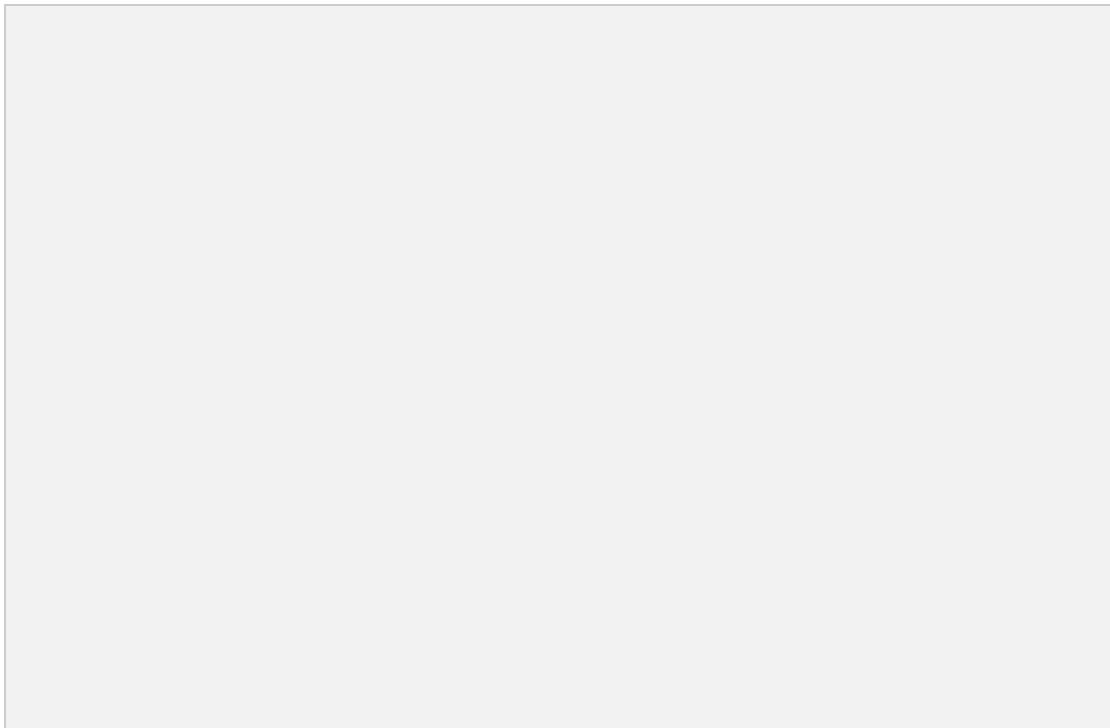




Student & Family Handbook

2021–2022



245 Bent Street, Cambridge, MA 02141

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www.ccscambridge.org

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Letter from the Head of School

Welcome to the 2021-22 school year at CCSC. This handbook serves a critical purpose: it informs you of the agreements that the members of our school community share. These agreements allow us to ensure that CCSC is a place of mutual respect and high expectations where each student is valued and able to learn. Federal and state laws, school policies, regulations, and practices are subject to change from year to year. We redraft this handbook annually so that everyone remains on the same page in order to allow our students to **belong, grow, and achieve**.

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

We do not print hard copies of the handbook unless specifically requested to do so by families. Instead, the handbook will be available in multiple languages on our website. The handbook itself will not include forms to be signed. Rather, handbook-related forms will be sent home with students and must be promptly returned to school:


- All students and parents/guardians must sign and return the "Acceptance of Terms" agreement
- All students and parents/guardians must sign and return the Library Contract
- All students and parents/guardians must sign and return the Student/Family Compact

Please return the agreements to your child's advisor by the deadline. All of these documents will be kept on file at the school. All of these agreements are required of students and families in order for students to attend classes and progress through the school here at CCSC.

If your child is in 9th, 10th, 11th or 12th grade, please read and return, if desired, the Military Recruiter Opt-Out Form by Monday, October 18, 2021.

Our school's policies are designed to maintain the integrity of our community environment and to ensure CCSC is a place where students can experience daily joy and satisfaction as they learn and as they develop and sustain meaningful relationships with others. We believe that all members of our community deserve respect and the opportunity to engage in focused learning and growth throughout the school day.

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



Becki Norris
Head of School

I. General Information

Main Phone Number: 617-354-0047

Main Fax: 617-354-3624

Address: 245 Bent Street, Cambridge, MA 02141

Email: info@ccscambridge.org

Website: www.ccscambridge.org

School Administration

Head of School

Becki Norris

Middle School Principal

Rachel Evelyn Jean-Louis

High School Principal

Noelani Gabriel Holt

Director of Student Support

Katherine O'Hara

Director of Curriculum and Instruction

Jeff Vogel

Restorative Justice Coordinator

Candace Bass

School Hours

| | Mon., Tues., Thurs., Fri. | Wednesday |
|--|---|----------------|
| Doors open* | 8:00 a.m. | 8:00 a.m. |
| School breakfast available | 8:00-8:20 a.m. | 8:00-8:20 a.m. |
| School day begins | 8:30 a.m. | 8:30 a.m. |
| Classes end/regular dismissal | 3:25 p.m. | 12:25 p.m. |
| After-School Office Hours and Extracurricular activities | Mon., Tues. and Thurs.: 3:30-4:30 p.m. Fri.: None | None |
| Doors close/final pick-up | 4:30 p.m. | 12:25 p.m. |

Early Arrivals:** At the discretion of the principals, the school buildings may open before 8:00 a.m. In this event, students may wait inside the Bent Building (245 Bent) foyer or in a designated room in the Charles Building (247R Bent) until 8 a.m., where they are silent and/or working directly with the teacher who has permitted them in the building. Other students may be allowed in the buildings before 8 a.m. or may stay past 4:30 p.m. (12:25 p.m. on Wed.) to attend a pre-scheduled meeting with a CCSC staff member. ***Note: Once a student enters school for the day, he or she may not leave school grounds and return without permission from an administrator or a parent / guardian.

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

Morning Routine

Students should arrive before 8:30 a.m. to allow adequate time for the morning routine. All students are greeted at the front door each morning by an administrator or staff member. Students then proceed into the school building to hang up their coats, pick up their school breakfast (optional), and proceed to their designated location. Between 8:00

and 8:25 a.m. middle school students should proceed to the Charles St Building for breakfast and high school students should proceed to the cafeteria. . Students must have all homework completed before they head to their first period classes, which start at 8:30 AM. High School students are not permitted to work on homework after 8:00 a.m. Middle School students are not permitted to work on homework once they have entered the school building unless they are working with a teacher or printing an assignment completed at home. Students who arrive late to school for any reason must sign in with a receptionist when they arrive and before they go to class. The consequences for tardiness are described in more detail in the [Attendance Expectations](#) section under Community Responsibilities and Expectations.

Transportation

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

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

COVID-19 Update:

- School Bus: School bus transportation for eligible students is managed through the Cambridge Public Schools. CCSC staff will maintain close contact with the Cambridge Transportation Office to provide families with updated and specific bus protocols. Families that are planning to ride the Cambridge school bus should expect a number of changes, including, but not limited to:
 - Before entering the bus, families must check their students for COVID-19 symptoms. Students displaying these symptoms will not be permitted on the bus.
 - Students will be required to wear a mask that covers their nose and mouth on the bus and while waiting at the bus stops. Masks will need to be provided by the student/family. In cases of financial hardship, CCSC will assist families in obtaining masks.
 - Windows will be open at all times during operation, unless not possible due to extreme weather conditions.
- Public Transportation: Students who ride public transportation to school should adhere to the following health and safety guidelines:
 - Limit contact with frequently touched surfaces such as kiosks, touchscreens, ticket machines, handrails, benches, etc as much as possible.
 - Wear a mask at all times during transportation.
 - Practice hand hygiene (e.g., use hand sanitizer after leaving the transit station or bus stop).

Wellness Policy & School Nutrition Program

The goal: To ensure that public schools offer students food and beverages that will enhance learning, contribute to health, growth and development, and cultivate lifelong healthy eating. One of the most important ways in which we can help our students perform better in school is to provide them with the nutrition necessary for the healthy growth of minds and bodies. Regular balanced meals and healthy snacks help students to stay alert and productive during

the school day. CCSC offers a nutritionally sound breakfast and lunch in school each day. *Note: CCSC meals do not include pork.*

The CCSC Wellness Policy: This policy outlines CCSC’s approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in CCSC have access to healthy foods throughout the school day – through the CEP plan; offering a balanced, nutritious lunch and breakfast to every student at no charge to families;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- School’s engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of CCSC in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- CCSC establishes and maintains an infrastructure for management, oversight, implementation, communication and monitoring of the policy and its established goals and objectives.
- CCSC will coordinate the wellness policy with other aspects of school management, including CCSC’s School Improvement Plan, when appropriate.

School Breakfast and Lunch Program: CCSC participates in the Community Eligibility Provision program for AY 2020-2021. This federally funded program permits eligible schools to provide every student in the school a nutritious breakfast and lunch that meet the federally mandated school food regulations at no charge, regardless of economic status, and eliminates the household application for free and reduced-price meals.

CCSC promotes healthy eating behaviors and smarter lunchrooms. Families *are highly encouraged to provide healthy snacks from home*. Please refer to the published ‘A-List’ of approved snacks on our website, or contact the school nurse, nutrition manager, or view the CCSC Wellness Policy for more information.

Menus and order forms are available online. To receive a school meal, *every student* must complete the online meal order form to receive a breakfast, lunch, or both.

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

Middle School students who do not wish to order the school lunch should bring a nutritious lunch from home packed with a cold block, if needed. The school offers microwaves for heating student lunches. Microwave Popcorn is not allowed in school. Middle school students are not allowed to order food or have their parents order food to be delivered to the school building.

While in a regular in-person schedule, High School students are permitted to leave the building for lunch. At CCSC this is a privilege afforded to all high school students as long as they comply with the expectations outlined by the Dean of Students. High school students are not permitted to have food delivered to the front desk or order/bring food to middle school students.

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

COVID-19 Update:

Microwaves will not be available for student use, so students who do not wish to order the school lunch should bring a cold lunch from home. In order to maintain tight groups of students for contact tracing and to minimize transmission, students will not be allowed to leave campus for lunch during Remote Plus. In adherence to our COVID-19 visitor policy, students will not be allowed to have food delivered to campus by a food delivery service, friend, or family member.

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

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

Snack: All students may bring a school approved snack that is on the pre-approved snack list. CCSC is promoting healthier eating, and has a pre-approved snack list that is available on the school website.

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

- If eating becomes a distraction, the classroom monitor has the right to make the student put the snack away.
- Only one snack per student is allowed. Examples include: carrots, packet of wheat-thins, one piece of fruit, or Nutri-grain bar.
- Students will not be allowed to refrigerate their snack.
- Students are not allowed to share snacks with others.
- Students will *not be allowed to leave the classroom* to go retrieve a snack.
- All students must pick up after themselves or will be issued a consequence.

Attendance

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

Student Absence Notification Program

At the commencement of each school year, families will be sent a notice instructing them to call a designated telephone number at a designated time to inform the school of the student's absence and the reason for such absence. The notice will also require such family to furnish the school with a home, work or other emergency telephone

number where they can be contacted during the school day. If the school does not receive a message from the parent/guardian by the designated time, then the school shall call the telephone number or numbers furnished to inquire about the student's absence. Parents will be contacted within three (3) days of the student's absence if the family has not contacted the school regarding the absence.

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

Excused and Unexcused Absences

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

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

COVID-19 Update:

Families should contact the school nurse with information regarding any COVID-19 symptoms or diagnosis. CCSC reserves the right to require a doctor's note.

In order to prevent the spread of COVID-19, students must stay home if they show any of the symptoms associated with COVID-19 (see list below). **Before** leaving home for school or getting on the bus, families should assess their child's state of wellness by checking for the symptoms below. If the student has any symptoms of COVID-19, they should not attend school. The family should notify reception that the child will be absent and the reason for the absence. The school nurse will follow-up with the family regarding the child's symptoms, whether the child was seen by a medical professional and any testing that was done. The child can return to school once cleared by the school nurse and/or a medical professional. It is important to know that the symptoms of COVID-19 mimic the symptoms of many other illnesses. To protect all students and staff, any symptoms of Covid-19 will be cared for as a suspected case until determined otherwise.

COVID-19 symptoms:

- ☐ **Fever (100.0° Fahrenheit or higher), chills, or shaking chills**
- ☐ **Difficulty breathing or shortness of breath**
- ☐ **New loss of taste or smell**
- ☐ **Muscle aches or body aches**
- ☐ Cough (not due to other known cause, such as chronic cough)
- ☐ Sore throat, when in combination with other symptoms
- ☐ Nausea, vomiting, or diarrhea when in combination with other symptoms

- ☐ Headache when in combination with other symptoms
- ☐ Fatigue, when in combination with other symptoms
- ☐ Nasal congestion or runny nose (not due to other known causes, such as allergies) when in combination with other symptoms

Attendance Violation Failure

Students must attend at least 85% of regularly scheduled class sessions during a semester in order to receive credit for the course. Students missing 15% or more of any given class will receive an Attendance Violation Failure (AVF) with an explanation of the grade on their report card. Students who have a passing grade when they AVF will have their grade lowered to a 69. Students who are failing when they AVF will not have their grade changed. Please note that **all absences that are not medically or legally excused count towards AVF. In the absence of a documented medical or legal excuse, a parent/guardian's excuse is not sufficient to prevent an absence from counting toward AVF. Further, students who leave a class or are asked to leave a class because of disruptive behavior for more than 50% of the class period may have that time marked as an absence which counts towards their AVF totals.** An AVF will only be removed pursuant to an appeal process. To request an appeal, parents/guardians must contact the Middle School or High School Principal in writing immediately. Appeals are granted when the school determines, at its sole discretion, that documented legal, medical, or extenuating circumstances warrant a waiver of the requirement. All appeals are subject to the discretion of the Middle School or High School Principal.

Early Dismissal

Students may be dismissed early from school only if permission is given by the student's legal guardian (in writing, or in emergency, by telephone). Note: Only a parent or guardian as indicated by official school records can call to dismiss a student.

Snow Days & School Cancellations

In case of extreme or inclement weather conditions or in the event of an emergency, CCSC may need to cancel school, start the school day later than normal, or dismiss students early. In such instances, CCSC will also post such information on the CCSC website and, when possible, communicate updates via social media and use the school's automated phone and email system. CCSC will also publicize storm-related information on local television stations.

Decisions will be made as early as possible, which will sometimes mean the evening prior to the next school day. When necessary, the decision will be made early on the morning of the school day. In the case of extreme weather conditions or emergencies during the school day, families will be notified of the adjusted release time by our automated phone and email system. The information will also be posted on the CCSC website.

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

School Dress Code

COVID-19

Until further notice, all students and staff are required to wear face masks throughout the day while in the school building. If a student's mask is damaged, lost, or forgotten a temporary mask will be provided. While at recess or in WAM classes that are outside, students are allowed to not wear their masks during physical activities. When masks are not worn, all students and adults must keep a 6-foot distance from one another.

The CCSC dress code is central to maintaining a professional environment with a focus on maximizing learning. **As such, students who do not arrive at school in dress code will be given the option to wear clothes lent by the**

school. If a student refuses to wear lent clothes, parents will be contacted and the student may be asked to go home

The dress code is in effect for the entire school day, except when students are participating in school-sanctioned activities that require special dress. The dress code applies to field trips, site visits, academic internships, and other school-related activities, unless the supervising adult informs students otherwise. Failure to observe the dress code rules will result in consequences.

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

WAM Days:

- Black or red CCSC WAM sweatpants, black or red CCSC WAM basketball shorts, purchased through school approved vendors or solid black or red athletic wear logos should be small.
- Red CCSC WAM t-shirt, purchased through the school, or a white or red t-shirt.
- Athletic shoes / sneakers (closed-toe, closed-back)
- Some activities require students to take off hanging jewelry such as bracelets, earrings, and necklaces. CCSC strongly recommends students leave all jewelry at home.
- Students who are NOT in WAM uniform will not be allowed to participate in strenuous activities and will receive a zero for any strenuous activity-related participation grade that day.

Non-WAM Days:

| Tops: | | |
|---|---|--|
| <p>Shirts MUST:</p> <ul style="list-style-type: none"> · have a collar · be tucked in at all times. · be solid red, black, or white. <p>Knitted outerwear (sweater-type), when worn indoors, MUST:</p> <ul style="list-style-type: none"> · be solid black, red, or white, “knitted” type fabric. · look professional. <p>Fleece outerwear (sweatshirt-type when worn indoors) MUST:</p> <ul style="list-style-type: none"> · be solid red, black, or white · non-dress-code outerwear can be in a student's possession, but not worn throughout the building. | <p>Shirts MAY:</p> <ul style="list-style-type: none"> · be oxford-style (button-down). · be plain, have a CCSC logo, or have other small logos (up to 2 inches). <p>Undershirts MAY:</p> <ul style="list-style-type: none"> · be a turtleneck or t-shirt. · be a long-sleeved shirt under a short-sleeved polo shirt <p>Knitted outerwear (sweater-type when worn indoors) MAY:</p> <ul style="list-style-type: none"> · be a cardigan, pullover sweater, or sweater vest. <p>Fleece outerwear (sweatshirt-type when worn indoors) MAY:</p> <ul style="list-style-type: none"> · have a CCSC logo professionally sewn, printed or embroidered onto the garment. · be plain, have a CCSC logo, or have other small logos (up to 2 inches) | <p>Shirts MUST NOT:</p> <ul style="list-style-type: none"> · have any writing, stripes, pictures, or large logos (over 2 inches), except the CCSC logo · display visible undergarments. · be skin-tight. · contain visible writing. <p>Hoods on outerwear MUST NOT:</p> <ul style="list-style-type: none"> · be worn on heads inside the school buildings. |
| Bottoms: | | |
| <p>Pants and shorts MUST:</p> <ul style="list-style-type: none"> · be solid beige, tan, or black. · be worn around the waistline at all times. · include a belt, tight enough to function as intended. · include belt loops through which the belt is worn. <p>Belts MUST:</p> <ul style="list-style-type: none"> · fit well. | <p>Pants MAY:</p> <ul style="list-style-type: none"> · be a variety of cuts or styles, as long as they fit well and are not overly baggy or tight. Ripped jeans are not allowed unless approved in a sanctioned CCSC activity <p>Skirts MAY:</p> <ul style="list-style-type: none"> · be worn without a belt (but shirt must be tucked in). | <p>Pants and shorts MUST NOT:</p> <ul style="list-style-type: none"> · be skin tight or overly baggy. · be worn below the waistline · be blue jeans. <p>Belts MUST NOT:</p> <ul style="list-style-type: none"> · include any large or distracting designs <p>Skirts and shorts MUST NOT</p> <ul style="list-style-type: none"> · be overly short (miniskirts or short-shorts) |
| Other: | | |

| | | |
|---|--|--|
| Shoes MUST: · be closed-back and fit well so that students can run in case of emergency. | Shoes MAY: · be any color. · be dress shoes, loafers, closed-back sandals, flats, or sneakers. | Headbands MUST NOT: · be terry cloth · have logos Accessories MUST NOT: · be overly large. Shoes MUST NOT: · be backless, flip-flops, or athletic-style “slides”. · be high- heeled. Undergarments MUST NOT: · be visible at any time |
|---|--|--|

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

Headgear: Prohibited headgear includes, but is not limited to hats, do-rags, silk scarves meant for grooming hair, and skullcaps. Scarves or wraps may be arranged neatly on the head. A student who wears a hat to school must either leave it in their bag or attached to their bags. Hats are not allowed to be worn in the building.

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

- clothing that is too revealing, including but not limited to: spaghetti straps, cropped shirts, short shorts, skin-tight clothing, visible undergarments, and mini-skirts
- offensive, inappropriate, violent, or aggressive wording, symbols, or statements on clothing
- flip-flops, open back shoes, or high-heeled shoes
- hats, caps, other head coverings, with the exception of scarves or wraps arranged neatly on the head

Students and families are responsible for ensuring students come to school in dress code. Students arriving out of dress code:

- Students arriving out of dress code will be directed to the Dean’s office and asked to change into proper uniform. Students may go home to change or have their families bring them clothes/belts, etc. If clothing cannot be delivered and the student does not have permission to go home and change, the school may loan the student dress code items to be worn for the day.
- If a student is absent from class for more than half of the period due to dress code violations, the absence will count towards AVF totals.

Dress Code Plus

All occasions in which students wear Dress Code Plus must be approved by the principal or Dean of Students at least one day prior if a student is in grades 6 through 8. All High School students may wear Dress Code Plus as they please. Middle School students should submit their requests, via email, and obtain a signed pass from the administrator before leaving CCSC the day before wearing Dress Code Plus. When in Dress Code Plus, students

must carry the pass with them that provides permission to be in Dress Code Plus. This pass should be shown to staff members who inquire about the Dress Code change.

Students arriving at school in Dress Code Plus without the requisite pass will be considered out of dress code.

| Minimum Requirement | Cannot | Additional Options |
|---|---|--|
| <ul style="list-style-type: none"> • Skirt, dress, or dress pants with a belt. • Collared, buttoned-down shirt or dressy blouse. • Button-down shirts must be tucked in. • Whenever wearing a dress shirt that is not red, black or white, students must wear a tie. • No shirt or sweater can have a large (over 2") logo except the CCSC logo. | <ul style="list-style-type: none"> • Have large (over 2") logos, except the CCSC logo. • Wear clothing that is skin tight or in any way revealing. • Wear see through clothing. • Include visible undergarments. • Wear miniskirts or short-shorts | <ul style="list-style-type: none"> • Blazer, suit, bow-tie, of any color. |

Library

All students use the CCSC Library to choose their independent reading book for Drop Everything and Read (DEAR). Based on reading diagnostic results, each student is evaluated and given a reading level at the beginning of the school year. Students select DEAR books based on their reading level and progress from one level to the next during the school year. Books labeled with a star contain mature language, themes, or topics. Prior to ninth grade, students need permission from a family member or their humanities teacher to access these books.

Every student and parent/guardian at CCSC must sign the CCSC Library Contract before students may take out a book. When a book is damaged beyond use or lost, the student will be issued an invoice for the cost of the book(s). All library books/invoice payments must be returned by the last day of school.

Library rules:

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

Personal Items

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

Office Hours

All teachers have office hours at least once a week from 3:30-4:30 on Mondays, Tuesdays or Thursdays. Students who need extra help with their academic work are encouraged to attend these office hours. Students and families will be provided with a schedule of their teachers' office hours

Family Association

Families play a crucial role in the support of CCSC students and the development and growth of our school. The CCSC Family Association was created to provide an opportunity for families to meet, network, and build community; to inform families about CCSC's policies and procedures; to help families support their children academically and socially; and to address families' concerns. Family Association meetings are held four to six times per year. The meeting times are posted on the website and the school's Facebook page in advance, and meeting reminders are phoned and e-mailed home. Contact the Family and Engagement Coordinator for more information.

2020-21 School Calendar

CCSC students attend school for 180 school days, beginning on September 1, 2021, and ending on June 20, 2022 (assuming there are no snow days). All new students are required to attend our Summer Academy in July, which officially extends the school year for new students.

The 2021-22 School Calendar can be found on the CCSC website by clicking 'School Calendar' under Students and Families.

Daily Schedules

Monday, Tuesday & Thursday

| | |
|--------------------------------|-------------|
| Period 1 | 8:30-9:37 |
| Period 2 | 9:40-10:47 |
| Period 3 | 10:50-11:57 |
| <i>Middle School</i> Lunch | 11:57-12:20 |
| Recess | 12:20-12:40 |
| Advisory | 12:40-1:05 |
| <i>High School</i> Advisory | 12:00-12:30 |
| Lunch | 12:35-1:05 |
| Period 4 | 1:10-2:17 |
| Period 5 | 2:20-3:25 |

Wednesday

| | |
|----------|-------------|
| Period 1 | 8:30-9:27 |
| Period 2 | 9:30-10:27 |
| Period 3 | 10:30-11:27 |
| Period 4 | 11:30-12:25 |

Friday

| | |
|-------------------------------|-------------|
| Period 1 | 8:30-9:32 |
| Period 2 | 9:35-10:37 |
| Period 3 | 10:40-11:42 |
| <i>Middle School</i> Lunch | 11:42-12:05 |
| Recess | 12:05-12:25 |
| Advisory | 12:25-1:15 |
| <i>High School</i> X Block | 11:45-12:40 |
| Lunch | 12:45-1:15 |
| Period 4 | 1:20-2:22 |
| Period 5 | 2:25-3:25 |

Daily Rotation of Core Academic Periods

| Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------------|-----------------|-----------------|-----------------|-----------------|
| A 8:30-9:37 | F 8:30-9:37 | E 8:30-9:27 | C 8:30-9:37 | B 8:30-9:32 |
| B 9:40-10:47 | A 9:40-10:47 | F 9:30-10:27 | D 9:40-10:47 | C 9:35-10:37 |

| | | | | |
|--|--|-------------------------|--|---|
| C 10:50-11:57 | B 10:50-11:57 | A 10:30-11:27 | E 10:50-11:57 | D 10:40-11:42 |
| MS: Lunch (11:57-12:20), Recess (12:20-12:40), Advisory (12:40-1:05) HS: Advisory (12:00-12:30), Lunch (12:35-1:05) | MS: Lunch (11:57-12:20), Recess (12:20-12:40), Advisory (12:40-1:05) HS: Advisory (12:00-12:30), Lunch (12:35-1:05) | B 11:30-12:25 | MS: Lunch (11:57-12:20), Recess (12:20-12:40), Advisory (12:40-1:05) HS: Advisory (12:00-12:30), Lunch (12:35-1:05) | MS: Lunch (11:42-12:05), Recess (12:05-12:25), Advisory (12:25-1:15) HS: X Block (11:45-12:40), Lunch (12:45-1:15) |
| D 1:10-2:17 | C 1:10-2:17 | | F 1:10-2:17 | E 1:20-2:22 |
| E 2:20-3:25 | D 2:20-3:25 | | A 2:20-3:25 | F 2:25-3:25 |

MCAS Exams

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

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

| Grade | Test | Date |
|----------|--|------|
| 10 | English Language Arts MCAS | TBD* |
| 6, 7 & 8 | English Language Arts MCAS | TBD* |
| 6, 7 & 8 | Mathematics MCAS | TBD* |
| 8 | Science, Technology & Engineering MCAS | TBD* |
| 10 | Mathematics MCAS | TBD* |
| 9 | High School Introductory Physics MCAS | TBD* |

*The Department of Elementary and Secondary Education has not yet determined the testing windows for the 2020-21 Academic Year.

SAT Dates

| Test Date | Normal Deadline | Late Registration |
|------------------|-------------------|--------------------|
| August 28, 2021 | July 30, 2021 | August 17, 2021 |
| October 2, 2021 | September 3, 2021 | September 21, 2021 |
| November 6, 2021 | October 8, 2021 | October 26, 2021 |

| | | |
|------------------|-------------------|-------------------|
| December 4, 2021 | November 4, 2021 | November 23, 2021 |
| March 12, 2022 | February 11, 2022 | March 1, 2022 |
| May 7, 2022 | April 8, 2022 | April 26, 2022 |
| June 4, 2022 | May 5, 2022 | May 25, 2022 |

ACT Dates

| Test Date | Normal Deadline | Late Registration |
|--------------------|--------------------|-------------------|
| September 11, 2021 | August 16, 2021 | August 20, 2021 |
| October 23, 2021 | September 17, 2021 | Oct. 1, 2021 |
| December 11, 2021 | November 5, 2021 | November 19, 2021 |
| February 12, 2022 | January 7, 2022 | January 21, 2022 |
| April 2, 2022 | February 25, 2022 | March 11, 2022 |
| June 11, 2022 | May 6, 2022 | May 20, 2022 |
| July 16, 2022 | June 17, 2022 | June 24, 2022 |

II. Academic Requirements

Mission

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

Design Principles

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

- **Real World Preparation:** CCSC students are excellent problem solvers and communicators who contribute to their community through internships and other field experiences.
- **Presentations of Learning:** CCSC will require all students to demonstrate publicly their skills and knowledge each term.
- **Personalization:** Every CCSC student will be known very well.
- **Safety and Support:** CCSC will provide a safe, supportive learning environment..
- **Academic Rigor:** Ensure a challenging academic program for every student.

Course Load Requirement

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

- English*
- History
- Mathematics*
- Science
- Spanish

- Academic Elective (a college preparatory course)

**English and math are required to be taken all four years of high school.*

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

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

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

Graduation Requirements

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

- Students must accumulate a minimum of 18 core academic credits* (math, science, English, history, and Spanish) in grades 9 through 12 as follows:

| Subject | # of Credits Required to Graduate |
|--|-----------------------------------|
| English | 4 |
| History | 3 |
| Math | 4 |
| Science | 3 |
| Spanish** | 2 |
| Additional Core Academic Courses in Any Department | 2 |
| TOTAL | 18 |

*In some instances, the school may waive the 18 credit requirement for students based on their individual needs or circumstances. These students must still meet all other graduation requirements listed above, as well as all graduation guidelines set forth by the Commonwealth of Massachusetts.

**Students who take and pass a CCSC Spanish class in middle school may have that course count as one of their two required Spanish credits; however, that class does not count toward the 18 total credits required to graduate. Students who take and pass a Spanish class in a middle school other than CCSC can apply to the Director of Curriculum & Instruction to have that class count as one of their two required Spanish credits.

Students will be exempted from the two-year (two-credit) Spanish requirement and be allowed to graduate with a minimum of 16 core academic credits if each of the following criteria has been met:

- Student has been evaluated and found eligible for special education services.

- The Special Programs Team has determined that the student has a language-based learning disability that significantly impedes his/her/their ability to acquire or use language.
- The Special Programs Team has determined that the student requires specially designed instruction in language in order to access the general curriculum and make effective progress.

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

In addition to completing the coursework described above, students must meet the following requirements in order to graduate from CCSC:

- Students must take and pass the high school Mathematics, English Language Arts and Science MCAS examinations.
- Students must successfully apply to at least one four-year college or university.
- All students, except those in 12th grade, must pass a Roundtable.
- All students, beginning with the class of 2024, must participate in at least one civics project aligned to the history and social science curriculum frameworks.
- 12th grade students must complete 100 hours of an off-campus Senior Internship and earn a passing grade from judges at the Senior Internship Exhibition Night.

Non-Credit Requirements

In addition to core credit requirements, all students participate in a regular advisory, Wellness and Movement (physical education), and art. Middle School students may participate in DEAR and typing classes as well. Some of these are graded Pass/Fail.

Adding and Dropping Courses

CCSC makes every attempt to place students in the most rigorous courses possible. We believe this is the best way to maximize high-quality post-secondary options and to prepare students for success in college and beyond.

A student may request to add or drop courses prior to the end of P1. In order to drop a class, the student must have approval from the Director of Curriculum and Instruction, their advisor, their family, and the teacher from the course that they are dropping. After P1, students must have a documented extenuating circumstance to add or drop courses.

Summer Credit and Skipping Courses

Skipped Courses (High School): In rare cases, CCSC will allow a qualified student to skip a math course in order to take a more demanding course in the subsequent school year. The following criteria must be met in order for a student to skip a CCSC math course:

- The student must have a yearlong average of "A" (over 93%) in their current math course through Q3.
- By May, the student must meet with the DCI, requesting their permission to enroll in a summer course.
- The student must complete a pre-approved (by the DCI) summer math course and pass with a B average. Brookline High School summer school courses are currently pre-approved by the CCSC DCI; other courses will be assessed on a case-by-case basis.
- The student must maintain a B average in the subsequent CCSC course through Q1 of the following school year.

Skipped Courses (Middle School): In the case of IMA, IMB, IMC, or Algebra, the student may skip the course without a summer option if the following criteria are met:

- The student must have a yearlong average of “A” (at least 90%) in their current math course.
- The student passes a placement test for the subsequent math course.
- The student’s current math teacher approves the skipped course.
- The student maintains a B average in the subsequent CCSC course through Q1 of the following school year.

Homework

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

All students are given an agenda book at the beginning of the school year. All Middle School teachers require students to record their homework assignments daily in the agenda book. Many High School teachers do the same. Families are strongly encouraged to check agenda books and homework assignments each night to help students make sure that all homework is completed. If a student loses their agenda book, a new one can be purchased for \$5. Bringing an agenda book (and using it) helps students stay organized and helps build a critical non-academic skill. In addition, all teachers post their homework assignments daily on the school’s website.

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

Revision and Late Work

If a student proactively communicates that they need additional time to submit a mastery assignment, they will be able to do so without penalty. The teacher and student will work together to identify a new deadline for that assignment.

In other instances, teachers have discretion regarding their late work policies. When establishing their late work policies, teachers will weigh the benefits of accepting late work (it encourages students who missed deadlines to still do their work) with the challenges of accepting late work (students may not be able to turn in late work in college classes and we want to prepare them for that reality)

Teachers will explicitly state their late work policy in their syllabi (course description and assignments for the year). Students in different sections of the same course will have the same opportunities to submit late work even if those sections are taught by different teachers. Syllabi are distributed at the beginning of the school year. Please reach out to specific teachers regarding questions with course syllabi.

Grading System

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

| Letter Grade | Numerical Equivalent | GPA Points Standard | GPA Points Honors | GPA Points Advanced Placement (AP) |
|--------------|----------------------|---------------------|-------------------|------------------------------------|
| A+ | 98-100 | 4.3 | 4.8 | 5.3 |
| A | 93-97 | 4.0 | 4.2 | 5.0 |
| A- | 90-92 | 3.7 | 4.0 | 4.7 |

| | | | | |
|----|-------|-----|-----|-----|
| B+ | 87-89 | 3.3 | 3.8 | 4.3 |
| B | 83-86 | 3.0 | 3.5 | 4.0 |
| B- | 80-82 | 2.7 | 3.2 | 3.7 |
| C+ | 77-79 | 2.3 | 2.8 | 3.3 |
| C | 73-76 | 2.0 | 2.5 | 3.0 |
| C- | 70-72 | 1.7 | 2.2 | 2.7 |
| F | <70 | 0 | 0 | 0 |

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

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

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

Progress Reports

CCSC issues progress reports to all students at the midpoint of the first quarter. Progress reports are an important way to let students and their families know how students are performing academically before they have received report cards. Students and families are encouraged to check grades even more frequently by using PowerSchool, our online gradebook and student information system. ***All new families will receive instructions on how to log in and use their PowerSchool accounts at the start of the school year. Questions may be emailed to parentportal@ccscambridge.org.***

Report Cards

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

Final Grades

At CCSC, students earn one grade at the end of each year for every course taken. The final grade for a course at CCSC is an average of a student's grade at the end of Semester 1 and Semester 2. Semester 1 grades include a midterm examination and Semester 2 grades include a final examination (with the exception of seniors who

complete a culminating project at the end of their spring semester). Each course's grading policy (the explanation of how much each grading category is worth) is posted in PowerSchool and can be viewed by students and families when checking their individual course grades.

Honor Roll

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

Course Credit

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

Advanced Placement (AP) Course Policy

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

Student selection criteria may include the following:

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

*May be waived with approval by the Director of Curriculum & Instruction.

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

AP Course Requirements: Students who enroll in AP courses may take the AP exam in that subject. The College Board sets the dates for AP exams.

The dates for the AP courses that CCSC offers are:

| Course | Test date and time |
|-------------------------------------|---------------------------------------|
| AP Spanish Language and Culture | Wed., May 11, 2022 — morning session |
| AP AB Calculus | Mon., May 9, 2022 — morning session |
| AP United States History | Fri., May 6, 2022 — morning session |
| AP English Language and Composition | Tues., May 10, 2022 — morning session |

| | |
|--------------------------------|--|
| AP Computer Science Principles | Mon., May 9, 2022 — afternoon session |
| AP Biology | Wed., May 11, 2022 — afternoon session |

Middle School Promotion Policy

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

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

Roundtables

Every June, 6th through 11th grade CCSC students present their Roundtable in an hour-long individual session devoted to demonstrating mastery of specific academic content from the year through the examination of major pieces of work in the core subjects. Students prepare for this presentation in their advisories and their core classes throughout the school year. Roundtables provide an opportunity for students to present examples of their class work as well as written reflections on this work to a panel of adults, including their family, their advisor, and other school and community members. Based on a set of criteria, the advisor and the other attendant CCSC staff members decide whether the student passes their Roundtable. Students are required to pass their Roundtable in order to promote to the next grade. Students who do not complete preparation for their Roundtables in time, are late or do not show up for a scheduled Roundtable, or fail their Roundtable will be assigned to a pair of staff members who will meet with them for another opportunity to present at a Roundtable session. For more information on Roundtables, please contact the Director of Curriculum and Instruction (Jeff Vogel, jvogel@ccscambridge.org).

Senior Internship Programs

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

Course Credit Recovery (Summer School)

Any student finishing the year with a failing final grade of 60-69% is eligible to enroll in and attend summer school in order to recover credit for the failed course. The student's final grade for the course will be changed if he or she successfully earns a grade of 70% or above in the approved summer school course. If a student receives a final grade of 69% or below and then receives a grade of 69% or below in the summer school course, he or she cannot earn the recovery credit. If a student does not recover credit for a course because he or she failed to earn the minimum

required grade for credit recovery in summer school, their promotion or graduation status will be determined by the terms of the Graduation Policy above.

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

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

Special Education

Community Charter School of Cambridge will ensure that all students with disabilities receive a free and appropriate public education as defined by the Americans with Disabilities Act of 1990 (Public Law 110-325), the Individuals with Disabilities Education Act of 2004 (Public Law 108-446) and No Child Left Behind Act of 2001 (Public Law 107-110). Questions regarding individual students should be addressed to the Director of Student Support. Additional information can be found under [Notice of Rights to Access and Equity of Educational Services for students with disabilities](#).

English Learners

Community Charter School of Cambridge will ensure that English Learners receive equal access to all educational programs and extracurricular opportunities according to Title III of the No Child Left Behind Act of 2001 (PL 107-110). Students identified as having Limited English Proficiency will be provided with specialized instruction in English from a certified ESL teacher and sheltered instruction from content area teachers. English Learners are assessed for gains in English proficiency each January. Questions regarding individual students should be addressed to the EL Coordinator. Additional information can be found under [Notice of Rights to Access and Equity of Educational Services for English Learners](#).

Extenuating Circumstances

The Student Support Team (MS/HS Principal, Director of Student Support, Guidance Counselor, Dean of Students) initiates plans to facilitate student learning for specific students when medical, legal or significant personal matters so require.

III. College Counseling Program

Mission Statement

ACCESS

The primary mission of the Community Charter School of Cambridge is to prepare each student for success in their postsecondary pathway. The **CCSC College Counseling Program** is designed to make higher education accessible to our students and families by helping them to understand and navigate the college admissions and financial aid processes as well as non-traditional pathways. Given increased competition for college admittance and scholarship attainment, together with rising costs, early preparation and guidance is necessary to ensure successful outcomes.

For that reason, our College Counselors work closely with CCSC students and their families, offering extensive support and guidance through each phase of the college admissions process as well as in planning for their transition to training/apprenticeship/gap year programs, the workforce or the military.

PERSISTENCE

In addition to ensuring that students complete the college application and enrollment processes and successfully create a postsecondary plan, the college counseling program provides guidance and support with financial aid and the transition to college and life beyond high school.

Program Elements

Grades 9-10

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

Grades 11-12

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

During junior year students are introduced to the different phases of the college admissions process. The focus is college and scholarship research and building a college/career portfolio including: a personal statement, an activity resume, a completed sample college application, a preliminary college list, and a list of potential scholarships. Scholarships, prizes and awards sponsored or administered by the district are free of restrictions based upon race, color, sex, gender identity, religion, national origin, sexual orientation or disability. CCSC will adhere to restrictions for private scholarships.

During senior year the focus is primarily on finalizing plans for the desired postsecondary pathway. Whether students are intent on attending college or pursuing an alternative pathway, the College Counseling Team supports them in finalizing their college/program lists, timely completion and submission of applications for admission, interview preparation, financial aid and scholarships, as well as college/postsecondary transition and persistence issues. All seniors apply to college/postsecondary program. Using a variety of resources (the Internet, catalogs, campus visits, etc.) and in partnership with the college counselor, students determine which schools/programs are a good fit for their personalities, interests and capabilities.

IV. Student Activities

Extracurricular Activities

Participation in extracurricular clubs can be a rewarding and meaningful educational experience. The CCSC extracurricular program seeks to: challenge students to excellence in academic, civic, cultural and recreational pursuits; promote a climate of respect, support, and appreciation for community; provide students with opportunities to grow and develop new skills; afford students leadership opportunities that call on and help develop collaborative

skills; provide an outlet for inter-class contact and communication, thereby building a sense of community within our community.

Every organization and club is required to have at least one faculty supervisor. Extracurricular activities or clubs sponsored by the school do not exclude students on the basis of race, sex, gender identity, color, religion, national origin, sexual orientation, disability, or homelessness. CCSC is always willing to work with students to help start new organizations and clubs. Students who are interested in getting involved in an extracurricular should speak with a member of staff who might be interested in advising the club or with Mr. Friedman.

The following student activities are, or have been, offered at CCSC: National Honor Society, Student Council, Yearbook Club, Robotics, Mock Trial Team, Math Club, Chess Club, Step Team, Chorus, Pride Acceptance Circle, Constitution in the Classroom, Theater, and others. The list varies from year to year depending on staffing, student interest, and other factors. CCSC also partners with outside organizations that are not listed above, such as the ACE Mentor Program, Possible Project, and Breakthrough Collaborative, among others.

Student Council

The CCSC Student Council is a body of students elected by their peers who will work with the student body, faculty, and staff to support and enhance the CCSC community. High school members of the Student Council represent the high school student body. Middle school members of the Student Council represent the middle school student body. The middle school elects four students from grades 6-8 to serve as the Middle School Student Council Officers. Each high school advisory elects one student to serve on the High School Student council. Those representatives then hold internal elections for President, Vice President, Treasurer, and Secretary. The President and Vice President of the High School Student Council will represent the student body on the School Council. The high school and middle school student council representatives, along with the executive boards, typically meet once a week. All officers and representatives are expected to be at all meetings. Multiple unexcused absences from a Student Council meeting may result in losing an elected position. Absences will only be excused by documented legal or medical reasons.

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

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

Field Trips

Classes or extracurricular clubs at CCSC will occasionally go on field trips. CCSC may require certain behavioral or academic benchmarks to be met in order for students to qualify to participate in field trips. If a field trip is academically required, students who cannot attend will be given a make-up assignment to complete. Field trips within the city of Cambridge will not require a permission slip. Field trips outside of the city will require a permission slip to be signed by a parent or guardian. Students who arrive at school too late to participate in a field trip will be marked absent for their classes, may be sent home with parental permission, and may earn a zero on any assignment associated with the field trip or be required to complete a make-up assignment.

Athletic Activities

CCSC offers students in all grades the opportunity to try out for and play on the school's varsity and middle school athletic teams. CCSC's varsity and middle school teams compete in the Massachusetts Charter School Athletic

Organization (MCSAO). In addition, CCSC provides additional athletic opportunities to its students beyond varsity athletics. Each year, CCSC works to expand athletic offerings. Currently, the following sports are offered by season:

Fall: Varsity Soccer (boys & girls), Varsity Volleyball (girls), Varsity and Middle School Cross Country (boys & girls), Middle School Soccer (co-ed), Crew

Winter: Varsity and Middle School Basketball (boys & girls), Step, Swim, Dance and Cheer

Spring: Varsity Softball (girls), and Varsity and Middle School Track and Field (boys & girls), Middle School Indoor Soccer, JV Volleyball (boys), Crew

Student-Athlete Expectations

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

- meet student-athlete eligibility requirements outlined below
- provide the Athletic Director or nurse with a physical exam approving the student-athlete for sports completed no more than 13 months prior to the start of each sports season (fall, winter, spring).
- complete the entire FamilyID registration
- attend school every day, as those student-athletes who are absent for any part of the day may not be permitted to play in games that day at the discretion of the Athletic Director

At all times, a student-athlete's continued participation in athletics is subject to the discretion of the Middle School Principal, High School Principal, Athletic Director and/or Head Coach.

Athletic Academic Eligibility Expectations

In order to participate in official league sponsored athletic competition, students must earn a 70 or better in all credit-bearing courses in the previous quarter. This means that if a student earns a grade below a 70 in a credit-bearing course in quarter 1, they may not participate in official league sponsored athletic competition for the entirety of quarter 2. Participation in quarter 3 is based on grades in quarter 2 and participation in quarter 4 is based on grades in quarter 3. Starting in the 2020-2021 school year, quarter 1 eligibility prior to the P1 checkpoint will be checked on a weekly basis if a student had an end of year grade below a 70 for one or more credit-bearing classes at CCSC during the previous school year.

In addition, within each quarter, students must maintain a 70 or better in all credit-bearing courses starting at the progress report and checked weekly until the end of the quarter.

If a student's grade is below a 70 in any credit-bearing course but has an overall average greater than or equal a 75 in credit-bearing courses, that student can request a warning and present an improvement plan. A student on warning status will have until the next grade check to bring the grade in all credit-bearing courses to a 70 or better.

Athletic Extenuating Circumstances Exemption Policy

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

Athletic Deferment Policy

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

Athletic Uniform & Equipment Policy

All student-athletes are responsible for the proper care and security of uniforms and equipment issued to them. School-issued uniforms are to be worn only for CCSC sponsored contests and/or practices. All student-athletes are responsible for returning their issued athletic uniforms in good condition. Uniforms must be returned immediately following the final competition of the season. Students who lose or damage uniforms will be charged for their replacement or repair of \$50.00.

Sportsmanship

CCSC places a high value on good sportsmanship from its players, coaches and fans. Sportsmanship is the ability to treat everyone involved in an athletic contest with fairness, generosity, respect and courtesy. Please help us promote fair play by being a positive role model and setting a good example so that others may follow. Attending CCSC athletic contests is a privilege. Please remember that these contests involve young people, not professional athletes, who are trying to represent themselves and their school to the best of their ability. Admission does not entitle anyone to jeer, criticize or downgrade players, coaches or officials. CCSC reserves the right to warn, censure, place on probation or suspend for up to one calendar year any player, coach, school official, spectator or team deemed to be acting in a manner contrary to the standards of good sportsmanship previously mentioned.

V. Health and Safety

Health Staff

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

Dispensing Medication

Every student receives a medication permission slip in the fall that must be returned to the health office. Only the school nurse may dispense over-the-counter medications such as acetaminophen (Tylenol), or ibuprofen (Advil), and only if there is a medication permission slip on file. In accordance with Department of Health regulations, over-the-counter medications will be administered as per the protocols set forth by the school's nurse and the presiding physician. The school does not stock any cold remedies such as cough drops or vitamins, but parents/guardians may send in cough drops to be kept at the nurse's office should their child need them. No student is permitted to carry any over-the-counter or prescription medications on their person or in the bag they bring to school during the school day. The exceptions to this are prescription inhalers for asthma and an injection of epinephrine for anaphylaxis. The school health office is happy to store extra emergency medication for any student.

Please contact the school prior to arrival on the first day if you have any specific medical questions or if your child has a condition that requires management at school.

If a student requires prescription medication during the school day, the parent/guardian must contact the school nurse to develop a Medication Administration Plan. 105 CMR 210.05(E). ***Dispensing of prescription medication requires a school-approved physician authorization form before any medications will be kept at school.***

Please contact Sawsan Abdoo, School Registered Nurse/Adolescent Development Coordinator, for more information regarding medication administration.

Vaccines & Annual Medical Exam

Every student is required to have on record up-to-date immunizations as required by the Massachusetts School Immunization Requirements that are adjusted and reissued each year by the state. A student may be excluded from school for lack of immunizations in accordance with M.G.L. c.76, sec. 15. If a student has an exemption for medical or religious reasons, proof in writing must be submitted to the school nurse annually.

The school strongly recommends annual flu vaccination. These diseases, when present in our community, can be life threatening. Please contact Sawsan Abdoo, School Registered Nurse/Adolescent Development Coordinator, for more information and regarding immunizations and medical exams.

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

Medical Requirements for Athletes: According to MCSAO league rules, all student-athletes must have up-to-date annual medical exams on file in order to compete on CCSC teams. The medical exam must be dated no more than 13 months prior to the start of the season in which the student is competing. For example, a student playing a fall sport beginning September 1, 2021 must have had a physical on or after August 1, 2020. A student playing a spring sport in 2022 (softball or track) must have had a physical on or after February 1, 2021.

Medical Dismissal

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

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

- They have a fever. A fever is defined as an oral temperature above 100°F. The child *must* be fever free for 24 hours without any medication such as Tylenol or Motrin.
- They are vomiting or have vomited in the past 24 hours.
- They have diarrhea or have had diarrhea in the past 24 hours.
- They have symptoms of a contagious illness such as strep throat, conjunctivitis, an undiagnosed rash, flu, etc.

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

- They are fever free for 24 hours without medication.
- They have not vomited in the past 24 hours.
- They have not had diarrhea for the past 24 hours.
- They have been on antibiotics for 24 hours.
- They have has a doctor's note clearing them to return to school.

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

COVID-19

Students, staff, and visitors must stay home if they are feeling sick or have any of the symptoms associated with COVID-19.

- ☐ **Fever (100.0° Fahrenheit or higher), chills, or shaking chills**
- ☐ **Difficulty breathing or shortness of breath**
- ☐ **New loss of taste or smell**
- ☐ **Muscle aches or body aches**
- ☐ Cough (not due to other known cause, such as chronic cough)
- ☐ Sore throat, when in combination with other symptoms
- ☐ Nausea, vomiting, or diarrhea when in combination with other symptoms
- ☐ Headache when in combination with other symptoms
- ☐ Fatigue, when in combination with other symptoms
- ☐ Nasal congestion or runny nose (not due to other known causes, such as allergies) when in combination with other symptoms

Anyone displaying symptoms should remain home and get tested for COVID-19. (Vaccinated individuals should only stay home and get tested if they are experiencing the symptoms in bold.) If an individual receives a positive COVID-19 test, they must isolate at home for 10 days. They can return to school on day 11 provided their symptoms have improved and they have been fever-free without fever-reducing medicine for 24 hours.

If a member of our community tests positive for COVID-19, CCSC will follow state protocols shown in [these flowcharts](#). CCSC will inform members of our community who are considered close contacts of the individual who received a positive test and will report positive test results to DESE on a weekly basis as required.

Masks/Face Coverings

- All individuals are required to wear a mask/ face covering that covers their nose and mouth while indoors.
 - Exceptions to mask/face covering requirements will be made on an individual basis for those for whom it is not possible due to medical conditions, disability impact, or other health and safety factors. A doctor's note is required to waive the mask/face covering requirement.

- Masks/face coverings should be provided by the student/family, but extra face masks will be made available by CCSC for students who need them. Reusable masks/face coverings provided by families should be washed by families daily.
- Reusable face coverings or masks should be kept clean by washing them daily, or more often if contamination occurs. Disposable masks should not be reused.
- Masks or face coverings should not be shared.
- Students and staff should avoid putting face coverings or masks on any surface that may contaminate either the covering or the surface.
- Students and staff should not use any PPE that has been damaged or potentially contaminated.

Home and Hospital Services

Students who have extended medical absences will be provided with education services, in accordance with 603 CMR 28.03 (3) © and 29.04 (4): When students are ordered to remain at home or in a hospital due to a medical reason for at least 14 school days in a single year, the principal or school nurse shall acquire a written order from the student's physician. Additionally, the school will ensure that educational services are provided to this student, at their home or in the hospital, for this time period. These services will be available to students as long as they do not interfere with the student's medical care. If a student in question is on an Individualized Education Plan, the principal and school nurse will coordinate services with the Director of Student Support.

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

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

Students who are ordered to remain at home or in a hospital due to a medical reason for 3-13 days should submit this documentation as well. In these circumstances, educational services will not be provided, but the student's principal and advisor will work together to initiate an Extenuating Circumstances Plan that will address educational needs due to extended medical absence.

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

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

CCSC shall not deny any married or unmarried student (who is otherwise eligible to attend) an educational program solely because of pregnancy, childbirth, pregnancy-related disabilities, or actual or potential parenthood; nor shall a pregnant student under the age of seventeen (17) be excused from the requirements of the Compulsory Attendance

Statute solely for reasons of her pregnancy or maternity. Students will be permitted to remain in classes and participate in extracurricular activities through the pregnancy. Pregnant students shall be encouraged to remain in their regular school program as long as their physical and emotional condition permits. After giving birth, students are permitted to return to the same academic and extracurricular program as before the leave. Overall, students who are pregnant will adhere to the home and hospital policy to receive educational services in CCSC classrooms, at home, or in the hospital, as deemed necessary by the student's physician.

Counseling and Student Support Services

The **mission** of the Community Charter School of Cambridge counseling program is to provide a comprehensive, developmentally appropriate school counseling program that addresses and supports academic, personal/social, and career success. All students will acquire the skills and ethical behaviors necessary to help them to understand and respect themselves and others. School counselors will collaborate with other educators, parents/guardians, and community stakeholders to provide all students with opportunities to investigate the world, make informed career decisions, and be productive global citizens.

As professional counselors at CCSC, we believe:

- All students have dignity and worth.
- All students can achieve high levels of learning and academic success.
- All students can be productive members of society.
- All students have the right to participate in a comprehensive and developmentally appropriate school counseling program developed by licensed school counselors.
- All students' ethnic, cultural, racial, sexual, gender, and developmental differences, and special needs are valued and considered in planning and implementing the school counseling program.
- All students benefit from a strong school/home partnership.
- Involving students in decisions that impact their lives promotes empowerment, commitment, ownership, and a sense of value and pride.
- All students benefit from primary intervention.
- All school counseling programs should use data to drive program development and evaluation.
- All counselors will personify the highest level of ethical behavior and follow the guidelines as set forth by the American School Counseling Association.

As advocates for our students, the CCSC Counseling Department Team focuses on:

- Individual/group guidance and counseling
- Consultation with staff, families, and outside agencies
- Assessment, recommendations and referrals
- Developmental guidance curriculum and instruction

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

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

CCSC offers individual and small group counseling services by qualified student support professionals (e.g. school counselors, clinical social workers, supervised counseling interns, school psychologists, etc.) to students who are experiencing social-emotional-behavioral challenges that interfere with school performance. If you do not want your child to access these services without prior active parental/guardian consent please contact Luz Mederos-Dorleans, lmederosdorleans@ccscambridge.org or (617) 354-0047 x103.

Sex Education Course

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

Fire Drills

Fire drills play a very important role in our school operations to help ensure emergency preparedness. In the event of a fire drill, or an actual fire emergency, both students and staff must follow the same procedures. Students leave and return to the building following the instructions of the school staff, always remaining silent and orderly. The signal for a fire drill will be a long continuous ring of the fire alarm and flashing of strobe lights. Students should immediately stand up and, in a silent and orderly fashion, move out of the buildings according to the directions of the teacher. Once outside and lined up in the designated areas with their teachers, students will remain silent and await further instruction. Students will return to the school buildings only when directed.

In order to ensure that fire drills are a serious and effective emergency preparedness exercise, students who talk during a fire drill may have families contacted by the school. Further infractions of the CCSC Community Responsibilities and Expectations during a fire drill may earn more severe consequences, at the discretion of the principal.

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

VI. Computer and Network Use Policy

Individuals who are provided access to CCSC's computer facilities and/or to the school network assume responsibility for appropriate use. CCSC expects individuals to be careful, honest, responsible, and civil in the use of computers and networks. Those who use the network to communicate with others or to connect to external networks

are expected to abide by the rules governing the remote systems and networks as well as the rules defined herewith. In addition to the CCSC terms of use, users are subject to all local, state and federal laws.

Accessing Internet Content

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

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

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

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

Responsibilities of Network Users

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

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

Privacy

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

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

CCSC reserves the right to monitor all data contained and transmitted in the system to protect the integrity of the system and to ensure compliance with the policies, laws, and regulations governing appropriate use. Students are explicitly prohibited from engaging in the following activities on CCSC's computers and/or network:

- Bullying and harassment of any kind, as determined by CCSC
- Cheating of any kind, including plagiarism
- Communication with anyone outside of CCSC without explicit permission of a CCSC teacher or administrator. This includes but is not limited to using the following methods:
 - Email, instant messaging or other chat services
 - VOIP
 - Forums and bulletin boards
 - Blogs or social networking sites
- Attempting in any way to defeat, compromise or discover the security and filtering methods set in place by CCSC. This includes but is not limited to the following:
 - Trying to obtain any password other than the student's own
 - Trying to access any account other than the student's own
 - Network/Package "sniffing"
- Connecting to the school's wireless network outside of school hours, outside of the physical confines of the school and/or without explicit permission.
- Using proxy servers or any other method to access websites blocked by the school's Internet filter
- File sharing with anyone outside of CCSC without explicit permission of a CCSC teacher or administrator
- Viewing, downloading or otherwise accessing inappropriate and/or obscene material, including anything deemed obscene by CCSC
- Viewing, listening to or otherwise accessing high-bandwidth media without explicit permission of a CCSC teacher or administrator
- Downloading any files from a remote computer without express permission of a teacher or administrator
- Sharing user accounts and/or passwords
- Installing or modifying software or hardware
- Modifying the configuration of any of CCSC's networked devices
- Using CCSC's printers, scanners, or copiers for anything other than approved school work

Privacy Notice for Virtual Meetings/Services with Students

Our teachers and related service providers have arranged to provide some services through remote means during the 2021-2022 school year, as long as is necessary due to the COVID-19 pandemic.

CCSC will include use of video communication such as video conferencing, real-time online comments and link sharing through a "chat" function, or other online communication in real-time, which may include interactions through various online platforms that educators, using their professional judgment, may choose to use to connect with students such as Zoom, Google Classroom, Nearpod, etc.

The following notifications and expectations apply to students when using online platforms. Please acknowledge the following, which will apply to the use of any online communication and learning platforms:

1. By accessing online learning services, the school district recognizes that you and your child **consent to access online instruction** and agree to **fully comply with the requirements of such learning** explained in this notification.
2. It is important that we continue to respect the privacy and intellectual property rights of our school community – our teachers and our students. By participating in remote learning today, you agree that you **will not save, record, share or post recordings or photographs** from online lessons and meetings.
3. If CCSC teachers record meetings, it will be only for the purpose of professional development -- e.g. an administrator or instructional coach may watch the recording in order to provide the teacher with feedback

they can use to improve their practice. CCSC staff will not disseminate recordings to non-staff. It is important to note that **class recordings will not be stored in individual students' records or used for disciplinary purposes.**

4. If it is determined that a student, family member, or other individual is recording or has recorded an online session, the school will take action, which may include student disciplinary consequences and/or pursuing other remedies to address this illegal practice. Further, all students who participate in online remote learning experiences, and any family members who witness online learning sessions due to being present in the same space as the student, are **prohibited from sharing or disseminating any information they may learn about other students with any and all third parties.**
5. All student and family responsibilities and expectations set forth in our CCSC 2021-2022 Student and Family [Handbook](#) with regard to student conduct in general, including those related to student online conduct, bullying, or cyberbullying, remain in place during remote learning.

By participating in virtual meetings/services, you are agreeing that CCSC may:

1. disclose your child's name and email address (and possibly your name and email address) for the purpose of participation in virtual meetings and services
2. display the appearance and voice of your child, and sometimes of you, via the internet, for the purpose of participation in learning activities, and
3. record audio and video content from the virtual services it provides to your child for instructional purposes.

Also, please be advised that student meetings may be viewed by individuals in other students' households. CCSC requests that you respect the privacy of our students and that you refrain from disclosing any student information that you may have access to during the course of your child's participation in virtual activities.

By allowing your child's participation, you are acknowledging and accepting the privacy limitations inherent in virtual meetings/classrooms.

Sharing of Account Login Information

Students must not share usernames and passwords with anyone and must log out of the computer before leaving it unattended. Students will always be held accountable for violations of the Network and Computer Use Policy from their account regardless of circumstances. Please note that students can, at any time, request a new password from members of the technology department. In fact, consistently changing passwords is considered an important safety procedure, and one in which we hope CCSC students engage. For the disciplinary consequences of violating the school's computer and network use policies, see the [Computer and Network Use Expectations](#) under Community Responsibilities and Expectations.

VII. Community Responsibilities and Expectations

Our Philosophy

CCSC believes that with the right tools and support, all students can be successful in middle school, high school, and beyond. We believe that over time, students will develop, refine, and ultimately master life-long skills and habits of mind. CCSC expects that all students, faculty, and staff treat one another, themselves, and the school space and property with dignity and compassion that prioritizes learning, respect, equity, and joy. All students, faculty, and staff will continuously work together to ensure that the CCSC core values are practiced in classrooms, common areas, and the surrounding community. To achieve our community goals and individual needs the CCSC Community Responsibilities and Expectations:

- encourages every community member to model the core values of CCSC: community, commitment, scholarship, and courage
- sets shared expectations for mutual respect and a joyful, engaging environment where all community members can belong, grow, and build identity as achievers
- defines our restorative justice approach, guidelines, and supports

The Community Responsibilities and Expectations apply to all members of CCSC when they are on campus during school hours and before and after school, participating in extracurricular activities/school-sponsored events on- or off-campus, and traveling to and from school and school-sponsored events.

All students and families must agree to comply with the Community Responsibilities and Expectations by signing the “Acceptance of Terms” form. All staff must commit to upholding the structures of safety and support as laid out in the Community Responsibilities and Expectations.

Our Values

The Community Responsibilities and Expectations are grounded in our Core Values of **Courage, Commitment, Scholarship, and Community**. In addition to these Core Values, we also appreciate the values that each student, family, and staff member bring to our school community. We do our best to live these values everyday in the following ways:

Courage: When we are faced with adversity or fear, we respond with bravery and vulnerability to push through. We are open-minded and willing to accept changes that will make us better. We take positive risks that will help us prepare for our future. We accept responsibility for our mistakes and have the courage to repair harm with honesty, truth, and accountability. We know the true measure of courage is what we do when no one is watching.

Commitment: We show commitment to ourselves, our families, and each other by showing up every day ready to work hard, learn, and challenge ourselves and others. We are persistent in the face of obstacles and ask for help when we need it. We show integrity by doing what we say we are going to do. When we start something, we finish it.

Scholarship: We show dedication to the learning process through self-discipline and intellectual curiosity. We see mistakes as an opportunity for growth inside and outside of the classroom. We have a growth mindset about our skills and know that success is the result of hard work, reflection, and collaboration with our community.

Community: We believe our community resembles a quilt, where each person contributes unique parts that make up our whole school. We value the diversity of our community and champion an equitable and inclusive environment for all. When one of us succeeds, we will be there to cheer them on. When one of us makes a mistake, we will be there to help them get back up. At the core of our community is love; we know we are stronger together.

Our Vision for School Culture

We are committed to maintaining a school community that supports a safe, nurturing, and positive learning environment where students, staff, families, and community members build trusting relationships. We have created our Community Responsibilities and Expectations to support students in demonstrating our Core Values in their daily experiences. We employ these three principles in our programming:

Safety. Safety is a consistent and predictable environment that supports academic risk and positive praise from both teachers and peers allows spaces for students and adults to present their best selves.

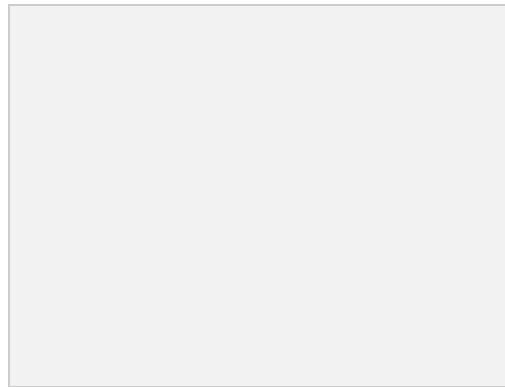
Trust. We all help cultivate a shared trust that the environment will remain safe and consistent. This means that adults and students both are good to their word and held accountable to it. In trusting environments, individuals will strive to be their best selves each day and will know that they will continue to be accepted and loved on any days when they are less so.

Respect. Respect is mutual and unconditional. It is a fundamental belief in the dignity of every person, regardless of age or role. Every member of our community has something to contribute to our larger mission. We believe when you show respect, in turn, it is shown to you.

Restorative Justice Practices at CCSC

Restorative Justice Practices at CCSC will prioritize connection in every aspect of schooling. By applying a restorative approach, CCSC will cultivate a positive and purposeful school culture that will promote safety and cultural responsiveness.

CCSC follows a multi-tiered approach to Restorative Justice.



Tier 1 includes community building activities and proactive, universal, social-emotional learning supports which include:

- Advisory program
- Anti-bullying initiative
- Community Meetings
- Cultural events and celebrations
- Extracurricular activities and athletics
- Field trips and field days
- Family conferences
- Mentoring program
- Recess
- Team Building block
- Merit Store

Tier 2: Targeted interventions and restorative processes

- See policies outlined below.

Tier 3: Intensive targeted interventions

- See policies outlined below.

If you have questions or ideas about Restorative Justice Practices at CCSC, please contact the Director of School Culture or visit [this link](#) for more information and resources.

Expectations for Maintaining a Culture of Achievement

Six Habits of a CCSC Scholar

We believe these six habits will support a culture of achievement and prepare students to excel at CCSC and in their postsecondary life. We encourage students to utilize these habits throughout their time at CCSC to propel them toward academic growth and success.

| | | |
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| Participate in Class <ul style="list-style-type: none"> ● I listen to and follow instructions ● I consistently focus on my academic work; I'm not distracted by my peers or technology ● I talk about academic content -- I ask and answer questions, I discuss ideas | Complete Homework <ul style="list-style-type: none"> ● I complete my homework consistently ● I take my time to do my homework thoroughly; I don't rush | Stay Organized <ul style="list-style-type: none"> ● I keep my materials -- handouts, notebooks, backpack -- well-organized ● I plan ahead, making sure I have time to do homework, do major projects, and study for tests |
| Persist and Seek Help <ul style="list-style-type: none"> ● I continue to try when a task is challenging; I don't give up ● I use my resources (notes, graphic organizers, reference sheets) for help ● I ask for help when I am confused (in class, in ASLC, by email) ● I revise my work based on feedback | Study for Assessments <ul style="list-style-type: none"> ● I study ● I use active studying strategies: I quiz myself, I have a peer quiz me, I make flashcards, I answer practice questions and problems | Go Above and Beyond <ul style="list-style-type: none"> ● I do more than the minimum requires on assignments ● I seek out honors assignments and other opportunities to extend my learning |

CCSC is committed to building positive and supportive relationships in the classroom and school. We understand harm may accrue. There are times where the needs and skills of individuals and the needs and skills of the community will be in conflict and people will cause and experience harm. When our students develop skills to manage conflict they will leave us prepared for postsecondary success.

Every class at CCSC will, at the beginning of the year, create **Classroom Agreements** that are aimed at maintaining a culture of achievement and a safe learning environment. These agreements will not only include actions to avoid, such as disruption or disrespect, but (more importantly) will include the values of all members of the classroom community and a description of how these values will be lived out in the classroom.

Academic Responsibility & Integrity

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

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

Students are expected to complete the work they have been assigned and submit it in the manner the teacher has requested. If students are not successfully completing and submitting their work on time, their teachers will support them in building positive habits using restorative practices and, where appropriate, communication with families.

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

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

- Plagiarism has occurred when an individual has used or passed along ideas or writings of another as one's own. Cheating includes any action which gives a student improper access to answers on an assignment or assessment or gives a student a grade that they did not earn.
- Plagiarism includes copying another student's assignment or allowing someone else to copy one's assignment. Students may collaborate or "get help" only if the teacher and students have agreed that collaboration is appropriate for the assignment/assessment. Students should document the names of anyone who helped them with an assignment. Failure to adhere to these policies will mean the student has cheated or plagiarized.

Attendance

Consistent attendance is one of the leading predictors of academic success. Keeping accurate attendance is how we maintain the safety of our students and ensure their academic growth.

Students who arrive after class has begun will be marked tardy. Teachers record attendance (including tardies) in PowerSchool at the start of every class period. Students who establish a pattern of tardiness will be required to have a family meeting with the Principals or Director of Culture.

- Students who miss more than half of a school day will be marked absent for the entire day unless a valid excuse is provided (doctor's note, confirmed family emergency, or court appointment).
- Because student safety remains a top priority at CCSC, all students who arrive late to school must check in at the front desk. If a pattern of behavior is established, the first period teacher will call and notify families of the pattern. If the behavior continues, a family conference will be requested by the Principal or Director of School Culture.
- Students who are not in their scheduled space at any point in the school day should have a pass. If a student is struggling to remain in their scheduled space on a regular basis, a family conference will be requested by the Principal or Director of School Culture. If the issue persists, further restorative practices will be implemented to support the student and family.
- Students may be dismissed early from school only if permission is given by the student's legal guardian as recorded in the student's records (in writing or by telephone). In the event that the student has a medical or legal appointment that conflicts with any school scheduled requirement on a specific day, official documentation must be presented when the student arrives at school the next day.

Computer and Network Use

Students demonstrate citizenship by respecting their school's property, including its computers and networks. The [Computer and Network Use Policy](#) requires that students be careful, honest, and responsible in the use of the school's network and computer resources. As such, students are expected to use the school's computers for

educational purposes only, while displaying the citizenship and integrity typically expected of the student body. Any instance of cyber-bullying using school resources will be treated as bullying. As such, it will not be governed by this section of the discipline code, but rather the sections of this handbook that pertain directly to [bullying](#).

Dress Code

Commitment to coming to school in dress code every day helps students to remain focused on their studies and contributes to our sense of community.

The dress code, as laid out in the [Dress Code Policy](#), is in effect any time students are in the school building or at officially sponsored school activities, unless otherwise noted. If student(s) arrive to school without the correct dress code, and are unable to remedy the issue on campus, they should go to Room 111 for support.

Food and Drink

While we encourage eating to happen during breakfast, lunch, and snack times, we recognize that hungry students cannot learn. Students are allowed to eat a snack in class, as needed, in ways that do not interfere with the learning environment. Students should check in with their teacher first before taking out food in class. All members of the classroom community should ensure that the classroom space is clean when they leave so that it is ready for the next group to arrive. Students are responsible for cleaning up their area if they have had a snack in class. Each classroom has wipes available.

Please see the [Wellness Policy and School Nutrition Program](#) for more details about food and drink policies. Please note that for safety reasons, students should not bring glass bottles or containers to school.

11th and 12th grade students may earn the privilege to leave campus for lunch. Just as in CCSC classrooms, all community members should leave spaces -- including in our broader neighborhood -- as clean as they found them or better.

Portable Electronic Devices Policy

We know that many students use personal cell phones and other portable electronic devices to communicate with their families in order to ensure their safety on their commute to and from school. We share the desire to keep all of our students safe and encourage students to use their devices before and after school to communicate with their family as needed.

CCSC is equipped with phones in the classrooms, offices, and the front desks. Students may access school phones for calls to their family, as necessary and when granted permission by a staff member. All students are provided with a Chromebook and charger and can use this device to check their email, PowerSchool, and perform other important functions throughout the day.

Guidance for Families

If families need to reach a student, they should call our front desk or their student's advisor during the school day. Families should avoid texting or calling students during school hours. Partner with staff to discuss patterns of cell phone and electronic use in class.

While technology can be a useful tool for communication, studies have shown that student use of cell phones while receiving instruction can be a barrier to learning, relationship building, and collaboration in the classroom. Our cell phone policy is designed to minimize the distraction of cell phones and other portable electronic devices throughout

the school day so students are able to participate fully in their classes. Please note, CCSC is not responsible for any student electronics that are lost, stolen, or damaged.

When students may use cell phones (high school)

- Before school in morning supervision rooms
- During the lunch period
- During study hall to listen to music, only when a content teacher has given explicit permission (music must be played in headphones and at a volume that does not disturb other students)
- During After School Learning Centers

When students may use cell phones (middle school)

- Before school in morning supervision rooms
- During the recess period
- After school

Helpful strategies and tips for managing the distraction of cell phones/electronics

- Turn phone off and keep it in backpack
- Silence notifications throughout the day
- Distraction-free applications on smartphones
- Do not disturb and Screen Time features (iPhone)

Portable Electronic Device Response

If students do bring cell phones and other portable electronic devices to school, they should neither be seen nor heard during class time, or in hallways. When a cell phone or other portable electronic device is seen or heard (being used or not) during class time, or in hallways, staff will first give the student a reminder to turn the device off and put it away for the remainder of the day. If a student continues to use their cell phone or device after the first reminder, staff will utilize designated cell phone storage spaces in their classroom, restorative practices, and/or family communication, as appropriate. Students who establish a pattern of cell phone or portable electronic device use during class will be required to have a family meeting with classroom teachers, Principals, and/or Director of Culture.

Restorative Processes

CCSC is building a community which proactively reduces the likelihood of disruptive or harmful behaviors to promote student safety, belonging, and success. In the event that behaviors occur that cause disruption or harm, we will initiate Restorative Processes to remedy the situation and prevent future incidents.

Staff-Initiated Restorative Conference Ladder

| Level of Concern | Student and Family Actions | CCSC Actions |
|---|---|--|
| <p>Level 1: Low - Isolated Incident</p> <p>Student and staff reflect on behavior during another time</p> <p>Reflection time may be assigned</p> | <ul style="list-style-type: none"> • Student and staff process incident • Both parties may participate in a Restorative Conference to identify and reflect on harm done to the community • Adult family members notified and called upon to collaborate as | <ul style="list-style-type: none"> • Communicate clearly the issue and reason for concern • Staff member schedules time to reflect on the incident with the student during another non-academic time that day or the following day |

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| | necessary and follow-up with student regarding the incident | <ul style="list-style-type: none"> ● Restorative Justice Coordinator will work with the staff and student, if needed ● Staff will place a call to let the family know what happened ● Establish an agreement for change ● Restorative Justice Coordinator will follow up with all parties |
| <p>Level 2: Moderate - Repetitive disruptive/concerning behaviors</p> <p>Reflection form assigned</p> <p>Student processes with Restorative Justice Coordinator</p> | <ul style="list-style-type: none"> ● Involved students and staff members will be offered an opportunity to participate in a restorative conference to address patterned behavior. ● Family members will be made aware of the incidents and offered an opportunity to join in the conference. ● All parties will collaborate with the Restorative Justice Coordinator and make plans to address issues. | <ul style="list-style-type: none"> ● Restorative Justice Coordinator and staff member will schedule a conference with family members regarding continued behavior ● All parties collaborate to re-establish an agreement which works for students, staff, and the family which promotes positive change. ● Restorative Justice Coordinator will follow up with all parties to monitor agreement |
| <p>Level 3: High - Dangerous behaviors</p> <p>Challenges to physical or emotional safety</p> <p>Students removed from class</p> | <ul style="list-style-type: none"> ● Family members are notified immediately. ● Student and family members will participate in a Restorative Conference to discuss a safety plan and any further action or consequences. ● If necessary, the student, family, or an administrator may file a bullying report. | <ul style="list-style-type: none"> ● Students may be temporarily removed from the classroom environment to ensure their safety and the safety of others. ● Restorative Justice Coordinator /Director of School Culture will support students and families in filing reports as needed. ● Restorative Justice Coordinator/Director of School Culture will inform and include the School Counselor or other staff as needed. ● Restorative Justice Coordinator/Director of School Culture will decide if further action or consequences are needed, including but not limited to, community service learning projects, Saturday |

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| | | School, suspension, or other disciplinary measures. |
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Student or Family-Initiated Restorative Conference Ladder

| Level of Concern | Student and Family Actions | CCSC Actions |
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| Level 1: Student or adult family member contacts the Restorative Justice Coordinator, Director of School Culture, or another administrator to share concerns (isolated incident) | <ul style="list-style-type: none"> • Student and or adult family member participates in Restorative Conference to reflect on and name harm done to the community • Adult family members collaborate with Director of School Culture or staff as necessary and follow-up with student regarding the incident | <ul style="list-style-type: none"> • The reflection is scheduled during a non-academic time according to the schedules of those involved • Involved staff members reflect on and name harm done to the community • The Director of School Culture will work to facilitate a discussion with relevant staff members and student/family • Establish an agreement for change |
| Level 2: Student or adult family member follows-up on a repeated concern (pattern of incidents) | <ul style="list-style-type: none"> • Student and or adult family member participates in Restorative Conference to reflect on and address patterned behavior • Adult family members collaborate with Director of School Culture or staff as necessary and follow-up with student regarding the incident | <ul style="list-style-type: none"> • The reflection is scheduled during a non-academic time according to the schedules of those involved • Involved students, staff, and families reflect on and name harm done to the community • The Director of School Culture will work to facilitate a discussion with relevant staff members and student/family • All parties collaboratively re-establish agreements for students, families, or staff members in order to achieve positive change. |
| Level 3: Student or family shares a concern of safety with Restorative Justice Coordinator, Director of School Culture, or another administrator | <ul style="list-style-type: none"> • Student and family will communicate to their trusted adult to name and disclose safety concerns within the classroom or school • If necessary, the student, family, | <ul style="list-style-type: none"> • Student may be temporarily removed from the classroom environment to ensure their safety and the safety of others if needed |

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| | or an administrator may file a bullying report . | <ul style="list-style-type: none"> • Director of School Culture and other administrators will follow-up with involved staff members as needed to address concerns, provide training, or take other necessary steps • Director of School Culture will support student and family in filing reports as needed • If necessary, the school may file a bullying report. |
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Saturday School

Saturday School is an opportunity for students to receive additional support on the weekends. This is a community-building space focused on restoration and relationships.

Saturday School will not occur every week, but will be announced to the full community when it is planned. All are welcomed, and at times specific students and families may be invited to attend.

VIII. Student Discipline

Suspensions

Students who have violated the student handbook may earn a suspension. Suspensions are sometimes used to mitigate troubling behavior, establish clear boundaries for what is appropriate and not appropriate in our school, and ensure the safety and well being of our school community. Suspensions earned by students in grades nine through twelve will be reported as necessary, including as part of the college admission process.

Where possible, CCSC attempts to find alternatives to suspension, such as use of restorative practices to mitigate harm and help students to productively reflect on their behavior. Infractions that may warrant a short- or long-term suspension or expulsion include but are not limited to the following items:

- Skipping Saturday School
- Extreme, excessive, or repeated violation of the CCSC Community Responsibilities and Expectations
- Theft
- Bullying*, harassment, threat, and intimidation
- Physical altercations and any other type of assault
- Hazing*
- Sexual assault
- Sexual harassment*
- Possession of drugs or drug paraphernalia
- Possession or use of tobacco
- Possession or use of alcohol
- Calling in a false alarm or bomb scare, dialing 911 in a non-emergency situation, or activating the school's fire alarm system
- Use or possession of a pocket knife, matches or lighter
- Use or possession of a dangerous weapon (see below for details)

- Possession or distribution of pornographic items or materials including but not limited to images downloaded from the Internet or otherwise stored on a computer
- Unauthorized departure from campus
- Skipping (“cutting”) class or skipping school

Any infraction that is deemed to present a threat to the safety of a member in the CCSC community may result in a short-term or long-term suspension of up to 90 days (see below for details). The Principals, Head of School, and Counseling Staff may recommend counseling upon re-entry from suspension.

*Please see the [Bullying, Hazing and Sexual Harassment](#) section for more details.

Short-Term Suspensions pursuant to M.G.L. ch. 71, §37H¾

Short-term suspension means the removal of a student from the school premises and/or regular classroom activities for ten (10) consecutive school days or less. CCSC uses two types of short term suspensions: In-School Suspension (which is removal of a student from regular classroom activities but not from the school premises) and Out-of-School Suspension (which is removal of a student from regular classroom activities and from the school premises).

In-school suspension is the removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. A student serving short-term suspension, whether In-School or Out-of-School, has the opportunity to earn credits, as applicable, and make up assignments, tests, papers, and other school work as needed to make academic progress during the period of their removal from the classroom or school. Staff will work with students to create a plan for make up work, which may include staying after school. All student disciplinary offenses resulting in removal from the classroom, including short-term suspensions, are subject to due process procedures. Please see the [Due Process](#) below for more information.

Long-Term Suspensions pursuant to M.G.L. ch. 71, §37H¾

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

As set forth in M.G.L. ch. 71, §37H¾, the Middle School Principal or High School Principal or designee may issue a long-term suspension if a student is in violation of the school’s Community Responsibilities and Expectations in the Student & Family Handbook. Long-term suspensions pursuant to M.G.L. ch. 71, §37H¾ may not exceed ninety (90) school days in a school year.

Suspensions pursuant to M.G.L. ch. 71, §37H and 37H½

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

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

- Any time a student assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games.

*This includes not only knives and guns, explosive devices and realistic replicas of such weapons/devices, but also other objects used to assault another person or to otherwise create a dangerous situation, such as a baseball bat, a pair of scissors, matches or a lighter. While such objects would not always constitute "dangerous weapons," administrators and educational professionals will review the circumstances of each case and make a reasonable determination about whether a particular object in a student's possession constitutes a dangerous weapon in the school setting. Any illegal weapon will be turned over to the Police Department.

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

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

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

When considering the exclusion of a student from school in accordance with M.G.L. c. 71, §37H, an administrator may have a brief, informal hearing with the student and decide to remove the student on an emergency basis pending a more formal disciplinary hearing. During this time, the student may be initially placed on short term suspension (ten days or less), to be followed by a formal hearing before the Principal within that period of suspension to determine whether to take additional disciplinary action, up to and including expulsion from school.

1. The informal hearing will be in the form of a conference between the student and the principal or designee. At this conference, the student shall be informed of the reason for the conference and shall be given the opportunity to present their side of the story. If the administrator deems delay of the informal hearing necessary to avoid danger or substantial disruption, this process may occur immediately after, rather than before, the student is removed from school.
2. Prior to removing the student from school, the principal or designee shall make a reasonable effort to telephone and inform the student's parent or guardian of the impending removal; this shall include attempts to contact the parents or guardian at home and at work. Parents may contact the school for additional information.
3. Formal Hearing. Any student who is charged with any of the misconduct detailed above has an opportunity for a formal hearing before the Middle School or High School Principal. At the hearing, the student may have representation at their own expense, along with the opportunity to present evidence and witnesses at said hearing before the principal. Additional due process rights may be included in the written notice of hearing. After said hearing, the principal may, in their discretion, decide to suspend rather than expel a student who has been determined by the principal to have committed the misconduct detailed above. The following procedures will apply:
 - The student shall receive written notice of the following:
 - Charges and a statement of the evidence;
 - Date, time and place of a hearing;
 - Notice of the right at the hearing to:

- Be represented by their parents, legal or other representative (at the student's/parent's own expense)
 - Present evidence.
 - Confront and cross-examine witnesses.
- The school may record (by tape or other appropriate means) the hearing and a copy of such will be made available to the student upon request.
 - Notices and proceedings will be translated into the student's/parent's primary language if necessary for their understanding of the proceedings.
 - A student and/or parent, upon request, will have the right to review the student's records in accordance with the Massachusetts Student Records Regulations or other applicable law.
 - The hearing will be conducted by the Middle School or High School Principal.
 - Decisions shall be put in writing and sent to the student and parents.

Appeals to Long-Term Suspensions under §37H

Any student who has been suspended or expelled from CCSC pursuant to GL c. 71 §37H shall have the right to appeal to the Head of School. The terms for such appeal will be set forth in the determination letter. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section. The Head of School shall render a decision on the appeal within five calendar days of the hearing. Such a decision shall be the final decision of the school. The school must offer any students who receive a long-term suspension (more than 10 consecutive school days) or expulsion under this section educational services during the period of suspension or expulsion.

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

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

Suspension Following Criminal or Felony Delinquency Complaint Upon the issuance of a criminal or felony delinquency complaint against a CCSC student, the Middle School or High School Principal may suspend such student for a period of time determined appropriate by the principal if he or she determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student is entitled to receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of their right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the Head of School.

Appeals to Suspensions under §37H1/2

The student shall have the right to appeal the suspension to the Head of School. The Head of School will provide written notification at the hearing to the student and parent of the student of the right to appeal, the process for appealing the suspension and of the opportunity to receive educational services. The student shall notify the Head of School, in writing, of their request for an appeal no later than five calendar days following the effective date of the suspension. The Head of School shall hold a hearing with the student and the student's parent/guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on their behalf, shall have the right to confront and cross examine witnesses presented by the school, and shall have the right to counsel. The Head of School shall have the authority to overturn or alter the decision of the principal, including recommending an alternate educational program for the student. The Head of School shall render a decision on the appeal within five calendar days of the hearing. The Head of School's decision shall be the final decision of CCSC with regard to the suspension.

Continuation of Educational Services under M.G. L. ch. 71, §37H and §37H½ and §37H¾

Any student who is suspended or expelled from school for a disciplinary offense under G.L. c. 71, §37H or §37H½ §37H¾ for more than ten consecutive days will have an opportunity to receive educational services and make academic progress during the period of removal under a school-wide education service plan, which is described below, and will be so informed at the time of the suspension or expulsion. If the student withdraws from the charter school and/or moves to another school district during the period of suspension, the new school/district/district of residence shall either admit the student to its schools or provide educational services to the student under the new school or district's education service plan.

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

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

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

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

This section governs all student offenses that may be subject to short- or long-term suspensions that do not involve dangerous weapons, controlled substances, assault on school staff, felony or felony delinquency charges, and/or felony delinquency findings or admissions, all of which are governed by M.G.L. c.71 §§37H and 37H½, as detailed above.

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

Removal from Privileges and Extracurricular Activities

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

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

1. The administrator will inform the student of the disciplinary offense charged, the basis for the charge, and provide the student an opportunity to respond. If the administrator determines that the student committed the disciplinary offense, the administrator will inform the student of the length of the student's in-school suspension, which may not exceed 10 days, cumulatively or consecutively, in a school year.
2. On the same day as the in-school suspension decision, the administrator will make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The administrator will also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement,

and possible responses to the behavior. Such a meeting will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts will constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

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

An in-school suspension of more than 10 cumulative days in a school year will be subject to the procedures for [long-term suspension](#).

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

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

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

2. **Efforts to Involve Parent:** The administrator will make reasonable efforts to notify the parent of the opportunity to attend the hearing. To conduct a hearing without the parent present, the administrator must be able to document reasonable efforts to include the parent. The administrator is presumed to have made reasonable efforts if the administrator has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.
3. **Format of Hearing:** The administrator will discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also will have an opportunity to present information, including mitigating facts, that the administrator should consider in determining whether other remedies and consequences may be appropriate. The administrator will provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.

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

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

1. **Notice:** The notice will include all of the components for a short-term suspension above, plus the following:
 - a. In advance of the hearing, the opportunity to review the student's record and the documents upon which the administrator may rely in making a determination to suspend the student or not;
 - b. the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
 - c. the right to produce witnesses on their behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
 - d. the right to cross-examine witnesses presented by the school district;
 - e. the right to request that the hearing be recorded by the administrator, and a copy of the audio recording provided to the student or parent upon request; and
 - f. the right to appeal administrator's decision to impose long-term suspension to the Head of School.
2. **Format of Hearing:** The Hearing will afford the rights set forth in the notice above. The administrator will also provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.
3. **Decision:** Based on the evidence, the administrator will determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to long-term suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The administrator will send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the school and the parent. If the administrator decides to suspend the student on a long-term basis, the written determination will:
 - a. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
 - b. Set out the key facts and conclusions reached;
 - c. Identify the length and effective date of the suspension, as well as a date of return to school;
 - d. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school (if more than 10 consecutive days);
 - e. Inform the student of the right to appeal the administrator's decision to the Head of School or designee. Notice of the right of appeal will be in English and the primary language of the home if other than English, or other means of communication where appropriate.

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

Education Services and Academic Progress under M.G.L. ch. 71, §37H½

Students serving an in-school suspension, short-term suspension, or long-term suspension have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of their removal from the classroom or school.

Students who are suspended under §37H³/₄ for more than ten (10) consecutive days, whether in school or out of school, are entitled to receive educational services during the period of suspension under CCSC's Education Service Plan.

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

If the student withdraws from the charter school and/or moves to another school district or public school during the period of suspension, the new school/district/district of residence shall either admit the student to its schools or provide educational services to the student under the new school or district's education service plan.

Exception for Emergency Removal

Notwithstanding the provisions for short or long-term suspension set forth above, a student who is charged with a disciplinary offense may be removed temporarily from school if the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the administrator's judgment, there is no alternative available to alleviate the danger or disruption.

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

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

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

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

Appeal to the Head of School

If a decision by an administrator, following the parent meeting, results in a long-term suspension of a student for more than 10 cumulative school days for the school year, the student may appeal the decision to the Head of School. The student or parent must file a written notice of appeal with the Head of School within five calendar days of the effective date of the long-term suspension; provided that within the five calendar days, the student or parent may request and receive from the Head of School an extension of time for filing the written notice for up to seven additional calendar days. The Head of School must hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days. If the appeal

is not filed within this time frame, the Head of School may deny the appeal, or may allow the appeal in their discretion, for good cause.

The following apply

- The Head of School will make a good faith effort to include the parent in the hearing. The Head of School will be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and Head of School to participate. The Head of School will send written notice to the parent of the date, time, and location of the hearing.
- The Head of School will conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence will be. The Head of School will arrange for an audio recording of the hearing, a copy of which will be provided to the student or parent upon request. The Head of School will inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.
- The student will have all the rights afforded the student at the administrator's hearing for long-term suspension as described [above](#).
- The Head of School will issue a written decision within five (5) calendar days of the hearing which meets the requirements for a long-term suspension as described above. If the Head of School determines that the student committed the disciplinary offense, the Head of School may impose the same or a lesser consequence than the administrator, but will not impose a suspension greater than that imposed by the administrator's decision.

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

IX. Expulsion

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

Misconduct may result in expulsion under any of the following circumstances (See also [M.G.L. ch. 71, §37H and 37H½](#)):

- Pursuant to Massachusetts' law, M.G.L. c. 71 §37H, the Middle School Principal or High School Principal may expel a student for any of the following infractions:
 - Any time a student is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a controlled substance as defined in M.G.L. c. 94C, including, but not limited to, marijuana, cocaine, and heroin, and certain prescription medications;
 - Any time a student is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon*, including, but not limited to, a gun or a knife;
 - Any time a student assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games; and

*This includes not only knives and guns, explosive devices and realistic replicas of such weapons/devices, but also other objects used to assault another person or to otherwise create a dangerous situation, such as a baseball bat, a pair of scissors, matches or a lighter. While such objects would not always constitute "dangerous weapons," administrators and educational professionals will review the circumstances of each case and make a reasonable determination about whether a particular object in a student's possession constitutes a dangerous weapon in the school setting. Any illegal weapon will be turned over to the Police Department.

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

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

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

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

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

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

Appeals to Expulsions under §37H

Any student who has been expelled from CCSC pursuant to GL c. 71 §37H shall have the right to appeal to the Head of School. The Head of School will provide written notification at the hearing to the student and parent of the student of the right to appeal, the process for appealing the expulsion and of the opportunity to receive educational services. The expelled student shall have ten days from the date of the expulsion in which to notify the Head of School, in writing, of their appeal. The student has the right to counsel, at their own expense, at a hearing before the Head of School. At the appeal hearing, the student shall have the right to present oral and written testimony on their behalf, shall have the right to confront and cross examine witnesses presented by the school, and shall have the right to counsel. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section. The Head of School shall have the authority to overturn or alter the decision of the principal. The Head of School shall render a decision on the appeal and such decision shall be the final decision of the school.

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

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

Expulsion Following Felony Adjudication or Admission

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

Appeals to Expulsions under §37H1/2

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

Continuation of Educational Services

School-Wide Education Service Plan

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

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

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

X. Bullying, Hazing, and Sexual Harassment

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

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

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

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

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

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

- by emailing reportbullying@ccscambridge.org or
- by sending a letter addressed to “No Bullying” at Community Charter School of Cambridge, 245 Bent St, Cambridge MA, 02141

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

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

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

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or a member of a school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- i. causes physical or emotional harm to the target or damage to the target's property;
- ii. places the target in reasonable fear of harm to themselves or of damage to their property;
- iii. creates a hostile environment at school for the target;
- iv. infringes on the rights of the target at school; or
- v. materially and substantially disrupts the education process or the orderly operation of a school.

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

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

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

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

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

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

Bullying and cyberbullying shall be prohibited:

- On school grounds.
- On property immediately adjacent to school grounds.
- At a school-sponsored or school-related activity, function or program whether on or off school grounds.
- At a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school.
- Through the use of technology or an electronic device owned, leased or used by a school district or school.
- At a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying causes any of the following conditions:
 - The bullying creates a hostile environment at school for the victim.
 - The bullying infringes on the rights of the victim at school.
 - The bullying materially and substantially disrupts the education process or the orderly operation of a school.

Hazing: The term "hazing" generally means any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. M.G.L.c. 269, sec.17. See Legal References for the specifics of the law. CCSC does not tolerate hazing of any member of the school community. CCSC recognizes and will adhere to the Anti-Hazing Law

as it states below. All CCSC classes, advisories, and student groups must comply with the anti-hazing law. Teachers, coaches and advisors must sign a statement indicating that the organization leadership has received a copy of the law, and the organization understands and agrees to adhere to the law. Teachers, advisors and coaches are required to report incidents of hazing to appropriate law enforcement officials and to the student's principal. Principals will hold any student who violates the Anti-Hazing law accountable in accordance with the law and CCSC's Community Responsibilities and Expectations guidelines expectations.

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

Title IX of the Education Amendments of 1972 prohibits sexual harassment of student and employees at CCSC, but the conduct considered to be "sexual harassment" under Title IX is limited and does not capture all conduct that amounts to sexual harassment under school policy and/or other state and federal laws. For these reasons, CCSC will investigate all allegations of sexual harassment in accordance with its Sexual Harassment Policy, attached to this handbook as [Appendix A](#), and if it determines that the alleged conduct falls outside of Title IX's scope but still constitutes sexual harassment under this anti-harassment and discrimination policy, CCSC will implement appropriate remedial and/or disciplinary action in accordance with this policy."

XI. Student and Family Legal Rights

Non-Discrimination Policy

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

To see what Massachusetts law has to say about discrimination, see the [Non-Discrimination](#) statement below.

Please refer to [Appendix A](#), attached to this handbook, for CCSC's [Sexual Harassment/Title IX Policy](#).

Transgender and Gender Non-Confirming Students - Non-Discrimination on the Basis of Gender Identity

CCSC requires that all classrooms, programs, activities, and employment practices be free from bias and discrimination on the basis of sex, sexual orientation, and gender identity. CCSC works hard to create a culture where transgender and gender nonconforming students feel safe, supported, and fully included, and provides

educational opportunities for all students. We aim to achieve inclusion of transgender and gender nonconforming students, while maintaining students' right to privacy.

See the complete [Non-Discrimination on the Basis of Gender Identity](#) statement below.

Search and Seizure

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

Access to Student Records

With a few exceptions, no individuals or organizations but the parent/guardian, student, and school personnel working directly with the student are allowed to have access to information in the student record without the specific, informed written consent of the parent or the student. In accordance with state and federal law, CCSC will provide parents/eligible students with an annual notice of their general rights relative to student records.

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

Grievance Policy

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

Family Educational Rights and Privacy Act (FERPA)

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

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when they reach the age of 18 or attend a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee if copies are requested.

Parents or eligible students have the right to request that a school amend records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a

formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth their view about the contested information.

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

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

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

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

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

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

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

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

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S.

Department of Education (ED) –

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or student’s parent; or
8. Income, other than as required by law to determine program eligibility.

- *Receive* notice and an opportunity to opt a student out of –

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

- *Inspect*, upon request and before administration or use –

1. Protected information surveys of students and surveys created by a third party;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Community Charter School of Cambridge (CCSC) has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. CCSC will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. CCSC will also directly notify, such as through the U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt their child out of participation in the specific activity or survey. CCSC will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an

opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

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

The Community Charter School of Cambridge Protection of Pupils Rights Policy is linked [here](#).

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

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

Students with Disabilities in Charter Schools Notice of Rights to Access and Equity of Educational Services

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

Charter schools accept and serve students with disabilities.

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

See: M.G.L. c. 71 §89 (1) states that charter schools shall be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, gender identity, *mental or physical disability*, age, ancestry, athletic performance, *special need*, or proficiency in the English language or a foreign language, and academic achievement. (*Emphasis added*)

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

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

- Full inclusion- the student is in the general education classroom for 80%-100% of the school day; or
- Partial inclusion- the student is in the general education classroom 40-80% of the school day; or
- Substantially separate- the student is out of the general education classroom more than 60% of the school day.
- Or some other level of programming determined by their IEP team.

Your student must receive related services if the IEP team determines the student needs them.

Charter schools must provide related services to students with disabilities if the IEP team determines that the services are necessary for the student to receive a free appropriate public education. Examples of these services include: speech therapy, occupational therapy, physical therapy, psychological counseling, and/or adjustment counseling.

Charter schools are required to meet the needs of qualified students with disabilities under Section 504 of the Rehabilitation Act of 1973, as amended.

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

For students who may require special education services in an out of district program, an IEP team meeting will be convened to arrange for provision of needed services.

If the IEP team convened by the charter school believes that your student may require an out of district placement, the charter school will convene a separate placement meeting with the district of residence to determine the appropriate placement. You will be invited to the meeting, as will the school district of the town where you reside. When the meeting occurs, the placement team must first consider whether the school district of residence has an in-district program that is able to provide the services that are recommended by the IEP team, either alone or as a supplement to services available at the charter school. If there is such in-district programming available, the placement team must propose an in-district program to the parent (which may be delivered in the charter school itself, through a program located in the school district of residence or a combination of both), the student will remain enrolled in the charter school, and the charter school retains programmatic and financial responsibility for the student. Please note that the charter school has full discretion over where it will propose to deliver any in-district programming, and is not required to contract with the school district of residence for service delivery unless the charter school chooses to do so.

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

Because enrollment at the charter school is always voluntary on the part of the parent, the parent may elect to disenroll from the charter school and enroll, instead, back at the school district of residence or another school for any reason and at any time. However, the charter school may not require the parent to disenroll as a condition for

receiving any service, except when the student's special education placement has been determined, as above, to be an out-of-district program.

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

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

Relevant Laws and Regulations

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

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

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

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

English Learners in Charter Schools Notice of Rights to Access and Equity of Educational Services

Dear Parent/Guardian: This document explains the rights of children who are English learners to attend and receive language support and other services in Massachusetts public charter schools. As defined in state law, an English learner is a student who does not speak English, or whose native language is not English, or who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency, and who is not able to meet challenging State academic standards in English. This includes students who, without language support services, would have difficulty understanding lessons in school, or completing work in school because they are still learning English. In this document, an English learner will be referred to as an "EL." Charter schools must accept and enroll ELs admitted through the lottery who wish to attend the school. The school must provide direct instruction to help ELs learn the English language, and subject matter instruction (for example, science or history) that is presented in English using strategies that help the student better understand the content. Full and equal access to the programs and services offered at the school must be made available to ELs. This is a summary of your child's rights to attend and receive language support and other services from their charter school.

Can my student who is an EL go to a charter school?

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

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

What if I don't want language support services for my student? If you choose to opt-out of language support services for your student, your child will not receive separate English as a Second Language (ESL) instruction focused on language development. However, the school still has to make sure that your student has meaningful access to the curriculum and can effectively participate in the classroom work. Your student should be placed with a classroom teacher who holds a Sheltered English Immersion Endorsement or an English as a Second Language license, which means that the teacher has had training on the language needs of ELs. The charter school has the continued responsibility to monitor your student's progress as an EL, and your student is still required to take the state mandated English language proficiency test ACCESS for ELs annually in order to assess their language proficiency. If it appears that he or she is unable to participate effectively and meaningfully in their classroom, the school must reconsider the instruction that it provides. Families should also revisit their decision to opt-out every year and submit a new request annually.

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

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

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

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

- **Sheltered English immersion.** Sheltered English immersion includes teaching in a way that will make the content of lessons more understandable, and using ways of teaching that will help the student learn the English language. Sheltered English immersion classes must be taught by specially trained teachers, and must address the same curriculum as the other students receive.
- **English as a second language (ESL) instruction.** ESL instruction provides specific, direct instruction in the English language that is delivered by a licensed ESL teacher. ESL is meant to teach students English language, grammar, vocabulary and usage, and includes instruction in speaking, listening, reading, and writing at a level the student can understand. Students of different ages and language groups may be included in the same ESL classroom. The hours of ESL instruction provided to your student will depend on how well your student speaks, listens (understands spoken English), reads, and writes English. For more

information please see the “**Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners**” found here: <http://www.doe.mass.edu/ele/guidance/?section=guidance>

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

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

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

Disciplining Students with Special Needs

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

In general, students with an identified disability may be excluded from their programs, just as any other student can be, for up to ten school days per year. However, when a student is excluded from their program for more than ten school days in the school year, which can be consecutive or in a series of suspensions, the student’s Team is required to convene within ten days of the decision to suspend to determine whether the student’s behavior was a direct result of their disability (a “manifestation determination”).

If the Team determines the behavior was not a direct result of the student’s disability, the school may discipline the student according to the school’s code of student conduct, except that the district must continue to provide the student with educational services during the period of suspension or expulsion. However, if the suspension will consist of 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern; the Team must convene within 10 days of the decision to suspend. If the Team determines that the behavior is a manifestation of the disability, then the Team completes a functional behavioral assessment and behavioral intervention plan, and; the student will remain in the original educational setting. If a behavioral intervention plan is already in place, the Team reviews it and modifies it, as necessary, to address the behavior. The Team also reviews the IEP and modifies it, as necessary.

In the event a student (1) possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function, (2) carries a weapon, or has inflicted serious bodily injury upon another person while at school, on school premises, or at 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. In this case a manifestation determination will occur as well and access to a free and appropriate public education will be ensured. The

interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP, and provides services to address the problem behavior.

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

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

XI. Privacy Rights

(Federal Protection of Pupil's Rights Amendment)

Privacy rights under the Federal Protection of Pupil Rights Act.

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

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

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

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

XII. Legal References

Non-Discrimination Laws

Non-Discrimination

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

Title IX of the Education Amendments of 1972 also prohibits sexual harassment of student and employees at CCSC, but the conduct considered to be “sexual harassment” under Title IX is limited and does not capture all conduct that amounts to sexual harassment under school policy and/or other state and federal laws. For these reasons, CCSC will investigate all allegations of sexual harassment in accordance with its Sexual Harassment Policy, attached to this handbook as [Appendix A](#), and if it determines that the alleged conduct falls outside of Title IX’s scope but still constitutes sexual harassment under this anti-harassment and discrimination policy, CCSC will implement appropriate remedial and/or disciplinary action in accordance with this policy.

To file a complaint alleging discrimination or harassment by Community Charter School of Cambridge on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement or to make an inquiry concerning the application of Title VI, Title IX, Section 504, the ADA, the Age Discrimination Act, or applicable state laws and their respective implementing regulations, please contact the Middle School Principal regarding middle school concerns and the High School Principal regarding high school concerns. Any allegation of discrimination or harassment will be investigated and, if a violation of this policy is substantiated, disciplinary action will be taken.

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

United States Department of Education Office for Civil Rights (“OCR”)

John W. McCormack Post Office and Courthouse
Post Office Square, Suite 800, Boston, MA 02109
(617) 223-9662

Massachusetts Department of Elementary and Secondary Education (“DESE”)

75 Pleasant Street, Malden, MA 02108

(781) 388-3000

Massachusetts Office of Attorney General (“MAG”)

Civil Rights Division

One Ashburton Place, Boston, MA 02108

(617) 727-2200 ext. 2691

Massachusetts Commission Against Discrimination (“MCAD”)

Boston Office: One Ashburton Place, Room 601, Boston, MA 02108

(617) 994-6000

Relevant Laws and Regulations:

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

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

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

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

Non-Discrimination on the Basis of Gender Identity

CCSC requires that all classrooms, programs, activities, and employment practices be free from bias and discrimination on the basis of sex, sexual orientation, and gender identity. CCSC works hard to create a culture where transgender and gender nonconforming students feel safe, supported, and fully included, and provides educational opportunities for all students. We aim to achieve inclusion of transgender and gender nonconforming students, while maintaining students’ right to privacy.

Definitions

Understanding the terminology associated with gender identity is important to providing a safe and supportive school environment for all students. The definitions provided below are not intended to label or limit students’

individual identities or experiences, but rather to assist in understanding our legal and moral obligations. Although these are the most commonly used terms, students may or may not choose to use these terms to describe their gender identity, appearance, or behavior.

Gender Identity: Defined under Massachusetts law as “a person’s gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the person’s physiology or assigned sex at birth.”

Gender Expression: The manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.

Transgender: A person whose gender identity or expression is different from that traditionally associated with the assigned sex at birth.

Gender Nonconforming: People whose gender identity and/or gender expression do not conform to traditional societal expectations or norms. The terms “gender variant” or “gender atypical” may also be used.

Queer: While historically and sometimes currently considered an offensive term, “queer” has been reclaimed by many members of the Lesbian, Gay, Bisexual, and Transgender (LGBT) community as a term of empowerment. The term generally refers to a member of the LGBT and/or gender nonconforming community. This term may be used by someone who identifies as a member of the LGBT community, but who does not specifically consider themselves to be lesbian, gay, bisexual, or transgender. Since this term has a negative history, it should only be used to describe individuals who identify themselves as queer and give permission for others to use that term to describe them.

Transition: The process by which a person goes from living and identifying as one gender to living and identifying as another. Transitions may include physical, social, and/or medical processes. Not all transgender or gender-nonconforming people transition or desire to transition in the same way. Transitions are private, and personal information about a transition should not be discussed unless the conversation is initiated and led by the transgender or gender-nonconforming student. A student who wishes to record a change in gender and/or name in their school records should speak with a counselor, the school nurse, a principal, or another trusted administrator.

Bias-based Conduct, Discrimination, and Harassment

It is the policy of CCSC to maintain a safe and supportive learning and educational environment that is free from bias-based conduct, discrimination or harassment on the basis of sex, sexual orientation, and/or gender identity or expression. We strive to ensure that transgender and gender nonconforming students have a safe school environment. Reports of bias, discrimination or harassment based on a person’s actual or perceived gender identity or gender nonconformity are handled in the same manner as other reports of bias-based conduct.

Names and Pronouns

In Massachusetts, an individual may adopt a name that is different from the name that appears on their birth certificate, provided the change of name has no fraudulent intent. When a school receives a request for a name change, schools should accurately record the student’s chosen name on all school-based records. A court-ordered name or gender change is **not** required, and the student does not need to change their official student record.

After a student requests a name change, CCSC staff should use the student's chosen name and pronouns appropriate to a student's gender identity, regardless of the student's assigned birth sex. For students who remain in the same school following a gender transition, it is important to develop a plan for ensuring the use of the chosen name and pronouns consistent with the student's gender identity.

Privacy, Confidentiality, and Student Records

Under Massachusetts law, information about a student's assigned birth sex, gender transition, name change associated with transition, medical or mental health treatment related to gender identity, or any other related information is part of the individual's student record (for more information, see the Massachusetts Student Records Regulations, 603 CMR 23.00). Student records are confidential and must be kept private and secure, except in limited circumstances, such as when authorized school personnel require the information to provide administrative, teaching, counseling, nursing, or other services to the student in the performance of their official duties. Authorized school personnel may include, but are not limited to, individuals such as the principal, school nurse, classroom teacher(s), social worker, and/or guidance counselor.

When a student new to a school is using a preferred name, the birth name is considered private information and may be disclosed only with authorization as provided under the Massachusetts Student Records Regulations. If the student has previously been known at school and/or in school records by their birth name, school personnel must use the student's chosen name. School personnel should not disclose information that may reveal a student's transgender status or gender nonconforming presentation to others, including parents and other school personnel, unless legally required to do so, for safety reasons, or if the student and/or guardian has authorized such disclosure.

Transgender and gender nonconforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much information to share. A student who is 14 years of age or older, or who has entered the ninth grade, may consent to disclosure of information from their student record. If a student is under 14 and is not yet in the ninth grade, only the student's parent has the authority to decide on disclosures and other student record matters.

To the extent that CCSC is not legally required to use a student's legal name and gender on school records or documents, every effort should be made to update student records with the student's chosen name and not circulate records with the student's birth name. Records with the student's birth name should be kept in a separate, confidential file.

A student and/or custodial parent can request a change to the student's official record on the basis of gender identity by contacting a BPS Welcome Center or the Office of Equity. Upon changing records, the district will provide an updated transcript and/or diploma reflecting the student's name and/or gender identity.

Restrooms, Locker Rooms, and Changing Facilities

In accordance with Massachusetts law, all students are entitled to have access to restrooms, locker rooms, and changing facilities consistent with the student's gender identity. In meeting with the student and parent/guardian, when applicable, the school leader and student should address the student's access to the restrooms, locker room, and changing facilities.

Each situation needs to be reviewed and addressed based on the particular circumstances of the student and the school facilities. In all cases, the school leader should be clear with the student and family (when applicable) that the student may access the restroom, locker room, and changing facility that corresponds to the student's gender identity. While some transgender students may want that arrangement, others may not be comfortable with it. Transgender students who prefer not to use a sex-segregated restroom should be provided with a safe and adequate

alternative, such as a single “unisex” restroom or nurse’s restroom if possible. The single-user facility, however, **may not** be given as the **only** option for transgender or gender-nonconforming students.

Some students may feel uncomfortable with a transgender and/or gender nonconforming student using the same sex-segregated restroom, locker room, or changing facility. This discomfort is not a reason to deny access to the transgender and/or gender nonconforming student. School administrators, teachers, and counseling staff should work with students to address the discomfort, foster understanding, and create a school culture that respects and values all students. School leaders may contact the Office of Equity for additional support in this area.

Physical Education Classes, Intramural Sports, and Interscholastic Athletic Activities

Where there are sex-segregated classes or athletic activities, including intramural and interscholastic athletics, all students must be allowed to participate in a manner consistent with their gender identity. The Massachusetts Interscholastic Athletic Association will rely on the gender determination made by the student’s district; it will not make separate gender identity determinations.

Dress Codes

Transgender and gender nonconforming students have the right to dress in a manner consistent with their gender identity or expression. In general, schools should eliminate dress codes that restrict students’ clothing or appearance on the basis of gender. School staff must not enforce the dress code more strictly against transgender and gender-nonconforming students than other students.

Gender-based Activities, Rules, Policies And Practices

CCSC will continue to evaluate all gender-based policies, rules, and practices, and maintain only those with a clear and sound pedagogical purpose. Gender-based policies, rules, and practices can have the effect of marginalizing, stigmatizing, and excluding students, including gender nonconforming students.

Discipline Laws

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

Policies relative to conduct of teachers or students; student handbooks

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

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

(c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

After said hearing, a principal may, in their discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

(d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to

notify the superintendent of their appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

(e) Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.

Chapter 71: Section 37H1/2.

Felony complaint or conviction of student; suspension; expulsion; right to appeal

(1) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of their 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 their 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 their 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 a 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 their 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 their 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 their 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 a decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student under an education service plan, under section 21 of chapter 76.

Anti-Hazing Law

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

Hazing; organizing or participating; hazing defined

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

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

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

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

Failure to report hazing

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

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

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

Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution’s compliance with this section’s requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or

organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

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

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

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

Anti-Bullying Law

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

Section 37O.

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

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

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

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

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

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

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

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

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

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

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

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

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

(b) Bullying shall be prohibited: (i) on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district or school and (ii) at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school. Nothing contained herein shall require schools to staff any non-school related activities, functions, or programs.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying shall be prohibited.

(c) Each school district, charter school, approved private day or residential school and collaborative school shall provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the curriculum of the school district or school. The curriculum shall be evidence-based.

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

Each plan shall include, but not be limited to: (i) descriptions of and statements prohibiting bullying, cyber-bullying and retaliation; (ii) clear procedures for students, staff, parents, guardians and others to report bullying or retaliation; (iii) a provision that reports of bullying or retaliation may be made anonymously; provided, however, that no disciplinary action shall be taken against a student solely on the basis of an anonymous report; (iv) clear procedures for promptly responding to and investigating reports of bullying or retaliation; (v) the range of disciplinary actions that may be taken against a perpetrator for bullying or retaliation; provided, however, that the disciplinary actions shall balance the need for accountability with the need to teach appropriate behavior; (vi) clear procedures for restoring a sense of safety for a victim and assessing that victim's needs for protection; (vii) strategies for protecting from bullying or retaliation a person who reports bullying, provides information during an investigation of bullying or witnesses or has reliable information about an act of bullying; (viii) procedures consistent with state and federal law for promptly notifying the parents or guardians of a victim and a perpetrator; provided, further, that the parents or guardians of a victim shall also be notified of the action taken to prevent any further acts of bullying or retaliation; and provided, further, that the procedures shall provide for immediate notification pursuant to regulations promulgated under this subsection by the principal or person who holds a comparable role to the local law enforcement agency when criminal charges may be pursued against the perpetrator; (ix) a provision that a student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action; and (x) a strategy for providing counseling or referral to appropriate services for perpetrators and victims and for appropriate family members of said students. The plan shall afford all students the same protection regardless of their status under the law.

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

The plan for a school district, charter school, approved private day or residential school and collaborative school shall include a provision for ongoing professional development to build the skills of all staff members, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals, to prevent, identify and respond to bullying. The content of such professional development shall include, but not be limited to: (i) developmentally appropriate strategies to

prevent bullying incidents; (ii) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; (iii) information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim and witnesses to the bullying; (iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment; (v) information on the incidence and nature of cyber-bullying; and (vi) internet safety issues as they relate to cyber-bullying. The department shall identify and offer information on alternative methods for fulfilling the professional development requirements of this section, at least 1 of which shall be available at no cost to school districts, charter schools, approved private day or residential schools and collaborative schools.

The plan shall include provisions for informing parents and guardians about the bullying prevention curriculum of the school district or school and shall include, but not be limited to: (i) how parents and guardians can reinforce the curriculum at home and support the school district or school plan; (ii) the dynamics of bullying; and (iii) online safety and cyber-bullying.

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

(e)(1) Each school district, charter school, non-public school, approved private day or residential school and collaborative school shall provide to students and parents or guardians, in age-appropriate terms and in the languages which are most prevalent among the students, parents or guardians, annual written notice of the relevant student-related sections of the plan.

(2) Each school district, charter school, non-public school, approved private day or residential school and collaborative school shall provide to all school staff annual written notice of the plan. The faculty and staff at each school shall be trained annually on the plan applicable to the school. Relevant sections of the plan relating to the duties of faculty and staff shall be included in a school district or school employee handbook.

(3) The plan shall be posted on the website of each school district, charter school, non-public school, approved private day or residential school and collaborative school.

(f) Each school principal or the person who holds a comparable position shall be responsible for the implementation and oversight of the plan at their school.

(g) A member of a school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, shall immediately report any instance of bullying or retaliation the staff member has witnessed or become aware of to the principal or to the school official identified in the plan as responsible for receiving such reports or both. Upon receipt of such a report, the school principal or a designee shall promptly conduct an investigation. If the school principal or a designee determines that bullying or retaliation has occurred, the school principal or designee shall (i) notify the local law enforcement agency if the school principal or designee believes that criminal charges may be pursued against a perpetrator; (ii) take appropriate disciplinary action; (iii) notify the parents or guardians of a perpetrator; and (iv) notify the parents or

guardians of the victim, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation.

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

Appendix A: Sexual Harassment/Title IX Policy

Introduction

Title IX of the Education Amendments Act of 1972 and various state and federal laws protect all students and school employees from sex-based harassment that occurs during an educational activity, regardless of the sex of the parties. In school systems, sexual harassment may cross many lines, and may involve staff member and staff member, staff member and student, student and student, third party and staff member, or third party and student. All students and school employees can experience sex-based harassment, including male and female students/employees, LGBT students/employees, students/employees with disabilities, and students/employees of different races, national origins, and ages.

Any person who believes that a student, teacher, administrator, other school personnel or third party has engaged in conduct prohibited by this policy, whether such conduct has been directed at them or some other person, should report the alleged prohibited conduct as soon as possible to the appropriate Community Charter School of Cambridge (“CCSC”) official (as designated by this policy) verbally or in writing. Nothing in this policy shall prevent any person from reporting alleged prohibited conduct to a different CCSC employee than the one designated in this policy.

Policy Statement

CCSC does not discriminate against individuals on the basis of sex, or any other category protected by state and federal law, in the administration of its educational and employment policies, and in its administered programs and activities, and provides equal access to all designated youth groups. CCSC is committed to maintaining an educational and work environment free from all forms of discrimination, including sexual harassment and retaliation.

Goals

CCSC is committed to providing equal educational opportunities and a safe learning and workplace environment free from discrimination, including sexual harassment and retaliation. CCSC will not tolerate any form of discrimination, including sexual harassment and retaliation, within the school community. CCSC will promptly and fairly investigate and respond to all allegations and complaints of sexual harassment and retaliation. During the investigation process, CCSC will provide equitable treatment to complainants and respondents, ensure objective evaluation of all relevant evidence, and designate investigators and decision makers who are free from bias or conflict of interest. Following an investigation where it is determined that sexual harassment has occurred, CCSC will take prompt, appropriate disciplinary, corrective and remedial measures necessary to ensure a safe and equitable learning and workplace environment for all school community members.

Definitions

Title IX identifies three separate types of conduct that would constitute “sexual harassment”:

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual’s participation in unwelcome sexual conduct (“quid pro quo harassment”);
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient’s education program or activity (“hostile environment harassment”); or
- “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

Examples of unwelcome conduct that may establish a hostile environment include but are not limited to unwelcome sexual advances; requests for sexual favors; verbal, nonverbal or physical conduct of a sexual nature; sex discrimination; threats of violence; and/or physical assault.

The following additional definitions apply:

“Actual knowledge” means notice of sexual harassment or allegations of sexual harassment to any employee of CCSC, except that this standard is not met when the only official of CCSC with actual knowledge is the respondent (where the respondent is an employee). Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. Complaints will be addressed whenever CCSC has actual knowledge of the allegation.

“Administrative leave” means placing an employee on leave pursuant to state law. Nothing in the Title IX regulations precludes a recipient from placing a non-student employee respondent on administrative leave during the pendency of a grievance process, provided that Massachusetts laws are followed.

“Consent” means cooperation in act or attitude pursuant to an exercise of free will of a conscious person with informed knowledge of the nature of the act or actions. A current or previous relationship shall not be sufficient to constitute consent. Consent will not be found when submission to the act or actions is undertaken due the influence of fear, fraud, forcible compulsion, threats, and/ or the complainant possessed any legal incapacity to consent at the time of the act or actions. Consent is a defense to all types of sexual harassment.

“Complainant” means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

“Deliberate indifference” means a response to sexual harassment that is clearly unreasonable in light of the known circumstances.

“Emergency removal” means the suspension or expulsion of a student on an emergency basis, consistent with state law. Nothing in the Title IX regulations precludes CCSC from removing a respondent from CCSC’s education program or activity on an emergency basis, provided that CCSC follows all procedures under Massachusetts law, undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

Formal complaint means a document filed by a complainant (or the complainant’s parent or guardian if the complainant is a student) or signed by the Title IX Coordinator alleging sexual harassment and requesting that CCSC investigate the allegation of sexual harassment.

“Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

“Supportive measures” means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the recipient’s educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. CCSC must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

Application of Title IX/Sexual Harassment Policy

To be covered by Title IX, the sexual harassment must have occurred in the school’s education program or activity and the complainant must have been participating in or attempting to participate in an education program or activity at the school at the time the complaint is filed. The complainant must also have been in the United States when the conduct occurred.

CCSC will investigate all allegations of sexual harassment of which it has actual knowledge and which are alleged to occur in the school’s programs and activities, including locations, events, and/ or circumstances in which the CCSC exercises substantial control, in accordance with this policy and in a way that is not deliberately indifferent.

While Title IX covers the above-described definition of “sexual harassment”, CCSC recognizes that the Title IX standard does not capture all conduct that amounts to sexual harassment under school policy and other state and federal laws. Therefore, while CCSC prohibits “sexual harassment” as defined by Title IX, it also prohibits sexually harassing conduct that may fall outside of Title IX’s definition and includes other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating an environment that is hostile, offensive, intimidating, or humiliating to students or employees.

If CCSC determines that the alleged conduct falls outside of Title IX's scope but still constitutes sexual harassment under other school policies, CCSC will implement appropriate remedial and/or disciplinary action in accordance with those policies.

Please note that incidents of sexual harassment may constitute child abuse under state law and may also violate criminal laws. CCSC will also comply with all legal requirements governing the reporting of suspected cases of child abuse and criminal violations to the appropriate authorities, including the Department of Children and Families.

Complaint and Reporting Process:

For allegations of sex-based discrimination, including sexual harassment, sexual violence, and gender-based harassment by a CCSC employee or volunteer, another student at CCSC or a third party, immediately report the incident to CCSC's Title IX Coordinator and /or the Principal of your school building. The Title IX Coordinator's contact information is as follows:

Heshi Schreiber
Human Resources, Enrollment, and Administrative Services Manager
245 Bent Street, Cambridge, MA 02141
(617) 354-0047 x242
hschreiber@ccscambridge.org

Nothing in this policy shall prevent any person from reporting alleged prohibited conduct to a different CCSC employee than the one designated in this policy.

Upon receiving actual notice of alleged sexual harassment, all non-student members of the CCSC community (including CCSC board members, administration, faculty, staff, volunteers in schools and/or parties contracted to perform work for CCSC, subject to school authority) must notify the Title IX coordinator as soon as practicable, but no later than 24 hours after becoming aware of the incident. Failure to comply with this mandatory reporting requirement or this Protocol may lead to disciplinary action.

The Title IX coordinator, and/or designated school administrator and/or employee, must then contact the complainant within two days of receiving the complaint and do the following:

- Promptly offer and discuss supportive measures with the complainant.
- Consider the complainant's wishes with respect to supportive measures;
- Explain that supportive measures may be received with or without filing a formal complaint;
- Explain the process of filing a formal complaint and determine whether the complainant wishes to file a formal complaint; and
- Explain to the complainant the purpose of filing a formal complaint.

The Title IX Coordinator must document in writing the supportive measures offered/provided or why no supportive measures were offered/provided. Complainant and respondents must be offered supportive measures even if they do not file a formal complaint.

If the complainant declines to file a formal complaint, the Title IX Coordinator must consider whether to sign a formal complaint and start an investigation despite the complainant's preferences. This decision may be appropriate when safety or similar concerns lead CCSC to conclude that a non-deliberately indifferent response to actual knowledge of Title IX sexual harassment could reasonably require CCSC to investigate and potentially sanction a respondent. A Title IX Coordinator's decision to override the complainant's decision not to file a formal complaint must be documented in writing along with an explanation of why this decision was necessary in order to avoid deliberate indifference. If a formal complaint is not made, CCSC may still investigate the report of sexual harassment in accordance with its Non-Discrimination Policy, taking the complainant's wishes into consideration.

Formal complaints may also be filed directly with the Title IX Coordinator by a complainant in person, by mail, by email, or by telephone at any time, including during non-business hours.

The complaint may be written by the complainant, or it will be reduced to writing by either the school employee who receives the complaint, the building Principal, or the Title IX Coordinator. Whether the complaint is reduced to writing by a student, parent, or staff member, the written complaint should include the name of the complainant, the name of the alleged victim (if different), the name of the respondent, the location of the school/department where the alleged discriminatory action occurred, the basis for the complaint, witnesses (if any), and the corrective action the complainant is seeking. This information will be made on or transferred to a discrimination/ harassment complaint form maintained by CCSC.

There is no time limit or statute of limitation on timing to file a formal complaint. However, at the time of filing a formal complaint, an alleged victim must be participating or attempting to participate in a program or activity of CCSC. Additionally, CCSC has discretion to dismiss a formal complaint where the passage of time would result in CCSC's inability to gather evidence sufficient to reach a determination regarding responsibility, or when CCSC loses responsibility for the respondent (e.g., the respondent no longer attends or is employed by CCSC).

If the conduct alleged in the formal complaint would not constitute sexual harassment as defined in this policy even if proved, did not occur in CCSC's education program or activity, or did not occur against a person in the United States, then CCSC must dismiss the formal complaint under these procedures, but could investigate it under other policies and procedures. CCSC will send written notice of any dismissal.

Written Notice of Formal Complaint

Upon receiving a formal complaint of sexual harassment, CCSC will provide the complainant and the respondent written notice of the allegations, the grievance process, the appeal process, available supportive measures, and possible disciplinary sanctions and remedies. The written notice will also include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence. The written notice must inform the parties that the CCSC's code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If additional allegations are added during the course of the investigation, additional written notice must be provided.

Informal Resolution

Where appropriate, and only after a formal complaint has been filed and written notice has been issued, the Title IX Coordinator should also consider offering the parties an option for informal resolution (e.g., mediation). Participation in an informal resolution process may only occur where both parties give voluntary, informed, written consent to attempt informal resolution, and either party has the right to withdraw from the informal process at any time. The informal complaint option is not available for reports of employee-on-student sexual harassment; in this context a formal investigation is required. Where an informal resolution process is agreed to, it will be facilitated by a facilitator designated by the Title IX coordinator who does not have a conflict of interest and/or bias for or against complainants or respondents and who has received proper training.

Informal resolution is entirely voluntary. Parties may elect to pursue formal procedures and decline informal resolution at any step in the process, even if informal resolution has already begun.

If the parties are not satisfied with the resolution from the informal process, or if they do not choose informal resolution, then they can begin the formal complaint procedure described below.

Investigation

If informal resolution is not offered to or accepted by the parties, the Title IX Coordinator will designate an investigator and a decision maker, who may not be the same person.

All formal complaints will require a full investigation in accordance with the Title IX grievance process. For formal complaints of sexual harassment, the investigator will conduct and complete a thorough and impartial investigation into the reported conduct within a reasonably prompt timeframe, with delays for good cause only. Good faith efforts will be made to complete the investigation within 15 school days of the initiation of the formal complaint, except for good cause, as documented in the investigation file. Where feasible, the formal process will be completed within a ninety (90) day timeframe from the date a formal complaint is filed with CCSC. There may be a temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include, but is not limited to, considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

- Gathering Evidence

The investigation will include personal interviews with the complainant(s), the individual(s) against whom the complaint is filed, and others who have knowledge of the alleged incident(s) or circumstance(s) giving rise to the complaint. The investigation may also consist of other methods deemed pertinent by the investigator, including but not limited to gathering physical evidence. The investigator will find facts and making determinations related to credibility, all of which will be incorporated into a written report. The investigator must avoid all questions that are protected by legal privilege, unless the privilege has been waived, and should avoid asking about the complainant's sexual history unless it is directly relevant to prove consent to the conduct at issue or to prove that the conduct was committed by someone other than the respondent.

CCSC will keep confidential the identity of complainants, respondents, and witnesses, except as may be permitted by FERPA, as required by law, or as necessary to carry out a Title IX proceeding.

For Title IX purposes, if a student requests that their name not be revealed to the alleged perpetrator, honoring the request may limit CCSC's ability to respond fully to the incident, including pursuing disciplinary action against the alleged perpetrator. Title IX includes protections against retaliation, including retaliatory actions taken by the school and school officials, and school officials will not only take steps to prevent retaliation but will also take strong responsive action if it occurs. Confidentiality concerns should be brought to the attention of the Title IX Coordinator, whose contact information is provided above, and/or the Principal of your school building.

CCSC has the burden of gathering the evidence, not the parties. However, parties may gather and present evidence of their own. All parties will be provided with an equal opportunity to review and respond to evidence gathered during the investigation.

All parties whose participation is invited or expected will be provided with written notice of the date, time, location, participants, and purpose of all investigative interviews, or other meetings with a party, with sufficient time for the party to prepare to participate.

All parties will be provided with the opportunity to be accompanied to any related meeting, interview or proceeding by an advisor of their choice, who may be, but is not required to be, an attorney.

CCSC will not require, allow or rely upon privileged information, unless privilege is waived in writing by the holder.

All parties will be provided with an equal opportunity to review and respond to evidence gathered during the investigation. Prior to completion of the investigative report, CCSC will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have

ten (10) days to submit a written response to the evidence, which the investigator will consider prior to completion of the investigative report.

- Investigative Report & Written Questions

Upon its completion, the parties will be provided with a copy of the investigative report for their review and, if desired, written response. Written responses from the parties will be required within ten (10) days of receipt of the investigative report and will be incorporated into the investigative report.

After the parties' responses to the investigative report, if any, have been incorporated into the investigative report, but prior to reaching a determination regarding responsibilities, the decision-maker(s) – who will not be the same person(s) as the investigator and/or Title IX coordinator – will afford each party the opportunity to submit written questions for the other parties and witnesses to answer, provide each party with the answers, and allow for additional, limited follow-up questions from each party. If any questions are determined not to be relevant, the decision-maker may exclude the questions and will explain to the party proposing the questions any decision to exclude questions as not relevant. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

- Written Determination & Standard of Evidence

After this process, the decision-maker will issue a written determination simultaneously to the parties regarding whether sexual harassment has occurred using a preponderance of the evidence standard, as it does for all conduct code violations that do not involve sexual harassment but carry the same maximum disciplinary sanctions. Resolution proceedings are conducted to take into account the totality of all evidence available, from all relevant sources.

A "preponderance of the evidence" means that it is more likely than not that the alleged conduct occurred. The decision-maker shall further recommend what action, if any, is required. If it is determined that sexual harassment occurred, CCSC will take steps to prevent the recurrence of the harassment and correct its discriminatory effect on the complainant and others if appropriate. Such remedies may include supportive measures.

The written determination must be issued to both parties simultaneously and must include:

- Identification of the allegations potentially constituting sexual harassment;
- A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, etc.;
- Findings of fact supporting the determination;
- Conclusions regarding the application of the recipient's code of conduct to the facts;
- A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the complainant; and
- CCSC's procedures and permissible bases for the complainant and respondent to appeal (a copy of, or direct reference to, this policy will suffice).

Disciplinary Action, Corrective Action, and Remedial Measures

If the respondent is ultimately found responsible, the complainant will be made aware of any sanctions imposed on the respondent that directly relate to the complainant. The respondent will not be notified of individual remedies offered or provided to the complainant. If the respondent is ultimately found responsible, CCSC will effectively implement remedies for the respondent, complainant and where appropriate, for the broader student population. The

remedies will be designed to restore or preserve equal access to the educational program or activity for a complainant, end the harassment, eliminate the hostile environment, prevent its recurrence, and remedy its effects. Remedies may include, but are not limited to, disciplinary sanctions against the respondent, up to and including termination and/or expulsion, counselling for the respondent, an escort for the complainant, ensuring that complainant and respondent do not share classes or extracurricular activities, providing comprehensive victim services, training or retraining school employees, changes to CCSC's policies and/or services, etc. Any disciplinary action will be in accordance with due process rights under State law and any applicable collective bargaining agreement.

As indicated above, these procedures do not limit CCSC from removing a student or employee from a program or activity on an emergency basis based on immediate threats to people's physical health or safety or placing an employee on administrative leave during the pendency of the investigation.

Appeal Process

Parties may appeal the decision issued as a result of the investigation, or from CCSC's dismissal for a formal complaint or any allegations therein, within 15 school days of receipt of the findings of the formal procedure or a dismissal. The decision-maker(s) for the appeal will not be the same person as the decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), and/or the Title IX Coordinator. Parties may appeal on the basis of procedural deficiencies; bias or conflict of interest; newly discovered evidence; and/or other good cause.

CCSC will notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties. Both parties will have a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.

The appeal decision-maker will review the comprehensiveness and accuracy of the investigation and the conclusions, and issue written findings to both the complainant and respondent within thirty (30) school days of the appeal.

Training

CCSC will ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receive training on the definition of sexual harassment, the scope of the recipient's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

CCSC will ensure that decision-makers receive training on any technology to be used in interviews and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.

CCSC also must ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

These training materials will be posted on CCSC's website.

Records

A record will be maintained for a period of seven years of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment and CCSC staff will document the basis for CCSC's conclusion that its response was not deliberately indifferent.

Referral to Law Enforcement, Other Agencies

Some alleged conduct may constitute both a violation of CCSC policies and criminal activity. The building Principal, coordinator, Superintendent, or designee will refer matters to law enforcement and other agencies as appropriate under the law or CCSC policy, and inform the complainant/ alleged victim of the right to file a criminal complaint.

Retaliation

Retaliation against an individual who has brought good faith allegations of sexual harassment to the attention of CCSC or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by CCSC. If a student/employee believes that they have been retaliated against in connection with any good-faith report of inappropriate conduct or harassment, the student/employee should immediately report such conduct to the Title IX Coordinator and/or Principal of your school building. The Title IX Coordinator and/or designee will investigate reports of retaliation and, where retaliation is found, take separate remedial and disciplinary action.

In addition to the above, if you believe you have been subjected to unlawful harassment and/or retaliation you maybe file a complaint with either or both of the following local government agencies. Each of the agencies has a short time period for filing a claim.

United States Equal Employment Opportunity Commission,
JFK Federal Building,
475 Government Center
Boston, Massachusetts, 02203
800-669-4000

Massachusetts Commission Against Discrimination,
Boston office at One Ashburton Place
Sixth Floor, Room 601
Boston, MA 02108,
617-994-6000

Office of Civil Rights (U.S. Department of Education)
5 Post Office Square, 8th Floor
Boston, MA 02129
(617) 289-0111

You may also file a complaint directly with the Office of Program Quality Assurance at the Department of Elementary and Secondary Education or seek outside counsel.