



**Global Learning
Charter Public School**

**STUDENT HANDBOOK
2018-2019**

Global Learning Charter Public School does not discriminate on the basis of physical or mental challenge or disability, national origin, age, race, religion, gender identity, sexual orientation, or homelessness. 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 Stephen Furtado, Jr., Director of Business and Finance. He may be reached at 508.991.4105 during school hours or by writing to the:

Global Learning Charter Public School

Main Campus
190 Ashley Boulevard
New Bedford, MA 02746
Phone: 508-991-4105, Fax: 508-991-4110

Joan and Irwin Jacobs Center for Education & Innovation
174 Union Street
New Bedford, MA 02740
Phone: 774-202-6405, Fax: 774-202-4187

www.glcps.org

TABLE OF CONTENTS

<u>Board of Trustees</u>	6
<u>School Administration and Staff</u>	8
<u>A Letter from the Executive Director</u>	11
<u>Introduction</u>	12
<u>Our Mission</u>	13
<u>Core Values</u>	13
<u>School Procedures</u>	14
<ul style="list-style-type: none">● School Office Hours● Middle School Hours for Students● High School Hours for Students● School Cancellations Due To Emergencies	
<u>Academic Achievement</u>	16
<ul style="list-style-type: none">● Grade Determination● Report Cards● Grade Level Retention● Graduation Requirements● Homework and Course Assignments● Student Support Team (SST)● Individual Student Support Plan	
<u>Age of Majority</u>	18
<u>Attendance Policy</u>	19
<ul style="list-style-type: none">● General Attendance Expectations<ul style="list-style-type: none">○ What is Considered an Absence○ How to Report an Absence○ Maximum Number of Absences○ Make-up Work● Absentee Notification Process● Consequences for Exceeding Nine Absences● Definition of an Excused Absence<ul style="list-style-type: none">○ Medical Appointments or Illness○ Students Receiving Long-Term Home or Hospital Care○ Bereavement○ Legal○ Religious Observation○ College Visits○ Work-Site Visits○ Business Appointments○ Emergency Extended Absences Approved by Principal○ Students 16 or Older Leaving the School without a High School Diploma, Certificate Of Attainment, or Certificate of Completion ● Definition of an Unexcused Absence<ul style="list-style-type: none">○ Family Vacations During the School Year	

- o Truancy
- Arriving Late to School (Tardy)
- Student Dismissal Procedures
- Parent(s)/Guardian(s) – Definition of an Excused Dismissal
- Excessive Dismissals
- Students 18 or Older

Wellness Policy 24

Health and Safety 25

- Reporting Child Abuse
- Fire Safety
- School Nurse
- Medication Dispensing Policy
- Handling, Storage, and Disposal of Medication
- Immunizations
- Substance Use Prevention And Education Policy
- Pregnant Students
- School Lunches and Food Snacks
- Food Allergy Policy and Guidelines
- Cafeteria Precautions
- Food/School Events/Bake Sale Precautions
- Classroom Precautions
- Food Service
- Student Fees
- Student Records
- The Family Education and Privacy Act (FERPA)
- Before-School Student Safety
- After-School Student Safety
- After-School Activities
- Scholarships, Prizes and Awards
- Lockers

Concussion Policy 32

Extracurricular Athletic Activities Substance Abuse Requirements 36

Code of Conduct 37

- Introduction
- Dress Code
- Use of Electronics, Toys and Games
- Student Conduct
- Consequences of Student Misconduct
 - o Progressive Strategies / Procedures
 - o Code of Academic Integrity
 - o Consequences of Violating the Code of Academic Integrity
 - o Possession of Drugs, Alcohol, Tobacco and Weapons
 - o Felony Complaints and Convictions
- Discipline: Description of Consequences
 - o Teacher-Issued Detention
 - o School-Issued Detention
 - o Suspensions
 - o In-School Suspension
 - o Home Suspension
- Conduct that May Result in Home Suspension or Expulsion
- Alternatives to Suspension
- Student Due Process
 - o Short-Term Home Suspensions

- o Long-Term Home Suspensions
- Additional Procedures for Students with Disabilities
- Students Subject to IDEA and Chapter 766
- Discipline of Students with Suspected Disabilities
 - o Students with Disabilities as Set Forth in Section 504
- Notice of Anti-Discrimination Policy
- Anti-Harassment Policy
 - o General Policy
 - o Sexual Harassment
 - o Retaliation
- Harassment/Discrimination Grievance Procedure
- Bullying and Cyber-bullying
- Bullying Prevention and Intervention Plan
 - o Statement of Intention
 - o Definitions of Bullying and Retaliation
 - o Leadership
 - o Pro-Active Initiatives
 - o The Law Concerning Bullying
 - o Reporting Bullying, Cyber-bullying and/or Retaliation
 - o Responding to a Report of Bullying, Cyber-bullying or Retaliation – Preliminary Steps
 - o Investigatory Steps and Disciplinary Actions
 - o Policy Revision and Dissemination
- Restraint Policy
 - o Procedures for When a Restraint Takes Place
 - o Safety Requirements
 - o Reporting Requirements
 - o When a Restraint Must be Reported
 - o Students with Disabilities
- Hazing

Services and Accommodations for Students with Disabilities 59

Referral Process 59

- School Referral
- Parent Referral
- Timelines

Translated Documents and Notices 61

Transportation Procedure 61

- Bus Expectations
- Bus Discipline

Acceptable Use of Technology 63

- Philosophy
- General Use
- Internet
- Network
- Equipment and Maintenance
- Security
- Copyright
- 1:1 Parent/Student Agreement
- Consequences of Policy Violations
- GLCPS Acceptable Use of Technology Agreement

<u>GLCPS Acceptable Use of Technology Confirmation Agreement</u>	67
<u>Student Handbook Reading Confirmation and Agreement</u>	68

Please sign both and return to school by Friday, September 1st.

SCHOOL YEAR 2018-2019 GLOBAL LEARNING CHARTER PUBLIC SCHOOL BOARD OF TRUSTEES

Jean Fox, Chairperson
Term: 8/11/17– 8/10/20
MassDOT Southcoast Rail Project
Project Manager

Paul F. Correia, First Vice Chair
Term: 5/2/16 – 5/1/19
LifeStream, Senior Vice President

Jessica Ross, Second Vice Chair
Term: 5/18/18 – 5/17/21
Harvard Graduate School of Education,
Project Zero

Anthony Garro, Treasurer
Term: 3/27/18 – 3/26/21
University of Massachusetts Dartmouth
Provost Emeritus and Professor of STEM
Education

Angela Johnston, Clerk
Term: 5/18/18 – 5/17/21
New Bedford Economic Development Council
Director of Business Development

Gail Berman-Martin, Ph.D
Term: 8/17/18-8/16/21
Educational Consultant

Eleanor Lewis RNC, MBA
Term: 11/5/16 – 11/4/19
Public Health Consultant

Sharon Lloyd-Clark
Term: 11/16/17-11/15/20
Development Consultant

Ronald Melbourne
Term: 12/2/16 – 12/1/19
Membrane Concepts, Proprietor

Kevin Pelland
Term: 5/8/17 – 5/7/20
BayCoast Bank, Vice President

David N. Slutz
Term: 6/7/17 – 6/6/20
Potentia Business Solutions LLC
Managing Director

Note: All current Board members' terms are renewable for three years.

SCHOOL ADMINISTRATION

Dr. Stephen Furtado, Executive Director
Mrs. Lena Pires, Principal
Mr. Michael Giroux, Dean of Students
Mr. Ryan Lynch, Assistant Principal
Ms. Amie Fernandes, Director of Special Education
Mr. Adonis Ferreira, Director of Student, Family and Community Life
Mr. Stephen Furtado, Jr., Director of Business and Finance
Mr. Derek Michael, Director of Curriculum
Mrs. Darlease Monteiro, Technology Instruction Specialist
Ms. Lynn Poyant, Director of Communication and Community Outreach
Ms. Sandra Cunha, ELL Coordinator
Mr. Derek Stevens, Director of Technology
Mrs. Amey Bissonnette, Director of Development

SCHOOL STAFF

Administrative Support:

Student Services/Office Manager

Madalena Albano, malbano@glcps.org

Building Safety

Carmen Gamboa, cgamboa@glcps.org

Executive Assistant

Amanda Castro, acastro@glcps.org

Receptionist/Office Clerk

Heide Palao, hpalao@glcps.org

Receptionist/Office Clerk at Satellite Campus

Donna Ferreira, dferreira@glcps.org

Student Services Team:

Nurse Leader

Rebecca Tomlinson, rtomlinson@glcps.org

School Nurse

Samantha Aguiar, saguiar@glcps.org

Home/School Liaison

Cyndi Colson, ccolson@glcps.org

Social Workers

Karen LeBlanc, kleblanc@glcps.org
Rebecca Pye, rpye@glcps.org

Lead Counselor/College & Career Coord.

Ashley McPherson, amcpherson@glcps.org

College/Career Liaison

Kristy Francis, kfrancis@glcps.org

ELD Instructors

Michelle Carreiro, mcarreiro@glcps.org
Mary McCaffrey, mmccaffrey@glcps.org
Stacy Walsh, swalsh@glcps.org

Reading Specialist

Terri Lerman, tlerman@glcps.org
Kristina Wade, kwade@glcps.org

Special Education:

Special Education Teachers

Tyler St. Jean, tstjean@glcps.org
Jodie Pothier, jpothier@glcps.org
Jahlana Kanye, jkanye@glcps.org
Thomas Goebel, tgoebel@glcps.org

Rachel Morton, rmorton@glcps.org
Jillian Vandal, jvandal@glcps.org
Emily Zeida, ezeida@glcps.org

Special Education Paraprofessionals

Kim Gallardo, kgallardo@glcps.org
Paige Gaumond pgaumond@glcps.org
Kelsey Richardson, kricardson@glcps.org

Arts, Wellness, Technology and Foreign Language:

Music

Donald Richard, drichard@glcps.org

Visual Arts

Jon Vecchiarelli, jvecchiarelli@glcps.org
Amy Schusser, aschusser@glcps.org

Physical Education / Health

Matthew St. Jean, mstjean@glcps.org

Tang Soo Do

Kimberly Dauplaise, kdauplaise@glcps.org

Spanish

Carolina Ibarra, cibarra@glcps.org

Portuguese

Mia Correia, mcorreia@glcps.org

Grade 5:

Social Studies

Laura Marini, lmardini@glcps.org

English

David Beatty, dbeatty@glcps.org

Science

Polly Zajac, pzajac@glcps.org

Mathematics

Michael Clappi, mclappi@glcps.org

Grade 6:

Social Studies

Charlene Elias, celias@glcps.org

English

Liz Bellevance, lbellevance@glcps.org

Science

Adam Branch, abbranch@glcps.org

Mathematics

Alison Martinville, amartinville@glcps.org

Grade 7:

English

Elizabeth Chouinard, echouinard@glcps.org

Social Studies

Nate Eagan, neagan@glcps.org

Mathematics

Linda Andrade, landrade@glcps.org

Science

Sarah Fleurent, sfleurent@glcps.org

Grade 8:

English	Lindsey Parker, lparker@glcps.org
Social Studies	Maria Lehning, mlehning@glcps.org
Mathematics	Candice-Marie Leblanc, cleblanc@glcps.org
Science	Terrance Galligan, tgalligan@glcps.org
Grades 9 - 12: English	Shannon Flaherty, sflaherty@glcps.org
	Kelsey Pelletier, kpelletier@glcps.org
History	Heidi Eastman, heastman@glcps.org Erin Kochanek, ekochanek@glcps.org
Mathematics	Sertac Ozdogru, sozdogru@glcps.org Brian Sullivan, bsullivan@glcps.org Kerrin Viveiros, kvivriros@glcps.org
Science	Smita Bala, sbala@glcps.org Ashley Burnett, aburnett@glcps.org Robert Grey, rgrey@glcps.org
IT Support: IT Technician	Adam Clark, aclark@glcps.org
Facilities: Custodian Maintenance	Steven Rogers, srogers@glcps.org John Rodrigues, jrodrigues@glcps.org
Food Service: Manager of Food Services	Cheryl Soares, csoares@glcps.org
Food Service Staff	Manuela Fernandes Lori Thomits Jennifer Pimental

A LETTER FROM THE EXECUTIVE DIRECTOR

Welcome to the 2018-2019 school year!

Our goal is your success and academic achievement. Our teachers are committed to this goal and expect you to accept responsibility for your own learning, as well. We will be working together toward preparing you for college and beyond.

We would like to remind you of our core values. We expect all GLCPS community members to use these values to guide you in your behavior both in and out of school:

- **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 encourage all of our students to be active members of the Global Learning Charter Public School community. Join an after-school club, volunteer your time, run for student office, get involved!

We hope that you are excited to be here at GLCPS and you are ready to take risks and set high standards for yourself and your classmates.

Throughout the year, if you have any questions or concerns, please do not hesitate to speak to any one of us.

On behalf of the entire school staff, we look forward to helping you thrive as a student here. Wishing you a highly successful, engaging and challenging school year!

Sincerely,



Dr. Stephen Furtado
Executive Director

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 all students successfully complete a rigorous academic program so they are ready for the challenges they will face beyond high school. These expectations require vigilance and hard work on the student's part with the support of our professional staff and of your family. We welcome and encourage the cooperation and involvement of your entire family in helping us uphold these standards to ensure success at GLCPS.

As a student of GLCPS, 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 life. We ask you to conduct yourself in a way that brings respect to you and your family as well as to the Global Learning Charter Public School.

These years are a period of learning and growth. During this developmental stage, many youth are uncertain of who they are or where they are going; they are more meaningfully exploring and learning about the world around them; and they are building important social skills through friendships, adult interactions and collaborative groups. Middle and high school is also a time when students frequently make mistakes and, it's hoped, learn from these experiences. Consequently, school should be a place where students feel comfortable to try new things without fearing ridicule or failure, yet where expectations for behavior are clear and consistent. The GLCPS team is committed to providing students with the attention and understanding of empathetic adults and the security of a safe school 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 students and parent(s)/guardian(s) 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.**

This signed document is due back to school, signed by the parent(s)/guardian(s) and student no later than Friday, September 17, 2018

OUR MISSION

The mission of Global Learning Charter Public School (GLCPS) is to ensure that all of our students achieve academic excellence, are ready for the rigors of higher education, and master essential skills that prepare them for the economic, social and civic challenges of a 21st century, global society.

CORE VALUES

Honesty:

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.

Respect:

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.

Trust:

We trust each other to do the right thing. Trust is an essential component of our school community. 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.

Hard Work:

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.

SCHOOL PROCEDURES

School Office Hours

School office hours are from 7:30 AM – 4:30 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 main campus phone number is (508) 991-4105. Our fax number is (508) 991-4110. The Jacobs Center for Education & Innovation's phone number is (774) 202-6405.

Middle School Hours for Students

- Students may be dropped off at school. NOTE: GLCPS provides no supervision prior to the start of school.
- **7:55 AM** Students are admitted to the building.
- **8:00 AM** Breakfast begins.
- **8:20 AM** Students who have not arrived in the building by 8:20 must report to the tardy area for attendance verification
- **8:25 AM** Students must be in their homeroom and prepared for the day.. Any middle school student arriving to homeroom after 8:25 AM will be considered tardy. NOTE: attendance in homeroom is critical. During this time, teachers record student attendance and important information is shared with students.
- **3:00 PM** Students are dismissed.
- **3:15 PM** After-school programs run. NOTE: All students in afterschool programs who are not taking the after school bus must be picked up by 4:25 PM as there is no student supervision after this time.

High School Hours for Students

- Students may be dropped off at school. NOTE: GLCPS provides no supervision prior to the start of school.
- **7:55 AM** Students are admitted to the building.
- **8:00 AM** Breakfast begins.
- **8:05 AM** High school students who begin the day at the Jacobs Center are to arrive at the Main Campus. The bus departs the Main Campus promptly at **8:15 AM**.
- Students reporting directly to the Jacobs Center must arrive no later than **8:25 AM**.
- Any student who is not in homeroom by 8:25 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.
- **8:25 AM** High school students must be in homeroom. NOTE: attendance in homeroom is critical. During this time, teachers record student attendance and important information is shared with students.
- **3:00 PM** Students are dismissed.
- **3:15 PM** After-school programs run. All students in afterschool programs who are not taking the after school bus must be picked up by 4:25 PM as there is no student supervision after this time.

School Cancellations Due To Emergencies

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. In addition, school cancellations can be found at the GLCPS website.

Announcements will also 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

Late Arrival (2 Hour Delay)

Our top priority is always the safety of our students and staff. The 2 hour delay enables school personnel to have additional time to assess local weather conditions and allows road crews more time to improve driving conditions. We are asking you to please make arrangements for your children in the event that a two hour delay occurs. On a two hour delay, the school will open two hours later and end at the regularly scheduled time. During a two hour delay, buses will pick up students in the morning two hours later than normal pick up times. The start time will be 9:55 AM. The school day will end at 3:00 PM. Due to late arrival, breakfast will not be served. Families will receive a call through the GLCPS automated calling system. Additionally, announcements will be broadcast on social media, including GLCPS's Facebook and Twitter accounts, as well as Radio/Television stations listed above.

ACADEMIC ACHIEVEMENT

Grade Determination and Structure

For all core subjects, the grading breakdown will be as follows: 90% Assessments and 10% Effort (as measured by classwork, homework, and habits of work). For more specific information, students should refer to individual course syllabi.

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. Grade equivalents are as follows:

GLCPS Grading System

93 - above	4.0
90 - 92	3.6
87 - 89	3.3
83 - 86	3.0
80 - 82	2.7
77 - 79	2.3
73 - 76	2.0
70 - 72	1.7
69 - below	0.0

Parents/guardians are required to attend at least one Parent/Teacher/Student Conference per year.

During these conferences, parents, students, and teachers discuss the student's portfolio. We strongly encourage you to call or email your child's teacher(s) throughout the school year as issues arise or if you have questions or concerns.

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 (i.e., 70 or higher) in all core courses (mathematics, science, English language arts, social studies).
2. Demonstrated sufficient achievement on state and school benchmark assessment measures.
3. Attended school in accordance with Massachusetts State Law. Please refer to GLCPS Attendance.
4. If a student has been designated an English Learner, he or she is also required to achieve a passing grade in the English Language Development course.

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

To be considered a 10th grade student, the student must have completed or be enrolled in high school geometry. High school students will be retained in their current grade-level if they have not successfully completed (i.e., 70 or higher) the following minimum number of credits:

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

Graduation Requirements

High school graduation requires the successful completion (i.e., 70 or higher) of 26 credits in the following areas:

Graduation Requirements	
Required Courses	Credits
4 years Math	4
4 years English	4
3 years Global Language	3
4 years Science/Engineering	4
3 years History (2 years US History)	3
Fine Arts (Performing or Visual)	1
Electives	5
Physical Education/Health	1
Advisory Capstone Project	0.5
Computer Technology	0.5
Total Required	26

Homework and Course Assignments

Homework is assigned on a regular basis. Completing homework is essential for practicing and strengthening core skills and concepts. If homework assignments are 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.

Student Support Team (SST)

Global Learning Charter Public School has created a Student Support Team for each grade level. These meetings take place every two weeks and are meant to be a professional collaboration between staff and administrators. The SST consists of the dean of students, the grade level counselor, and teachers. Here, teachers share their expertise and/or concerns with one another in the effort to assist students who are experiencing academic, behavioral and/or social emotional difficulties. It is important to note that this SST is not part of the special education process, although some students may eventually be referred for special education services. During these meetings, SST members gather and share formative assessment data and document the use of interventions and student progress, and must use this data to implement future interventions and referrals.

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 gives the student and parent/guardian an opportunity to honestly assess the student's strengths and needs. The ISSP includes goal-setting, action steps, resources for the student, and ongoing assessments.

GLCPS Dual Enrollment Policy

- All dual enrollment courses must have administrative approval for GLCPS to award dual enrollment credit prior to course registration.
- Students must have a high school 3.0 GPA to participate in dual enrollment and earn credit.
- Students may take (1) dual enrollment course per semester (Fall and Spring) in 11th and 12th grades (non-GLCPS contracted courses)
- Approved dual enrollment courses will be documented on the GLCPS transcript within the college/university grading calendar guidelines
 - (i.e. Add/drop, withdrawal, and for credit timelines)
 - Credit is documented on the GLCPS transcript by receipt of the college/university transcript
- Dual enrollment credit will not be awarded for classes offered at GLCPS, as listed in the GLCPS Program of Studies.
 - Students should share information about unique circumstances for review/exceptions.
- Transportation -- Students are responsible for transportation to/from dual enrollment courses approved outside of the school schedule/campus(es)
- Course Payment - GLCPS pays for contracted school-day courses only.
- Textbooks/Materials -- Students are responsible to purchase their textbooks; see the college/career coordinator with concerns.

AGE OF MAJORITY

According to Massachusetts General Law Chapter 231, Section 85P, when a student reaches eighteen (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 parent(s)/guardian(s) has sought and received guardianship from a court of competent jurisdiction, then the parent(s)/guardian(s) retains 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 eighteen (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 Individual Education Program (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 eighteen (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

According to Massachusetts General Law Chapter 76, Section 5, every person shall have a right to attend the public schools of the town where he/she actually resides. Enrollment at the Global Learning Charter Public School is based on a yearly enrollment process. Students are admitted to the school if they complete the enrollment form and return it to the school by the deadline, and are then selected by the lottery for an available slot. Applicants must be residents of Massachusetts. City of New Bedford residents have enrollment preference over non-residents. The Global Learning Charter Public School will not discriminate on the basis of race, color, national origin, religion, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement.

General Attendance 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 eighteen (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. A student who arrives at school after 11:17 AM is considered absent; as is a student who is dismissed before 12:38 PM. 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 Main Office at 508-991-4105 no later than 8:00 AM on the day of the absence to report the reason for the absence. If you do not report your child absent, the main office will send you an automated call informing you that your child is not in school. If the school doubts the identity of the parent/guardian caller, we will call back to verify the absence. Any student who attempts to falsify or forge an absence report will be referred 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 NINE (9) DAYS OF UNEXCUSED ABSENCES PER SCHOOL YEAR. NOTE: 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 nine (9) unexcused absences. See below for definition of an excused absence.

Make-Up Work

It will be the student's responsibility to make up any missed work due to absence/tardy/dismissal.

If it is anticipated that a child will be absent for 1-2 days, then it will be the child's responsibility to secure missed work upon return to school. The child will be given five (5) school days to complete missed work.

If the illness is anticipated to be three (3) consecutive days or longer, the parent/guardian will call the school to advise of absences and teachers will secure work for the child to complete at home. Teachers will require one full school day to gather necessary work. The child will be given five (5) days from return to school to complete any assessments missed.

Absentee Notification Process (for three (3) or more unexcused absences)

Global Learning Charter Public School Attendance Team will notify parents/guardians:

- a. When a student has accumulated three (3), six (6) and nine (9) days of absences from school, an Attendance Warning Letter will be sent to the student's home.
- b. When a student has accumulated more than six (6) days of absences, a member of the Attendance Team will contact the parent and a meeting will be scheduled to address the concerns and to develop a corrective action plan.
- c. Parent(s)/guardian(s) 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.

Consequences for Exceeding Nine (9) Absences

Global Learning Charter Public School maintains the right to withhold graduation credit or retain any student who exceeds nine (9) unexcused absences. Students with excessive absences (ten (10) or more) may be required to:

- a. successfully complete summer programming
- b. students who do not successfully complete the required summer course may be retained in the current grade level

What is Considered an Excused Absence?

With appropriate documentation, absences will be excused. Under Massachusetts General Laws, parents may keep students home from school for medical appointments/illnesses, bereavement, legal appointments, religious observations, college visits (maximum of 3), school visits (must have principal's approval prior) 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.

Students Receiving Long-Term Home or Hospital Care

Upon receipt of a doctor's note which verifies that a student enrolled within Global Learning Charter Public School must remain at home or in a hospital setting for any period of time for medical reasons (not less than fourteen (14) school days in a given school year), the principal will arrange for education services to be provided within the home, hospital or local community agency. Such services are provided with sufficient frequency to allow the student to continue his/her educational program, as long as such services do not interfere with the medical needs of the student. The principal coordinates such services with the director of special education (for eligible students). Such education services are not considered special education unless the

student is determined eligible and such services are documented in the student's Individualized Education Plan (IEP) or 504.

Bereavement

Students are allowed up to five (5) days of bereavement leave for direct relatives (parents, grandparents and siblings) and one (1) day of bereavement for other relations. Parents should send a note to the Main Office within three (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 three (3) days of return to school.

Religious Observation

Students will be allowed excused absences for observance of religious holidays. Parents should send a note to the Main Office within three (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 three (3) college visits each semester in junior and senior year. 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 lead counselor or principal's designee. Students are responsible for making up all work missed within five (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 lead counselor or principal's designee. Students are responsible for making up all missed work within five (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 three (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.

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 will have up to five (5) school days after they return to school to make up any missed work. Any work not made up within five (5) days may not be accepted.

Students sixteen (16) or Older Leaving the School without a High School Diploma, Certificate of Attainment, or Certificate of Completion

In the instance where a student has reached their fifteenth consecutive unexcused absence, Global Learning Charter Public School provides written notice (within ten (10) days) to the students age sixteen (16) or over and their parent/guardian. This notice provides the family the

opportunity to meet with the school Principal within ten (10) days of the notice to discuss the return to school, an alternative education and/or placement change. Furthermore, Global Learning Charter Public School provides annual notices to all former students who have not yet enrolled in another educational program or yet earned their competency determination.

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 unexcused absences. When a parent schedules a family vacation during normal school days, it is considered an unexcused absence from school. School work may be made up pending prior approval from teacher/principal.

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. Parents/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 with appropriate documentation. Otherwise, it is an unexcused tardy. A parent or guardian must submit a signed note to the Main Office within three (3) days of the excused tardy. Any student who is not in homeroom by 8:25 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 three unexcused tardies, the student will be assigned to attend Saturday School. Saturday School will be held at a day and time determined by administration. The purpose of Saturday School is twofold: (1) as a deterrent from future tardies, (2) as a way to help students recoup missed learning time.

If the student does not attend Saturday School, three (3) tardy arrivals will count as one unexcused absence and the school will follow the Attendance Policy as outlined above.

Student Dismissal Procedures

As previously stated, students are expected to attend all classes on every school day. When a student is dismissed, even for one class period, they are missing valuable teaching time.

If a student is not well enough to attend class, s/he must obtain a pass from the classroom teacher to report to the nurse's office. If a student remains in the nurse's office due to illness, a call shall be made to inform parent(s)/guardian(s). The nurse will offer support and provide medical aid (with parent/guardian consent), to comfort the student with the goal of completing the school day. At times, dismissals due to illness may be necessary. Dismissals due to illness shall only be made through the nurse's office and can only be made to a person on the Emergency Dismissal Form.

Students should not contact parent(s)/guardian(s) directly to be dismissed due to illness. GLCPS provides

nursing services to all students and strives to ensure that all students receive appropriate medical care while at school. Only dismissals (due to illness) made by the school nurse will be considered an excused dismissal. If a parent/guardian excuses a child due to illness, and the child is not first seen by the nurse, then that dismissal will be considered unexcused.

No student will be allowed to leave school grounds at any time during the school day, without the parent(s)/guardian(s) consent. The parent/guardian/designee must report directly to the Main Office to sign out the student. The only school-authorized dismissals will be issued by the school nurse or an administrator.

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

Parent(s)/Guardian(s) Dismissals

What is Considered an Excused Dismissal?

With appropriate documentation, dismissals will be excused. Parent(s)/Guardian(s) 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 above in the Attendance section).

Students are expected to bring a dismissal note to their homeroom teacher. This note must include the date, time and reason for the dismissal.

The main office must be notified no later than 1:30 PM on the day of dismissal.

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

Excessive Dismissals

After the third (3rd) unexcused dismissal in any one term, students will automatically be assigned office detention to make up time on learning. ***ON THE DAY OF THE THIRD DISMISSAL, parent(s)/guardian(s) will be informed that the student has been assigned detention. Detention will last until 4:25 PM and it will be the family's responsibility to provide transportation.*** After the fifth (5th) unexcused dismissal, a parent conference will be scheduled with the Dean of Students.

Please be advised that it is the expectation of the school that doctor's appointments be scheduled with minimal disruption to the school day. The expectation is that the student returns to the school if the appointment occurs during the school day.

Students Eighteen (18) or Older

Students who are eighteen (18) or older may be dismissed by reporting to the Main Office before homeroom with the following information 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.

WELLNESS POLICY

General Policy Statement

The Global Learning Charter Public School recognizes the important relationship between wellness and academic success for students, staff and the entire school community. The intent of this policy is to outline the district's ongoing commitment in support of wellness in the areas of nutrition, physical activity and other school-based activities that promote health and wellness. Using section 204 of Public Law 108-265 – June 30, 2004: Child Nutrition and WIC Reauthorization Act of 2004, Healthy, Hunger – Free Kids Act of 2010 and recommendations by the Massachusetts Departments of Education and Public Health, the following beliefs guide our efforts:

- Communication with parents/guardians, staff and students is essential. We will seek opportunities to educate the school community on trends and information related to health and wellness. We encourage community partnerships that assist the district in this effort.
- Consistent with current federal and state nutrition regulations, the Global Learning Charter Public School will continue to increase the availability and sale of nutritious selections.
- Opportunities for physical fitness beyond the 5-12 physical education curriculum, including Tang-Soo-Do and extracurricular activities, are supported and strongly encouraged. The Global Learning Charter Public School encourages community partnerships that assist the district to support an active, healthy community of learners.
- Opportunities for staff in-service education to share best practices which incorporate activity and wellness across the curriculum will be offered. Encouraging a healthy lifestyle for school employees further supports the overall objective of a healthy school community.

It is the policy of the school district to adhere to the revised Nutrition Standards for Competitive Foods and Beverages in Public School regulations (105 CMR 225.000) effective August 1, 2012.

Legal References:

The Child Nutrition and WIC Reauthorization Act of 2004, Section 204, P.L. 108 -265

The Richard B. Russell National School Lunch Act, 42 U.S.C. §§ 1751 - 1769h

The Child Nutrition Act of 1966, 42 U.S.C. §§ 1771 - 1789

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 Children and Families (DCF). 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 DCF. DCF then completes an investigation. If neither the principal nor the social worker is on campus, the school nurse should be notified. In an emergency, the school staff member will call DCF 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. A comprehensive evacuation plan for the school is filed with the fire department annually.

School Nurse

A school nurse will be on duty during the normal school hours, except on personal or professional days. The school nurse is not a substitute for a child’s physician and parents/guardians 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/guardians 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 nonexempt 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.

Substance Use Prevention And Education Policy

In accordance with state law, the Global Learning Charter Public School shall provide age appropriate and developmentally appropriate, alcohol, tobacco and drug prevention education to students in grades 5-12. The alcohol, tobacco and drug prevention and education program shall have students:

- define addiction and ensure that students understand its dangers
- identify the personal, health, and social consequences of the use of alcohol, tobacco or drugs
- identify and consider their personal best reasons for not using substances

The objective of this program is to generate individual student commitment to remain free (abstain) from alcohol and other drugs, and identify the skills necessary to maintain this commitment. Students will identify: their hopes and plans for the future; the ways that alcohol and other drug use can interfere with their plans, and; the skills and needed supports to maintain this commitment.

The curriculum and instructional materials used in this program shall be recommended by the executive director, in collaboration with the Student Services Team, and approved by the Board of Directors.

This policy shall be posted on the school website and notice shall be provided to all students and parents in accordance with state law. Additionally, the district shall file a copy of this policy with DESE in accordance with state law in a manner requested by DESE.

School Lunches and Food Snacks

Students are allowed to bring clear bottles with water to school to drink throughout the day. Any student who brings a drink other than a clear water bottle will be asked to throw it away prior to entering the building.

Students should leave their lunches in their lockers and may not have food or snacks during class time unless teachers have made prior arrangement with students for special occasions. Students will pick up their lunches from their lockers at passing time before lunch. If a lunch needs to be delivered to a student by a parent/guardian, the lunch must be delivered prior to the start of their lunch shift. Deliveries cannot be allowed after that time. Students are not allowed to order food to be delivered. 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, drink, snack, gum, or candy brought to classes without permission.

Food Allergy Policy and Guidelines

The Global Learning Charter Public School is committed to providing a safe and nurturing environment for students. GLCPS understands the increasing numbers of life threatening allergies among school populations. Recognizing that the risk of accidental exposure to allergens can be reduced in the school setting, GLCPS is committed to working in cooperation with families, students, and physicians, to minimize risks and provide a safe educational environment for all students. The focus of allergy management shall be on prevention, education, awareness, communication and emergency response.

BACKGROUND

Allergic food reactions can span a wide range of severity of symptoms. The most severe and potentially life threatening reaction is anaphylaxis. Anaphylaxis refers to a collection of symptoms affecting multiple systems in the body, the most dangerous of which are breathing difficulties and a drop in blood pressure. Foods that most commonly cause anaphylaxis, a life threatening allergic reaction, are peanuts, tree nuts, shellfish, milk, wheat, soy, fish, and eggs. Exposure may occur by eating the food or food contact.

GLCPS Administration shall ensure the following:

1. Follow all applicable federal laws, including ADA, Section 504, and FERPA, as well as all state laws and district policies/guidelines that apply
2. To have available the appropriate allergy forms to the parent and explain that the required forms must be returned and approved by the school nurse prior to the child attending school
3. Meet with parents and listen to their needs and concerns
4. The HIPAA Compliant Authorization for Exchange of Health & Education Information will be presented to parents for signature to provide needed communication between the supervising physician and school for effective implementation of the plan
5. Establish a core team comprised of parent, principal, teacher, student, nurse, cafeteria manager, and other personnel deemed necessary to make decisions about food allergies
6. Create an emergency action plan for addressing life-threatening food based allergic reactions with consulting the school nurse, student's parent(s)/guardian(s), and physician
7. Ensure district-wide mandatory in-service training and education on reducing life-threatening allergy risks, recognizing food allergy symptoms, and emergency procedures for appropriate staff to include, but not limited to the following topics:
 - a. A description/definition of severe allergies and a discussion of the most common foods causing allergic reactions
 - b. The signs and symptoms of anaphylaxis
 - c. The correct use of an Epinephrine
 - d. Specific steps to follow in the event of an emergency

Cafeteria Precautions

Global Learning Charter Public School has established life-threatening safe zones as needed in each school cafeteria including allergy safe zones. These zones will be designated by a universal symbol. These zones will be cleaned and sanitized as per district protocol (see Nutrition Services and Custodial Services Section).

Food/School Events/Bake Sale Precautions

Any items donated to the school for bake sales or school events, must be store-bought and pre-packaged. The food must be brought to the school in the original packaging with the store labels, listing food ingredients, still attached to the packaging. This list of ingredients will be on display during the bake sale or school event to ensure safe consumption of food.

Please be aware that home baked goods will NOT be sold or distributed at school events and will be returned to the student to take home.

Classroom Precautions

As above, food items brought to the school for classroom activities must be store-bought and pre-packaged. The food must be brought to the school in the original packaging with the store labels, listing food ingredients, still attached to the packaging. This list of ingredients will be on display to ensure safe consumption of food.

Teachers and parent(s)/guardian(s) must be in contact regarding class policy prior to food items being brought into the classroom.

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 are 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 who receive free or reduced meal benefits. Families may pre-fund these debit accounts at any time. Overspent 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 \$10 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 and to succeed in the classroom. 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. See the main office with any questions or concerns about fees.

Student Records

Massachusetts Department of Elementary and Secondary Education 603 CMR 23.00 contains student record regulations. A copy is available at the main 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 Children and Family 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(s) 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

The Family Education and Privacy Act Massachusetts Student Records Regulations

The Family Educational Rights and Privacy Act (FERPA) and the Massachusetts Student Records Regulations (“Regulations”) together provide parents and eligible students (those who have reached the age of 14 or who have entered ninth grade) certain rights with respect to the student's education records. A general overview of those rights is provided below. Parents and students may obtain a complete copy of their rights under the Massachusetts Student Record Regulations by contacting their building principal.

- a. The right to access the student's education records. Parents or eligible students should submit their request for access to the building principal. Access is generally provided within ten days of a request. However, Massachusetts General Laws c. 71, §34H (“Section 37H”) law provides specific procedures that must be followed prior to release of records to a parent who does not have physical custody of a child. Information about these procedures can be obtained from the building principal.
- b. The right to request amendment of the student's education records. Parents or eligible students should direct their request to the principal, clearly identifying the part of the record they wish to have amended, and why.
- c. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Massachusetts regulations authorize disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests in the records. Such school officials include professional, administrative and clerical staff who are employed by or under agreement with Global Learning Charter Public School and who need access to a record in order to fulfill their duties. Global Learning Charter Public School also discloses student records without parent/eligible student consent to officials of other elementary or secondary schools in which a student enrolls, or seeks, intends, or is instructed to enroll upon receipt of a request from such school officials.

As required by federal law, Global Learning Charter Public School routinely releases the name, address and telephone listing of secondary school students to military recruiters and to institutions of higher learning upon request. In the event a parent or eligible student objects to the release of any of the above information, the parent/eligible student may state that objection in writing to the principal. Absent receipt of a written objection from the parent or eligible student by October 1st, this information will be released without further notice or consent.

- d. The right to file a complaint concerning alleged failures by the District to comply with the regulations and laws governing student records. Complaints may be filed at the Massachusetts Department of Education, 350 Main Street, Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington DC.

Students may not be filmed or videotaped nor may the school use photographs or video of any student in an identifiable way unless the parent/guardian has given written consent on the GLCPS Media Consent Form that is distributed in August. (Forms are also available in the main office at any time).

Before School Student Safety

The school is open to students at 7:55 AM. ***To clarify, no students are admitted to the building prior to 7:55 AM. Please do not drop students off any earlier than 7:55 AM as the school provides no supervision prior to the start of school.*** Once students arrive on school grounds (whether they arrive by bus, walk or are privately transported) they must stay on school grounds.

Dismissal Time Student Safety

Following daily dismissal, outside supervision will be provided until 3:10 PM and all students who get picked

up must wait for their parent/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

Extracurricular activities are offered throughout the year at Global Learning Charter Public School. Activities begin at 3:15 PM and end at 4:25 PM unless activity facilitators make special arrangements. Participation in such activities are open to all interested students. Global Learning Charter Public School does not discriminate on the basis of physical or mental challenge or disability, national origin, age, race, religion, gender identity, sexual orientation, or homelessness.

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 4:25 PM at the Nye Street entrance. Our school closes promptly at 4:30 PM. **There is no student supervision anywhere on school grounds after this time.** 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 lose the privilege to continue participating in an activity. If a parent/guardian is late to pick up a student from an after-school program, that student will receive a warning, and if the late pick ups continue, he/she may be required to "drop" the after school activity/program.

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(s) or his/her designee.

Scholarships, Prizes and Awards

Scholarships, prizes and awards given by Global Learning Charter Public School are available to all applicable students. Global Learning Charter Public School does not discriminate on the basis of race, color, national origin, creed or religion, sex, gender identity, ethnicity, sexual orientation, special need, proficiency in the English language or a foreign language, prior academic achievement, or housing status.

Lockers

Locks and lockers are provided to all students. Replacement locks may be purchased from the Main Office for \$5 each. Massachusetts state law allows the principal or their designee to inspect any student's locker contents if the school administration suspects that the locker contains items that do not belong in school.

CONCUSSION POLICY

The Global Learning Charter Public School seeks to prevent concussions and provide a safe return to activity for all students after an injury, particularly after a head injury. This policy provides for the implementation of Massachusetts Law 105 CMR 201.000, Head Injuries and concussions in extracurricular athletic activities. The policy applies to all students who participate in any extracurricular athletic activity. This policy provides the procedures and protocols for the Global Learning Charter Public School in the prevention and management of extracurricular athletic activity-related head injuries within the school. Review and revision of this policy is required every two years.

Annual Training Requirement

GLCPS has designated the Director of Student, Family and Community Life, or his/her designee, who has administrative authority to oversee the implementation of these policies and protocols governing the prevention and management of extracurricular athletic activity-related head injuries. In addition, the director of student, family and community life, or his/her designee, will be responsible for:

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

It is extremely important to educate our coaches and any individual involved with the GLCPS extracurricular athletic activity programs about concussions. The Commonwealth of Massachusetts requires annual safety training on prevention, identification, and management of an extracurricular athletic activity-related injury including head trauma and second impact syndrome for designated school personnel as well as parents or legal guardians of students who participate in any extracurricular athletic activity. This annual safety training shall be required for:

- Director of student, family and community life
- GLCPS coaches/facilitators
- GLCPS extracurricular athletic activity volunteers
- School nurses
- Parent(s)/guardian(s) of a child who participates in an extracurricular athletic activity
- Student who participates in an extracurricular athletic activity

This training effort shall be completed in collaboration with GLCPS School Administration and Student Support Services Team. Documentation of such training will be kept in a central file in the office of the director of student, family and community life.

The annual required training, which is approved by the Massachusetts Department of Public Health, is below. It is available online, free of charge and lasts only about thirty (30) minutes.

Centers for Disease Control and Prevention Heads Up Concussion in Youth Sports Online Training Program
www.cdc.gov/concussion/HeadsUp/online_training.html

You can find this link, made available, at the Global Learning Charter Public School website (www.glcps.org). Hard copies are available through the office of the Director of Student, Family and Community Life.

The Director of Student, Family and Community Life is responsible for ensuring that the training requirements are met, recorded, and records are maintained. The written verification of completion of the annual training will be kept on file by the director of student, family and community life.

Pre-Participation Requirements

Physicals

Each student who will be participating in an extracurricular athletic activity, must have a physical examination on an annual basis, i.e. within twelve (12) or thirteen (13) months of the student's last physical examination. Any student who does not have a current physical on file with the nurse, prior to the first day of tryouts/practice, is not eligible until a new/updated physical is submitted. If the student's physical examination expires during the extracurricular athletic activity season, s/he must have an updated physical examination to continue to participate in that activity. All physicals are to be turned into the school nurse.

Pre-participation Head Injury Reporting Forms

The Massachusetts concussion law requires students and their parent(s)/guardian(s) to inform coaches about prior head injuries at the beginning of each sports season. This reporting is done via the Pre-participation Head Injury/Concussion Reporting Form and should be completed by the student's parent(s)/guardian(s) and the student. It must be submitted to the director of student, family and community life prior to the start of each extracurricular athletic activity a student plans to participate in. This form provides a comprehensive history with up-to-date information relative to concussion history. This form is designed to ensure that particular attention is paid to identifying athletes with a history of brain or spinal injuries. Until the pre-participation form is completed and signed by the parent(s)/guardian(s) and student, and returned to the school prior to the start of every extracurricular athletic activity, the student cannot participate in the activity.

Collection/Distribution of pre-participation forms: GLCPS has the pre-participation forms available electronically at the school's website (www.glcps.org) under the heading "Student Services." Hard copies are also available with the Director of Student, Family and Community Life.

The parent/guardian can fax, mail, or hand-deliver the completed and signed pre-participation form to the Director of Student, Family and Community Life.

Medical/Nursing Review of Pre-Participation Forms

At the start of each extracurricular athletic activity, the Director of Student, Family and Community Life will review all pre-participation forms and forward to the school nurse only those forms indicating a history of head injury. The school nurse will be responsible for:

- Reviewing the completed pre-participation forms. The school nurse will consult with the school physician as needed
- Communicating with the coach/extra curricular activity facilitator regarding the student's concussion history and discussing concerns
- Following up with parent(s)/guardian(s) and students as needed prior to the student's participation in extracurricular athletic activities

History of multiple concussions on pre-participation form: The decision to allow a student who reported a history of multiple concussions on her/his pre-participation form should be made only after consultation with the student's physician or primary care provider; the sports medicine or concussion specialist, if involved; the neuropsychologist, if involved, the appropriate school staff and the parent(s)/guardian(s). Current evidence indicates that youth who have suffered one or more concussions are more likely to suffer a subsequent one. Options may include switching positions, limiting contact in practices, or changing sports altogether to minimize the risk of reinjury. The focus of GLCPS will always be on protecting the health and safety of the student to avoid long term consequences that can occur from repeated concussions.

Removal from Play

The following procedures will be followed when a student receives a head injury:

- Student is removed from the play/practice
- Coach/extracurricular athletic activity facilitator informs parent(s)/guardian(s) and completes the "Report of Head Injury during Sports Season Form"
- Coach/extracurricular athletic activity facilitator will give the form to the Director of Student, Family and Community Life or designee

- Director of Student, Family and Community Life or designee will notify the school nurse who will review the Report of Head Injury form

Procedure for Evaluating Suspected Head Injuries/Concussions

At GLCPS, head injuries or suspected concussions (after a bump, blow or jolt to the head or body) sustained during an extracurricular athletic activity must be reported as soon as possible to the Director of Student, Family and Community Life and school nurse. This is the responsibility of the coach or the extracurricular athletic activity facilitator. Students who experience signs or symptoms of a concussion should not be allowed to return to play.

The Director of Student, Family and Community Life and/or school nurse will refer the student for medical assessment and for coordination of home instructions and follow-up care. The Director of Student, Family and Community Life and/or school nurse will be responsible for contacting the student's parent(s)/guardian(s).

If the student is injured at an away event, the coaching/facilitator is responsible for notifying the parent(s)/guardian(s) of the injury and, if warranted, calling for emergency care. Coaches/ facilitators should seek assistance from the host site Athletic Director, coach, or school nurse if at an away event.

If the student is able to be sent home (rather than directly to MD): the coach/facilitator will ensure that the student will be with a parent/guardian/responsible adult (listed on the GLCPS emergency dismissal form) who is capable of monitoring the student and understanding the home care instructions, before allowing the student to go home.

If the parent/guardian is unable to be reached, the coach/facilitator will continue efforts to reach the parent(s)/guardian(s). If there is any question about the status of the student, or if the student is not able to be monitored appropriately, the student will be referred to the emergency department for evaluation. A coach/facilitator/GLCPS staff will accompany the student and remain with the student until the parent(s)/guardian(s) arrives. Students with suspected head injuries will not be permitted to drive home.

Return to Play

Medical Clearance for Return to Play

If it is determined that a student has a concussion or suspected concussion, s/he will be out of play/practice until s/he can be cleared for participation by a physician. No player shall go from being sidelined with a concussion to full play until s/he has followed the recommended stepwise process from the treating physician regarding return to activity. Each student will likely have his/her own course of recovery, which may depend upon prior medical history of concussion. Each student who is removed from play/practice shall have a written graduated re-entry plan for return to full academic and extracurricular athletic activities.

The re-entry plan, developed by the treating physician, will be shared with the student's teachers, the student's guidance counselor, school nurse, parent(s)/guardian(s), members of the building-based student support team or individualized education program team as appropriate. The developed plan shall include instructions addressing physical and cognitive rest, graduated return to academics and extracurricular athletic activity, estimated time intervals for resuming activities, assessment frequencies (as appropriate) by the treating physician, until full return to academics and extracurricular activity is authorized. A plan for communication and coordination shall also be put into place with the above individuals who are managing the student's recovery. The student must be completely symptom-free at rest in order to begin graduated re-entry to activities. Final authority for return to play shall reside with the student's treating physician and/or primary care provider.

Development and Implementation of Post Concussion Graduated Re-entry Plans

GLCPS requires that all students returning to school and extracurricular athletic activities after concussion have a written plan for reentry developed by the treating physician. Upon receipt of medical information relating to a concussion, a GLCPS Student Support Team member will collaborate with the student and family to determine a course of action that meets the student's needs. An individualized Student Support Plan will be developed with teachers and relevant staff (as previously listed). School staff, such as teachers,

school nurses, counselors, administrators, coaches and others will be a part of the plan implementation with the student and parent(s)/guardian(s) and the primary care provider. The student's progress will be monitored by the school personnel and treating physician.

Graduated return to academic plans are based on the stages of recovery framework that takes a student from rest to gradual return to full participation in academic activities. GLCPS recognizes that a student may need accommodations to help him/her with academic work and to be successful in the classroom. While GLCPS will not change the expectations of mastery for a course, all reasonable accommodations may be implemented to help the student access the curriculum and continue to learn.

The student diagnosed with a concussion must be completely symptom free at rest in order to begin graduated re-entry to extracurricular athletic activities. The student must be symptom free at rest, symptom free during exertion, and symptom free with cognitive activity in order to complete the graduated re-entry plan.

Parent/Guardian Information and Communication

GLCPS will offer a yearly informational session which will provide information, and necessary forms and materials to parent(s)/guardian(s) and students which will address the following:

- Yearly Massachusetts Department of Public Health concussion training available via free online course
- Parent/guardian responsibilities to include completion of Pre-participation Head Injury/Concussion Reporting Form and yearly physical
- Procedure for the school staff to notify parent(s)/guardian(s) when a student has been removed from play for a head injury or suspected concussion sustained during an extracurricular athletic activity
- Protocol on obtaining medical clearance for return to play following a diagnosed concussion; graduated re-entry procedures will also be reviewed. No student will be allowed to return to participate in extracurricular athletic activity until the medical clearance form is signed by an authorized medical professional, submitted and reviewed by the school nurse.
- Education regarding prevention of prescription opioid misuse among students who participate in extracurricular athletic activities

GLCPS will provide this annual informational session to orient students and parent(s)/guardian(s) regarding policies. In addition, policies are located in the following locations:

- Extracurricular athletic activity student information packet
- On the GLCPS school website www.glcps.org under the section "Student Services"
- Parent(s)/guardian(s) may call the Director of Student, Family and Community Life or the Student Support Team to get further clarification or ask questions

Parent(s)/Guardian(s) Outreach:

Students at GLCPS will not be permitted to participate in any extracurricular athletic activity until both the parent(s)/guardian(s) and student have completed and returned the signed Pre-Participation Head Injury/Concussion Reporting Form before the start of the extracurricular athletic activity. In addition, students will not be allowed to practice or play until documentation of an annual physical examination and documentation of the annual training, have been submitted to the school. The student will not be allowed to try out, play or practice until the appropriate required signed and completed forms are returned to the Director of Student, Family and Community Life. GLCPS school staff will make two attempts to contact parent(s)/guardian(s) to secure the necessary documentation.

Student Right to Privacy

Generally speaking, a student's health information is confidential. There are multiple state and federal regulations governing sharing health information. GLCPS has developed policies and procedures to remain consistent with regulations and school personnel is cognizant of the confidentiality of health information.

Informal collaboration occurs on a temporary, as-needed basis for information exchange, as when the school nurse informs (while adhering to protocols for confidentiality) the physical education teacher that a particular

student may not participate in athletic activities because of a recent injury. There may be circumstances in which there is a need to share information in the student health record with authorized school personnel, either to enhance the educational progress of the student or protect his/her safety or well-being. For example, staff may need to be alerted to signs or symptoms of a medical problem on a need to know basis and offered a course of action. This type of disclosure should be made only to those authorized school personnel who work directly with the student in an instructive (academic or athletic), administrative, or diagnostic capacity. Finally, authorized school personnel should be instructed not to re-disclose the information. If there is any question about the sensitivity of the information, the school nurse should seek the permission of the parent(s)/guardian(s) and student, if appropriate, prior to disclosure to authorized school personnel. Ultimately, however, federal regulations permit information in the student health record to be seen by authorized school personnel on a need to know basis, and the basis for such sharing seems even more compelling when necessary to protect the well-being of the student.

There may be times when a school nurse has the legal obligation to disclose health or related information to protect a student's health or safety. Public policy requires the protection of a patient's right to privacy by medical professionals, unless there is an immediate threat or serious harm to the student or others.

Training requirements for Coaches, Facilitators and Volunteers

Coaches/facilitators of GLCPS are expected to be current with best practices in their athletic activity to reduce the likelihood of head injury. In addition, coaches/facilitators are prohibited from teaching or promoting dangerous practices. It is expected that all coaches/facilitators teach techniques that minimize athletic injuries and/or concussion such as proper fitting and protective equipment.

Coaches/facilitators should enforce rules prohibiting dangerous moves. In addition, staff must ensure that students learn techniques that are safe and minimize the risk of head injury. Students will be encouraged to follow the rules of play and to practice good sportsmanship at all times.

GLCPS takes the safety of students seriously. All members of the extracurricular athletic activity are expected to follow these policies and procedures to support the health and safety of students. The underlying philosophy of these procedures is "when in doubt, sit them out." Failure to comply with the letter or spirit of these policies and procedures could result in progressive discipline for staff and/or forfeiture of games. If students or parent(s)/guardian(s) have concerns that the policies are being violated, they should contact the director of student, families and community life and may also place a complaint in writing for a request for resolution.

EXTRACURRICULAR ATHLETIC ACTIVITIES SUBSTANCE ABUSE REQUIREMENTS

On March 16, 2016, Governor Baker signed landmark legislation to address the deadly opioid epidemic. The bill is An Act Relative to Substance Abuse, Treatment, Education and Prevention. A requirement of the bill is to distribute information about opiate use and possible misuse to students who are involved in extracurricular athletic activities. Educational materials on the dangers of opiate use and misuse shall be distributed to all students participating in extracurricular athletic activities prior to the start of their activity. Students and families will find additional information, and where to get help for your child if needed, at the following link:

<http://www.mass.gov/eohhs/gov/departments/dph/programs/community-health/dvip/injury-prevention/substance-use-disorder.html>

Additionally, the school shall file a copy of this policy with DESE in accordance with the law as requested by DESE.

CODE OF CONDUCT

Introduction

GLCPS staff are committed to creating a school environment and a culture that is safe, secure and 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 establishing an atmosphere of mutual respect and responsibility that is focused on having all of our students aim for high academic achievement and good citizenship. It is with the joint support of students, parents, teachers and staff that we can realize these goals.

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 the school must take action to assist students in finding their way back into the realm of appropriate behavior. Most of the day-to-day challenges are 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 steps must be taken to protect the rights and safety of other students. In these instances, we will impose appropriate discipline, including suspending students on a short-term or long-term basis. The following section is intended as a guideline for parents, guardians, students and staff. The principal, executive director and Board of Trustees retain discretion to modify consequences to individual situations when 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 must be sized appropriately. Pants, shorts, capri pants, and skirts must be worn at the waist. Shorts and skirts must be knee length.

Violations of School Dress Code

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 Main 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 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)
 - Outerwear is encouraged for the colder months. Students are allowed to wear **ONLY** school embroidered sweaters, sweatshirts, fleece pullovers, fleece vests, track jackets and cardigans.
- ***Pants: Cotton blend khaki style pants***
 - School embroidered track pants in the colors of burgundy or navy blue, are required and must be purchased at GLCPS
 - OR
 - Colors: khaki (beige) **ONLY**
 - Pants **must be worn at the waist** and need to be sized appropriately (not too tight or too loose)
 - The following are not allowed:

- jeans or denim
 - yoga pants or leggings
 - cargo style
- **Shorts (to the knee) and Capris:**
 - School embroidered gym shorts
 - Or
 - Cotton blend khaki (beige) shorts
 - No cargo pockets are allowed (plain Dockers style or capris only)
 - All shorts must be worn at the waist
- **Skirts (to the knee):**
 - Must be worn at the waist
 - **Colors: khaki ONLY**
 - No cargo pockets on any skirts are allowed
 - Tights or leggings worn under skirts must be school colors: burgundy, navy blue, black, gray or white
- **Shoes (shoes and/or sneakers):**
 - Must have a closed back and toe
 - Shoes or sneakers need to be tied or fastened
 - NO heels are allowed
 - NO flip flops or sandals of any kind are allowed
 - NO slippers

The school administration reserves the right to make a determination on whether a student is adhering to the rules of the school uniform policy.

Use of Cell Phones, Electronics, Toys, and Games

Students are allowed to use electronics in the cafeteria before and after school, as well as during lunch. During these times, students must abide by the Acceptable Usage Policy as set forth by the school. Students need to power down their electronics and place them in a designated area in the classroom. Electronics must remain off in classrooms and in transition between classes. In addition, students are not allowed to wear earbuds or headphones during the school day. *The school will not be responsible for the loss, theft, or damage of electronic devices.*

Any violation of the above policy will result in the confiscation of the electronic device until the end of the day and a referral to the dean of students. Repeated violation of this policy will result in the confiscation of the device until a parent can come in to pick up the device; detention; surrender of the device to the Main Office; and/or other progressive discipline strategies.

School personnel may ask a student to surrender a device if the device rings or vibrates or is visible and not placed in the appropriate area designated by staff. Student refusal to surrender an electronic device will result in an automatic weekend detention, parent phone call, and the need to surrender all electronics to the Main Office upon arrival to school for a period of thirty (30) days. A second instance of student refusal will result in an in-person parent conference and the need to surrender all electronics to the Main Office for the remainder of the school year.

All interactions between parents and students during the school day should be done through the Main Office. For emergencies, parents should notify the Main Office so that the office staff can take immediate and appropriate action.

Students in the 7th through the 12th grade must bring their Chromebooks to class everyday. No exceptions to the above policy will be made if the student does not bring his or her Chromebook.

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:

1. violates school policies or regulations
2. disrupts learning in the classroom
3. engages in conduct which, in the judgment of school staff, warrants the reasonable belief that disruption of school operations will likely occur
4. behaves in an insubordinate, disorderly, or defiant nature of school rules and common standards of behavior

Progressive strategies/procedures

On a routine basis, the teaching and support faculty will handle minor disciplinary infractions and class attentiveness issues. Each situation requires an individual response based on the student's needs and the circumstances particular to the situation. In non-emergency situations, the following general procedures will be applied progressively in the case of repeated and/or escalating non-productive or counterproductive behavior:

1. verbal warning(s) by teacher
2. private conference with student
3. classroom intervention (isolated seating, in class time out, etc.)
4. lunch detention, followed by teacher email or call to parent
5. discussion by teacher with parent/guardian via telephone or in-person
6. after-school teacher detention assignment with notice to the Dean of Students and Principal
7. Dean of Students referral for student issue through school brains may lead to time out of classroom
8. Office detention followed by parent phone call from Dean of Students
9. referral to one of the school social workers and/or student services staff
10. depending on severity, weekend detention, in-house suspension or home suspension in conjunction with disciplinary hearing
11. parent/guardian conference with the Principal
12. home suspension followed by parent conference
13. 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 Parent/Guardian-Principal conference is required prior to returning to the school setting. Teachers and staff will report serious infractions immediately to the Dean of Students 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.¹

Violations of the Code of Academic Integrity may take several forms. Any of the following, without full

¹ *"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.*

acknowledgment of the debt to the original source, counts as plagiarism:²

1. 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
2. copying ideas, concepts, research results, statistical tables, computer programs, designs, images, sounds or text or any combination of these
3. paraphrasing of another's work closely, with minor changes but with the essential meaning, form and/or progression of ideas maintained
4. relying on a specific idea or interpretation that is not one's own without identifying whose idea or interpretation it is
5. cutting or pasting statements from multiple sources or piecing together work of others and representing them as original work
6. presenting as independent work done in collaboration with other people (e.g., another student, a tutor)
7. preparing an original and correctly referenced assignment and submitting part or all of the assignment twice for separate subjects or marks
8. cheating on 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 parent, counselor and administrator.

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

Third Offense: Will vary from failure of a course to expulsion from GLCPS, at the principal's discretion.

A cumulative record of offenses of cheating is documented depending on frequency. Consequences vary from failure of the course to disciplinary action as outlined in progressive strategy procedures.

Possession of Drugs, Alcohol, Tobacco, 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:

1. "Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
2. Any student who assaults a principal, dean of student, 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.

² "What is Plagiarism." [Academic Honesty and Plagiarism](http://academichonesty.unimelb.edu.au/plagiarism.html). 7 February 2005. The University of Melbourne. 17 September 2008 <<http://academichonesty.unimelb.edu.au/plagiarism.html>>.

3. 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);
4. 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 (10) days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at 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.
5. Section 37H1/2 of said Chapter 71 states: "Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under Section 21 of Chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under Section 21 of Chapter 76."
6. Districts shall report to the Department of Elementary and Secondary Education specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The Department of Elementary and Secondary Education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the Department of Elementary and Secondary Education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.
7. Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

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, c. 71 §37H 1/2, 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.”*

Section 37H^{3/4}.

- a. This section shall govern the suspension and expulsion of students enrolled in a public school in the commonwealth who are not charged with a violation of subsections (a) or (b) of section 37H or with a felony under section 37H^{1/2}.
- b. Any principal, headmaster, superintendent or other person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall exercise discretion; consider ways to re-engage the student in the learning process; and avoid using expulsion as a consequence until other remedies and consequences have been employed.
- c. For any suspension or expulsion under this section, the principal or headmaster of a school in which the student is enrolled, or a designee, shall provide, to the student and to the parent or guardian of the student, notice of the charges and the reason for the suspension or expulsion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal or headmaster, or a designee, to discuss the charges and reasons for the suspension or expulsion prior to the suspension or expulsion taking effect. The principal or headmaster, or a designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal or headmaster, or a designee, can document reasonable efforts to include the parent or guardian in that meeting. The department shall promulgate rules and regulations that address a principal’s duties under this subsection and procedures for including parents in student

exclusion meetings, hearings or interviews under this subsection.

- d. If a decision is made to suspend or expel the student after the meeting, the principal or headmaster, or a designee, shall update the notification for the suspension or expulsion to reflect the meeting with the student. If a student has been suspended or expelled for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year, the student and the parent or guardian of the student shall also receive, at the time of the suspension or expulsion decision, written notification of a right to appeal and the process for appealing the suspension or expulsion in English and in the primary language spoken in the home of the student; provided, however, that the suspension or expulsion shall remain in effect prior to any appeal hearing. The principal or headmaster or a designee shall notify the superintendent in writing, including, but not limited to, by electronic means, of any out-of-school suspension imposed on a student enrolled in kindergarten through grade 3 prior to such suspension taking effect. That notification shall describe the student's alleged misconduct and the reasons for suspending the student out-of-school. For the purposes of this section, the term "out-of-school suspension" shall mean a disciplinary action imposed by school officials to remove a student from participation in school activities for 1 day or more.
- e. A student who has been suspended or expelled from school for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year shall have the right to appeal the suspension or expulsion to the superintendent. The student or a parent or guardian of the student shall notify the superintendent in writing of a request for an appeal not later than 5 calendar days following the effective date of the suspension or expulsion; provided, that a student and a parent or guardian of the student may request, and if so requested, shall be granted an extension of up to 7 calendar days. The superintendent or a designee shall hold a hearing with the student and the parent or guardian of the student within 3 school days of the student's request for an appeal; provided that a student or a parent or guardian of the student may request and, if so requested, shall be granted an extension of up to 7 calendar days; provided further, that the superintendent, or a designee, may proceed with a hearing without a parent or guardian of the student if the superintendent, or a designee, makes a good faith effort to include the parent or guardian. At the hearing, the student shall have the right to present oral and written testimony, cross-examine witnesses and shall have the right to counsel. The superintendent shall render a decision on the appeal in writing within 5 calendar days of the hearing. That decision shall be the final decision of the school district with regard to the suspension or expulsion.
- f. No student shall be suspended or expelled from a school or school district for a time period that exceeds 90 school days, beginning the first day the student is removed from an assigned school building.

Discipline: Description of Consequences

Teacher-Issued 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/assignments, and disruptions in the classroom. When an after-school detention is assigned, teachers will notify parents 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-Issued Detention

For serious and/or repeated infractions of school rules; or upon referral by a teacher for missed teacher-issued 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 4:25 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; and/or
- otherwise disrupting the school climate

Suspensions

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

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 (5) 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:

1. 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)
2. 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)
3. 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)
4. Fighting, verbally assaulting, or threatening an employee of the school, a visitor, or another student
5. Throwing of personal or school objects from windows or in stairwells, whether or not directed at an individual
6. Vandalizing, defacing or destroying any part of the school or school department [or another student's] property (also requires restitution)

7. 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
8. Use of vulgar, sexist or demeaning language
9. 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
10. 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
11. 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
12. 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
13. Theft or threat thereof, or forgery, or the attempt to do either
14. Extortion or threat thereof, demanding money or something of value from another student
15. 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
16. Improper use of computers/networks (e.g., inappropriate internet sites; threats to others)
17. 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
18. Violation of a civil or criminal statute, law or school regulation (see above section 37H ½ of Chapter 71 with respect to felony charges and convictions)
19. 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 dropout 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 of paramount concern to 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/himself or others, or continues to disrupt the school's educational program to the extent that the education of fellow students is being substantially compromised. The principal or other school administrators 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.

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 ten (10) or fewer days (a short-term suspension), the principal provides notice to parent(s)/guardian(s) in English and in the primary language spoken in the home of the student, of the charges against him/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 verbally 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 is readmitted to classes.

Long-Term Home Suspensions

Where the alleged misconduct warrants a suspension of more than ten (10) school days or expulsion for possession of a dangerous weapon or controlled substance, assault of school 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. Scheduling of the hearing will provide the student with adequate time to prepare for it.
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, those 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 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 parent(s)/guardian(s) disagree with the IEP team's decision on the "manifestation determination" or with a decision regarding placement, parent(s)/guardian(s) have 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 Massachusetts General Law Chapter 16, Section 5, 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, color, religion, 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 Director of Business and Finance, 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 anti-discrimination 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 they can be promptly resolved. 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 thirty (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 (or chairperson) 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, s/he 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 and Cyber-bullying

According to Massachusetts General Law, Chapter 71 Section 37O, as added by Chapter 92 of the Acts of 2010, bullying is defined as, “the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim’s property; (ii) places the victim in reasonable fear of harm to himself or herself or damage to his or her property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. Bullying shall include cyber-bullying.”

Cyber-bullying is defined as:

“bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence or any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

This law also states,

“Bullying shall be prohibited: (i) on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district or school and (ii) at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school.”

BULLYING PREVENTION AND INTERVENTION PLAN

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

<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section37o>

Statement of Intention

Every individual has the right to be in a safe school and community environment.

Global Learning Charter Public School (GLCPS) is a safe, secure, and positive community. We show respect for every individual and support a healthy school atmosphere. We value diversity and appreciate different cultures and beliefs. We believe in equality and the need to treat all people with respect, in words and in actions. Every member of our school community has the responsibility to uphold our Code of Conduct and to assure that every individual is treated fairly. We will work together to create an educational environment in which everyone feels valued and respected.

Global Learning Charter Public School will not tolerate any form of bullying, cyber- bullying, and/or retaliation by any school member, in our school building and grounds, on our buses, and/or in our community. We will investigate promptly all reports and complaints of bullying, cyber- bullying, and/or retaliation, and take prompt action to end that behavior and restore safety and respect to our school.

We will support our commitment to a safe and respectful environment through all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement. We understand that a safe community depends on every member modeling respectful communication and action.

Definitions of Bullying and Retaliation

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

Bullying is the single or repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

1. causes physical or emotional harm to the target or damage to the target’s property;
2. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
3. creates a hostile environment at school for the target;
4. infringes on the rights of the target at school; or
5. materially and substantially disrupts the education process or the orderly operation of a school.

Cyber-bullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the internet. It includes, but is not limited to, email, instant messages, text messages, and internet postings.

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

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

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

Victim is a student against whom bullying, cyber-bullying, or retaliation has been perpetrated.

Leadership

All levels of GLCPS leadership including: board of trustees, executive director, principal, deans of students, administrative leadership team, educational leadership team, school council, high school student council, and middle school student council will have the responsibility to promote school safety and the understanding of and respect for each individual.

Pro-Active Initiatives

GLCPS will provide thoughtful and positive plans and interventions to assure a safe and respectful environment.

2. **School Safety and Wellness Committee:** GLCPS will establish a committee annually that includes representation of school administrators, teachers, students, and parents. The purpose of the committee is to:
 - a. review and report on safe school initiatives
 - b. research and recommend educational programs, initiatives, and cultural events to increase awareness and strengthen our community
 - c. measure annual school safety success through surveys and questionnaires
2. **Communication:** GLCPS will make every effort to provide ongoing communication to support a safe and respectful school. We will employ the following strategies to support accurate and positive communication:
 - a. GLCPS will include our Bullying Prevention and Intervention Plan and Code of Conduct in our Student and Staff Handbooks and will post our plan on our website
 - b. the GLCPS Bullying Prevention and Intervention *Statement of Intention, Definition of Bullying and Retaliation, and Consequences* will be posted in the entrance to our school and in each classroom
 - c. school safety educational training programs will be offered
3. **School Safety Educational Training and Social Curriculum:** GLCPS will provide the following programs and opportunities:
 - a. an annual written plan: The school will provide all staff with an annual written notice of the GLCPS Bullying Prevention and Intervention Plan by posting a copy and publishing information, including sections related to staff duties, in the Staff Handbook and the Code of Conduct;

- b. an annual review of the GLCPS Bullying Prevention and Intervention Plan;
 - c. an annual Anti-Bullying Training Program for students, parents, administrators, teachers, counselors, school nurse, paraprofessionals, cafeteria workers, and administrative and custodial staff. Anti-bullying programs will correspond to the needs of students, staff, and families as dictated through evidence gathered by the Safety and Wellness Committee and other sources of data input;
 - d. training in relationship-building, behavior management, behavior intervention strategies, constructive disciplinary practices, and in maintaining a safe and respectful classroom;
 - e. school safety/community development activities provided during orientation, and throughout the year, in advisory group activities;
 - f. school safety/community development curriculum annual review by the GLCPS Educational Leadership Team;
 - g. an annual training program for students on safe use of technology
 - h. school nurse and counselors will examine attendance, lateness, behavioral reports, etc. and identify vulnerable individuals, groups and families, who may benefit from additional support. Meetings, trainings, individual and group counseling sessions, and information to support well-being and safety concerns will be provided. When necessary, our Wellness Team will refer students and families to outside services through our established referral protocol.
4. **Collaboration with Families:** The GLCPS Student, Family and Community Life Department will provide information and assistance to families and will communicate, strategize, and facilitate ways to support family needs.
5. **Students with Disabilities:** When the IEP Team determines that a student has a disability that affects social skills development or that the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.
6. **School Safety/Community Development Initiatives:** GLCPS will sponsor the following support initiatives:
- a. Big Brother/Big Sister Program: 5th grade students are paired with high school students to provide support and mentorship for our younger students and to give our older students a chance to serve as peer leaders in our school community.
 - b. cultural/racial/religious/sexual diversity programs and information: The school will sponsor activities, films, reading materials, and speakers to increase the understanding and acceptance of diversity in our school community.
 - c. Code of Conduct review: Students will review the GLCPS Code of Conduct to improve safety and community development standards and to reaffirm the Bullying Prevention and Intervention Plan. Students will sign-off on the annual revised GLCPS Code of Conduct as part of the Student Handbook and pledge to uphold all the rules and regulations.
 - d. practice of good citizenship: Students will have many opportunities to learn, practice and receive feedback on being a positive and respectful community member. Through skill-building, discussions, role playing, acknowledgements and awards, students will build an awareness and understanding of the ways to be a good school citizen.

The Law Concerning Bullying

All Bullying Prevention and Intervention Plans must state the following:

This statement is incorporated directly from M.G.L. c. 71, § 37O(b), and describes the law's requirements for the prohibition of bullying-

Acts of bullying, which include cyber-bullying, are prohibited:

1. On school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school.
2. At a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target witnesses, infringe on their rights at school, or materially or substantially disrupt the educational process or the orderly operation of a school.
3. Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.

Reporting Bullying, Cyber-bullying, and/or Retaliation

GLCPS expects staff, faculty, students, parents, guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal, dean of students or director of student, family and community life.

1. **Staff and Faculty Responsibilities:** Staff and faculty members are required to report immediately to the principal, dean of students or director of student, family and community life any instance of bullying, cyber-bullying and/or retaliation the staff member becomes aware of or witnesses. If a staff or faculty member witnesses an act of bullying, cyber-bullying and/or retaliation in progress, the staff or faculty member is expected to take reasonable steps to stop the act by communicating directly with the individual(s), or requesting help from the principal, dean of students, or director of student, family and community life. Staff or faculty must follow up any incident with a written report to the dean of students through our SchoolBrains on-line reporting system, or by completing the Incident Report Form.
2. **Student Reporting:** Student reports may be made to any member of our staff and faculty. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the social workers, principal, dean of students or director of student, family and community life. Reports of bullying, cyber-bullying, and/or retaliation may be oral or written. Oral reports made by or to a staff member shall be recorded in writing on the Incident Report Form. Staff/faculty receiving the student report must put it in writing by completing the Incident Report Form in a timely manner and turning it into the principal, dean of students or director of student, family and community life.
3. **Parents, Guardians, and Others:** Reports made by parents, guardians, or other individuals who are not school staff members, may be made in person, on the phone, or by computer (email). Parents, guardians, and others may request assistance from a staff member to complete a written report. Oral reports made by or to a staff member shall be recorded in writing on the Incident Report Form. Parents, guardians, and others may complete the Incident Report Form themselves, or send an email. Reports may be made to the principal, dean of students, or director of student, family and community life, at any time. Anonymous

reports – although not encouraged – may be made, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.

Responding to a Report of Bullying, Cyber-bullying or Retaliation - Preliminary Steps

GLCPS is committed to ensuring a safe and respectful school environment and protecting the physical and emotional wellbeing of all of its community members. GLCPS will take appropriate steps to secure the safety and wellbeing of all school members.

1. **The First Step - Safety:** Before fully investigating any report of bullying, cyber-bullying or retaliation, the principal, dean of students, or director of Student, Family and Community Life will determine if any immediate steps are needed to provide safety and security to any member of our school community. Responses to promote safety may include, but are not limited to, creating a personal safety plan; pre-determining seating/placement arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target, and; altering the aggressor’s schedule and access to the target. The principal, dean of students, or director of student, family and community life will take all necessary steps to promote safety and security during the course of and after the investigation, as necessary. The principal, dean of students, or director of student, family and community life will implement appropriate strategies for protecting a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.
2. **Obligations to Notify Parents or Guardians:** GLCPS will notify the parents or guardians of any student who is either the target or the aggressor, after the complaint has been made and substantiated.
3. **Notice to Another School or District:** If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal, dean of students, or director of student, family and community life will notify by telephone the principal or designee of the other school(s) so that each school may take appropriate action.
4. **Notice to Law Enforcement:** At any point if the principal, dean of students, or director of Student, Family and Community Life has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal or dean of students will notify the local law enforcement agency.

Investigatory Steps and Disciplinary Actions

GLCPS will assure that immediate and accurate information is considered.

1. **Review of Information:** The principal, dean of students, or director of student, family and community life will examine all immediately available information concerning a report of bullying, cyber-bullying, and/or retaliation.
2. **Investigation:** The principal, dean of students, or director of student, family and community life’s investigation may include, but will not be limited to interviews with: the person who made the complaint, the target of the alleged bullying, cyber-bullying and/or retaliation, the alleged perpetrator(s), with any witnesses or individuals who may have relevant information about the alleged incident, and with teachers, parents/guardians, counselors, who may have background information. The principal, dean of students, or director of student, family and community life will maintain a written record of the investigation. During the investigation, The principal, dean of students, or director of student, family and community life will remind everyone concerned that retaliation is strictly prohibited and will result in disciplinary action.
3. **Determinations:** The principal, dean of students, or director of student, family and

community life will determine, based upon all of the facts and circumstances, if the allegation has been substantiated. If the allegation is substantiated, the principal, dean of students, or director of student, family and community life will take steps to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal, dean of students, or director of student, family and community life will determine what responsive actions and/or disciplinary action is necessary. The principal, dean of students, or director of student, family and community life will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. If the principal, dean of students, or director of student, family and community life determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

4. **Disciplinary Action:** The principal, dean of students, or director of student, family and community life will decide on the appropriate disciplinary actions for an individual who is found to have committed an act of bullying, cyber-bullying, or retaliation. The range of disciplinary actions will be determined based on the severity of the offense and the reoccurrence of bullying, cyber-bullying and/or retaliation. Disciplinary action may include, but not be limited to: verbal/written apology, meetings for remediation, mandatory educational programs, community service, loss of privileges, suspension, probation, expulsion hearing, and expulsion.
5. **Follow-up:** Within a reasonable period of time following disciplinary action, The principal, dean of students, or director of student, family and community life will contact the target to determine whether there has been a recurrence of bullying, cyber-bullying, and/or retaliation, and if additional supportive measures are needed. If so, the principal, dean of students, or director of student, family and community life will work with appropriate school staff to implement them immediately.

Policy Revision and Dissemination

GLCPS will take whatever action is necessary to provide a safe and respectful environment for all school community members. We will do an annual review of our Bullying Prevention and Intervention Plan to assure that it meets the needs of our community members, and will add to, and/or revise any part of the plan that does not provide the highest level of safety and support. The revised plan will be amended in all Student and Staff Handbooks, posted in the school and on our school website, and in all appropriate written reports and shared information.

Restraint Policy

Physical restraint is defined as the use of bodily force to limit a student's freedom of movement; Physical escort is defined as the touching or holding a student without the use of force for the purpose of directing the student. Physical escort is not physical restraint and is not covered by these procedures. Physical restraint shall only be used as a behavior management tool when other-less intrusive alternatives have failed or been deemed inappropriate. In the event that physical restraint is required to protect the safety of the school community members, Global Learning Charter Public School has enacted the following procedures to ensure the proper use of restraint and to prevent or minimize any harm to the student as a result of the use of restraint.

Procedures for when a restraint takes place

1. Physical restraint may only be used in the following circumstances:
 - a. When non-physical interventions would be ineffective; and
 - b. The student's behavior poses a threat of imminent, serious, harm to self and/or others.
2. Physical restraint is prohibited in the following circumstances:
 - a. As a means of punishment; or
 - b. As a response to property destruction, disruption of school order, a student's refusal to comply

with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm. However, if the property destruction or the refusal to comply with a school rule or staff directive could escalate into, or could itself lead to serious, imminent harm to the student or to others, physical restraint is appropriate.

3. Only school personnel who have received required training or in-depth training pursuant to this policy shall administer physical restraint on students with, whenever possible, one adult witness who does not participate in the restraint. The training requirements, however, shall not preclude a teacher, employee or agent of the school from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.
4. Physical restraint shall be limited to the use of such reasonable force as is necessary to protect a student or others from assault or imminent, serious, physical harm.
5. A person administering physical restraint shall use the safest method available and appropriate to the situation. Floor or prone restraints may only be administered by a staff member who has received in-depth training as specified in this policy and, when in the judgment of the trained staff member, such method is required to provide safety for the student or others.
6. Physical restraint shall be discontinued when it is determined that the student is no longer at risk of causing imminent physical harm to self or others.

Safety Requirements

1. A restrained student shall not be prevented from breathing or speaking. A staff member will continuously monitor the physical status of the student, including skin color and respiration, during the restraint.
2. If at any time during a physical restraint the student demonstrates significant physical distress, as determined by the staff member, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.
3. Program staff shall review and consider any known medical or psychological limitations and/or behavioral intervention plans regarding the use of physical restraint on an individual student.

Reporting Requirements

In the case that a physical restraint is performed, immediately following the restraint a school administrator or other appropriate school staff shall:

1. review the incident with the student to address the behavior that precipitated the restraint;
2. review the incident with the staff person(s) who administered the restraint- to discuss whether proper restraint procedures were followed; and
3. consider whether any follow-up is appropriate for students who witnessed the incident.

When a restraint must be reported

The staff member who administered such a restraint shall verbally inform the principal of the restraint as soon as possible and by written report no later than the next school working day.

The principal or his/her designee shall verbally inform the student's parent(s)/guardian(s) of such restraint as soon as possible, and by written report postmarked no later than three school working days following the use of such restraint.

Students with Disabilities

Restraints may be administered to a student with a disability pursuant to the student's Individualized Education Program or other written and agreed upon plan developed in accordance with state and federal law, subject to the following exceptions:

1. The limitations on chemical, mechanical, and seclusion restraint as stated above shall apply; and
2. The training and reporting requirements described in this policy shall apply.

In accordance with the Massachusetts General Law, s. 37G; 603 CMR 46.00, the following reporting procedures must be adhered to:

The parent must be notified immediately by phone and within three (3) days by letter in accordance with the procedures outlined above. Completed copies of the "MA DESE Physical Restraint Report" form, the Monthly Report of Physical Restraints year to date, and the letter sent to the parent(s)/guardian(s) must be forwarded within five (5) working days of the restraint to the Massachusetts Department of Elementary and Secondary Education. Copies should be kept on file in the school office as well.

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 three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

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

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 one thousand dollars."

Section 19 of Chapter 269 states,

"Each institution of secondary education and each public and private institution of postsecondary 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 postsecondary 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 postsecondary 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 services.

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 an Individualized Education Program (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 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), the dean of students, director of special education, or principal.

REFERRAL PROCESS

A referral for an evaluation to determine eligibility for special education services can be made by a parent or any person in a care-giving or professional position concerned with the student's development. Under the regulations, Global Learning Charter Public School must ensure a responsive school environment that meets the needs of all students and should implement and document the use of attempted instructional strategies on a case-by-case basis. A parent's right to make a referral for a special education evaluation, however, is not limited and must never be delayed because Global Learning Charter Public School has not fully explored and/or attempted some or all of the available instructional support programs or any other type of interventions. In any case where the parent or person making a referral has concerns about the student's development or a suspicion that the student may have a disability, Global Learning Charter Public School must promptly send

notice and seek permission to conduct an initial evaluation to determine if the student is eligible for special education.

School Referral

After the Student Support Team determines that all efforts have been made to meet the needs of the student within the regular education program, and these efforts have not been successful, a student should be referred for an evaluation to determine eligibility for Special Education. The director of special education shall ensure that documentation of the use of instructional support services for the student is provided as part of the evaluation information reviewed by the team when determining eligibility.

Parent Referral

If someone outside of Global Learning Charter Public School requests a team evaluation, the director of special education should immediately arrange for a meeting with the parent to discuss concerns and offer general education instructional support services. The parent (including foster parent, guardian, an individual with whom the child lives, or an individual legally responsible for the child's welfare) may refer a student at anytime for an initial evaluation to determine eligibility for special education. This referral may be made either orally or in writing. Upon receipt of the parent request, the school district has five (5) school working days to provide the parent with an evaluation consent form.

Timelines

Global Learning Charter Public School has thirty (30) school working days from the date of the parent's consent to conduct an evaluation including all required assessments and an additional fifteen (15) school working days to convene the IEP team and determine if the student is eligible for special education. The total timeline, as adhered to per the Massachusetts state laws and regulations, is forty-five (45) school working days. Please note that no testing/evaluations should begin prior to receiving the evaluation consent form back with a check indicating consent and a parent/guardian signature. Verbal consent is not applicable here.

Once the referral is made from a parent or by the student support team, it is necessary to follow the guidelines set out by the state laws and regulations:

1. director of special education will be the contact person for the entire evaluation process. The parent(s) will be contacted by the director of special education to discuss the reasons for referral and the nature of the proposed evaluation.
2. Within five (5) school working days of receipt of the referral the parent/guardian will receive from the school district the Notice of Proposal (N1), the Evaluation Consent Form (N1A), and the Notice of Procedural Safeguards (Parent's Rights Brochure). Please note that no testing/evaluations should begin prior to receiving the evaluation consent form back with a check indicating consent and a parent/guardian signature. Verbal consent is not applicable here.
 - a. If the parent does not return the Evaluation Consent Form within thirty (30) days, the director of special education will call the parent to discuss any concerns. If after ten (10) additional days, the parent still does not respond, the director of special education will send the parent an Evaluation Consent Form/Second Notice (N1A). If parental consent is not received within 30 days of the second attempt, additional efforts to obtain parental consent will be made and documented by the director of special education. If the parent revokes consent or refuses to any evaluation, the Global Learning Charter Public School will respond to that parent immediately through the Notice of the School District Proposal (N1) noting that services will be discontinued immediately based on revocation of consent. The parents will also be provided a copy of the Procedural Safeguards and will be offered the opportunity to meet with the director of special education to discuss their concerns and reasons for the revocation.
3. Global Learning Charter Public School has thirty (30) school working days from the date of the parent's consent to conduct an evaluation including all required assessments and an additional fifteen (15) school working days to convene the IEP team and determine if the student is eligible for special education. The

total timeline, as adhered to per the Massachusetts state laws and regulations, is forty-five (45) school working days, to schedule and hold the eligibility determination with the IEP team.

4. At the team meeting, attendance is recorded, eligibility is determined and an IEP is developed if the student is found eligible for special education services. No later than three (3) school days after the team meeting, a completed IEP needs to be submitted to the parent/guardian for signature, unless the parent is given a summary of goals/services in the IEP as developed at the meeting. If the parent is given a summary of goals/services, the district then has ten (10) school days to send the proposed IEP home for parent/guardian signature.
5. In the case that the team finds the student not eligible for special education services, the Notice of School District Refusal Act (N2) needs to be submitted to the parent/guardian within three (3) school days.

TRANSLATED DOCUMENTS & NOTICES

Notices from Global Learning Charter Public School are provided in a parent or guardian's native language or other mode of communication that they use as specified on the home language survey, unless it is clearly not feasible to do so. At Global Learning Charter Public School, interpreters and translated documents are available to all families who identify their native language other than English.

If a parent or guardian's native language or other mode of communication is not a written language, Global Learning Charter Public School must ensure that the school's notices are translated for the parent or guardian orally or by other means (e.g., by sign language), and that they understand the content of the notice, unless it is otherwise unfeasible to do so.

TRANSPORTATION PROCEDURE

The school is open to students at 7:55 AM. No staff is available for supervision of students prior to this time. ***To clarify, no students are admitted to the building prior to 7:55 AM. Please do not drop students off any earlier than 7:55 AM as the school provides no supervision prior to the start of school.***

Only students assigned to ride buses may ride the bus. Bus students who wish 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 from all parents/guardians involved. These notes must be submitted to the school, and approved by the Dean of Students no later than 1:30 PM on the given 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
- be 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. The bus company may use video cameras 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 Dean of Students 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 Dean of Students.
4. Subsequent conduct reports will result in disciplinary action which may include loss of bus privileges from one (1) to ten (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.

Students with Cars

Students are not allowed to drive between campuses during the school day.

1:1 STUDENT/PARENT DEVICE AGREEMENT

This Agreement is entered into between Global Learning Charter Public School, the Student and the Parent(s)/Guardian(s) of the Student.

Introduction

Beginning with the 2015-2016 school year, Global Learning Charter Public School (GLCPS) will provide each student in the high school (grades 9 - 12) a Chromebook (device) which the student is to use for educational purposes. Although this Agreement authorizes the student's use of the Chromebook for the school year, the device is the property of GLCPS and must be returned upon request or on the last day of the student's attendance for the school year.

Prerequisite to Receive

To receive a Chromebook to use, the student and his/her parent/guardian must sign and submit to this 1:1 Student/Parent Device Agreement and pay a nonrefundable deposit of \$20.00 to GLCPS on a yearly basis. Students will receive the same Chromebook each year upon receipt of an updated 1:1 Student/Parent Device Agreement and the nonrefundable deposit of \$20.00.

Applicable Policies

In using the device, the student is expected to abide by all policies and regulation set forth in the Acceptable Use of Technology Policy and the GLCPS Code of Conduct, as found in the Student Handbook. A violation of any of the policies could result in loss of network privileges, loss of right to use the device, or appropriate discipline up to and including suspension or expulsion.

Expectations

1. **Maintenance of Chromebook:** The student must keep the Chromebook in good and working condition. In addition to following the manufacturer's maintenance requirements, students should:
 - a. Use only a clean, soft cloth to clean the device's screen. No cleansers of any type should be used;
 - b. Insert and remove cords and cables carefully to prevent damage to connectors;
 - c. Not write or draw on the device or apply any stickers or labels of any kind;
 - d. Handle the device carefully and ensure others do the same;
 - e. Not leave the device in places of extreme temperature, humidity, or limited ventilation (eg, in a car) for an extended period of time;
 - f. Secure the device when it is out of their sight. The device should not be left in an unlocked locker, desk, or other location where someone else might take it;
 - g. Use the protective carrying case with the device.
2. **Daily Use of Chromebook:** The device is intended to be used at school every day. If the student chooses to use the device at home, they are responsible for bringing it to school every day, fully charged.
3. **No Right to Privacy:** The Chromebook is GLCPS property, therefore, it may be examined and the contents searched at any time for any reason. Neither students nor parents/guardians have any right to privacy of any data saved on the device or in a cloud-based account (eg. Google Apps) to which the device connects. The school administration may involve law enforcement, if it is possible the device may have been used for an illegal purpose.

Additional Terms

1. **Damage to or Loss of Chromebook:** Parent(s)/guardian(s) are responsible for their child's use of the device, including any damage to or loss of the device.
 - a. **Accidental Damage:** In the event of accidental damage to the device which is greater than \$50, the parent is responsible for the first \$50 of the cost of repair. GLCPS will fund the remainder of the repair.
 - b. **Theft:** In the event of theft, upon presentation of a filed police report, the parent is responsible for the first \$50 of the replacement cost. GLCPS will fund the remainder of the replacement cost for a single occurrence.
 - c. **Loss:** In the event that the device is lost, the parents are responsible to cover the entire replacement cost.

The decision to assess a charge, as well as the amount of any charge, is at the sole discretion of GLCPS, but will not be greater than the full replacement value of the device.

2. **Hardware or Functionality Problems:** If a problem arises with the functionality of the Chromebook, the student must notify his/her classroom teacher of the problem within 24 hours or on the next school day. Under no circumstances may the student or his/her parent(s)/guardian(s) attempt to fix or allow anyone but the Technology Director or Assistant to attempt to fix the device's hardware faults or operating system. Do not take the device to any repair shop.
3. **Failure to Return the Chromebook:** If a student fails to return the device and any assigned accessories as directed, GLCPS, in addition to seeking reimbursement from the student's parent(s)/guardian(s), file a theft report with local law enforcement authorities.
4. **Internet Filter Outside of School:** Although GLCPS employs Internet filters and monitors student activity at school, it may not filter or monitor students' Internet access at home or off school grounds. By signing this Agreement, parent(s)/guardian(s) understand and acknowledge this and agree that their child's use of the Internet on the device at home or off school grounds is at the discretion of , and will be monitored by, the parent(s)/guardian(s). Parent(s)/guardian(s) assume complete responsibility for the Internet access beyond the network provided by GLCPS. When using the device outside of GLCPS, students are bound by the same policies, procedures, and guidelines as in school.
5. **Waiver of Device-Related Claims:** By signing below, you acknowledge that you have read, understand, and agree to follow all responsibilities outlined in this Agreement and agree to be bound by this Agreement. You also agree that the device was delivered in good working order and acknowledge that it must be returned to GLCPS in good working order. By signing this Agreement, you waive any and all claims you (and your heirs, successors, and assigns) may have against GLCPS, its Board of Trustees and its individual Board of Trustees members, employees, and agents, from any and all claims, damages, losses, causes of action, and the like relating to, connected with, or arising from the use of the device or from this Agreement.
6. **Indemnification for Device-Related Claims:** To the fullest extent allowed by law, you agree to indemnify, defend, and hold harmless GLCPS, its Board of Trustees, and its individual Board of Trustees members, employees and agents, from any and all claims, damages, losses, causes of action, and the like relating to, connected with, or arising from the use of the device or from this Agreement.

Replacement Costs

Item	Replacement Cost
Chromebook	\$300.00
Charger	\$30.00
Protective Case	\$15.00

Agreement and Signatures

Use of Chromebooks on the GLCPS network is a privilege that supports school-appropriate learning. The consistent operations and maintenance of the computer network and equipment relies on users adhering to established guidelines. Therefore, by signing this Agreement, users acknowledge that they have read the 1:1 Student/Parent Device Agreement and understand GLCPS' expectations and the student's responsibilities.

I hereby give my permission to my child to utilize the GLCPS provided Chromebook. I, along with my child, have read, understand and agree to GLCPS' 1:1 Student/Parent Device Agreement.

Student Name (print): _____

Student Signature: _____ Date: _____

School Year: _____ Grade: _____

Parent Name (print): _____

Parent Signature: _____ Date: _____

GLCPS ACCEPTABLE USE OF TECHNOLOGY POLICY

Philosophy

Global Learning Charter Public School's mission is to ensure that all students achieve academic excellence, are ready for the rigors of higher education, and master essential skills that prepare them for the economic, social and civic challenges of a 21st century, global society. GLCPS aims to empower students to become independent thinkers and problem-solvers and take responsibility for their own educational destiny. To this end, advanced use of technology is integrated into GLCPS' curriculum and instruction. We are pleased to offer our students access to the GLCPS computer network, and daily access to essential productivity software. In addition, each student will have a personalized, password-protected Google account utilizing the entire suite of Google Apps for Education.

General Use

"*Educational purposes*" is defined as computer or Internet-related activities directly assigned by a classroom teacher. As such, technology and other resources available and used at the school may be accessed by faculty and administration at any time.

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 agreement, 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.

Personal laptops, or any other technology related equipment of any kind may not be brought in from home and used without WRITTEN permission from the teacher AND the Technology Office. MAC addresses of allowed personal devices will be collected and stored by the Technology Director. Students may not share network passwords for any reason.

Students issued a computer as part of the GLCPS 1:1 program will be required to sign a separate 1:1 Acceptable Usage Policy before receiving a computer.

Internet

Access to the Internet enables students to research and investigate a seemingly infinite number of resources for varied classroom activities. Despite the use of multiple, highly effective content filters, it still may be possible to access some objectionable content 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. Due to the nature of the Internet and evolving technology, even with supervision, we cannot guarantee that students will not reach an inappropriate site. It is the student's responsibility to report any inappropriate site to the teacher.

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 teacher. 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. Known problems with each computer or charger should be immediately reported to the Technology Department. 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 malware computer and network exploitation. 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. It is imperative that each student not include any personal contact information (e.g., phone number, address, email address) in any published material.

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.

Consequences of Technology Policy Violations

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 reserves the right to change the foregoing policies at any time.

ACCEPTABLE USE OF TECHNOLOGY AGREEMENT

1. **I AM RESPONSIBLE FOR MY COMPUTER ACCOUNT AND EMAIL ACCOUNT.** I understand that passwords are private and that I should not share my password with anyone. I understand that I am responsible for all activities done through my account. I will not allow others to use my account name and password, or try to use that of others. I understand that I will be in violation of the law if I attempt to electronically capture another person's password. I understand that it is important to log off the computer at the end of every session so another user cannot use my password.
2. **I AM RESPONSIBLE FOR MY LANGUAGE.** I will use appropriate language in my email messages, online postings, and other digital communications with others. I will not use profanity, vulgarities or any other inappropriate language as determined by school administrators.
3. **I AM RESPONSIBLE FOR HOW I TREAT OTHER PEOPLE.** I will use email and other means of communications (e.g. blogs, wikis, chat, instant-messaging, discussion boards, etc.) responsibly. I will not send or post hateful or harassing mail, make discriminatory or derogatory remarks about others, or engage in bullying, harassment, or other antisocial behaviors while in school or out of school.
4. **I AM RESPONSIBLE FOR MY USE OF THE GLOBAL LEARNING CHARTER PUBLIC SCHOOL NETWORK.** I will use GLCPS computer resources responsibly. I will not search, retrieve, save, circulate or display hate-based, offensive or sexually explicit material. I will not search, retrieve, save or circulate images or information about weapons using any GLCPS computer resources unless authorized by school administrator/teacher as part of a school assignment. I understand the use of the GLCPS network for illegal or commercial activities is prohibited.
5. **I AM RESPONSIBLE FOR MY CONDUCT ON ALL ONLINE SITES.** I understand that what I do on social networking websites should not negatively impact the school learning environment and/or my fellow students, teachers and administrators.
6. **I AM RESPONSIBLE TO BE HONEST WHILE I AM ONLINE.** I understand that impersonating, spoofing, or pretending to be someone else is forbidden. This includes, but is not limited to, sending out email, creating accounts, or posting messages or other online content (e.g. text, images, audio or video) in someone else's name.
7. **I AM RESPONSIBLE FOR PROTECTING THE SECURITY OF THE GLOBAL LEARNING CHARTER PUBLIC SCHOOL'S NETWORK.** I will not attempt to bypass security settings or Internet filters, or interfere with the operation of the network by installing illegal software including file sharing, shareware, or freeware on school computers.
8. **I AM RESPONSIBLE FOR PROTECTING SCHOOL PROPERTY.** I understand that vandalism is prohibited. This includes but is not limited to accessing, modifying, or destroying equipment, programs, files, or settings on any computer or technology resources. I understand that I need authorization from a school administrator/teacher to use personal electronic devices that I bring to school.
9. **I AM RESPONSIBLE FOR RESPECTING OTHER PEOPLE'S PROPERTY ONLINE.** I will obey copyright laws. I will not plagiarize or use others' work without proper citation and permission. I will not illegally download materials protected by copyright including, but not limited to, music and movies.
10. **I AM RESPONSIBLE FOR FOLLOWING SCHOOL RULES WHENEVER I PUBLISH ANYTHING ONLINE.** I will follow all guidelines set forth by GLCPS and/or my teachers when publishing schoolwork online (e.g. to a website, blog, wiki, discussion board, podcasting or video server). I understand that it is unsafe to post any personal information about myself, including but not limited to: my name, address, phone number or school. I will not post photos of students with their first and last names on any online site, including but not limited to: blogs, wikis, and discussions forums.

Global Learning Charter Public School (GLCPS) makes use of online resources related to student learning and collaboration. Below is a list of the most commonly used sites in our school. Since some of the resources below contain materials beyond the management scope of GLCPS, we promote their use only in the context of teacher-guided school and home access. Parents and students should also familiarize themselves with the contents of the student Acceptable Use Policy.

Student Google accounts have been set up in Google Apps for Education. Since GLCPS operates in a 5-12 environment, some access has been restricted in these accounts. Presently all students can access the Google Apps for Education suite. Students should use these accounts with the understanding that GLCPS administration may perform occasional spot checks to ensure that students are conforming to all portions of the student Acceptable Use Policy (e.g., academic honesty, cyber-bullying, etc.).

Google Apps for Education (Mail, Drive, Docs, Sheets, Slides, Draw)	Google Classroom	Quizlet
Socrative	Code.org	Scratch
Animoto	Discovery Education	Powtoons
Prezi	TinkerCAD	Assistments
Khan Academy	StarLogo	SketchUp
Construct 2	Kahoot	

Global Learning Charter Public School makes every good faith effort to comply with state and federal laws regarding student online activity and privacy, including COPPA, FERPA, and CIPA.

Children's Online Privacy Protection Act (COPPA)

COPPA applies to commercial companies and limits their ability to collect personal information from children under 13. COPPA does not preclude schools from acting as intermediaries between operators and parents in the notice and consent process, or from serving as the parent's agent in the process of collecting personal information online from students in the school context, when parents have provided permission for student Internet use under the guidelines in this handbook by signing below. The school's use and sharing of student information is solely for education purposes. (<http://business.ftc.gov/documents/ComplyingwithCOPPAFrequentlyAskedQuestions>. Also 64 Fed. Reg. 59888, 59903)

Family Educational Rights and Privacy Act (FERPA)

FERPA protects the privacy of student education records and gives parents the rights to review student records. Under FERPA, schools may disclose directory information ("student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance"; see also 603 CMR 23.00 and M.G.L. c. 71, § 34H) but parents may request the school not disclose this information. Schools may also disclose personally identifiable information to third party providers where that provider performs a function of legitimate educational interest on behalf of the school or district.

(<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>,
<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/foreligiblestudents.pdf>)

Children's Internet Protection Act (CIPA)

CIPA imposes certain requirements on schools or libraries that receive discounts for Internet access or internal connections through the Erate program – a program that makes certain communications services and products more affordable for eligible schools and libraries. In compliance with CIPA, the Sudbury Public Schools filters internet content to prevent children and adults from accessing obscene and pornographic images, as well as other harmful materials, monitors network activity, and provides appropriate educational opportunities about online safety and behavior.

(<http://www.fcc.gov/guides/childrensinternetprotectionact>)

Privately-owned technology equipment used by students in school, after receiving the proper authorization, is at the student's risk. GLCPS is not responsible or liable for damage or loss. A student may use his or her own laptop to access a secure wireless network. Headphones are allowed if given permission by the student's teacher(s). Your laptop should only be used for school related work and activities when on school grounds. Your computer MUST have active, updated anti-virus/malware software. The Technology Department cannot provide technical support for student-owned laptops.

**GLCPS ACCEPTABLE USE OF TECHNOLOGY
CONFIRMATION AGREEMENT**

PARENTS AND STUDENTS MUST SIGN BELOW

As a user of GLCPS technology equipment and resources, I hereby agree to comply with the above stated rules and procedures for communicating over the network in a responsible fashion while honoring all school policies, relevant laws, and restrictions.

GLCPS Student Name (printed) _____ **Homeroom** _____

GLCPS Student Signature _____ **Date** _____

As the parent or legal guardian of the student signing above, I grant permission for my son or daughter to responsibly use GLCPS technology equipment and networked computer services including the Internet. I understand that some Internet sites may be objectionable despite the school's best effort to control material content. I understand that our family will be held fully liable for any damage or repair costs associated with malicious misuse of technology owned by the school. I have read these *four* pages and accept full responsibility and adherence to the GLCPS policies.

GLCPS Parent Name (printed) _____

GLCPS Parent Signature _____ **Date** _____

Telephone Number (_____) _____

(Please sign and return to school by Friday, September 7th)

GLCPS STUDENT HANDBOOK READING CONFIRMATION AGREEMENT

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 _____

(Please sign and return to school by Friday, September 7th)