCES PER YEAR. Students who are absent (unexcused), dismissed or suspended from school will not be allowed to participate in after school activities beginning at the date and time of the infraction and lasting for the entire time of the suspension or absence.

Global Learning Charter Public School maintains the right to withhold credit or retain any student who exceeds 9 unexcused absences. See below for definition of an excused absence.

Absentee Notification Process (for 3 or more unexcused absences)

1. When a student has accumulated 3 days of unexcused absences from school, a Warning Letter will be sent home.

2. When a student has accumulated 5 days of unexcused absences from school, a Parent Conference will be scheduled.
3. When a student has accumulated more than 9 days of unexcused absences a Denial Letter will be sent detailing the consequences for being absent more than 9 days, followed by a call from a school administrator.

Consequences for Exceeding Nine Absences

The disciplinary policy for students who have not met attendance standards is as follows (see Code of Conduct - Appeal Process on page 25).

- Students who have not met the attendance requirements but are passing all their courses will be required to successfully complete a pre-approved summer course in order to receive credit for the school year. Students who do not complete the required summer course will be retained in the current grade level.
- Students who fail one (1) course and have not met the attendance requirements, will be required to attend summer school and if they pass the course(s) then they will receive credit for the school year. Students who do not complete the required summer courses will be retained in the current grade level.
- If a student has not met the attendance requirements, has not passed their required courses with 65% or above, and does not make the course(s) up in summer school, then no credit will be given for the school year and the student will be retained in the current grade level.

What is Considered an Excused Absence?

With appropriate documentation, absences will be excused. Under Massachusetts state law, parents may keep students home from school for medical appointments/illnesses, bereavement, legal appointments, religious observations, college visits, or work-site visits (see details and descriptions below).

Medical appointments or illness

The Global Learning Charter Public School requires that medical documentation be submitted for an absence to be considered excused, and must adhere to the following guidelines:

- The note must be signed and submitted to the school within three (3) days of the original date of absence.
- The note must state the date of absence and also contain documentation as to when the child is able to return to school.
- The note must contain the signature of the physician, nurse practitioner or physician's assistant. Stamped signatures and notes from secretaries will not be accepted.

Bereavement

Students are allowed up to 5 days of bereavement leave for direct relatives (parents, grandparents and siblings) and 1 day of bereavement for other relations. Parents should send a note to the Main Office within 3 days of the absence indicating date of funeral and relationship to the deceased.

Legal

Students will be allowed excused absences for required court appearances. A notice from the court indicating the date of court appearance must be submitted to the Main Office within 3 days of return to school.

Religious observation

Students will be allowed excused absences for observation of religious holidays. Parents should send a note to the Main Office within 3 days of the absence indicating date of absence and religious holiday observed.

College visits

School-sponsored college visits are part of the school's curriculum and attendance on these trips is mandatory. Students will be allowed excused absences for approved, non school sponsored college visits. Excused absences are allowed for up to two college visits each semester in 11th and 12th grade. Students must complete a College Visit form, have the form signed by a representative of the college/university and return the form to the GLCPS College Advisor or Principal's designee. Students are responsible for making up all work missed within 5 school days of the college visit.

Work-site visits

Students are allowed excused absences for pre-approved work-site visits for GLCPS Job Shadowing and Mentoring activities. Students must complete the Work-Site Visit Permission Slip, have it signed by the work-site sponsor and return the form to the GLCPS College Advisor or Principal's designee. Students are responsible for making up all missed work within 5 school days of the Work-Site Visit.

Business appointments

Students are allowed excused absences for appointments that cannot be scheduled outside of the school day. Parents should send a note to the Main Office within 3 days of the absence indicating date of absence and the reason for absence. Absences will not be allowed for haircuts, work, shopping and other personal business that could take place after the school day.

Suspensions

If a student is suspended they are prohibited from attending any school activity/function (field trip, dance, or after school club etc.). Suspensions are considered an excused absence and the student will have up to 5 school days after they return to school to make up any missed work.

Emergency extended absences approved by the Principal

For students who have received prior permission from the Principal for extended absences based on emergency family situations, the following policy applies:

- It is the responsibility of the student to secure any and all missed work.
- The student must make up any and all work within 5 school days of returning. Any work not made up within 5 days may not be accepted.

What is Considered an Unexcused Absence?

An unexcused absence is any absence that does not meet the above criteria for an excused absence or any of the following:

Family Vacations

Family vacations are not considered excused absences. When a parent schedules a family vacation during normal school days, it is considered an unexcused absence from school.

Truancy

The following will be classified as Truancy:

- A student who is absent from school without the consent of parent/legal guardian
- A student who rides the school bus and does not report to homeroom
- A student who leaves school grounds without the proper authorization listed under the *Dismissals* section
- A student who reports to school late but fails to report to the Main Office for an admission slip to class

Truancy is considered an unexcused absence and the student may be subject to disciplinary action.

Parent/guardians should also be aware that the school is required to report truancy to local authorities and legal sanctions may apply to parents who fail to ensure that their children attend school regularly.

Arriving Late to School (Tardy)

A student may have an excused Tardy for medical appointments/illness, bereavement, legal, or religious observation. A parent or guardian must submit a signed note to the Main Office within 3 days of the excused Tardy. All other Tardies are considered unexcused. Any student who is not in homeroom by 7:57 AM must report to the Main Office for attendance verification. Students will be marked Tardy and given a classroom Tardy Pass for admittance to class.

After the 3rd unexcused tardy in any one term, students will automatically be assigned office detention. ***ON THE DAY OF THE 3rd LATE ARRIVAL, parents will be informed that the student has been assigned detention. Detention will last until 4:00 PM and parents will be responsible for transportation.*** After the 7th Tardy, a parent conference will be scheduled to develop a plan to assist students to arrive on time.

Arriving Late to Class

Students must be on time to each class daily. Teachers will report tardy students to the administration. Students who are late to class more than 3 times will be referred for a conference with the school administration to consider corrective action.

Student Dismissal Procedures

No student will be allowed to leave the school grounds at any time during the school day without a parent /guardian/designee listed on the Emergency Dismissal form reporting to the Main Office to signout the student. The only school-authorized dismissals will be issued by the Nurse or an administrator.

No telephone dismissals will be accepted (except in emergency situations).

Students who are not well enough to attend class must obtain a pass from the classroom teacher to report to the nurse's office. If the student remains in the nurse's office due to illness, a call shall be made to inform the parent/guardian. Dismissals for illness shall only be made through the nurse's office and can only be made to a person on the Emergency Dismissal form.

Once a student has been dismissed they must leave school grounds immediately.

Students 18 or Older

Students who are 18 or older may be dismissed by reporting to the Main Office before homeroom with the following in letter form: name, place and time of appointment and telephone number of a parent/guardian for verification. If the parent/guardian cannot be reached, the student will not be dismissed.

Excessive Dismissals

Students who are dismissed more than 3 times will be referred for a conference with the school administration to consider corrective action.

Health and Safety

Reporting Child Abuse

Under Massachusetts General Laws Chapter 119, Section 51A, school personnel are considered “mandated reporters”. The law provides that a mandated reporter who has reasonable cause to believe that a child under the age of 18 is suffering from abuse, including physical or emotional injury resulting from abuse, including sexual abuse, or from neglect, shall immediately report such conditions to the Department of Social Services (DSS). Teachers will meet their responsibility under this law by making a report to the Principal or Social Worker who will then be responsible for making the verbal and written report to DSS. DSS then completes an investigation. If neither the Principal nor the Social Worker are on campus, the school nurse should be notified. In an emergency, the school staff member will call DSS directly. Mandated reporters that file a report in good faith are immune from civil or criminal action filed in connection with the report. Filing a report does not require an investigation or a hearing by the person who makes the report. Only reasonable cause is required. Failing to file a report subjects the mandated reporter to a criminal fine.

Fire Safety

Any use of fire or incendiary devices (including but not limited to lighting matches or lighters) could result in harm to the entire staff and student body and is strictly prohibited. School administrators will report the unauthorized ignition of any fire within the school building or school grounds to the local fire department (M.G.L. ch. 148 §2A). During fire and emergency evacuation procedures, students are required to exit the school in an orderly, silent manner.

School Nurse

A school nurse will be on duty at all times at the school, except on personal or professional days. The school nurse is not a substitute for a child’s physician and parents are advised to consult with their physician for ongoing health problems. In an emergency, the school nurse is only authorized to administer first aid. Students who are injured or become ill at school will see the nurse who will take appropriate action.

Medication Dispensing Policy

No medication, prescription or non-prescription, will be administered or self-administered unless supervised by the nursing staff and authorized by a doctor’s order. Parent/Guardian authorization must also be on file in the nurse’s office. In the case of the need for inhalers for asthmatic conditions or EPI-PEN due to allergic reactions, a form and a letter from the child’s physician specifying exactly how and when these medications are to be used must be on file with the school nurse. Inhalers will be stored in the nurse’s office and may not be carried by students unless specifically requested by a physician.

All prescription medication must be brought to school by an adult in a container labeled by the pharmacy with the physician's name, student's name, medication name to be administered, dosage prescribed, and frequency of medication. All non-prescription medication must be brought to school by an adult, along with a doctor's order and a parent authorization, with medication in the original container. The school nurse, in collaboration with the parent/guardian shall establish a medication administration plan for each student receiving medication.

Handling, Storage, and Disposal of Medication

A parent or guardian must deliver all medications personally to the school nurse and may personally retrieve such medication at any time. The school nurse shall document the amount of medication delivered. No more than a thirty-day supply may be stored at school. Parents will be called to pick up unused, discontinued or outdated medications. Medication may be properly disposed of at the end of the school year if not picked up before the last day of school.

Immunizations

State law requires that non-exempt students maintain their immunizations or risk exclusion from school. Parents and guardians should consult with their physician on the required immunizations. Parents will receive a reminder if our records show that proof of immunization is not on file at the school.

Pregnant Students

In accordance with Title IX of the Education Amendments, pregnant students are permitted to remain in regular education classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy. After giving birth, they are permitted to return to the same academic and extracurricular program as before they left.

School Lunches and Food Snacks

Students should leave their lunches in their lockers and may not have food or snacks in their backpacks during class time. Students will pick up their lunches at passing time before lunch. Students may not attempt to take food away from other students either in class or in the cafeteria. The school reserves the right to confiscate any food, snack, gum, or candy brought to classes without permission. If unopened, such items will be kept at the school office and will only be returned to a parent or guardian at the school office.

Food Service

Breakfast and lunch are available for purchase through the GLCPS Food Service program. Free and reduced price meals are available to qualifying students. Parents/guardians must fill out the required forms before an eligibility determination can be made. Forms will be sent home each August and are available at the Main Office at any time.

Payment for meals is expected at the time of purchase. GLCPS uses an automated PositiveID system, a technology that allows us to provide individual debit accounts for food purchases. This system also eliminates the overt identification of students receiving free or reduced meal benefits. Families may pre-fund these debit accounts at any time. Over-spend accounts of \$5 or more will be notified on a weekly basis. All accounts are expected to be paid in full prior to the last day of school. Report cards and/or diplomas may be withheld until all receipts are settled. We reserve the right to offer an alternative meal to any student who owes \$25 or more.

Proper behavior in the cafeteria is essential. While lunch is a time for students to relax and socialize, it is primarily a time for students to get the proper nutrition they need to be healthy. Students may not, under any circumstances, purchase other students' food using a reduced price privilege. Students must make sure to clean their lunch area before leaving and maintain good lunchroom behavior. Students

who consistently disturb others or refuse to follow the directions of the school staff during lunch will be referred to the administration for possible disciplinary action.

Student Fees

Report cards and/or diplomas may be withheld until all outstanding receipts and/or fees owed to GLCPS are settled. These may include, but are not limited to, unreturned textbooks, meal service accounts, school store purchases, etc.

Student Records

Massachusetts General Law 603 CMR 23.00 contains student record regulations and a copy is available at the Principal's office. This regulation states that parents and legal guardians have a right to review and get a copy of all student records pertaining to that student within a reasonable time after making the request (within 10 days). After a student reaches the age of fourteen (14) or enters the ninth grade, this right to look at a student's record extends to the student as well as the parent or legal guardian. No individual or organization other than the parent/legal guardian or eligible student has a right to request or be provided such information. A student's "record" includes any and all information that is identifiable to the student by name, reference or implication. The school may not release any information about a student to any third party with the exception of:

- The Department of Social Services.
- An attorney hired by the Board of Trustees pursuant to a civil or criminal matter or student expulsion hearing.
- An independent auditor conducting an audit under the Federal Single Audit Act as long as personal identification of a student is not included in the data collected.
- A named person or entity under a lawfully issued subpoena or court order to produce a student record.
- The name of a student in connection with a health or safety emergency such as a weapons or drug use threat (but only by the Principal or her/his designee).
- The forwarding of the student record to a new school if the parent/guardian has approved the transfer including disciplinary records of violations of criminal laws or school rules resulting in suspension or expulsion.

Students may not be filmed or videotaped in an identifiable way unless the parent/guardian has given written consent. Under no circumstances may the school use student photographs, or videos in which students are identifiable, for commercial purposes.

Before School Student Safety

The school is open to students at 7:40 AM. No staff is available for supervision of students prior to this time. ***To clarify, no students are admitted to the building prior to 7:40 AM. Please do not drop students off any earlier than 7:30 AM as the school provides no supervision prior to the start of school.***

After School Student Safety

After school, outside supervision will be provided until 3:00 PM and all students getting picked up must wait for their parents/guardian in front of St. Anthony's Church on Acushnet Avenue. Students may not wait at any other location. Students may not remain on school grounds unless they are waiting for parents. Once students leave the school grounds they cannot return to the school except for a scheduled after-school event or with specific permission from an administrator.

After-School Activities

After school activities will begin no later than 3:00 PM and will end no later than 4:00 PM unless activity facilitators make special arrangements. Parents should always consult the activity facilitator for exact end times for activities so that transportation needs are met and students are not waiting outside the school for extended times. Students shall be picked up no later than 4:00 PM at the Nye Street entrance. Our school closes promptly at 4:00 PM. Students participating in activities may not leave their meeting place to wander around inside or outside the school building. Participation in after-school, extracurricular activities is a privilege and students who do not follow school rules may not be allowed to continue participating in an activity.

Students who are absent from school or suspended may not participate in school-sponsored events on the day of absence or suspension without the permission of the Principal or his/her designee.

Lockers

Students may go to their lockers at times prescribed in the schedule, including once before classes start in the morning and at the end of the day. Locker activity is supervised by teachers/staff. Massachusetts state law allows principals to inspect any student's locker contents if the school administration suspects that the locker contains items that do not belong in school.

Code of Conduct

Introduction

GLCPS staff are committed to creating a school environment and a culture that feels safe, secure and that is supportive of all students and staff. We strive to ensure a school climate that encourages curiosity and excitement about learning. As part of this climate, we work toward creating an atmosphere of mutual respect and responsibility that is focused on having all of our students reach for high academic achievement and good citizenship. It is with the support of students, parents, teachers and staff that we can reach this goal.

As with any community, there are times when some students wander outside the rules of common sense and propriety. It is at those times that we must take action to assist students to find their way back into the realm of appropriate behavior.

As you know, most of the day-to-day challenges get addressed in the normal course of the school day and very seldom reach the level where they need to be referred to the Principal for disciplinary action. At GLCPS, this is the last course of action that we want to take.

Our goal is to stress personal responsibility and individual growth rather than punishment. However, there are times when necessary steps have to be taken to protect the rights and safety of other students. In those instances, we will not hesitate to impose appropriate discipline, including suspending students on a short-term or long-term basis when the situation calls for it. The following section is intended as a guideline for parents, guardians, students and staff. The Principal and the Board of Trustees retain discretion to modify consequences to individual situations when it may be required to attain the best outcomes for the student and the school.

Dress Code

GLCPS has a strict dress code for all students, which includes a uniform. All clothing needs to be sized appropriately. Pants, shorts, capris, and skirts must be worn at the waist. Shorts and Skirts need to be knee length.

Important Note: Students will not be able to attend classes unless they are wearing the school uniform, properly. If a student comes to school and is not wearing the school uniform as described, they will be sent to the office. Parents and/or guardians will then be called and the appropriate clothing must be brought to school in order for the student to return to class. If the proper clothing is not brought to school, the student will be sent home. The parent/guardian will be called to pick up the student.

- **Shirts: Appropriate Size (no oversized shirts allowed):**
 - School embroidered polo shirts in the colors burgundy or navy blue, are required and must be purchased at GLCPS.
 - White or light blue Oxford dress shirts with the school emblem (available for purchase through school).
 - White or light blue Oxford dress shirts without the school emblem (available for purchase through many local stores).
 - School tee-shirts with the school emblem may be worn in warm weather, as determined by school administration.
 - Sweaters, fleece pullovers and cardigans with the school emblem may be purchased through the school. Please be aware that these are the only garments of this type that will be allowed for in-school wear.
- **Pants: Khaki style pant (Dickies or Dockers are examples):**
 - Colors: khaki, black or navy blue.
 - Pants **must be worn at the waist** and need to be sized appropriately (not too tight or too loose).
 - No cargo pockets on any pants are allowed.
- **Shorts (to the Knee) and Capris:**
 - Must be worn at the waist.
 - No cargo pockets on any shorts or capris are allowed (just plain Dockers style shorts or capris).
 - Colors: khaki, black or navy.
- **Skirts (to the knee):**
 - Must be worn at the waist.
 - Colors: khaki, black, or navy.
 - No cargo pockets on any skirts are allowed.
- **Shoes (Shoes and/or Sneakers):**
 - Must have a closed back and toe.
 - Shoes or sneakers need to be tied, Velcro-ed or fastened.
 - Heels are to be no more than 2 inches in height.
 - NO Flip Flops are allowed.

The school administration reserves the right to make a determination on whether or not the student is adhering to the rules of the school uniform.

Unauthorized Use of Electronics, Toys and Games

The school reserves the right to confiscate any unauthorized item in the student's possession on school premises, including but not limited to toys, games, collectibles, radios, CD players, cell phones, iPods, and other unauthorized electronic devices. Cell phones must be turned off and remain in a student's locker during the school day. Students may turn on these items once they are out of the school building. For emergencies, parent should notify the main office so that office staff can take immediate and appropriate action.

Any parent or guardian may pick up the student's belongings at the school office or students may pick up confiscated items on the last day of school.

Student Conduct

Good citizenship in school, as well as in our greater society, only works well when it is based upon personal responsibility and consideration for the rights of others. We expect all students to respect constituted authority and to conform to school rules and to those provisions of law that apply to their personal conduct, many of which are found in this handbook.

School officials are charged with regulating and monitoring general student conduct and behavior in order to maintain a safe school environment. In keeping with that responsibility, a student who transgresses these standards should expect serious consequences, including suspension.

Consequences of Student Misconduct

A student will face disciplinary action, when he/she:

- violates school policies or regulations;
- disrupts learning in the classroom;
- engages in conduct which interferes with the maintenance of school discipline;
- engages in conduct which, in the judgment of school employees, warrants the reasonable belief that disruption of school operations will likely occur; or
- is insubordinate, disorderly, or defiant of school rules and common standards of behavior.

Progressive Strategies

On a routine basis, the teaching and support faculty will handle minor disciplinary infractions and class attentiveness issues. As a general rule, we will use the following strategies with students who are not performing up to their potential. Each situation requires an individual response based on the student's needs and the circumstances particular to the situation. However, the following general procedures will be applied progressively in the case of repeated and/or escalating nonproductive or counterproductive behavior, in non-emergency situations:

1. verbal warning(s) by teacher;
2. in class time-out; or time-out in the Assistant Principal's or Principal's Office;
3. in-class or after-school writing assignment to be signed by parent/guardian;
4. discussion by teacher with parent/guardian by telephone;
5. after-school teacher detention assignment with notice to the Assistant Principal and Principal;
6. teacher conference with the parent(s) or guardian(s), in-person;
7. referral to one of the school social workers and/or student services staff;
8. referral to the Assistant Principal and/or Principal for meeting with family;
9. parent/guardian conference with the Principal;
10. home suspension followed by parent conference;
11. expulsion, and, in appropriate cases, referral to law enforcement personnel and/or court system.

Note: certain offenses may result in immediate or summary suspension from school and a required parent-Principal conference prior to re-entering the school community. Teachers and staff will report serious infractions immediately to the Assistant Principal and/or Principal, who may initiate immediate short or long-term home suspensions or begin proceedings for school expulsion.

Code of Academic Integrity

The students of the Global Learning Charter Public School united in a spirit of mutual trust and fellowship, mindful of the values of a true education and the challenges posed by the world,

agree to accept the responsibilities for honorable behavior in all academic activities, to assist one another in maintaining and promoting personal integrity, and to follow the principles and procedures in the Code of Academic Integrity.²

Violations of the Code of Academic Integrity may take several forms. Any of the following, without full acknowledgment of the debt to the original source, counts as plagiarism:³

- Copying directly (or allowing to be copied) paragraphs, sentences, a single sentence or significant parts of a sentence. An end reference without quotation marks around the copied text may also constitute plagiarism;
- copying ideas, concepts, research results, statistical tables, computer programs, designs, images, sounds or text or any combination of these;
- paraphrasing of another's work closely, with minor changes but with the essential meaning, form and/or progression of ideas maintained;
- relying on a specific idea or interpretation that is not one's own without identifying whose idea or interpretation it is;
- cutting or pasting statements from multiple sources or piecing together work of others and representing them as original work;
- presenting as independent, work done in collaboration with other people (e.g., another student, a tutor);
- preparing an original and correctly referenced assignment and submitting part or all of the assignment twice for separate subjects or marks;
- cheating in an exam, either by copying from other students or by using unauthorized notes or aids.

Consequences of Violating the Code of Academic Integrity

First Offense: Student receives a zero (failing grade) on the assignment/project and the teacher contacts advisor and administrator.

Second Offense: Student receives a zero (failing grade) on the assignment/project and a meeting is scheduled with student, teacher, advisor, parent/guardian, and administrator.

Third Offense: May vary from failure of a course to separation from GLCPS.

Possession of Drugs, Alcohol, Tobacco, and Weapons

The Board of Trustees absolutely prohibits the use, possession or distribution by any individual, including school staff, of tobacco products within the school buildings, on school grounds, on school buses or in other school vehicles and at all school-sponsored functions; the use or possession of any weapon (or realistic simulation); and the use of drugs or drug paraphernalia or illegal substance (or realistic simulations). Violations will be dealt with swiftly and decisively.

Specifically, Massachusetts General Laws ch. 71, § 37H provides in relevant part:

- a. "Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not

² "Code of Honor," n.d., <www.nd.edu> (15 September 2003) *The Code of Academic Integrity has been adopted from High Tech High School, San Diego, CA and is in alignment with the goals and expectations of the Global Learning Charter Public School.*

³ "What is Plagiarism." Academic Honesty and Plagiarism. 7 February 2005. The University of Melbourne. 17 September 2008 <<http://academichonesty.unimelb.edu.au/plagiarism.html>>.

limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

- b. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- c. Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b);
- d. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- e. When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion.”

Felony Complaints and Convictions

As prescribed by state law, students who are charged with a felony related to the use or possession of the above listed products and items, or any other felonious activity, will be scheduled for an expulsion hearing to be effective until the charges are dropped or the student is returned to the community.

Specifically, Massachusetts General Laws, ch. 71 §37H ½, provides:

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

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days

following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

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

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

The Department of Education notes the following with respect to charter schools: *For the purposes of appealing an expulsion, students expelled from charter schools should submit their appeals to the Chairperson of the charter school’s Board of Trustees, in lieu of the superintendent.*

Discipline: Description of Consequences

Teacher Detention

Teachers may issue a lunch or after-school detention (“Teacher Detentions”) to meet with students to discuss behavioral issues that are affecting class performance, including but not limited to tardiness to class, failure to prepare for class and/or complete homework, and disruptions in the classroom. When an after-school detention is assigned, teachers will notify parents prior to the detention being served to allow for arrangement of after-school transportation. Students will be released from Teacher Detention at a time specified by the teacher and may wait outside at the school entrance when dismissed. Parents should arrange for student transportation at that time. Whenever possible, students will be given an assignment to complete during the detention period to ensure that detention time is used as productively as possible. The purpose of Teacher Detention is to give the student an opportunity to change behaviors and set a new course for improving performance in school.

School Detention

For serious and/or repeated infractions of school rules or upon referral by a teacher for missed Teacher Detentions or continued misbehavior after a teacher attempts to resolve matters, a school administrator may keep a student after school beginning at regular dismissal until 3:30 p.m. Students who receive a School Detention will be dismissed at that time.

Whenever possible, students will be given an assignment to complete during the detention period to ensure that detention is used as productively as possible. The purpose of School Detention is to give the student an opportunity to change behaviors and set a new course for improving performance in school.

An administrator may also issue detention for misconduct such as:

- Being outside a classroom without a pass
- Opening a locker without permission during non-locker passing time
- Demonstrating disrespect to a visitor, parent volunteer, or school staff
- Running or yelling in the school building
- Failing to obtain a required parent signature on a school document or assignment
- Otherwise disrupting the school climate

In-School Suspension

Students may be referred for in-school suspension by the Principal when a student has not responded to repeated teacher efforts to change behaviors that are unacceptable or for repeated or habitual lesser infractions of school rules such as excessive tardiness to class and being in hallways without a pass. An in-school suspension will require a student to remain on the school premises and to complete work assigned by her/his regular teachers; the student will be separated from classmates and peers and will lose all social and academic privileges.

Home Suspension

Violations of the following school rules may result in a short-term (10 or fewer days) or long-term (11 or more days) home suspension, or, when appropriate, expulsion from the school (immediate and permanent removal from the school). Only the Principal may suspend a student from school. Home suspensions are cumulative over the school year. Students and their parents will meet with the Principal to discuss more serious consequences if a student accumulates five or more days of home suspension. All of the foregoing consequences are accompanied by procedures to ensure due process, as described in the procedural due process sections below.

Conduct that May Result in Home Suspension or Expulsion:

- Use or possession of alcohol, drugs, drug paraphernalia, tobacco and tobacco products, or other illegal substance, including unlawful possession of prescription medications (see section 37H of Chapter 71, above).
- Assault (including sexual), battery, or causing physical injury, of another student or a staff member (for the latter, see section 37H of Chapter 71, above).
- Possession or use of a weapon, simulated weapon, or other device that could be used as a weapon or incendiary device or part thereof including firecrackers and matches (see section 37H of Chapter 71, above).
- Fighting, verbally assaulting, or threatening an employee of the school, a visitor, or another student.
- Throwing of personal or school objects from windows or in stairwells, whether or not directed at an individual.

- Vandalizing, defacing or destroying any part of the school or school department [or another student's] property (also requires restitution).
- Bullying, harassment (including sexual harassment), abuse, or physical or psychological intimidation of another person or serious threats to cause future harm to the school, particular student(s), the student body, or the faculty.
- Use of vulgar, sexist or demeaning language.
- Engaging in verbal abuse such as name-calling, ethnic or racial slurs or derogatory or discriminatory statements addressed to others that may bring about disruption of the school program, violence, or otherwise detract from the school's educational mission.
- Defiance of the authority of school personnel, including but not limited to refusal to obey a lawful directive of a principal, teacher or other school staff member.
- Endangering the safety of others on a school bus or other school transportation by, among other things, throwing objects out of windows or distracting the driver in any way.
- Leaving school premises without approval (including unauthorized presence in non-school areas of the building); refusal to attend class or engaging in other activities that cause disruption or disorder in the classroom.
- Theft or threat thereof, or forgery or the attempt to do either.
- Extortion or threat thereof, demanding money or something of value from another student.
- Scholastic dishonesty, including but not limited to cheating and plagiarism (representing someone else's work as your own), and giving false verbal or written information to a school employee.
- Improper use of computers/networks (e.g., inappropriate internet sites; threats to others).
- Behavior that is contrary to school and community standards of decency such as inappropriate touching, groping and displays of affection, or behavior that seriously disrupts the educational purpose of the school or endangers the safety of others.
- Violation of a civil or criminal statute, law or school regulation (see section 37H ½ of Chapter 71, above with respect to felony charges and convictions).
- Inciting or daring others to do anything prohibited by the above statements.

Alternatives to Suspension

While the school reserves the right to suspend students, well grounded research on the effects of detentions and out of school suspensions on drop-out rates indicates that students are more likely to drop out when schools resort to punitive actions for behaviors that are more aptly viewed as manifestations of personal health and self-esteem issues. Whenever possible, the Principal will focus on developing personal responsibility and restitution rather than out of school suspensions to redress grievances. However, the common welfare and well-being of all students is a paramount concern of the school. Therefore, students who cannot take personal responsibility for and correct their actions or who face legal sanctions for their actions may forfeit their opportunity for alternatives to suspension or expulsion.

As a rule, home suspensions are used when a student presents a danger to herself or himself or others or continues to disrupt the school's educational program to the extent that the education of fellow students is being materially compromised. The Principal or other school administrator may suggest alternatives to suspension, where appropriate and available, that may have a greater impact on changing student attitudes and behaviors than exclusion without detrimental effect on other students. Parents must be fully supportive of such alternatives and the student must agree also to the alternative in order for it to be offered as an alternative.

Such alternatives may include one or more of the following:

- Community service after school hours, documented by a service provider.
- Completion of a major project that benefits the school, representing significant time and effort.

- Participation in an approved youth program designed to increase personal self-esteem.
- Timely completion of all overdue work assignments over a weekend at home, where parents agree to prohibit social activities.
- Restitution appropriate to the circumstances.

Alternatives to suspension must be documented in the form of a written agreement signed by the student, parent/guardian and Principal.

Student Due Process

Short-Term Home Suspensions

Prior to issuing an order for a home suspension of 10 or fewer days (a short-term suspension), the Principal shall advise the student either orally or in writing of the charges against him or her, unless the student presents a danger of substantial disruption. In the latter case, the charges shall be provided as soon as practicable after the suspension. If the student denies the charges, the Principal will give the student a description of the evidence supporting the charges (either orally or in writing) and then provide an opportunity for the student to present her/his side of the story. If, on the basis of this discussion, the Principal reasonably believes the student was engaged in a suspendable offense, the Principal may issue a suspension of up to ten school days. Parents will be notified of the suspension in writing once the suspension has been finalized by the Principal. At the time of return to school after a home suspension, the student must be returned to school by a parent or guardian, who shall participate in a conference with the Principal before the student will be readmitted to classes.

Long-Term Home Suspensions

Where the alleged misconduct warrants a suspension of more than 10 school days or expulsion for possession of a dangerous weapon, controlled substance, assault of educational personnel or felony charges or convictions (the appeal process for which is described above), a student is entitled to the following:

1. Written notice of specific charges and a statement of supporting evidence.
2. Written notice of the date, time, and place of a hearing before the Principal or, before an independent hearing officer if the Principal will be required to provide substantive evidence. The timing of the hearing will provide the student with adequate time to prepare for the hearing.
3. Written notice of the student's right to be represented by counsel (at student's or parent's expense), to present evidence and cross-examine the school's witnesses.
4. Prompt written decision of the Principal stating the grounds for the decision with specificity. If an expelled student will be permitted to apply for readmission to the school at some point, the decision will state the time at which the student will be eligible to reapply.
5. A copy of the hearing will be recorded, a copy of which will be provided to the student upon request and translated into the student's and/or parents' primary language upon request.

At the time of return to school after a home suspension, the student must be returned to school by a parent or guardian, who will participate in a conference with the Principal prior to the student being readmitted to classes.

For expulsions for any reason other than possession of a dangerous weapon, controlled substance or assault of educational personnel, the foregoing process will be initiated by the Principal's written notice to the Board of Trustees recommending expulsion and providing detailed reasons.

The Board of Trustees rather than the Principal will be responsible for and participate in steps 1-5 above.

Due process does not prohibit the summary suspension of a student who poses a continuing danger to the school community or disruption to the academic process. In such case, the student may be suspended for up to ten days within which time the due process hearing will be held to consider long-term suspension.

Additional Procedures for Students with Disabilities

All students are expected to meet the requirements for behavior as set forth in this handbook. In addition to those due process protections afforded to all students, students who have been found eligible for programming under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 have additional procedural protections in the context of student discipline. A brief overview of these protections is provided below. Additional information about them can be obtained from the Principal, who can be reached at 508.991.4105.

Students Subject to IDEA and Chapter 766

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

If the IEP Team determines the behavior was not a direct result of the student's disability, the school may discipline the student according to the school's code of student conduct, except that the school must continue to provide the student with educational services during the period of suspension or expulsion. However, if the IEP Team determines that the behavior was a direct result of the disability, the student may not be excluded from the current educational placement (except in the case of weapons, drugs, or serious bodily injury) until the IEP Team develops and the parent(s)/guardian(s) consent(s) to a new IEP. The IEP Team must also conduct a functional behavior assessment and develop or revise a behavioral plan for the student.

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

When a parent(s)/guardian(s) disagrees with the IEP Team's decision on the "manifestation determination" or with a decision regarding placement, the parent(s)/guardian(s) has a right to request an expedited due process hearing from the Bureau of Special Education Appeals.

Discipline of Students with Suspected Disabilities

The IDEA protections summarized above also apply to students who have not yet been found eligible for IEPs if the school is deemed to have knowledge that the students were eligible for IEPs before the conduct that precipitated the disciplinary action occurred. The IDEA provides that a school is "deemed to have knowledge" if: (1) the child's parent had expressed concern in writing to school supervisory or administrative personnel or the child's teacher that the child needs special education and related services; (2) the child's parent had requested an evaluation of the child to determine eligibility for special education services; or (3) the teacher of the child or other school personnel had expressed

specific concerns about a pattern of behavior by the child directly to the district’s director of special education or to other supervisory personnel. However, a school is not “deemed to have knowledge” if the school evaluated the student and determined that the child was not eligible for special education services or the child’s parent refused an evaluation of the child or IDEA services.

If the school had no knowledge that a student was an eligible student under the IDEA before taking disciplinary measures against the student, the student may be disciplined just as any other student may be. If, however, a request is made for an evaluation to determine eligibility while the student is subject to disciplinary measures, the school must conduct the evaluation in an expedited manner. Pending the results of the evaluation, the student must remain in the educational placement determined by school authorities, which may include suspension or expulsion without services. If the student is determined eligible for an IEP as a result of the evaluation, the school district must provide the student with special education and related services in accordance with the IDEA.

Students with Disabilities as set forth in Section 504

Procedures similar to those described above apply to students who have been identified as having disabilities as defined by Section 504 of the Rehabilitation Act of 1973. One exception is that when a Team determines that the student’s conduct is not a manifestation of a disability, the student can be disciplined in accordance with the school’s regular practices, without providing services in an alternative setting.

Notice of Anti-Discrimination Policy

The Global Learning Charter Public School is committed to the principle of diversity in its community and seeks to create an environment in which all people can thrive. It is essential that all individuals recognize certain guidelines for appropriate behavior – that which allows each person the freedom to learn and work without fear of intimidation or humiliation. Behavior that demonstrates disregard for the rights of others is unacceptable and the person engaging in such behavior will be subject to disciplinary action including, but not limited to, suspension or expulsion from school.

In accordance with state and federal law, Global Learning Charter Public School does not discriminate on the basis of race, color, or national origin, religion, sex, sexual orientation or disability. In addition, no person shall be discriminated against in admission to our school on the basis of race, sex, color, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, special need, proficiency in the English language or prior academic achievement. No person shall be discriminated against in obtaining the advantages, privileges or access to the courses of study offered by Global Learning Charter Public School on the basis of race, sex, color, religion, national origin or sexual orientation. This policy extends to all school-sponsored activities and functions whether or not they occur on school grounds. Any student who feels she or he has been a victim of discrimination of any kind should discuss the issue immediately with a teacher or administrator. All reported acts of discrimination will be subject to prompt investigation and disciplinary procedures described below.

The Coordinator for Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Chapter 622 of the Acts of 1971 is the Principal, who may be reached at (508) 991-4105, Global Learning Charter Public School, 190 Ashley Boulevard, New Bedford, MA 02746. Inquiries regarding the application of the Global Learning Charter Public School non-discrimination policy may be referred to its Coordinator, above, or the Assistant Secretary for Civil Rights, U.S. Department of Education, Washington, D.C. 20202, 1-800-421-3481, or the Office for Civil Rights, U.S. Department of Education, 33 Arch Street, Suite 900, Boston, MA 02110-1491, 617-289-0111.

Anti-Harassment Policy

General Policy

Our school is committed to maintaining an environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation or disability. Harassment occurs when abusive or hurtful verbal or physical communication is directed toward any student or staff member with reference to his or her membership in one or more of the foregoing groups. Harassment by administrators, staff, students, vendors, or others at our school or a school-sponsored event will not be tolerated under any circumstances. By law, what constitutes harassment is determined objectively, from the perspective of an individual who is a member of the group at which the harassment is directed. Harassment includes, but is not limited to, unsolicited remarks, jokes, gestures or physical conduct or display or circulation of written materials or pictures derogatory to an individual's race, color, gender, religion, national origin, citizenship, sexual orientation, age or disability.

Sexual Harassment

The policies of the Global Learning Charter School absolutely prohibit any person, male or female from sexually harassing another person. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors and other verbal and physical conduct of a sexual nature when such conduct:

- a. is made a condition of an individual's employment or educational benefits and services or affects decisions concerning an individual's academic achievement or discipline or an employee's employment; or
- b. unreasonably interferes with school or work performance or creates an intimidating, humiliating, hostile or sexually offensive educational and/or work environment.

Sexual Harassment may include, but is not limited to:

- a. assault, inappropriate touching, intentionally impeding movement, continuing comments, gestures or written communications, such as calendars, photos or cartoons, all of a sexual nature;
- b. continuing to express sexual interest after being informed that the interest is unwelcome;
- c. displaying lewd or sexually explicit photographs or materials; or
- d. spreading gossip with sexual content.

Retaliation

In addition to harassment in any form or for any reason, retaliation against an individual who has brought harassment or other inappropriate behavior to the attention of school staff or who has cooperated in an investigation of a complaint under the school's antidiscrimination policies is unlawful and will not be tolerated by the Global Learning Charter Public School.

Every report of harassment and/or discrimination will be taken seriously and fully investigated in a timely manner. To the extent the school determines that harassment has occurred, it will take all appropriate steps to end any continuing harassment and to ensure that it is not repeated. The school will maintain confidentiality to the extent consistent with its legal obligations.

Global Learning Charter Public School urges anyone in the school community to bring concerns or complaints of harassment or discrimination to the attention of school personnel so that they can be resolved promptly. The state agency responsible for enforcing laws prohibiting harassment and discrimination is the Massachusetts Department of Elementary and Secondary Education, 350 Main Street, Malden, Massachusetts (781-388-3000) or the Massachusetts Commission Against Discrimination, One Ashburton Place, Boston, Massachusetts (617-994-

6000). The agency responsible for enforcing federal law prohibiting harassment and discrimination in the employment context is the Equal Employment Opportunity Commission, which is located at the J.F.K. Building, Boston, Massachusetts 02203 (617-565-3200). The agency responsible for enforcing federal law prohibiting harassment and discrimination in relation to education is the Office for Civil Rights, U.S. Department of Education, 33 Arch Street, Suite 900, Boston, MA 02110-1491, (617-289-0111).

Harassment / Discrimination Grievance Procedure

1. Any student or employee who believes that he or she has experienced discrimination or harassment in the school environment because of his or her race, color, national origin, gender, disability, or age shall report to his or her Principal or any member of the Resource Network: the school social worker(s), guidance counselor, nurse, teachers or administrator a description of the circumstances and specify the participants and the nature of the alleged misconduct within 30 school days of its occurrence. The Principal will send a copy of the grievance to either the school social worker(s) or the school nurse. Where the charged party is the Principal of the school, the complainant or the staff member receiving the report should notify the Chairperson of the Board of Trustees who, along with the Board's legal counsel, will proceed with an investigation and a hearing on the matter.
2. Within a reasonable time, not to exceed ten (10) days from receiving a complaint, the Principal (or Chairperson) shall investigate the circumstances. The Principal shall then meet with the aggrieved individual to review his or her findings and proposed resolution within fifteen (15) days of receiving the complaint.
3. Within ten (10) days of this meeting, the Principal (or Chairperson), will provide a written statement of disposition of the complaint to the aggrieved person and the responding party/parties. If discipline is involved, the aggrieved may not be informed of discipline, which will be subject to applicable procedural requirements. The Principal (or Chairperson) shall retain all documentation of the investigation, findings and resolution.
4. If the grievance has not been satisfactorily addressed at that level, the aggrieved party may appeal the disposition, in writing, to the Board of Trustees, at 190 Ashley Boulevard, New Bedford, MA 02746. The Trustees will conduct a hearing at a time convenient to all parties as soon as possible, but not later than ten (10) days following receipt of the appeal. The Board of Trustees will give a written response to the matter ten (10) days following this hearing. To the extent that the Chairperson conducted the initial investigation and recommended disposition, he or she shall not participate in the appeal.
5. State agencies that enforce laws prohibiting discrimination and harassment or receive complaints hereunder include the Massachusetts Department of Elementary and Secondary Education, 35 Main Street, Malden, MA 02148, telephone (781) 338-3300 and the Massachusetts Commission Against Discrimination (MCAD), which is located at One Ashburton Place, Boston, MA 02108, telephone (617) 994-6000. Federal agencies responsible for enforcing federal laws prohibiting harassment include the U.S. Department of Education, Office for Civil Rights (OCR), 33 Arch St., Suite 900, Boston, MA 02110, telephone (617) 289-0111 and the Equal Employment Opportunity Commission (EEOC), John F. Kennedy Federal Building, Government Center, Room 457, Boston MA 02203.

If any of the foregoing timelines are not met, the reasons must be clearly documented as part of the record of the grievance. Further, to the extent the responding party is subject to a contract or agreement that contains timing for the investigation or process for resolving a complaint, that timeline will be followed.

In certain cases, harassment of a student may be considered child abuse under state law or a criminal act. Global Learning Charter Public School will comply with all legal requirements governing the reporting of suspected cases of child abuse and will report suspected criminal activity to appropriate authorities.

Upon completion of the investigation, the Principal will file a report with the Coordinator for Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Chapter 622 of the Acts of 1971.

Bullying

Bullying occurs when a person uses put-downs, insults, name-calling, threats, degrading personal remarks, pushing and shoving or other physical, verbal, or written contact that makes the victim of the abuse feel threatened, demeaned or intimidated. Bullying will not be tolerated in the school environment or in connection with any school activity and will be grounds for disciplinary action up to and including suspension and expulsion of students and termination of employees.

Hazing

Hazing is prohibited at Global Learning Charter Public School.

Section 17 of Chapter 269 of the Massachusetts General Laws states,

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

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

Section 18 of Chapter 269 states,

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

Section 19 of Chapter 269 states,

“Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and

eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

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

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

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

Services and Accommodations for Students with Disabilities

Some students with disabilities require specialized instruction and/or supportive services to help them make effective progress in school. These services can include, but are not limited to, speech therapy, physical therapy, occupational therapy, specialized instruction, or placement in a special classroom. Parents or other people in a care-giving or professional position may refer a student to the Special Education Department for an evaluation of the student’s eligibility for special education.

Within five (5) school days of such a referral, a consent form authorizing an evaluation of the student will be forwarded to the parent(s)/guardian(s). Upon receipt of the parent(s)/guardian(s) consent, an evaluation will be conducted and a IEP Team meeting will be held to determine if the student is eligible for special education services. If the student is found eligible for special education services, the IEP Team will develop an Individualized Education Program (IEP) identifying the necessary services.

Some students with disabilities may require individual accommodations, but not specialized instruction and /or related services. In such instances, the accommodations may be provided under an individual accommodation plan in accordance with Section 504 of the Rehabilitation Act.

For more information regarding the services available to students with disabilities please contact the school social worker(s), Principal, or the Director of Special Education.

Transportation Procedure

The time before school starts cannot be considered a playground period since teachers are involved in planning and preparation and are unable to supervise. In the interest of safety, we ask that students not arrive at school more than ten minutes prior to their start time unless they have been asked to come earlier by a teacher for a special purpose. All students should not arrive before 7:30 am. **No students are allowed into the school prior to 7:40 regardless of weather.** There will be no supervision available before 7:30 am.

Only students assigned to ride buses may do so. Bus students who desire to accompany another bus student to/from home or who need to use a different bus or bus stop must have a note of explanation written by all parents involved, submitted to the school, and approved by the Principal well before the end of the school day.

The following expectations/consequences apply to regular bus riders and to students riding the bus for field trips.

Bus Expectations

While waiting for the bus:

- be at the bus stop on time;
- wait for the bus off the roadway;
- use common sense and practice safety;
- wait until the bus is stopped before boarding;
- do not push or shove;
- use the handrails and take a seat immediately when entering the bus.

While riding the bus:

- **remain in your seat** while the bus is in motion;
- keep hands, heads, feet and personal belongings inside of the bus at all times;
- conduct yourself in such a manner that you will not distract the attention of the driver or disturb other riders on the bus, outside vehicle operators, or pedestrians;
- do not yell at anyone or throw anything outside the bus;
- do not tamper with bus equipment including door latches and fire extinguisher;
- keep the bus safe and clean (damage to bus equipment will need to be paid for by the offender);
- avoid unnecessary loud talk that could distract the driver;
- keep books, packages, and belongings in seating area, not in the aisle;
- remain seated on the bus until directed to leave by the driver;
- follow all other school rules and regulations;
- do not eat or drink on the bus.

When leaving the bus:

- do not push or shove;
- move to a spot 10 – 15 feet in front of the bus on the right side and **wait for the driver to signal that it is safe to cross;**

- walk quickly; do not run across the road in front of the bus, being mindful of traffic and the driver's warning signal;
- move away from the bus quickly;
- make sure that the driver can see you at all times.

Any actions that jeopardize the health, safety, or comfort of other riders or the driver will not be tolerated. Bus drivers may assign seats to some or all of the riders. **Video cameras may be used in school buses to help monitor student activity.**

Overall, **bus riders are under the authority of the driver while being transported.** Refusal to obey rules or directions from driver will be reported to school officials and may result in loss of transportation privileges. Bus transportation is a privilege.

Bus Discipline

Students who do not cooperate or conduct themselves in a safe manner may be disciplined as follows:

1. Verbal warning by the bus driver
2. Bus driver completes a bus conduct report and will then give it to school administration. The Principal or Assistant Principal will meet with the student and send the report home to the parents or guardians to be signed.
3. A second conduct report will result in a conference between the student and the Principal or Assistant Principal.
4. Subsequent conduct reports will result in disciplinary action which may include loss of bus privileges from 1 to 10 school days.
5. Continued misconduct will result in additional disciplinary action and or indefinite suspension of bus privileges.
6. **Severe Clause:** In cases involving significant incidents, the bus company and the school may take action at any level. Parents will be notified immediately of such actions. Riding privileges may be suspended permanently for continued refusal to follow rules or for serious incidents that endanger the health and safety of others.

Acceptable Use of Technology

Philosophy

The Global Learning Charter Public School's mission is for all students to achieve academic excellence and master essential skills needed for a productive life. To this end, advanced use of technology is integrated into GLCPS' curriculum and instruction. Students must be empowered to become independent thinkers and problem-solvers and take responsibility for their own educational destiny. We are pleased to offer our students access to the school computer network, and daily access to essential productivity software – including Microsoft Excel, Word, PowerPoint, and Macromedia Dreamweaver. In addition, each student will have a personalized, password-protected account for secure file storage. All students will create/update a personal Digital Portfolio (DP) that will showcase a student's chronological talent and development. During the fall our school will showcase exemplary portfolios on our redesigned school website.

General Use

The technology provided by the school is to be used strictly for educational purposes. Educational purposes shall be defined as computer or Internet-related activities directly assigned by a classroom teacher. Proper care and handling of both laptop and desktop hardware is mandatory at all times. Despite

the advanced technology skills of many students, no maintenance or setup of any school equipment should be attempted without written permission from the Technology Director. Consistent with this Student Handbook, all students are expected to use computers in a manner that is courteous and respectful of others' personal and property rights. Disciplinary action will be taken for any student caught displaying offensive images, using obscene language, playing any music for which a parental advisory exists, damaging school computers, spamming, flooding, hacking or other inappropriate behaviors while using school equipment.

School technology equipment is not allowed to be removed from a classroom unless a teacher submits a Technology Equipment Request (ER) form. Personal laptops, PDA's, or any other technology related equipment of any kind may not be brought in from home and used without WRITTEN permission from the Technology Office AND the Principal. Use of cellular phones, Mp3 players, gameboys, CD players, etc., is only allowed before and after school.

Internet

Access to the Internet will enable students to research and investigate a seemingly infinite number of resources for varied classroom activities. Despite the use of multiple, highly effective content filters the ability to access some objectionable content may still exist from our network. We believe that the educational benefits of responsible Internet access far exceed any disadvantages, but will make reasonable efforts to supervise Internet use at school and encourage adults to do the same at home.

Network

Students are responsible for good behavior on school computer networks just as they are everywhere in the school environment. Each student is solely responsible for his or her own account. Students should never give their passwords to other students, or allow them to access files within a student's account, even during collaborative group projects. Students are allowed to create and maintain organized folders within their account. At no time is a student allowed to move or rename any other computer or network folder.

Equipment and Maintenance

The school must ensure 100% accountability for all equipment at all times. Students are permitted to use only school desktops or laptops to which they are assigned. To use a computer, students must get permission from their teachers and then neatly sign out (date, time out, time returned, and briefly mention any "new issues" with the computer) any other computer he or she uses. Students should never touch the monitor for any reason, nor attempt to clean it. Laptops should be transported closed at all times within the classroom and ideally placed on a student's desk or table. Do not carry an open laptop at any time. Technology Support Request (TSR) forms will be filled out and submitted by a classroom teacher. Each classroom teacher will maintain a list of all known problems with each assigned computer.

Absolutely no food, drinks, candy, etc., should be consumed or placed within 3 feet of any school technology equipment, including the top of laptop carts.

Security

Despite several preventive measures within our network, user irresponsibility is still the primary cause for virus, spyware, and "hijacking" computer and network exploitation. To minimize exposure, never access personal email from within school. While online, be certain never to click on any popup menus or ads within a website. Students are never allowed to download any software or browser plug-ins.

All students will create/update a personal Digital Portfolio (DP) that will showcase a student's chronological talent and development. It is imperative that each student does not include any personal contact information (e.g., phone number, address, email address) in his or her portfolio.

Do not attempt to gain passwords from other users through watching keystrokes, guessing, or any other means. We strongly encourage collaborative work at Global Learning Charter Public School; however, it is important that all students learn technology skills for themselves. Do not allow any student to demonstrate any techniques on your assigned computer.

Copyright

Technology use at school will follow strict adherence to all state and federal copyright laws and policies. Students may only download royalty-free images when allowed by their classroom teachers. At no time may a student download (from the Internet) or upload (from personal CD's, Mp3 players, etc.) music to any school computer for any reason. Students cannot play music or video games from any source during instructional classroom time.

Consequences of Policy Violations

Violation of any of the above guidelines will result in a loss of computer use and/or privileges (i.e., "separation") or, depending on the severity of any misconduct, short or long-term suspension from school. During a time of separation, the student's computer account is disabled, and the student is not allowed to use any school technology equipment. During this time the student is expected to continue all normal coursework with no extra time provisions to complete a given assignment.

The Global Learning Charter Public School 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. User activities on these systems are subject to all applicable school policies and Federal and State laws. Any known violations of these policies or laws, including any student who has misappropriated or purposely destroyed or damaged any school equipment will be referred to the appropriate authority. Students and their parents will be responsible for the cost of repairing any damaged or broken school technology equipment resulting from malicious misuse.

Any unapproved use of school technology resources or equipment not specifically detailed herein shall be disciplined as deemed appropriate by school administration. The administration of the Global Learning Charter Public School reserves the right to change the foregoing policies at any time.

GLOBAL LEARNING CHARTER PUBLIC SCHOOL
(Please sign and return to school by Friday, September 4th)

I have read the Student Handbook thoroughly and agree to abide by its policies and regulations.

I understand my responsibilities as a citizen of this school community and agree to work with faculty, staff and peers to create a culture of honesty, respect and academic success.

I have read the Acceptable Use of Technology policy regarding the use of computers and technology and agree to adhere to the policies and guidelines set forth.

Student Name: _____ Date: _____
Please Print

Student Signature: _____

Parent Signature: _____