



Student/Family Handbook

“To Learn, to Lead and to Serve”

Upper School

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Dorchester, Massachusetts 02124

Lower & Middle School

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(revised: 9.4.20)

Design Principles of EL Education

Learning is an expedition into the unknown. Expeditions draw together personal experience and intellectual growth to promote self-discovery and construct knowledge. We believe that adults should guide students along this journey with care, compassion, and respect for their diverse learning styles, backgrounds, and needs. Addressing individual differences profoundly increases the potential for learning and creativity of each student.

Given fundamental levels of health, safety, and love, all people can and want to learn. We believe EL Education harnesses the natural passion to learn and is a powerful method for developing the curiosity, skills, knowledge, and courage needed to imagine a better world and work toward realizing it.

1. THE PRIMACY OF SELF-DISCOVERY

Learning happens best with emotion, challenge and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In EL Education schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.

2. THE HAVING OF WONDERFUL IDEAS

Teaching in EL Education schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.

3. THE RESPONSIBILITY FOR LEARNING

Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an EL Education school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.

4. EMPATHY AND CARING

Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in EL Education schools, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.

5. SUCCESS AND FAILURE

All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn

from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

6. COLLABORATION AND COMPETITION

Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete not against each other, but with their own personal best and with rigorous standards of excellence.

7. DIVERSITY AND INCLUSION

Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In EL Education schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.

8. THE NATURAL WORLD

A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations

9. SOLITUDE AND REFLECTION

Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need time to exchange their reflections with other students and with adults.

10. SERVICE AND COMPASSION

We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an EL Education school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.

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A Note on the 2020-2021 School Year

In the history of our school we've had a few moments of rapid change: the birth of the school, our expansion from a high school to a K1-12 and now the COVID-19 era. In keeping with the spirit of charter schools in MA, we are excited to be a laboratory for innovation. We are choosing to dwell in possibility. As such, we are rapidly evolving practices, modifying many from in-person to virtual.

We'll keep to the spirit of what's included here in our handbook, but will be making pragmatic changes to account for the significant differences in the way we'll "do school" this year.

For up to the minute updates on our practice please go to our website: www.codmanacademy.org.

For information on how we'll move between models – remote, hybrid and in-person – see our [Re-Opening Plan](#).

How will we deliver on the promise of a transformative education?

Together

Welcome

MISSION

Mission: Our mission is to provide an outstanding, transformative education to prepare students for success in college, further education and beyond.

Vision: We educate the whole student: mind, body, and character. With the city and world as our classroom, we build a school community rich in rigorous academics and daily experiences of discovery. We continue to support our alumni in realizing their potential after graduation.

Core Values: Codman Academy is proud to be an EL Education School. Our core values are expressed in EL Education's ten design principles, which are drawn from the work of Outward Bound's founder Kurt Hahn, Eleanor Duckworth and other educational leaders. Learning is an expedition into the unknown. Expeditions draw together personal experience and intellectual growth to promote self-discovery and construct knowledge. We believe that adults should guide students along this journey with care, compassion, and respect for their diverse learning styles, backgrounds, and needs. Addressing individual differences profoundly increases the potential for learning and creativity of each student. Given fundamental levels of health, safety, and love, all people can and want to learn. We believe EL Education encourages the natural passion to learn and is a powerful method for developing the curiosity, skills, knowledge, and courage needed to imagine a better world and work toward realizing it.

HISTORY

Codman Academy Charter Public School (CACPS) received its charter from the Massachusetts Department of Education on February 27, 2001.

We began as a high school, serving grades 9-12, and opened in September 2001 on the site of one of our primary partners, Codman Square Health Center, with a founding class of 32 ninth graders. CACPS was Dorchester's first charter high school, serving a maximum of 145 students. The school was created in response to a strong community need for a college preparatory, small high school in the Codman Square/Four Corners neighborhood.

In February 2013, the Department of Elementary and Secondary Education approved our expansion request, granting us 200 additional seats to serve students in grades K1-8. We began by adding 42 K1 and K2 students in the fall of 2013, and expanded through grade 8 in 2016-2017. At full capacity, we now serve 345 students, grades K1-12.

A majority of Codman's students, chosen by lottery, live in Dorchester, Roxbury, or Mattapan. Upper School students attend school six days a week, and all students benefit from an extended day schedule Mondays through Fridays. 100% of Codman's graduates have been accepted to college. 70% of alumni are enrolled in or have graduated from college.

The Codman program is holistic, addressing students' physical and mental health needs along with academics. Based upon EL Education principles, the curriculum stresses depth over breadth of

content and fieldwork designed to reinforce classroom learning. Strong emphases on the arts and social justice issues are cornerstones of its curriculum.

COMMUNITY

"We are crew, not passengers."

Kurt Hahn, Founder of Outward Bound

At Codman Academy Charter Public School (CACPS) we support each other's learning, leadership and service by building a community where everyone can take risks to learn and grow in new ways. We recognize learning sometimes can be confusing and scary and that is one reason why it is so important to feel supported and safe. EL Education calls learning a "journey into the unknown." At CACPS, we are taking that journey together. As members of the CACPS community we are all expected to be involved in the whole program, not just parts of it.



We build our community by our consistent attention to small, daily actions, choices and rituals. CACPS is a place where it is okay to be really good at one thing and a complete novice at something else. It is a safe place to ask and answer questions, to ask for and give help. We hope everyone does all that in a typical day.

A positive, caring attitude towards oneself, others and our school community is expected of every person. Consideration, flexibility, a good sense of humor and kindness go a long way toward accomplishing our goal of safety.

We understand and view safety as both physical and emotional. Every person is responsible for safety by making choices that create a safe, respectful environment and culture for all.

Freedom brings responsibility. It is important that students are accountable to faculty members at all times for their whereabouts. Students shall always travel between sites with at least one other student. During school hours students may not stop by, visit or make any purchases at any site that is not a part of our community campus unless accompanied by a Codman Academy Charter Public School faculty member or with written permission. Failure to observe this safety provision shall result in disciplinary action.

Respect for one's own property and the property of others is a sign of maturity and responsibility. It is an important example of creating an emotionally and physically safe community. Students shall not deface property anywhere in our community campus. Failure to observe this safety provision shall result in disciplinary action.

CAMPUS

We have a community campus but we do not have an open campus. This means that students may be in the following designated sites with permission and supervision during school hours:

William J. Walczak Health and Education Center:
637 Washington Street (Epping Street entrance).
Main office # 617.287.0700 x101. This is the site of classrooms and offices for the Upper School. It is located on the first and garden floor of the Codman Square Health Center.



Lithgow: 622 Washington St. Main office # 617.287.0700 x109.
This is the site of classrooms and offices for the Lower School and Middle School.

Additional Sites

6 Norfolk Street: This building is part of the Codman Square Health Center complex. Performances occasionally take place upstairs in the Great Hall.

Lee School: 155 Talbot Ave. Basketball games are held at the Lee School as well as other wellness classes.

The Huntington Theatre Company: 617-266-0800

The Huntington Ave Theatre is located at 264 Huntington Avenue. The closest T stops are Symphony on the “E” green line train, Massachusetts Ave. on the Orange Line, the #1 bus to Huntington Ave or the #22 or #23 buses to Ruggles.

The Calderwood Pavilion is located at 527 Tremont St. Take the Orange Line to Back Bay.

Epiphany School: 154 Centre Street. We will be utilizing the gymnasium.

Dorchester Y: 776 Washington St. 617-436-7750. The Dorchester Y is our main partner for fitness. All high school students have a membership and take Wellness courses at the Y.

Other sites:

We will also work on site at museums, cultural and scientific institutions, colleges and the like as part of the ongoing fieldwork experience.

WEBSITES

Codman Academy Charter Public School has two websites. The site at <http://www.codmanacademy.org> is a public site intended to present the School to interested parents, students, community members, and potential contributors. The site offers such features as a detailed school calendar, important references such as an online copy of this handbook, teacher and class web pages, a database of web links for learning and research, and hot-off-the-press news such as daily announcements and postings.

RITUALS, CUSTOMS & TRADITIONS

Rituals and customs are practices we do on a regular basis which build our community and our ability to focus on our mission of learning, leadership and service. Rituals also help us “switch gears” from one activity to the next. All members of our school community are invited to participate in all rituals, customs and traditions below.

- ❑ **Circling Up:** This Outward Bound tradition allows us to gather and quiet the group quickly. We “circle up” in school and when we are off-campus. If the adult in charge raises his or her hand, students are asked to cease speaking immediately. This is more efficient, orderly and considerate than someone yelling out “Be quiet”.
- ❑ **College Visits:** As a college preparatory school, we prepare all our students to attend and succeed in college. We visit colleges in order to introduce students to the incredible array of higher education options. By senior year, students are familiar with and prepared for application to colleges of their choice.
- ❑ **Community Circle:** We meet regularly as each school division to share and showcase our learning and to strengthen our community. Parents are always welcome to attend. Students often lead in crafting and running Community Circle meetings.
- ❑ **Crew:** “We are crew not passengers.” -Kurt Hahn, Founder of Outward Bound. Each crew is assigned responsibilities and chores. All students are assigned to be a member of a crew. The Crew Leader serves as the academic “point person” to both the student and parent/guardian.
- ❑ **Daily Attendance:** Official attendance for the school day is taken in the first class of the day.
- ❑ **Documentation:** As a charter school, we are committed to sharing our lessons with others. We document what we do in several ways: research and evaluations, writing, photography, video and tape recordings. Parents/guardians of all students have signed release forms. Students’ cooperation is expected and appreciated.
- ❑ **Inclusive Language:** We strive to use inclusive language in every aspect of communication. As part of our respect for difference we avoid slurs, “put-downs,” and other forms of derogatory language.

- ❑ **Interns & Volunteers:** Students are encouraged to express their appreciation directly to interns and volunteers who generously donate their time and talent to our school community. Whether parents, graduate students, or retired persons, a warm welcome and a simple thank you go a long way toward making volunteers feel their contributions are acknowledged.
- ❑ **Leave no trace:** We are all responsible for each other. CACPS community members are expected to take care of communal and personal property. When we cease using materials/classrooms we take time to return materials and clean up after ourselves.
- ❑ **Names:** Students may call teachers by their first names. All other adults (parents, visitors, etc.) must be called “Mr. or Ms.” unless noted.
- ❑ **Retreats:** In keeping with EL’s *Solitude and Reflection* design principle we carve out time from our regular schedule to reflect alone and with others. Annually, Upper School students and staff take part in our fall trip to Camp Merrowvista in New Hampshire.
- ❑ **Revision and Feedback:** A first draft is rarely acceptable at CACPS. We take the process of working and re-working assignments, speeches, presentations and performances seriously. Teachers expect major work to go through several revisions *before* it is submitted the first time. After a first draft is submitted, students and teachers strive to give detailed feedback so that future drafts are even better.
- ❑ **School Colors:** Blue and White
- ❑ **Senior Gift:** At the end of the year each Senior class gives a gift to the school presented at Graduation.
- ❑ **School Motto:** “To Learn, to Lead and to Serve”
- ❑ **School Team:** Codman Warriors
- ❑ **Senior Talks:** Instead of a class valedictorian at graduation, we recognize the leadership, service and academic achievement of every one of our students. Every senior will give a talk to the school community with parents and family invited to attend. Senior Talks will be a special opportunity over the course of senior year to hear seniors’ reflections on their learning at Codman as well as their advice to their classmates of all ages. Senior Talks will be videotaped.
- ❑ **Shaking Hands:** When students enter the school in the morning or when they are introduced to an adult guest, as a sign of respect, they are expected to stand up and to offer a respectful, positive greeting with a firm handshake looking the person in the eyes.
- ❑ **“T” Travel:** Students are expected to show respect while traveling on the T or buses by offering their seats to older or physically challenged persons. No loud or disruptive behavior or electronic equipment (e.g. cell phone, MP3 player, etc.) is ever allowed while walking.
- ❑ **Walking:** Walking is one of the best forms of exercise available and for that reason, we walk as many places as we can. Students are expected to walk briskly so as not to hold the

entire group back and to keep their voices at a low level. This is a good time to talk to classmates or teachers, think quietly and/or observe surroundings. No loud or disruptive behavior or electronic equipment (e.g. cell phone, pager, iPod, walkman etc.) is ever allowed while walking.

CODMAN ACADEMY FOUNDATION & ANNUAL FUND

State tuition dollars do not cover our operating budget or capital expenses. Codman Academy Foundation was created as a 501-c-3 foundation to support the mission of the school. All gifts to Codman Academy Foundation are fully tax-deductible up to the extent of the law. Donors are recognized in our annual calendar.

Expanding our base of individual donors is very important to the long-term financial health and sustainability of our school. *The profile of our typical donor is someone who knows and respects the work of a Codman community member!* Every member of our community represents Codman to potential and current donors, inside and outside school day. If you have friends, former colleagues, neighbors or family members you would like to add to our Annual Fund mailing list, please share this information with our Development Office. It is extremely valuable information and will help us build our Annual Fund over time. We strive to get as close to 100% giving by parents, alumni, board members and faculty.

SCHOOL HOURS

Codman offers programs 7:15am–6 pm Monday through Thursday, 9am-12pm Friday, and Saturday, 9am-5pm.

For Lower and Middle School students (grades K1-8) the school day runs 8:15am-4:30pm.

For Upper School students (grades 9-12), the academic day runs 9am–5pm with physical education either before or after school.

Changes in the school hours can be found in the school calendar and on the website.

Personnel

FACULTY AND STAFF

Go to <http://www.codmanacademy.org/apps/staff/departmental.jsp> for a complete listing of Faculty and Staff.

BOARD OF TRUSTEES

The Codman Academy Charter Public School Board of Trustee meetings are open to the public. Dates and times are posted on our internet site. The President of the Board is William Walczak.

FOUNDATION BOARD

The mission of Codman Academy Foundation is to develop resources in support of Codman Academy School. As a 501-c-3 tax-exempt organization, all donations are fully tax deductible. Parents/guardians are strongly encouraged to contribute to the Codman Academy Foundation Annual Fund for the support of the school. You may make a donation online at our web site.

PARTNER ORGANIZATIONS

Codman Square Health Center
EL Education
The Huntington Theatre Company
Dorchester Y

Services

BREAKFAST, LUNCH & SNACK

Breakfast

Breakfast is served every day and consists of milk/juice and a rotation of bagels, granola, fruit, yogurt, muffins and assorted cereal. A nutritious breakfast is provided free of charge for all students. All students will practice our “leave no trace” policy in support of the breakfast program.

Students may only eat food or drink beverages served in our Breakfast program. No other food or beverages may be consumed in any school buildings prior to, or during school hours except for lunchtime and snack. Note: Students are allowed to have water.

Lunch

The menu has been improved to include more nutritious and delicious food items. Although we assign groups of students (usually in crews) to finalize clean up, every student is responsible for cleaning up after him or herself. All students need to be on campus for the duration of lunch. Students may not sign out for lunchtime.

Snack

A healthy snack will be distributed to students in the afternoon.

STUDENT SUPPORT TEAM

Student Support Teams (SSTs) meet regularly to discuss individual student’s academic and social/emotional needs and specific ways that the school/staff will address these needs. We have an SST for each division: Lower, Middle and Upper. SST is yet another way to support and guide student success and also support the work of the teachers.

SECURITY

CACPS is very careful about security in our school. We ask that all parents sign in and out at the security desk. All visitors must wear a visitor’s pass while in the school. Parents must check in at the office before going to any classroom. To maintain security we ask that parents do not open doors for visitors. Individuals may be asked to provide identification when picking up children.

PUBLIC LIBRARIES

All students must have a valid working Boston Public Library card.

Audio recordings are available for many books. Use them to enhance understanding of texts studied. Go to bpl.org for more information.

Hours of Operation:

Copley Square General Library & Research Library. 700 Boylston Street, 617- 536-5400.
Monday-Thursday 9-9, Friday and Saturday 9-5.

Codman Square Branch. 690 Washington Street, 617-436-8214. Monday 12-8, Tuesday & Wednesday 10-6, Thursday 12-8, Friday 9-5.

BICYCLES

We encourage students to bike to school whenever possible. In order to keep bikes safe once on campus, students are required to lock up their bicycles at the designated bike rack.

ALUMNI

Codman graduates are a vital part of our community. Alumni are stewards of Codman's mission and history. We hope and expect, upon graduation, that you will be active with Codman in a variety of ways.

1. *Alumni Association:* All graduates of Codman are automatically members of the Codman Alumni Association. The purpose of the Association is to support the school's mission through advice, service and support and to host events of interest and assistance to alumni.
2. *Communicating with our Alumni Support Team:* During the first six years after Codman graduation, the Alumni Support Team makes a special effort to offer encouragement and advice to alumni as they pursue higher education and their careers. The Alumni Support Team includes our Social Worker, Dean of College and Career, and Dean of Alumni.
3. *Senior Class Gifts:* Every senior class raises funds to make a Class Gift as a sign of appreciation and as a part of the rite of passage to becoming alumni. Previous Senior Class Gifts have included a sign for the school, a microwave for student use at lunch, and most recently, a college scholarship for a future Codman graduate.
4. *Alumni Giving:* All alumni making a donation to the school, regardless of the size of the gift, are recognized in the Annual Calendar by name. The amount of the gift is not included. Our goal is 100% participation in Alumni Giving as this demonstrates the commitment by alumni to the long term stability of the school. Many foundations request information on percentage of alumni giving each year, which in turn influences whether or not such foundations want to make a gift to Codman. Every single dollar from an Alumni counts tremendously!

CELEBRATIONS

We welcome families of many different religious traditions and economic backgrounds at Codman. We want to be respectful of all our students.

Students' birthdays are posted and congratulations are offered. We ask that parents do not bring in cakes or otherwise celebrate a particular student's birthday on school premises. Thank you for your cooperation.

SPECIAL EDUCATION

For the majority of students who require special education services, we offer an inclusive model. Services provided include supports in an inclusion classroom by both a general education and an inclusion teacher, consultations with members of the Special Education/ELL department, access to accommodations in class, and related services as needed to meet the needs of individual students including speech and language, vision and occupational therapy sessions.

For students requiring more significant supports and modifications, the Upper School offers the Higher Learning Institute (HLI) program. The HLI is a substantially separate classroom that is open to students in grades 9 through 12. Students typically remain in the HLI for instruction in each of the core content subjects (Humanities, math, and science.) The goal of the HLI is to support students in a highly differentiated program that allows students to learn at a pace that is appropriate to their abilities and the content so that they meet the standards for a Codman diploma. In most instances, the curriculum is presented at a modified pace and includes modified content. In addition to course content, students work on academic skills that are needed in order to join the mainstream inclusion classroom and life skills that are required for post-secondary education or employment.

At Codman Academy, we believe that...

General educators are:

- The content experts
- Essential members of the student's Individualized Education Program (IEP) Team
- Knowledgeable about students' learning needs (IEP goals, behavioral plans, etc.)
- Active collaborators in the process of accommodating students' learning needs, modifying assignments, supporting student behavior and learning, incorporating engaging and effective strategies
- Developers of the content, sequence of activities, and pacing of lessons in order to meet the course goals
- Skilled in overall classroom management

In addition, general educators are expected to:

- Plan and deliver engaging, rigorous, and differentiated core curriculum
- Oversees the curriculum and instructional goals
- Communicate and plan regularly with their special education co-teacher
- Communicate regularly with parents, student, crew leaders, and administrative staff on student progress
- Support and assist all students

Special educators are:

- The experts in accommodating students' learning needs, modifying assignments, supporting student behavior and learning, incorporating effective strategies in to lessons
- The experts on students' learning, social/emotional/behavioral needs (IEP goals, behavioral plans, etc.)
- Essential members of the student's IEP Team
- Active teachers in the classroom

- Knowledgeable about individualization and differentiation techniques
- Familiar with the course goals and curriculum

In addition, special educators are expected to:

- Communicate and plan regularly with their co-teacher so that lessons are differentiated to accommodate all learners
- Communicate regularly with parents, student, crew leaders, and administrative staff on student progress
- Monitor academic and social/emotional behaviors
- Collect data that support IEP goals
- Support and assist all students
- Enforce all classroom and school-wide norms

Students with disabilities are:

- Held to the same high academic expectations as non-disabled students
- Provided access to the rigorous, general education curriculum
- Offered the same academic, athletic, and extra-curricular opportunities as their non-disabled peers
- Supported in their transition to their post-secondary goals through self-advocacy
- Expected to be active members of the IEP Team
- Expected to communicate their learning needs
- Expected to take ownership and be held accountable for their own learning and growth

Parents are:

- Essential members of the Team and important stakeholders in their student's education
- Expected to maintain regular communication with their child and their child's teachers and related services staff regarding academic, social/emotional/behavioral progress

Policies

DISCRIMINATION POLICIES

Non-Discrimination and Zero Tolerance Policy

Codman Academy Charter Public School is committed to providing a safe and orderly environment where students can achieve academic success. A practice violating the school policy is entirely unacceptable and any student engaged in such activity will be removed from the school for a length of time determined by the Principal. Students and their families have the right to attend a safe school, and Codman Academy Charter Public School will have no tolerance for any form of discrimination, harassment or intolerance.

Admission

No student shall be excluded from or discriminated against in admission to Codman Academy Charter Public School obtaining the advantages, privileges and courses of study on account of race, color, sex, gender identity, religion, national origin or sexual orientation.

Harassment and Discrimination

Codman Academy Charter Public School will take an assertive and active role in protecting its students and staff from harassment and discrimination. Harassment and discrimination in any form will not be tolerated on school grounds, at school-sponsored events or activities, or while traveling to and from school or school-sponsored events or activities.

Harassment and/or Discrimination on the basis of race, national origin, religion, age, sex, gender identity, sexual orientation and/or disability includes:

- a) unsolicited remarks and/or verbal comments
- b) gestures and/or physical contact
- c) display or circulation of written materials or pictures derogatory to either gender or to racial, ethnic, religious, age, sexual orientation or disabled individuals or groups
- d) unwanted sexual attention from peers, subordinates, supervisors, clients or anyone the victim may interact with in order to fulfill school or job duties
- e) pressure (subtle or otherwise) for sexual activity
- f) leering, pinching, patting and other forms of unwanted touching
- g) rape and attempted rape

Complaint Procedures

If a person (staff or student) believes s/he is being harassed or discriminated against, s/he should:

- a) immediately inform the person that the behavior is offensive and request that it stop;
- b) or if that is not possible, report such behavior to the appropriate person (staff should report the offense to the Principal, students report to the Principal or a staff member). Students are also encouraged to tell their parents.

Reports of harassment and discrimination will be kept confidential, to the extent permitted by law. Once a staff member receives a complaint, s/he must document the incident in writing, and give it to the Principal within one working day. The Principal will have the authority and the responsibility of ensuring that complaints are addressed immediately. The Principal will review complaints and document and maintain all records of harassment and discrimination. Any person who, after investigation, is found to have committed any act of harassment or discrimination toward a student or staff member will be subject to disciplinary action or termination of employment.

BULLYING

Note: For more information please consult CACPS' Bullying Prevention and Intervention Plan

Bullying is a form of abuse, where a person or group of people speaks or acts in an abusive manner in order to have physical or social power over another person(s). This can be an isolated incident or a collection of incidents over time.

There are three types of abuse: emotional, verbal, and physical. Examples of emotional and verbal abuse include, but are not limited to, teasing, rumor-spreading, coercion, psychological manipulation, and exclusion from group activities. Examples of verbal abuse based on race/ethnicity include, but are not limited to, using racial slurs, making fun of customs, skin color, accent. Graffiti or written comments that are derogatory, threatening, or promote exclusivity may also be considered forms of emotional and verbal abuse. Examples of physical abuse include, but are not limited to, unwanted touching, tripping, and assault. Bullying can include all forms of sexual harassment and/or assault and examples include inappropriate touching and making suggestive sexual comments. Bullying may include criminal behavior that violates state and/or federal laws.

Bullying is physically and emotionally harmful; it negatively impacts a student's ability to learn and socialize. Codman Academy Charter Public School has zero tolerance for bullying. All reported incidents of bullying will be investigated. Students found in violation of school norms will face disciplinary consequences and may be suspended and/or expelled.

Cyberbullying

Bullying conducted through the use of technology (social networking websites, emails, webcams, instant messaging, text messaging, etc.) is known as cyber-bullying. We expect students to behave responsibly online. Inappropriate behavior will lead to disciplinary consequences.

Some examples of cyberbullying are spreading rumors via text messages, posting threatening comments on a person's social networking page (i.e. Facebook, MySpace), and sending explicit images via email.

If you are a victim of cyberbullying take appropriate steps to deal with the problem. It's natural to be angry, but be careful not to take revenge. The worst thing to do is mimic the negative behavior because then you will also be engaged in bullying. Instead, save the evidence in a folder (where possible), remove yourself from the bullying environment, then speak to a trusted family and/or staff member at school as soon as possible.

DUE PROCESS FOR DISCIPLINARY REMOVALS

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

Please note that students have the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense, at any and all hearings concerning student discipline. If you wish to bring an attorney to any hearing or meeting at the school, please inform Codman Academy immediately. If you fail to inform the school prior to bringing an attorney to a hearing, and

Codman Academy's attorney is not present, then Codman Academy will exercise its right to cancel and reschedule the meeting to ensure that its attorney can attend. This rescheduling may delay the hearing or meeting, and if so, your child's disciplinary removal will be extended until a decision is rendered following the rescheduled hearing or meeting. Codman Academy hereby notifies you that it may have its legal counsel present at any hearings and meetings involving student discipline.

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

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

Specifically, any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife, may be subject to expulsion from the school by the principal. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a controlled substance, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school by the principal. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

Any student who is charged with any of the misconduct detailed above has an opportunity for a hearing before the principal. At the hearing, the student may have representation at his or her own expense, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, the principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have committed the misconduct detailed above.

Any student who has been expelled from a school district pursuant to GL c. 71 §37H shall have the right to appeal to the superintendent. At Codman Academy, the Head of School serves that role. The expelled student shall have ten days from the date of the expulsion in which to notify the Head of School of his appeal. The student has the right to counsel, at his or her own expense, at a hearing before the Head of School. 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.

Students who are suspended or expelled under §37H are entitled to receive educational services during the period of suspension or expulsion under Codman Academy's Education Service Plan, which is described below in Section D. If the student withdraws from the charter school and/or moves to another school district during the period of suspension or expulsion, the new school/district/district of residence shall either admit the student to its schools or provide educational services to the student under the new school or district's education service plan.

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

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

Suspension Following Criminal or Felony Delinquency Complaint

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

The student shall have the right to appeal the suspension to the Head of School. The student shall notify the Head of School in writing of his 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 within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The 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 Codman Academy with regard to the suspension.

Expulsion Following Felony Adjudication or Admission

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

The student shall have the right to appeal the expulsion to the Head of School. The student shall notify the Head of School, in writing, of his 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 within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The Head of School 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 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 Codman Academy with regard to the expulsion.

Students who are suspended or expelled under §37H½ are entitled to receive educational services during the period of suspension or expulsion under Codman Academy's Education Service Plan, which is described below in Section D. If the student withdraws from the charter school and/or moves to another school district during the period of suspension or expulsion, the new school/district/district of residence shall either admit the student to its schools or provide educational services to the student under the new school or district's education service plan.

C. NOTICE OF STUDENT AND PARENT RIGHTS UNDER G.L. c. 71 §37H¾

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

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 document 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.

Students who are suspended under §37H¾ are entitled to receive educational services during the period of suspension or expulsion under Codman Academy's Education Service Plan, which is described below in Section D. 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.

Notice of Suspension and Hearing under §37H¾

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

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

- (a) the disciplinary offense;
- (b) the basis for the charge;
- (c) the potential consequences, including the potential length of the student's suspension;
- (d) the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
- (e) the date, time, and location of the hearing;
- (f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;
- (g) if the student may be placed on long-term suspension following the hearing with the principal, the student's short and long term suspension hearing rights and the right to appeal the principal or his designee's decision to the Head of School (*see* Hearing Rights section below).

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

Emergency Removal

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

- (a) Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the Hearing Rights outlined below;
- (b) Provide written notice to the student and parent;
- (c) Provide the student an opportunity for a hearing with the principal or his designee that complies with the rights outlined below in the Hearing Rights section, as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal or his designee, student, and parent.
- (d) Render a decision orally on the same day as the hearing, and in writing no later than the following school day.

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

Hearing Rights

Principal's Hearing under §37H^{3/4}: Short-term Suspension

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

The purpose of the hearing with the principal or his designee is for the principal or his designee to hear and consider information regarding the alleged incident; provide the student an opportunity to dispute the charges and explain the circumstances of the alleged incident; and determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the principal or his designee is required to discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student and parent both shall have an opportunity to present and offer information, including mitigating facts, that the principal or his

designee should consider in determining whether other remedies and consequences may be appropriate. Based on the available information, including mitigating circumstances, the principal or his designee shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The principal or his designee is required to provide written notification to the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal.

Please note that if the student is in grades pre-K through 3, the principal or his designee is required to send a copy of the written determination to the Head of School and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

Principal's Hearing under §37H^{3/4}: Long-term Suspension

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

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

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

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

Based on the evidence, the principal or his designee shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The principal or his designee shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal or his

designee and the parent. If the principal or his designee decides to suspend the student, the written determination will:

1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
2. Set out the key facts and conclusions reached by the principal or his designee;
3. Identify the length and effective date of the suspension, as well as a date of return to school;
4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school;
5. Inform the student of the right to appeal the decision of the principal or his designee to the Head of School or designee (only if the principal or his designee has imposed a long-term suspension). Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information stated in plain language:
 - a) the process for appealing the decision, including that the student or parent must file a written notice of appeal with the Head of School within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Head of School an extension of time for filing the written notice for up to seven (7) additional calendar days; and that
 - b) the long-term suspension will remain in effect unless and until the Head of School decides to reverse the determination of the principal or his designee on appeal.

If the student is in a public preschool program or in grades K through 3, the principal or his designee shall send a copy of the written determination to the Head of School and explain the reasons for imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.

Head of School's Hearing under §37H¾

A student who is placed on long-term suspension following a hearing with the principal or his designee has the right to appeal the decision to the Head of School.

In order to appeal the decision principal or his designee to impose a long-term suspension, the student or parent must file a notice of appeal with the Head of School within five calendar days of the effective date of the long-term suspension (in the alternative, within five calendar days of the effective date of the long-term suspension the 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). If the appeal is not timely filed, the Head of School may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Head of School shall hold the hearing within three school days of the student's request, unless the student or parent requests an extension of up to seven additional calendar days, in which case the Head of School shall grant the extension.

The Head of School must make a good faith effort to include the parent in the hearing, and will be presumed to have made a good faith effort if he or she has attempted to find a day and time for the hearing that would allow the parent and Head of School to participate. The Head of School shall 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. An audio recording of the hearing will be made, a copy of which shall be provided to the student or parent upon request.

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

The Head of School shall issue a written decision within five calendar days of the hearing. 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 principal or his designee, but shall not impose a suspension greater than that imposed by the decision of the principal or his designee. The decision of the Head of School shall be the final decision of the school.

In-School Suspension under §37H³/₄

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

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

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

The principal or his designee shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal or his designee is unable to reach the parent after making and documenting at least two attempts to do so, such attempts shall constitute reasonable efforts for purposes of verbally informing the parent of the in-school suspension.

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

Removal from Privileges and Extracurricular Activities

The principal or his 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.

Education Services and Academic Progress under §37H^{3/4}

Students serving an in-school suspension, short-term suspension, long-term suspension, or expulsion 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 his or her removal from the classroom or school.

Students who are expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide Education Service Plan.

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

Students who are suspended from school for 10 or fewer consecutive days, whether in or out of school, have the opportunity to make academic progress during the period of suspension; make up assignments; and earn credits missed including, but not limited to, homework, quizzes, exams, papers and projects missed.

Codman Academy has developed a school-wide Education Service Plan for all students who are expelled or suspended from school for more than 10 consecutive school days, whether in or out of school. Principals shall ensure these students have an opportunity to make academic progress during the period of suspension or expulsion, to make up assignments and earn credits missed, including, but not limited to, homework, quizzes, exams, papers and projects missed.

Codman Academy'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 Codman Academy expels a student or suspends a student for more than 10 consecutive school days, Codman Academy is required to provide the student and the parent or guardian of the student with a list of alternative educational services. Upon selection of an alternative educational service by the student and the student's parent or guardian, the school or school district shall facilitate and verify enrollment in the service.

Discipline Policy for Students with Disabilities

1. Each Individualized Education Program (I.E.P.) or 504 Plan will indicate whether the student can be expected to meet the regular discipline code or note any modifications to the code.
2. The Special Education Coordinator, or a designee will receive, in writing, a copy of each suspension notice.

3. Upon accumulation of ten school days of suspension in a school year, a Team Manifestation Meeting will be held to review the I.E.P. or 504 Plan to:
 - i. determine the appropriateness of the student's placement
 - ii. modify or design a new I.E.P. or 504 plan
 - iii. make provisions for temporary educational services
 - iv. develop a long-term plan for educational services
4. Students for whom the behavior is not a manifestation of a disability and are placed on suspension out of school, the following options are provided in order to ensure the student is able to make toward their IEP goals:
 - i. Academic Tutoring is provided by a Codman employed tutor with access to curriculum and lessons from all classes. Tutor meets with Special Education Teacher to ensure understanding of IEP goals and data sheets available for tracking progress within academics.
 - ii. Related Service providers are available for either at home or alternate location services, as set up by Codman Academy.
 - iii. Online or distance learning is available if deemed necessary and the best means for accessing work and continuing progression toward goals while out of the classroom.
 - iv. Codman Academy partners with a number of local organizations for more extensive support including Wediko Children's Services and The Boston Center.

Students not yet determined eligible for Special Education:

1. Students who Codman Academy was aware had a disability prior to the behavior that led to the discipline are provided the same protections as students with determined disabilities.

It is the intent of Codman Academy Charter Public School to comply with the Massachusetts General Laws and Department of Education Regulations governing the disciplining of special education and 504 students.

ENROLLMENT/ADMISSIONS POLICY

Codman Academy Charter Public School welcomes applications from all students who are residents of Massachusetts and who expect to enter grades Kindergarten I through grade nine. We do not accept any new students into our tenth through twelfth grades. Codman Academy Charter Public School's application for admission is primarily made available online through the SchoolMint website. Interested families and students will be able to access the online application by typing in the URL directly (bostoncharterschools.schoolmint.net), or by linking to the application from Codman Academy Charter Public School's website (www.codmanacademy.org). Eligible applicants will be able to choose Codman Academy Charter Public School and/or a number of other Commonwealth Charter Schools to whom to send their application. Codman Academy Charter Public School does not charge an application fee for admission or use financial incentives to recruit students. Applicants must be a resident of Massachusetts to apply to for admission and to attend a charter school in Massachusetts.

The application for admission will also be available in physical copies in Codman Academy Charter Public School's main offices located at 637 Washington Street, Dorchester, MA 02124. Boston Public Schools Welcome Centers (locations throughout the city as described here:

<http://www.bostonpublicschools.org/page/6539>) and other public meeting places. The application form includes all student information required by the charter school statute for the waitlist. All information requested in the application is not intended and will not be used to discriminate. Applications do not require submission of the applicant's social security number. The application includes a written notice with the approximate date of destruction and the right to receive a copy of the documents to be destroyed for applicants who are not admitted. Physical applications should be mailed via USPS or hand delivered to 637 Washington Street, Dorchester, MA 02124 or to any of the schools participating in the Boston Charter School Application. Applications will be available in multiple languages and will not be accepted by fax or email.

Students with diverse learning needs (including students who may have disabilities, require special education services, or are English Language learners) have the right to attend a charter school and to receive appropriate accommodations and support services. Information regarding the availability of services for students will be available, but not limited, to Codman Academy Charter Public School's outreach materials, the student handbook, and on the school's website (www.codmanacademy.org) This notice will be made available in the native language of the parents or guardians.

The deadline to apply is February 28th at 11:59 PM for the upcoming academic year. Codman Academy Charter Public School will give reasonable public notice, of at least one month, of the application deadline. Late applications submitted after the February 28th deadline will not be accepted and applicants will need to apply for the following school year.

Codman Academy Charter Public School does not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special needs, proficiency in the English language or a foreign language, or prior academic achievement.

Codman Academy Charter Public School will not disclose student information unless permitted by law. As required by law, Codman Academy Charter Public School will provide the names and addresses of students to the Boston Public Schools, the Department of Elementary and Secondary Education, any other schools and school systems in which my student has previously been enrolled, any governmental departments, health or social service providers, or other offices whose activities bear directly on the programs or services with which the student is provided at the receiving charter school. Also as required by law, (G.L. c. 71, § 89(g) and (n)) Codman Academy Charter Public School will provide the names and addresses to a third party mail house for mailings unless the parent requests that the school withhold their child's information. Furthermore, Codman Academy Charter Public School may provide all allowable directory information (including student names and addresses) under 603 CMR 23.07(4)(a) to third parties unless the parent requests that the school withhold their child's information. Parents wishing to request that their child's directory information be withheld will have the opportunity to do so upon matriculation.

Application Process

The enrollment process begins in September with information sessions, distribution of applications, and online publishing of the application. Public notice of the February 28th deadline is given at least one month in advance.

The information collected on the application is used to determine eligibility for enrollment and to collect general information. It is not used to discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic

performance, special needs, proficiency in the English language or a foreign language, or prior academic achievement. Codman Academy Charter Public School has and will implement a Student Recruitment and Retention Plan as outlined in M.G.L. Chapter 71, Section 89(f); CMR 603 1.05(f).

Codman Academy Charter Public School will determine the number of available seats prior to each lottery. In cases where there are fewer spaces than eligible applications, students shall be accepted for admission by a lottery process. The application process concludes with a publicly held lottery to allocate available slots to applicants in the Kindergarten I (four years old by September 1) and ninth grade, any available openings in other grades or on the waiting lists of the fully enrolled Kindergarten II through eighth grades. Codman Academy Charter Public School will give at least one week notice prior to each enrollment lottery.

Codman Academy Charter Public School does not require potential students or their families to attend interviews or informational meetings as a condition of enrollment. In addition, we do not administer tests to potential applicants or predicate acceptance for admission on results from any test of ability or achievement.

Eligibility Criteria

Enrollment is conditional upon:

- Applicants must be a resident of Massachusetts to apply for admission and to attend Codman Academy Charter Public School.
- Proof of residency. Which is defined as submission of any of the following documents: copy of a deed or lease, a utility bill dated within the past 60 days, W2 form, excise tax bill, property tax bill, or letter from approved government agency. Homeless students are exempt from proof of residency requirements.
- Applicant has successfully completed the grade preceding the grade to which he or she seeks admission;
- Applicants for grade Kindergarten I must be four years old by September 1 of the applying academic year. Applicants for grade Kindergarten II must be five years of age by September 1 of the applying academic year.

Enrollment Consequences

Enrollment offers may be rescinded for any of the following reasons:

- Applicant fails to adequately complete the grade preceding the grade to which he or she seeks admission.
- Applicant applies to a grade in which they are two or more years removed from completing.
- Applicant for grade Kindergarten I and Kindergarten II does not meet the age requirement outlined in the *Eligibility Criteria*.
- The family of the applicant fails to provide proof of sibling status in the form of a birth certificate, legal document, or other medical records that may confirm sibling status.
- The family cannot be reached by telephone or mail in the allotted time and has failed to provide the school with a forwarding address in case of a move or a valid phone number.
- The student fails to attend school for ten days from when they are expected to start attending, in accordance with Codman Academy Charter Public School's attendance policy.

Grade retention policy:

If a student on the waiting list or a student who was offered admission is retained and informs the school that he/she will be repeating his/her present grade, the student will be removed from the

waiting list or the offer of admission will be rescinded. If the student wishes to attend Codman Academy Charter Public School at a later date, they must re-apply to enter the Lottery for the appropriate grade level through a future enrollment process.

Lottery Procedures and Preferences

Codman Academy Charter Public School will not set any principal application deadlines or hold any enrollment lotteries for student admission for the upcoming school year until after January 1, and shall conclude its principal enrollment process no later than March 15 of each year. Reasonable public notice will be given at least one week prior each enrollment lottery. If there are fewer spaces than eligible applicants, students shall be accepted for admission by a lottery process. This process is separate and unique from the Boston Public School District and the lotteries being held by the other charter schools participating in the Boston Charter School Application.

Codman Academy Charter Public School will determine the number of spaces available each year by grade level. If the number of student applicants for a particular grade, who satisfy the eligibility criteria for that grade, exceeds the space available, an independent public lottery will be held to allocate slots to applicants. Codman Academy may host an electronic lottery in the place of the live version above.

Students for whom enrollment at Codman Academy Charter Public School would cause the sending district to exceed the tuition cap may not be offered admission but will remain on the waiting list. In cases where the enrollment of a student who is a sibling of a student already attending Codman Academy Charter Public School would exceed the district charter school tuition cap, and the school has not admitted other students prior to admitting the sibling, the sibling may be offered admission and the state will provide tuition for the sibling, subject to appropriation. G.L. c. 71, § 89(i); 603 CMR 1.05(10)(b).

The lottery will be administered in public at 6 Norfolk St., Boston, MA, 02124 by a neutral party not affiliated with Codman Academy Charter Public School to guarantee impartiality. Upon the time when the lottery is conducted electronically, a neutral party shall certify that the process is fair and that selection is random. All applicants will be entered into the lottery and will be randomly drawn or a random ranking will be electronically determined. Applicants will be offered admission based on the number of seats available at each grade. Preference at the time an offer of admission is made will be given first to applicants who have a sibling(s) already attending Codman Academy Charter Public School and then to applicants residing in Boston. The names of students not offered admission will be placed on the waitlist in the order their names are selected. The waitlist will expire after February 15. All applicants, not offered admission before February 15, will need to submit a new application for the following year if they remain interested in being admitted to the school. All applicants selected by lottery will be notified by mail, and waiting list applicants will be informed of their status and rank by mail.

If the principal enrollment process fails to produce an adequate number of enrolled students, the lottery process may be repeated if a waiting list does not exist and the required lottery process is strictly followed, including public notification and deadlines.

Sibling Preference Provision

The charter school law, M.G.L. c.71, s. 89, has a sibling preference provision that gives siblings of attending students preference over non-siblings in enrollment. Therefore, if the sibling (resident or non-resident of the City of Boston) of a student already attending the school in the year of

application applies to the school during the enrollment period, then that applicant has enrollment preference over existing non-sibling applicants. This preference applies to sibling applicants of students who are due to graduate at the end of the school year in which the lottery is held in addition to sibling applicants of students enrolled in grade Kindergarten I through twelfth grades (provided that the attending student continues to attend at the time an offer of admission is made). If multiple siblings (twins or otherwise) enter the lottery and one sibling is admitted, that admitted student's sibling will receive enrollment preference when the admitted sibling has completed one full day of school at Codman Academy Charter Public School. It is necessary for all applicants to the school, whether or not they have siblings enrolled, to participate in the lottery so that all students receive an official rank in the lottery.

If no space is available in the grade to which a sibling applies at that time, the student will be placed on the waiting list. In either case, he or she will have preference over waiting list candidates who are not siblings of attending students. Siblings of attending students are not guaranteed a place in their respective grade, but are guaranteed preference over non-siblings if a space opens in that grade.

In the event that, for a particular grade, there is more than one sibling of attending students or students selected in the lottery, then they will be ranked in terms of sibling preference in the order their names were drawn in the lottery. At the time an offer of admission is made, siblings must provide proof of their common biological parent (through birth certificates from both siblings, paternity order from a court, etc.) OR proof of a legal adoption to receive the sibling preference.

Annual Wait List Policy

Codman Academy Charter Public School will keep accurate records of the waitlist, which contains the names (first, middle, last), dates of birth, cities or towns of residence, home addresses, telephone numbers, and grade levels of students who entered the lottery but did not gain admission. This annual wait list does not carry forward year to year. Codman Academy Charter Public School will maintain waitlists only for the school year for which the students sought admission.

Codman Academy Charter Public School shall place the names of students not offered admission following a lottery on the waitlist in the order their names are selected. The following preferences for admission will be taken into account, which may change over time:

- Siblings,
- Residents of the City of Boston,
- Non-residents of the City of Boston.

If a student stops attending Codman Academy Charter Public School or declines admission, the next available student on the waitlist for that grade will be offered admission until the vacant seat is filled up until February 15th of the academic year. If a slot becomes available in grades Kindergarten I through nine, waiting list candidates will be offered the position by telephone first and then in the mail. Letters are sent the day the call is made. It is the responsibility of the family to ensure that the school has up-to-date contact information.

Candidates who are unreachable by mail or telephone longer than five days will relinquish their position, which will be offered to the next applicant on the waiting list. Depending upon the date that the position is offered, waiting list candidates will have a set amount of time from the time they are offered the position to accept or decline the offer. From March through July, candidates have 5 days to respond. From August on, candidates have 72 hours to respond. If the student declines the offer, he or she will be permanently removed from the waiting list. Waiting list candidates who

decline an offer will not be placed at the bottom of the waiting list. Additionally, if a student declines an offer of admission, but wishes to attend Codman Academy Charter Public School at a later date, he or she must apply through a future enrollment process.

No student may be admitted ahead of other eligible students who were previously placed on a waitlist during a prior enrollment process. Codman Academy Charter Public School must exhaust the initial waitlist prior to holding additional lotteries for the purpose of accepting additional applications for grades where a waitlist has already been established. The total number of students attending Codman Academy Charter Public School cannot exceed the total number of students reported in the school's pre enrollment submission to the Department in the previous spring in accordance with 603 CMR 1.08(5).

Opening when school is not in session:

If a space becomes available after the last day of school and before the start of the school year when school is not in session, the slot will be offered to the first candidate on the waiting list for enrollment at the beginning of the school year.

Opening after school year has begun for grades Kindergarten I through nine:

If a slot becomes available once the school year has begun, but before February 15th, the school will offer the position to the first candidate on the waiting list for immediate enrollment. If a space becomes available on or after February 15th, the school will not offer the position for enrollment.

Tenth through twelfth grade policy:

The school does not accept additional students into the tenth, eleventh, and twelfth grades either for slots in the classes or for positions on the waiting list. Therefore, the school does not maintain a waiting list for the tenth through twelfth grades, and the school will not admit additional students to those classes, even if enrolled students leave the school. Further, no sibling exceptions will be made to this rule for tenth through twelfth grade students.

Enrollment Procedures

All children who are accepted for enrollment, either directly through the lottery or off the waiting list, will be asked, but not required, to complete a questionnaire that provides the school with pertinent contact information, school background information, and other data. All students will be encouraged to provide evidence in the form of permanent transcripts that they will complete their current grade by August and encouraged to take an assessment exam in the summer to determine possible required participation in summer school or appropriate grade placement. In addition, enrolled students and/or parents/guardians are encouraged to submit a permanent record release form and required medical forms, sign the Family Accountability Contract, and attend the orientation sessions. Families must submit proof of Boston residency. Codman Academy Charter Public School reserves the right to verify an applicant's address (except in the case of homeless students) by requesting any of the following documents: copy of a deed or lease, a utility bill dated within the past 60 days, W-2 form, excise tax bill, property tax bill, or letter from approved government agency.

Admitted student grade retention policy:

Once a student has been offered a seat at Codman Academy Charter Public School, the school may complete diagnostic testing to place the child in the proper grade. Ultimately, Codman Academy Charter Public School reserves the right to make a decision if retention is appropriate when entering CACPS. A student applying to enter the eighth grade, for example, may be placed in seventh grade. Decisions on grade placement will be made up to the end of September or the end of the student's first month at Codman Academy Charter public school.

SUBSTANCE USE EDUCATION AND PREVENTION POLICY

At Codman Academy, we use a three-pronged approach to address substance use: prevention, education, and intervention.

Philosophy

Codman Academy Charter Public School aims to provide a safe and healthy learning environment for students, free of the detrimental effects of drugs and alcohol. Accomplishing this goal requires a cooperative effort among school staff, students, parents, law enforcement, and organizations concerned with the use of substances by school-aged youth.

In order to promote the safety, health, and well-being of students, we endorse a three-pronged approach to address the issue of substance use: prevention/education, intervention, and discipline. The school has developed appropriate administrative procedures, curricula, and programs to implement this policy.

Goal

Our goal is to foster a positive school climate in which the school community prioritizes learning, provides physical, emotional, and social safety, values student-teacher relationships, and facilitates open dialogue about issues of drugs and alcohol and their consequences. Families, parents, and guardians also play a vital role in promoting a healthy and safe learning environment by role modeling and supporting the school's efforts to decrease substance use.

Prevention/Education

The school is committed to implementing prevention curriculum, trainings, and activities to prevent substance abuse and related risks, such as unintentional injuries, sexual assault, alcohol poisoning and suicide.

Collaboration between schools and community behavioral health providers can address student-specific issues, including interventions such as small groups, individual supports, and school re-entry plans. These efforts can support school staff in consulting on student-specific challenges and planning for school and community provider responses.

The school provides families and students education through Parent Council, Sexual Health Courses, Talking Circle Courses, Crew Curriculum, Wellness Programming, and Nutrition Classes.

- Parent Council hosts yearly "Parent Awareness" meetings that focus on substance abuse signs and strategies, communication with your children, and resources for community support.
- Sexual Health Courses begin in Grade 7 and cover substance abuse related topics such as decision making/values
- Talking Circle Courses and Crew Curriculum begin in Grade 9 and directly cover substance abuse through presentations, curriculum, and guests
- Wellness Programming/Nutrition Classes begin in Grade 6 and cover topics related to physical health and the effects of drugs and alcohol on the body.

Intervention

The school ensures holistic wellness through behavioral health services. The school ensures that students are informed about the skills and tools necessary to understand that their mental health is a vital component to their overall health.

- The school has a partnership with Codman Square Health Center and students are given access to healthy living programs and referrals to the behavioral health department as needed.
- Students participate in weekly support groups focusing on drug use, community violence, tolerance, and sex education.
- The school works in collaboration with substance use counseling professionals and mental health specialists and establishes partnerships with other local organizations that promote healthy lifestyles.

Discipline

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

Any student who is charged with any of the misconduct detailed above has an opportunity for a hearing before the principal. At the hearing, the student may have representation at his or her own expense, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, the principal may, in his discretion, decide to suspend or use other discipline rather than expel a student who has been determined by the principal to be guilty of the misconduct detailed above.

TOBACCO FREE SCHOOL POLICY

Statement of Purpose

Codman Academy Charter Public School is committed to providing a healthy, safe and productive learning and recreation environment for its students, staff and visitors to its facilities. The use of tobacco products has a direct link to numerous health problems, and tobacco prevention and education can play a critical role in establishing life-long positive health habits. The purpose of this policy is to comply with the requirements of the Massachusetts General Law, Chapter 71 Section 37H (Massachusetts Education Reform Act of June 4, 1993).

Statement of Policy

I. Prohibition of Tobacco Use: Students, staff and visitors are prohibited from having and/or using tobacco products in school, on school grounds, on school buses or in other school vehicles, and at all school-sponsored events.

II. It is the policy of the Codman Academy Charter Public School Board of Trustees to fully implement the tobacco-free law, on the premise that tobacco prevention, education, and cessation, coupled with enforcement is the most effective way to comply with the law.

III. The Principal will be responsible for enforcement of consequences of policy breaches.

Students

- ❑ A written copy of the Tobacco Free School Policy.

- ❑ Parent/guardian written notification of Tobacco Free School Policy.
- ❑ A tobacco prevention education program, with 4-8 sessions and a minimum of 45 minutes per session.
- ❑ Community service with a learning component that includes or is related to tobacco use, as necessary.
- ❑ Team meeting with student, parent, administrator and other appropriate staff for any student found possessing or using a tobacco product.
- ❑ Referral to a tobacco cessation program as necessary.
- ❑ Suspension from school following repeat offenses.

Staff

- ❑ Referral to a tobacco cessation program and tobacco education resources, as necessary.
- ❑ Violation of the tobacco free school policy will result in verbal and written warnings.

Visitors

- ❑ If in violation of Tobacco Free School Policy will receive a verbal warning and a copy of the policy.
- ❑ Continued violation of the policy will result in removal from school property.

Policy Dissemination

- ❑ Copies of the policy will be included in student and staff handbooks.
- ❑ All students and staff will sign a Tobacco Free School Policy agreement.
- ❑ Signage will be posted in and around school property.
- ❑ Policy will be made available in languages other than English, as needed.
- ❑ In service training will be provided to school staff to ensure enforcement of the Tobacco Free School Policy.
- ❑ Copies of the policy will be provided to all non-school hour programs per contractual/rental agreement.

WELLNESS POLICY

Increasing Wellness through Prevention

Codman Academy Charter Public School is the first public charter school that serves students in the diverse, economically-challenged community of Dorchester, MA. As an EL Education institution, Codman Academy is dedicated to the development of the mind, character and body of each student. The school embraces a holistic approach to education, one that cultivates both physical and mental wellness.

Co-located with Codman Square Health Center, the school has the unique opportunity to partner with health care providers to promote wellness. One of the long-term goals is to ensure that every graduate is trained as an entry-level community health worker and advocate sharing health information to their families and neighborhoods. Recognizing diabetes and heart disease as major public health crises within the community, the school will emphasize education and prevention methods for these illnesses.

GOAL: Codman Academy Charter Public School in partnership with its students, faculty, interns from Harvard School of Public Health, and supporters will take a comprehensive approach to reviewing and incorporating changes in policy, curriculum, and operating

procedures to promote lifelong healthy lifestyles and appropriate nutritional and physical fitness practices for all students.

Provide a comprehensive learning environment for developing and practicing lifelong wellness behaviors.

- Define disease prevention as a key means for social empowerment.
- Identify steps to address social injustices relating to wellness.
- Identify barriers to healthy eating and physical activity.
- Students receive nutrition education that is interactive and teaches the skills they need to adopt healthy eating behaviors.
 - Provide a core health curriculum, including nutrition, obesity, diabetes, heart disease, blood pressure, tobacco, mental health, and other relevant topics.
 - Provide a core nutrition curriculum that includes information on body mass index, food groups, reading food labels, cooking, eating out and analysis of relevant news articles.
 - Organize creative projects that promote a healthy lifestyle for teens.
- Students receive consistent nutrition messages throughout schools, classrooms, cafeterias, homes, and community.
 - Schools conduct nutrition education activities and promotions that involve parents, students, and the community.
 - School health education curriculum standards and guidelines include both nutrition and physical education.
 - Establish links with other social organizations that promote healthy lifestyles, locally, nationally and internationally.

Provide opportunities for students to engage in physical activity.

- Students are given opportunities for physical activity during the school day through physical education (PE) classes, and a range of before- and/or after-school programs including, but not limited to, intramurals, interscholastic athletics, dance, and physical activity clubs.
- Schools provide training to enable teachers, and other school staff to promote enjoyable, lifelong physical activity among students.
- Schools encourage parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events instead of sedentary activities, such as TV watching.
- Schools work with the community to create ways for students to walk, bike, rollerblade or skateboard safely to and from school.

Support and promote proper dietary habits contributing to students' health status and academic performance.

- School lunches should be consistent with recommendations from the Dietary Guidelines for Americans and USDA School Meals Initiative for Healthy Children in nutritional content, portion size and quality.
- To ensure high quality, nutritious meals, foods should be served with consideration toward variety, appeal, taste, cultural appropriateness, safety, and packaging.
- No vending machines will be allowed on campus.

Offer a healthy dining environment.

- The school provides a clean, safe, enjoyable meal environment for students.
- The school provides free breakfast, lunch and snacks to all students.
- Nutrition education is offered in the school dining room as well as in the classroom, with coordination between the foodservice staff and teachers.
- Long term goal of creating a state-of-the-art dining facility for the school and adjacent health center, which will also serve as a teaching kitchen for students and their families, where they will learn to prepare culturally appropriate healthy meals.

Discourage use of food or physical activity as a reward or punishment.

- The school will discourage the use of food as a reward or punishment in schools.
- The school will try to avoid denying student participation in physical activities as a form of discipline or for classroom make-up time.

Ensure holistic wellness through mental health services.

- To ensure that Students acquire the skills and tools necessary to understand that their mental health is a vital component to their overall health.
- The school provides a safe environment for students and staff to allow students focus on academic pursuits.
- To ensure that students are supported and given access to mental health services through the Social Worker.
- Social Worker gives tools for students to be aware of depression and how to address it.
- The Social Worker encourages and provides options, strategies and tools to teach students how to reduce stress and to increase their physical activities.
- Through individual counseling and group counseling, students are given the tools to deal with the daily challenges in life.
- Students are taught about stress management, because prolonged stress can cause mental and physical harm. Stress Management curriculum consists of:
 - Ways to reduce (exercising, listening to music)
 - Recognizing the signs of stress (lack of energy, anxiety, anger, irritability)
 - Stress Relievers (breathing techniques, stretches)
 - Ways to manage stress (divide big tasks into smaller ones, ask for help).
- Provide other forms of support groups, counseling and mental health resources, including:
 - Talking Circles, weekly, single gender meetings, focusing on drug, violence, tolerance and sex education.
 - Peer Mediation, students are given the skills to confront and resolve conflicts in a positive way.
 - The school has a partnership with Codman Square Health Center, and the students are given access to healthy living programs, and if needed, referrals to behavioral health department.

Encourage consistent school activities and environment.

- The school will encourage that all schools' fundraising efforts are supportive of healthy eating.

- The school will provide opportunities for on-going professional training and development for foodservice staff and teachers in the areas of nutrition and physical education.
- The school will make efforts to keep school or district-owned physical activity facilities open for use by students outside school hours.
- The school encourages parents, teachers, school administrators, students, foodservice professionals, and community members to serve as role models in practicing healthy eating, being physically active and reducing TV watching, both in school and at home.
- The school encourages and provides opportunities for students, teachers, and community volunteers to practice health eating and serve as role models in school dining areas.

Partner with Codman Square Health Center.

- The school encourages students to participate in health-related internships at Codman Square Health Center and other facilities.
- The school will be responsive to requests from the health center staff regarding social action research.

Measure and evaluate progress and compliance with the Wellness Policy.

- Implement a monitoring system that ensures the school is in compliance with federal mandates.
- Continue and expand the annual evaluation that informs the district and community stakeholders of program progress.

HEALTH SERVICES

Illness

Any student who is ill should let staff members know immediately. With the aid of staff, students then report to our school nurse or to the main office to call a parent/guardian to go home/to physician's office.

If a student experiences fever or vomiting the student must wait 24 hours to return to school.

First Aid provision and medical emergencies

Minor accidents, cuts, scrapes, and bruises will generally be treated at the school by the school nurse or by selected teachers and administrators. The school is not equipped to handle medical services beyond basic first aid. In the event that a child requires emergency medical care, a parent or guardian will be notified as soon as possible. If a parent, guardian, or thus, it is essential that we have on file each students office, health emergency card, which provides up-to-date contact information for parents and guardians and which gives the school permission to initiate emergency medical treatment if a parent cannot be reached.

Behavioral Health

At Codman Academy Charter Public School we recognize that students deal with many things in their lives aside from school, and that concerns outside of school may affect their daily functioning in school. We believe that students need a safe and trusting person they can work with to overcome their problems and excel to their full potential. As such, we provide access to counseling services, both in school and out.

When a student has been referred to individual counseling by a teacher or Crew Leader, or when a student has requested individual counseling, parents will be notified by Codman Academy's Social Worker. The parents must sign a release form and give medical information, including health insurance card, to the social worker for processing. Once paperwork is completed, the student may begin individual counseling. Reasons may include: divorce, death of friend or family member, coping strategies, etc.

Health Screenings

All students will be required to obtain annual dental, visual, and hearing screenings.

Medical Records

Massachusetts state law requires all students enrolling in a new school to have a physical examination before entering the school. Before a student can enroll in the school, the school must have on file the following forms:

- School Health record. This form contains records showing that the student has 1) a physical exam in the last twelve months: 2) up-to-date immunization 3) had screening for vision, hearing and scoliosis
- Authorization for dispensing Medication in school form. If a child must receive medication during the school day, this form must contain the instructions and signature of the physician who ordered the medication and be signed by a parent or guardian, so that the school may contact a student's physician in case of emergency.
- Consent for OTC medication.
- Office/Health emergency card. This form provides important information about a student's emergency contacts, health care providers and insurance. Most importantly, it gives the school permission to initiate emergency medical treatment in the event that a parent or guardian cannot be reached.

Policy on administration of medication to students

Parents/guardians have the primary responsibility for the administration of medication to their children. The administration of medication to students during the regular school hours and during school related activities is discouraged unless necessary for the critical health and well being of the student.

Procedures/Guidelines

1. Medication authorization form- school personnel shall not administer to any student, nor shall any student possess or consume and prescription or non-prescription medication except after filing complete medication authorization information as necessary.
Authorization and any subsequent changes include:
 - a. Physician's written permission
 - b. Student's name, medication name, dosage, and date of order
 - c. Administration instructions (route, time or intervals, duration of prescription)
 - d. Reason/intended effects and possible side effects
 - e. Parent/guardian written permission
2. Appropriate containers- Medication and refills are to be provided in containers, which are:
 - a. Prescription labeled by a pharmacy or licensed prescriber displaying RX number, student name, medication, dosage, and directions for administration, date and refill schedule and pharmacist name.

- b. Manufacturer labeled non-prescription over-the-counter medication.
3. Administration of medication will be by the school nurse, or school administrator. Parents must provide advance notice to the school nurse of any field's trips or other off campus activities. Other certificated school personnel may also volunteer to assist in medication administration and may be given instructions by the nurse. If no volunteer is available, the parent. Guardian must make arrangements for administration. The school nurse or administration retains the discretion to deny requests for administration of medication.
4. Self-Administration- A student may self-administer medication at school and activities if so ordered by his/her medical provider. Daily documentation will be provided as below #6 for such health office supervised self-administration. For "as needed" medications such as those taken by students with asthma and allergies, the physician may also order that the student carry the medication on his or her person for his or her discretionary use according to medical instructions when the student is off campus for school related activities. However no daily documentation will be possible if this is the case. Self-administration privileges may be withdrawn if a student exhibits behavior-indicating lack of personal responsibility toward self or others with regards to medication.
5. Stock Medication- Tylenol, Motrin, Benadryl, tums throat lozenges, antibiotic ointment, hydrocortisone anti-itch topical ointment are kept in stock at school as a courtesy to students, however a completed medication consent form must be provided for their use. In an emergency, a one-time dose may be given with phoned permission. A medication consent form will be sent home for completion and no further doses will be provided without the completed form on file.
6. Storage and record keeping- Medication will be stored in a locked cabinet. Medication requiring refrigeration will be stored in a secure area. Each dose will be recorded in the student's individual health record. In the event a dose is not administered, the reason shall be entered in the record. Parents may be notified if indicated and it shall be entered in the record. To assist in safe monitoring of side effects and or intended effects of the treatment with medication, faculty and staff may be informed regarding the medication plan. For long-term medication, written feedback may be provided at appropriate intervals or as requested by the licensed prescriber and or parent/guardian.
7. Documentation, changes, renewals, and other responsibilities- to facilitate required documentation, medical orders, changes in medical records, and parent permissions may be faxed to Codman Academy school nurse. It is the responsibility of the parent to be sure that all medication orders and permission are brought to the school. To inform the school nurse of any significant changes in the student's health. Medication remaining at the end of the school year must be released to a parent/guardian or it will be discarded within one week. Every prescription order must be renewed each school year.

HEAD INJURY/CONCUSSION POLICY

1. The Wellness Director and School Nurse shall participate in the development of an annual review of the policies and procedures required by 105 CMR 201.000 for the prevention and management of sports-related head injuries within the school district or school.
2. The Wellness Director and School Nurse shall complete the annual training as required by 105 CMR 201.007.

3. Every Student is required to submit documentation of physical examination annually to the Codman Academy School Nurse prior to attending school. All students with prior documented head injuries will be shared with Wellness Director, the School Nurse, and corresponding coach(s).
4. The Wellness Director shall inform all administrative staff of prevention and treatment for concussions policies and procedures.
5. Wellness Director is responsible for supplying coaches with the necessary working equipment for injury prevention. Coaches are responsible for informing the Wellness Director of any faulty equipment and request for replacement equipment, Coaches will also supply student athletes with proper equipment at every game or practice. Coaches are prohibited from allowing student athletes to perform any activities that are non sport related hazardous activities.
6. All Coaches are required to complete Heads Up Online Training Course http://www.cdc.gov/concussion/HeadsUp/online_training.html. The Wellness Director will keep all completed tests on file. Returning coaches are required to retake exam.
7. Wellness Director will distribute Pre-Participation Head Injury/Concussion Reporting Form to all coaches to be distributed and returned by Student Athletes. No player will be permitted to participate in school-sanctioned athletics with out having signed Pre-Participation Head Injury/Concussion Reporting Form along with Parent/Guardian signature. Coaches will contact parents if required forms are not turned in prior to beginning of first practice. All sheets will be returned to Coaches or Wellness Director to be kept on file.
8. Wellness Director will be responsible for supplying all Coaches with Report of Head Injury During Sports Season forms. If suspicion of concussion has occurred it is the responsibility for coaches to fill out the Report of Head Injury During Sports Season form and inform the Parent/Guardian of student athlete as well as the Wellness Director and School Nurse of the incident.
9. Any student athlete suspected of having suffered a head injury (coaches discretion) during a Codman Academy sporting event will **immediately** be removed from game play for the remainder of the game or practice. Any student athlete that has experienced a head injury six months prior shall not be permitted to play for the remainder of the sports season.
10. All student athletes that have been diagnosed, as having a head injury/concussion must get written permission from a healthcare professional in order to return back to Codman Academy sanctioned athletics. Post Sports-Related Head Injury Medical Clearance and Authorization Form must be returned to Coach or Wellness Director to be kept of file.
11. Penalty for not following said procedures will result in forfeit of games and in extreme instances seasons. All documents are guarded under Massachusetts Student Records Regulations, 603 CMR 23.00 and the Federal Family Educational Rights and Privacy Act Regulations, 34 CFR Part 99

12. The Wellness Director is responsible for reporting annual statistics to the Department in accord with 105 CMR 201.017.

JUNK FOOD FREE POLICY

- Breakfast, lunch and snack are provided to all students at no cost to families.
- Water bottles are provided for all students.
- We **strongly** encourage students to eat the food provided at the school.
- We respectfully ask that families **do not to send snacks OR drinks** from home.
- Breakfast or lunch brought from home can be consumed in the dining hall during the student's designated mealtime.
- We are a Junk Food Free campus. This means that only healthy food is allowed on campus (including before and after school) and during fieldwork.
- Junk Food is any food or drink that is high in saturated fat, trans fat, sugar, salt, calories, and/or has little or no nutritional value.

Suggested Lunch Items	Items Not Allowed
<ul style="list-style-type: none"> • Fruits • Vegetables • Beans • Rice • Pasta • Sandwiches • Salads • Unsweetened Cereal 	<ul style="list-style-type: none"> • Lunchables • Soda • Artificial Seltzer • Energy drinks • Sweetened teas • Sports drinks • Candy • Cookies, Brownies, Cupcakes, etc. • Fast Food • Sweetened Cereal • Donuts or Breakfast Sweets
Healthy Lunch Recommendations	

- Breakfast and lunch are only to be consumed in the dining hall, during a student's designated mealtime, unless otherwise approved by the school nurse or the administration.
- School provided snacks will be eaten in classrooms during teacher designated snack times.
- Staff members who see students with food that does not fit the food policy will ask the child to put it away and bring the item back home.
- Families will be contacted if students repeatedly bring food that does not fit the food policy to school.
- If families would like to send in a food item to commemorate a special event (i.e. birthdays), it must be discussed with the teacher ahead of time and should be an item from the suggested list below.
 - Fruit
 - Cheese & Crackers
 - 100% Juice Popsicles
 - Popcorn
 - Veggie Sticks

- Nut-Free Trail Mix

CONFIDENTIALITY

At Codman, we maintain a policy of confidentiality for all counseling services, medical records, special education documents, and general situations that are deemed appropriate. We release information with the student and parent's permission (oral/written), except as required by law or in a life-threatening situation.

Exceptions to Confidentiality

If there is evidence of clear and imminent danger or harm to a student and/or others, staff members are legally required to report this information to the authorities responsible for ensuring safety.

Massachusetts state law requires that any staff member at Codman, who learns of, or strongly suspects physical abuse, sexual abuse or neglect of a child, must report this information to the appropriate state agency. At Codman all reports of any abuse go directly to the School Social Worker and/or Student Support Team.

A court order, issued by a judge, may require staff to release information contained in records (verbally, written) and/or require a counselor to testify in a court hearing.

POLICY ON PARENT INVOLVEMENT

The Parent Council meets the second Tuesday of every month at 6pm. All parents/guardians are welcome and encouraged to attend.

Family involvement plays a key role in helping students to be successful in school, to develop character and be of service to others. We are committed to building strong partnerships among home, school and community. The school emphasizes an induction program for new parents to the school.

Codman Academy Charter Public School ensures the creation and maintenance of an active Parent Council that will meet regularly to advise the school on matters of policy, program development and evaluation, and communication between home, school and community. The Parent Council will also play an advocacy role and will share the responsibility for student success with the school.

Below are some examples of activities that Codman Academy Charter Public School offers to engage families:

- Orientation sessions for prospective parents
- A model one-hour intake interview with all new parents
- Welcome dinner for all new parents
- Membership in the Parent Council
- Quick response to parent questions and/or requests
- Individual parent/teacher conferences
- Workshops on the school's curriculum
- Workshops on College Admission and Financial Aid
- Opportunities to participate in cultural activities

- Access to Saturday courses
- Parent Recognition Awards

SNOW DAYS

Codman Academy Charter Public School will follow the Boston Public Schools in deciding when to cancel school for a snow day. In the event of snow on a Saturday school day, the school will contact families via phone call and/or text message and/or information posted to our website.

TECHNOLOGY ACCEPTABLE USE

At Codman Academy Charter Public School we are committed to the appropriate use of technology in education. Computers and other information technology components are tools, like pencil and paper, used to enhance the experience of learning. Since life in the 21st century is increasingly connected to technology, our school strives to give students the knowledge and skills necessary to successfully utilize technology resources. Technology at CACPS includes, but is not limited to: computer workstations, digital cameras, digital projectors, overhead projectors, calculators, TVs, radios, digital voice recorders. Members of the school community who use technology at CACPS are expected to adhere to the following guidelines:

1. All use of technology must be in support of and consistent with the educational purposes of CACPS. Websites, files and software that are not related to educational endeavors may not be opened / used / installed on any of the school's workstations.
2. Technology users are responsible for the information that is accessed at their workstations. Users will refrain from use of all inappropriate materials (images, animations, movies, sounds, music, files, software, etc.). Users agree that they will not send or solicit hate mail, send or knowingly receive pornographic materials, or access pornographic sites. Users will not attempt unauthorized access (hacking) into files, programs, or network sites. Users will not knowingly transfer computer viruses or other destructive programs to any workstation or server.
3. Technology users agree to respect the files of other members of the school community. Users agree that they will not modify or destroy other people's documents and files. Users agree that they will not access or read other users' files and documents (including email) without permission.
4. Technology users are responsible for the physical well being of school equipment. Users may not modify, configure, abuse or damage technology equipment in any way. Users must ensure that all food and drink are kept away from equipment.
5. Technology users are responsible for obtaining proper authorization prior to the addition, removal, configuration or relocation of any equipment or software.
6. Personal Educational Technology (ex: tablet and laptop computers) may be used only following the completion of a Contract For Use of Personal Educational Technology.

Students who wish to use personal educational technology should meet with the Dean of Culture to complete the contract.

The consequences for failure to adhere to this policy will result in restriction or complete loss of access to all forms of technology at CACPS. Other disciplinary measures may also be applied at the discretion of the Principal.

LOST/STOLEN ITEMS

Please note: the school is not responsible for investigating lost or stolen items (including clothes and electronic devices). Students are responsible for keeping track of their belongings.

REQUIRED EYEGLASSES / HEARING AIDS

We are committed to students having the best possible opportunity to excel in their academic endeavors. For this reason, we require students who have been prescribed eyeglasses or hearing aids by their physician to use them during all classes (exemptions may apply in physical education). If a student is prescribed both but unable to wear them at the same time, then the student may choose which one to wear during all classes. Failure to comply will result in a meeting with the student, parent and Principal. If necessary, this will be followed by disciplinary action.

FUNDRAISING POLICY

Students must have permission from the Principal before raising any funds for club or crew use.

PETITION PROCESS

Students, parents and guardians seeking to change or add a policy are encouraged to consult with affected parties and constituents (i.e. parents, students, staff) to obtain support before making their written proposal to the Principal and/or Head of School.

COMPLAINT PROCEDURE

Incident/Complaint forms are available in the main office. Parents/Guardians and Students are encouraged to complete forms as needed. The Principal is required to follow up on all Complaints filed.

If a successful resolution is not reached with the Principal, persons may file a written complaint with the Head of School, who will take action on the matter.

If a successful resolution is not reached with the Head of School, persons may file a written complaint with the Board of Trustees. Board meetings are open to all members of the school community. Community members may address the Board during the public comment segment of the meeting.

USE OF TITLE I FUNDS POLICY

The Codman Academy Charter Public School is committed to increasing student achievement. The school uses the School-Wide option available under Title I and supports the use of these funds to supplement the school's plan and not to supplant it according to state and federal guidelines.

TITLE IX, II AND 504 POLICIES

The Codman Academy Charter Public School is committed to ensuring full access to services for all students. For coordination of Title IX and Title II, please contact Pam Casna, Principal, 617-287-0700 x102. In order to learn more about Section 504 coordination, please contact Lauren Robinson, Special Education Coordinator, at 617-287-0700. Both offices are located at [10 Epping Street Dorchester, MA](#) 02124 in our Upper School building.

NOTIFICATION OF TEACHER QUALIFICATION

Parents have the right to request information about the qualifications of their child's teachers and instructional paraprofessionals. Parents have the right to know if their child's teachers are considered highly qualified under the federal *No Child Left Behind* legislation.

MILITARY RECRUITMENT – OPT OUT

The *No Child Left Behind Act* requires high schools to submit student information to military recruiters. As a college preparatory school we are preparing students to go to college, and defer military service. If you are interested in opting out of this provision please go to the Main Office to acquire the forms OR visit <http://www.leavemychildalone.org/> and follow the "Opt Out" instructions.

POLICY REGARDING DROP OUTS

Every day a child is absent, Codman calls home.

For students over 16:

If a student is absent for 10 consecutive days, the school will send notice within 5 school days from the student's 10th consecutive absence to the student and the parent or guardian in both the primary language of the parent or guardian, to the extent practicable, and English. The notice shall initially offer at least 2 dates and times for an exit interview between the Head of School, or a designee, and the student and the parent or guardian to occur prior to the student permanently leaving school and shall include contact information for scheduling the exit interview. The notice shall indicate that the parties shall agree upon a date and time for the exit interview, and that interview shall occur within 10 days after the sending of the notice. The Head of School, or a designee, may proceed with any such interview without a parent or guardian if the Head of School or designee makes a good faith effort to include the parent or guardian. The exit interview shall be for the purpose of discussing

the reasons for the student permanently leaving school and to consider alternative education or other placements. The Head of School or designee shall convene a team of school personnel to participate in the exit interview with the student and the parent or guardian of the student. During the exit interview, the student shall be given information about the detrimental effects of early withdrawal from school, the benefits of earning a high school diploma and the alternative education programs and services available to the student.

MCAS

The school will send an annual notice to former students who have not yet earned their MCAS Competency Determination and have not transferred to another school.

ATTENDANCE POLICY

Students are expected to be present in school every day, for the full duration of the school day. Students who attend school at high rates have an increased opportunity to engage in learning. Students who are absent are more likely to miss exposure to key concepts, often resulting in an inability to demonstrate understanding and lower overall course and Learning Target grades. Recognizing the important relationship between being present in school and being successful in school the state of Massachusetts crafted a law that sets a minimum number of days students need to be in school.

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 7 day sessions or 14 half-day sessions in any period of six months. Over a full year a student must be present for 93.5% of school days (e.g. in a 180-day school year a student may be absent for no more than 12 school days) in order to meet the requirements of the law.

If a student's attendance fails to meet these requirements the student will be retained for the school year. At Codman this means that any student who is absent 13 times (excused or unexcused) or more will not be eligible to earn a promotion.

If a student exceeds the limit for the school year and a parent/guardian wishes to appeal the parent/guardian must contact the 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 principal.

Student Absence Notification

If a student is absent from school, parents/guardians are required to call the school by 8:30am (617-287-0700; x109 for grades K1-8; x101 for grades 9-12). This practice will provide a measure of safety and security for each student. If the school does not receive a message by the designated time, the school will place a phone call to note the absence. For this purpose and for the safety of all of our students, it is required that a current, working telephone number be kept on file with the school.

Parents or guardians are legally responsible for ensuring that a child under their control attends school daily for the full school day.

A student is considered to have an **excused absence** when the student's family has contacted the school regarding student illness, bereavement, family emergency, or religious observance. All other absences will be considered **unexcused**, including but not limited to family vacation, participation at sports tournaments, attendance at entertainment events, or when the family has not contacted the school with a satisfactory reason.

Please schedule vacations and appointments so students miss as little school as possible. When a student is absent for any reason, the student and parent/guardian are responsible for finding out what assignments were missed, and for being sure that all missed work is completed.

If a student must miss school, please contact the school in advance. If this is not possible, the student is required to bring a signed note from a parent/guardian explaining the reason for the absence.

Early dismissal

Students may be dismissed early from school only if permission is given by the student's parent/guardian (in writing, or in emergency, by telephone). Only a parent/guardian as indicated by official school records can call to dismiss a student. The student must sign out at the main office prior to leaving school.

Punctuality

Punctuality is an important way we demonstrate respect for each other. Being on time to school ensures access to essential course content. Tardies that result in missing half a day of school will be counted toward the total days absent.

Parent Council

MEETINGS

Parents/Guardians meet to discuss school-wide events the 2nd Tuesday of every month at 6 PM. All parents/guardians are members of this group and are welcome to attend all meetings. **See addendum for Parent Council By-Laws.**

BY-LAWS

Article I - Name, Purpose and Authority

Section 1. **Name.** The name of the Parent Council shall be the Codman Academy Charter Public School Parent Council.

Section 2. **Purpose.** The purpose of the Codman Academy Charter Public School Parent Council shall be to work closely with the school administration and teachers in policy development, sharing the responsibility for student success and identifying the information and needs of parents and educators.

Section 3. **Authority.** The Codman Academy Charter Public School Parent Council shall be established and conduct its affairs in conformance with state and federal regulations.

Article II - Codman Academy Charter Public School Parent Council Members, Terms and Meetings

Section 1. **Number.** Every parent of a student at the Codman Academy Charter Public School shall be a member of the Parent Council.

Section 2. **Election of Officers.** Five representatives of the Parent Council shall be elected at the first meeting of the Parent Council held no later than October 15th. Three alternates should also be identified.

Election of Officers shall be by voice or written ballot.

a. Head of School. The Head of School shall automatically be a member of the Steering Committee.

b. Faculty Representation. A staff representative shall be selected by the staff to represent the staff on the Steering Committee.

c. Parent Representation. On or before October 15, the Parent Council shall schedule a parent orientation session. The purpose of the session shall be:

- to orient new parents to the school;
- to inform all parents about the school's programs;
- to publicize the Parent Council and its activities; and
- to encourage parents to run for the executive committee of the Parent Council.

Two week notice shall be given to parents for the orientation session.

The officers of the Parent Council shall be elected from among parents of students currently enrolled in the school. The Head of School, or his/her designee, shall assist the Parent Council in organizing and running the election of parent representatives.

d. Student Representation. The Parent Council's Steering Committee shall include one student elected by the student body to represent them.

e. Alternate Members. Parent, staff and student alternate members shall be elected by their respective groups.

Section 3. **Terms of Office.** The Steering Committee establishes the terms of office for its members.

Section 4. **Vacancy.** Alternates should be used to fill vacancies created by resignation or removal of a Steering Committee member.

Section 5. **Regular Meetings.** Regular meetings of the Parent Council shall be held quarterly at such times and place as shall be fixed by consensus of the Parent Council. The Steering Committee of the Parent Council shall meet on a monthly basis.

Section 6. **Notice of Meetings.** The meetings of the Parent Council and its Steering Committee shall be open to the public. Notices of each meeting shall be mailed/distributed at least a week before the meeting.

Section 7. **Quorum.** There will be no quorum for at-large meetings of the Parent Council. The quorum for the steering committee meetings shall consist of the majority of the elected members or alternates being present.

Section 8. **Resignation.** Any Parent Council and/or Officer may resign at any time by delivering his/her resignation in writing to the Chair of the Steering Committee.

Section 9. **Absences.** If an Officer is absent for two consecutive monthly meetings, the member shall be removed from the Steering Committee and be replaced by an alternate.

Article III - Officers

Section 1. **Enumeration.** The officers of the Parent Council shall be 2 co-chairs, a treasurer, clerk, and program specialist.

Section 2. **Election of Officers.** All officers shall be elected by the members at the first meeting. With the exception of the Head of School, all officers shall serve for the term of one year, or until their successor shall be elected.

Section 3. **Co-Chairpersons.** The co-chairs shall take turns in presiding the meetings. The co-chairs shall perform and oversee the duties and tasks necessary to the effective functioning of the Parent Council including, but not limited to, development and distribution of meeting agenda, giving notice of meetings, serving on sub-committees, and providing timely information to the

members-at-large about the school's budget, personnel and programs. The co-chairs shall perform such other duties as the Parent Council shall from time to time designate.

Section 4. **Clerk.** The clerk shall keep accurate minutes of all meetings for distribution to Parent Council members and the wider school community. The minutes, including the attendance of members, shall be both filed and posted in the school office for review by interested parties. The clerk shall perform such other duties and have such other powers as the Parent Council shall from time to time designate.

Section 5. **Treasurer.** The treasurer shall keep abreast of the financial aspects of the school and shall report regularly to the Steering Committee and the Parent Council at large.

Section 6. **Program Specialist.** The Program Specialist shall pay particular attention to programs serving students, i.e. Title I School-Wide, Special Education and English as a Second Language programs. The Programs Specialist shall convene subcommittees to participate in the planning and implementation of these programs. The Program Specialist shall also inform the Parent Council at-large about these programs.

Article IV - Committees of the Parent Council

Section 1. **Committees of the Codman Academy Charter Public School.** The officers of the Parent Council may elect from their own members or otherwise as they may determine, committees to undertake tasks on behalf of the Parent Council. The number, power, and term of any such committee shall be determined by the Steering Committee.

Article V - Approval and Amendments of By-laws

These by-laws shall be approved and/or amended by 2/3 of the members who come to a parent meeting. There must be at least two weeks notice for the parent meeting. The by-laws may be approved at the same time that the election of officers is held.

SCHOOL-FAMILY COMPACT

This compact is an agreement that defines the roles and responsibilities of teachers, administrator, students and parents in the education mission of the Codman Academy Charter Public School.

As Codman Academy Charter Public School teachers and staff we will:

- ☐ Believe and expect that your children can be successful in learning
- ☐ Inform parents, early in the year of their children's plan of study and inform them of our expectations
- ☐ Monitor student progress and share the information with parents
- ☐ Provide grade information online
- ☐ Inform parents of meetings and events on time
- ☐ Welcome parents in school at all times

- ❑ Invite parents to participate in Parent Workshops during or after school
- ❑ Offer opportunities for parents to participate in cultural activities and travel
- ❑ Provide assistance and/or refer parents to appropriate agencies to help parents help their children
- ❑ Prepare rigorous lessons in interesting and engaging ways
- ❑ Integrate the principles of EL Education into the school curriculum and community
- ❑ Provide students with opportunities to serve the community and/or participate in internships
- ❑ Collaborate with other institutions (e.g. the Huntington Theatre Company) to offer services to your children
- ❑ Write grants to receive additional funds for enriching activities and to build a new school

As Codman Academy Charter Public School parents, we will:

- ❑ Support the notion that all students can achieve and share the high expectations that the school has for our children;
- ❑ Provide a healthy and positive learning environment at home
- ❑ Be an active member of the Parent Council
- ❑ Visit the school and attend cultural events
- ❑ Be in touch regularly with our children's teachers
- ❑ Participate in student-led conferences
- ❑ Clearly communicate the importance of exhibiting appropriate behavior and respect for all people
- ❑ Encourage completion of homework, strong attendance and punctuality
- ❑ Encourage our children to participate in community service

As Codman Academy Charter Public School students, we will:

- ❑ Learn Humanities, Math, Science and the Arts
- ❑ Engage in Physical education activities
- ❑ Respect ourselves, and our parents, teachers and classmates, and their property
- ❑ Take responsibility for our own learning
- ❑ Be reflective about our learning, character and behavior
- ❑ Have a positive attitude for learning each day
- ❑ Come to school, on time, and ready to learn
- ❑ Know what teachers and parents expect from us
- ❑ Ask questions when we don't understand
- ❑ Work in groups and be good team members
- ❑ Share what we are doing in school with our families
- ❑ Attend after-school activities
- ❑ Attend cultural events
- ❑ Respect the natural world and care for our environment
- ❑ Participate in community service
- ❑ Be excellent representatives of the school in the community

Codman Academy Charter Public School Contract

Please return this signed by parent/guardian and student as soon as possible.

Mission Statement

Codman Academy Charter Public School's mission is to prepare students for full participation in the intellectual, economic and civic life of our society, by ensuring their preparation and access to further education, the skills and vision to undertake a rewarding career, and the motivation and character needed to engage deeply and productively in community life. We view parents and community members as integral partners in this endeavor.

I understand that Codman Academy Charter Public School is open to all students and does not discriminate on the basis of gender identity, race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in English language, and academic achievement.

I understand as a parent / guardian that I am enrolling my student in a comprehensive college preparatory program where s/he is expected to complete all course requirements, follow the code of conduct, and adhere to all school policies (as outlined in this handbook or subsequently adopted by the Board of Trustees) at all times. Failure to do so may result in suspension or expulsion.

I understand as a parent / guardian that I am legally responsible for ensuring my child's daily attendance at school unless there is an excused absence as outlined in this handbook. I understand it is my responsibility to provide my child with a uniform and school supplies as outlined in this handbook.

Tobacco Free School

I have received a copy of and have read the Codman Academy Charter Public School's Tobacco Free School Policy. I understand my obligation to refrain from possessing or using tobacco or tobacco products on school premises. I am aware of the Codman Square Health Center's tobacco cessation programs. I understand my obligation to support the Board of Trustees' effort to provide a tobacco-free environment.

Petition Process

If I would like to propose new policies or change any existing ones, I understand that I have the right to petition our state-appointed Board of Trustees by attending a regularly scheduled Board meeting.

I have read the Codman Academy Charter Public School Student-Family Handbook in its entirety and pledge to support all policies outlined in its pages.

Parent/Guardian Signature

Date

Student Signature

Date

Lower & Middle School

CALENDAR – LOWER & MIDDLE SCHOOL

See the school website – www.codmanacademy.org - for an up to the minute version of the LMS Calendar.

CLASS SCHEDULE – LOWER & MIDDLE SCHOOL

See the school website – www.codmanacademy.org - for an up to the minute version of the Class Schedule.

ARRIVAL AND DISMISSAL

The school day begins promptly at 8:30am. The school doors open for early entry at 8:15am. All children are expected to be on time for school each day. It is important that children learn to be prompt and ready for school.

Tardy

Students who are not in their classrooms by 8:30am will be considered tardy. Tardy students must be accompanied into the school by an adult and signed in. The main office will issue a tardy slip, which the adult and student can use to enter the classroom. If a tardy student is not accompanied into school and signed in by an adult, the student will be sent to the office. A phone call will be placed and the tardy student will remain in the office until an adult returns to school to sign him/her in.

Students who are tardy miss out on valuable learning time and disrupt the learning of the rest of the class by arriving late. Parents will be notified when children accrue excessive tardy slips and a mandatory meeting with a school administrator will be scheduled to discuss the issue.

Dismissal

The lower school day ends promptly at 4:30pm. Students will be dismissed at 4:30pm and are expected to be picked up no later than 4:40pm. Parents are expected to respect and follow the dismissal procedure set up by their child's teacher. All individuals who pick a student up must be on the pick-up list. We thank parents for informing Codman staff, in advance, if a person other than the usual pick up person comes in to pick up a student. Individuals may be asked to provide identification when picking up children. Please remember that dismissal policies are put in place to ensure the safety of our students.

TRANSPORTATION

Boston Public Schools will provide transportation to and from school for students in grades K1-5 who live more than 1 mile away and for 6th graders who live more than 1.5 miles from our location.

Students in grade 6 who live more than 1.5 miles from our location are eligible for either an MBTA 5-day pass or bus service. You can choose which option you would like, but you must select only one option.

If a student's IEP requires door-to-door transportation, it will continue to be provided regardless of age or distance from the school.

The Transportation Department at BPS will be in touch directly to share information about the time and location of each student's bus pick-up and drop-off. If you have any questions about your bus please contact the BPS Transportation Dept. at 617-635-9520 or schoolbus@bostonpublicschools.org.

If you've already communicated with the Transportation Dept. and are continuing to have difficulties please contact the main office at x109.

For up to the minute data on the location of your student's schoolbus use the *Where's my school bus?* app which can be found at <https://schoolbus.bostonpublicschools.org/>.

BUS PRIVILEGE

Students are responsible for their behavior and self-control on the bus and at bus stops at all times. Disorderly students can threaten the safety of all riders by distracting the bus operator making the bus ride to and from school an unpleasant and even intimidating experience for other students. School buses are an extension of school, and students are expected to adhere to the same standards of behavior on a school bus as in the classroom.

Students are expected to obey the instructions of the bus operator just as they would follow the instructions of teachers and school administrators. Students must also remember that riding the school bus is a privilege for most students, not a right, which can be revoked if the student fails to observe basic standards of conduct and safety.

Before and after boarding the bus, students are expected to:

- Load and depart assigned buses at designated stops only.
- Be on time at the designated bus stop at least five (5) minutes before scheduled pick-up time.
- Stay off the street at all times while waiting for the bus.
- Not cross the street until signaled to do so by the driver once the bus arrives. The driver will not signal students to move from the bus stop until after the red lights are flashing and the driver has verified that the traffic has stopped.
- Cross the street in front of the bus when signaled by the driver.

On the bus, students are expected to:

- Behave appropriately, just as if they were in a classroom.
- Keep the aisle and emergency door clear of obstructions.
- Keep their arms, feet, and head inside the bus at all times.
- Keep their arms and feet to themselves.
- Be seated and make room for others to sit as well.

At all times, students may not:

- Bring animals, alcohol, drugs, tobacco, weapons, glass containers, matches, lighters or explosives on the bus.
- Use vulgar language or gestures, fight, or engage in sexual harassment, bullying or other improper and/or illegal conduct.
- Throw any papers or objects in the bus or out the windows.
- Operate the emergency door without permission.
- Smoke, drink, eat, or play radios without headphones.
- Damage or deface any part of the bus.

Consequences of misconduct

The bus operator notifies the school (Principal, Dean of Culture, Bus Coordinator) of details pertaining to a disciplinary problem with a student on the school bus. A bus operator may return a student to the school, or call the police, if the student poses a serious threat to the safety and health of other riders.

Students who violate the behavior and safety rules may have bus-riding privileges denied temporarily or permanently by the school administration in accordance with the following procedures:

- The school administration will warn the student of the possibility of denial of bus-riding privileges.
- If the disciplinary problems continue, the school administration will confer with the parent/guardian and student prior to the suspension of riding privileges or, depending on the severity and nature of the behavior problem, suspend riding privileges immediately. The school administration will notify the parent/guardian in writing of complaints received and the suspension of the student's riding privileges.
- The student's riding privileges may be restored by the school administration after a conference with the student and/or parent.

UNIFORM POLICY- K1-4

Shirts

- The required uniform shirt is a blue **Codman emblazoned collared polo shirt**.
- These shirts, both short and long sleeved, are distributed by our vendors.
- Students will receive one free polo shirt from Codman. Others must be purchased.

Pants

- Pants must be **plain black, khaki pants** or **Codman emblazoned logo sweatpants**.
 - Pants with cargo pockets are allowed.
 - Jeans, plain sweat-pants, and leggings are **not** allowed.
- Hemmed shorts and capris are allowed, so long as they meet the color, style, and material requirements of pants. Shorts/capris must be at least knee length.

Shoes

- Students must wear sturdy, **closed-toed** shoes at all times. Sneakers that can get dirty are best. All Lower School classes go outside daily.

- Students may not wear heavy boots or rain boots throughout the school day. They may wear them to and from school, but should bring alternate shoes to change into.

Optional Elements for Warmth

- **Solid colored** long sleeve t-shirts **underneath** polos are allowed and encouraged for warmth.
- Fleece and cardigans with the Codman Logo are allowed at any time as long as a uniform shirt is also worn (these can be purchased from our uniform vendor).
- **Long sleeved, solid colored, logo-free** sweaters or sweatshirts that are standard cardigan, crew neck, or v-neck style are allowed, as long as Codman uniform shirts are worn underneath.
- **Hoodies of any type are not allowed.**
- Inside-out sweaters (to hide brand logo, multi colors, etc) and tucked in hooded sweatshirts are not allowed.

Headgear

- No fabric/mesh headgear (caps, do-rags, scarves, wraps) allowed at anytime, except for religious reasons.
- Plastic hair accessories (elastics, hair clips, barrettes, headbands, beads) are allowed.

Uniform Issues

- Student uniforms will be checked during breakfast. Any uniform issues will be addressed during this time.
- Students with missing uniform components will be lent a uniform item for the school day to be returned at the end of the day.
- **If clothing is lent to a student and the student wears it home, parents should wash and return the clothing as soon as possible.**
- If missing uniform items is a chronic problem, the Dean of Culture will follow-up with the family.
- Parents can contact the Dean of Culture or Social Worker in advance to negotiate anticipated uniform issues.

In case of bathroom accidents, **K1 and K2 students** are expected to bring **two sets of extra clothes** to keep at school.

UNIFORM POLICY- 5-8

Shirts

- The required uniform shirt is a **blue Codman emblazoned collared polo shirt**.
- These shirts, both short and long sleeved, are distributed by our vendors.
- Students will receive one free polo shirt from Codman. Others must be purchased.
- **The polo shirt must be tucked in at all times.**

Pants

- Pants must be **plain black or khaki pants**.
 - Pants with cargo pockets are allowed.
 - Jeans, sweat-pants or leggings are not allowed.
- Hemmed shorts and capris are allowed, so long as they meet the color, style, and material requirements of pants. Shorts and capris must be at least knee length.

Belts

- Belts must be worn at all times.

Shoes

- Students must wear sturdy, **close-toed shoes** at all times.
- Students may not wear heavy boots or rain boots throughout the school day. They may wear them to and from school, but should bring alternate shoes to change into.
- If shoes are not appropriate for athletic activities, students should bring an additional pair of athletic shoes.

Optional Elements for Warmth

- **Solid colored** long sleeve t-shirts **underneath** polos are allowed and encouraged for warmth.
- Fleeeces and cardigans with the Codman Logo are allowed at any time as long as a uniform shirt is also worn (these can be purchased from our uniform vendor).
- **Long sleeved, solid colored, logo-free** sweaters or sweatshirts that are standard cardigan, crew neck, or v-neck style are allowed, as long as Codman uniform shirts are worn underneath.
- **Hoodies of any type are not allowed.**
- Inside-out sweaters (to hide brand logo, multi colors, etc) and tucked in hooded sweatshirts are not allowed.

Headgear

- No fabric/mesh headgear (caps, do-rags, scarves, wraps) allowed at anytime, except for religious reasons.
- Plastic hair accessories (elastics, hair clips, barrettes, headbands, beads) are allowed.

Athletic Wear

- Students **must** bring a change of athletic clothes throughout the year that includes:
 - Blue Codman Athletic t-shirt. (One free athletic shirt will be given out.)
 - Solid colored shorts with no large logo
 - Solid colored sweatpants with no large logo
 - Athletic shoes

Storage for Extra Gear

- Students will have small lockers to store their coats and other extra gear during the school day.
- Students will be allowed to go to their lockers at the start of school, prior to lunch/Crew, and at dismissal.

Uniform Issues

- Student uniforms will be checked during breakfast. Any uniform issues will be addressed during this time.
- Students with missing uniform components will be lent a uniform item for the school day in exchange for a personal item determined by the Dean of Culture (backpack, headphones, etc.) to be returned at the end of the day when the uniform item is returned.
- If missing uniform items is a chronic problem, the Dean of Culture will follow-up with the family.
- Parents can contact the Dean of Culture or Social Worker in advance to negotiate anticipated uniform issues.

Vendors

Jordy's Mens Store, Inc.

Codman Square
603 Washington Street
Dorchester, MA 02124
Telephone orders: 617-288-4499
Storefront location

Allen's Uniforms

www.allensuniforms.com
Telephone orders: 617-978-3111
On-line and telephone orders only

HEALTH

(*See *Health Services* for more information about general care at Codman)

If a student experiences fever or vomiting the student must wait 24 hours to return to school.

For extended absences students must bring a note from a doctor.

Head Lice

Families will be notified if their child has contracted head lice. If a live louse is discovered in your child's hair, you will be called to pick your child up from school. A letter will be sent home to students in each classroom your child attends to ask families to inspect their child for head lice. If lice are found, you must treat your family and your home in order to get rid of them. Contact your health provider for their preferred treatment. Please be advised, although this is an uncomfortable situation, it is not considered a life threatening condition and is very common amongst elementary school aged children.

PERSONAL ITEMS

(*See Code of Discipline for more information)

Electronic Devices

Students are not allowed to use electronic devices of any kind during the school day without explicit consent from a school administrator or teacher. Any electronic device that is used by a student in school, on school grounds or during school hours without explicit consent from an administrator or teacher will be taken from the student and held for his/her parent/guardian to be picked up. Repeated violations of this rule will result in further consequences. **Adults should also refrain from cell phone use inside the school building.**

Banned Items

Codman Academy believes the following items can be disruptive to the learning process and are therefore banned from the classroom or school grounds.

- Weapons of any kind (real or pretend)
- Electronic devices
- Laser pointers

- Cell phones (must be turned off and turned into Dean of Cultures)
- Headphones/Airpods
- Fireworks
- Junk food (including candy and gum)
- Toys
- Dice
- Heelies
- Hats
- Jewelry
- Items that beep, flash or are distracting

The faculty and administration reserve the right to add additional items to this list.

MATERIALS

Clothing

We plan on going outside rain or shine. Please make sure that students come prepared for outdoor play every day (hats, gloves, rain jackets, etc.). Students must wear closed-toed shoes to school every day (sneakers preferred).

In addition to a backpack, all students' grades K1-2 **must bring:**

- 1 clean pair of underwear
- 1 clean pair of socks
- 1 clean set of pants
- 1 pair of indoor shoes/slippers

The extra clothing should be labeled clearly and put in a Ziploc bag. It will stay at school in case of any accidents/spills. Should the child need to use his/her extra set of clothing, we will send it home to be laundered. A fresh set of clothing should return with the student as soon as possible. The indoor shoes/slippers will stay at school for the entire year and will be used when our regular shoes get muddy or wet. By using indoor shoes/slippers, we are able to keep our classroom clean and dry.

Books and Instructional Material

Students will be issued a variety of books and instructional materials (including calculators and school supplies) during the school year. Students are responsible for maintaining all materials in good condition. It is important for parents to help children maintain their school materials. Parents will be required to pay for lost or damaged books and materials.

Supplies

If you are able, we kindly ask that families provide the following materials for our classroom. Please note our supplies are communal and will be shared with the entire class, so please do not label anything.

Pencils	1 package construction paper – assorted colors
Child-friendly scissors	Glue Sticks
1 box- crayons	1 box – markers
Index Cards	Tissue boxes
Sanitizing Wipes	Hand Sanitizer

These items will all be used as communal classroom supplies, so please do not label them with your child's name.

SUPPLY LIST

Mandatory Supplies to be supplied by parents/guardians

- 1 full size backpack

Supplied by Codman Academy Charter Public School

- One Academic Planner
- Binders with dividers, lined & graph paper
- Daily access to computers

The following is a list of additional suggested supplies. Please note our supplies are communal and will be shared with the entire class. We will stock all classrooms with these items, but we welcome the addition of donations.

Suggested Supplies

- Pencils & Sharpener
- Pens
- Dividers
- Lined 3 hole puncher
- Scissors
- A Stapler
- Glue
- Graph paper
- 3x6 Index cards
- 1- Box of crayons
- 1- Box of markers
- 1- Pack of yellow sticky-notes
- 3- Colored folders (1 per academic class)
- Calculator – Texas Instruments (TI – 30XIIS)

COMMUNICATION

At Codman we value ongoing communication between families and the school as a primary means of supporting student learning and growth. For general school information families can access the school's website – www.codmanacademy.org.

For information specific to the lower school and your child's classroom please check the **daily take-home folder**. There may not always be something new, but it is always a good idea to check.

School Visits

Parents are welcome to visit school for the purpose of observing and volunteering. Visits for these purposes must be scheduled in advance with the classroom teacher. During the first 6 weeks of school parent observations take place prior to morning meeting. This allows for students and

teachers to build a strong culture and community amongst themselves prior to ongoing parent and community involvement.

Codman has an open door policy. We ask that parents understand that we will do our best to accommodate schedules if/when a parent needs to speak with an administrator but you may be asked to wait or to schedule an appointment. **We respectfully request that parents always schedule an appointment to meet with a teacher.** Your child's teacher will send home information about the best time and way to contact them with questions or concerns.

REPORTING ON STUDENT LEARNING & CONFERENCES

Teachers use a variety of resources to track the growth of each student individually – common core standards, documentation of student learning (written, photo, song), literacy and mathematics assessments, and the like. Taken together these resources help teachers to paint a clear picture of where each student started, currently stands and is going. Teachers share this information throughout the school year and take time to formally document/share at the end of each trimester.

Student Led Conferences

Students participate in at least 1 student led conference each school year. During this time students present their learning using their portfolio. Student led conferences give students an opportunity to reflect on their learning and name their next steps.

Codman will send a conference sign-up sheet home to parents one month prior to the conference date. Parents are expected to choose and sign-up for a conference time they will be able to attend. Parents who do not sign-up for a conference time within the allotted time frame will be assigned a conference time. The month in advance notice is meant to allow parents time to make arrangements with work or home to be able to attend conferences with their child. **Parents are required to attend scheduled conferences to discuss their child's report card and portfolio at the end of each trimester.**

PROMOTION & RETENTION

When finalizing promotion and retention decisions each spring, Codman Academy faculty looks carefully at each child's academic performance, attendance and social-emotional development.

Grade Level Academic Performance

In order to be successful in school students need to meet or exceed grade level standards, or be making considerable progress towards achieving grade level standards. Students who are not meeting, exceeding or making considerable progress towards grade level standards are eligible for retention.

Attendance

Daily, punctual attendance is an important responsibility for all students. Teachers plan instruction from the very beginning of the school day until dismissal. Students who have 13 or more absences will be retained even if they are making considerable progress toward grade level expectations. (*See Attendance Policy for more information.*)

Social-Emotional Development

Social-emotional development is an important part of a student's success in school and life. A student's age, interpersonal and collaborative skills, self-efficacy, initiative and self-management are some of the things Codman Academy considers when making promotion/retention decisions.

STUDENT ACCOUNTABILITY

Vision

Codman Academy values the academic, social and emotional growth of every student. We believe that this holistic growth can be encouraged by all members of our community – students, parents and staff – and in all parts of our community – in the classroom, on the sports field, in the dining room and in our wider environment. We support each other to be our best selves. To that end, we believe in promoting positive behavior; guiding students toward making choices that will lead to personal success; supporting the growth of intrinsic motivation; teaching problem-solving skills; and creating a community of active, engaged, and kind learners. As such we employ techniques and tools related to Student Accountability and Behavior that support these beliefs.

Guiding Principles for Students and Staff: Habits of Scholarship

At Codman Academy we believe that the development and growth of character is equally important as that of academic growth. As such we strive to foster character at the classroom and school community level – through modeling, instruction, and student-engaged assessment practices – of specific 'traits' we feel communicate and embody our values and beliefs. These five traits are known as the Codman Academy Habits of Scholarship (HoS) and are:

- **Responsibility:** We have an obligation to ourselves, to our peers and our community to do our best at all times. Our learning impacts those around us in many ways. We are our best selves so that others around us are inspired to be their best selves. In the light of Ubuntu, we are part of a bigger team.
- **Effort:** To put forth effort is to try, and try again. It is to work and revise until we are pleased with the quality and craftsmanship of our work, even in the face of adversity and a multitude of challenges. Nothing is perfect, but we learn from our mistakes and never give up on ourselves, one another or the resilience of the natural world. When we work harder, we get smarter.
- **Collaboration:** Together we accomplish more than anyone of us alone. The diversity of our voices and perspectives combine to create something richer than any one individual, and has the capacity to inform answers to problems that, when looked at alone, seem insurmountable. The support, caring, and learning of all members of Codman Academy is in all our hands.
- **Compassion:** Compassion is an emotional response and attitude toward others that is deeply empathetic. It enables us to connect to human suffering with care and understanding, acting in ways that brings comfort to those around us.
- **Critique:** Questioning is at the heart of our pursuit of knowledge. We pose difficult questions and use our imagination to uncover answers that were previously hidden. Critical analysis is the foundation for deeper understanding and a call to action.

Behavior Expectations

School Norms: Be Kind, Be Safe, Be Productive

In the case of extreme or unsafe behavior, Codman staff will deescalate the situation prioritizing the safety of all parties. Parents will be invited to a mandatory meeting where the student, teachers, parents and administrator will reflect on the situation and come up with an action plan.

Student Accountability Overview

Staff use the following elements of the Student Accountability system to support students and classrooms:

- Common Instructional Practices and Routines
- Logical Consequences
- Reflection System
- Community Repair Block & Non-Academic Removal
- Suspension and Expulsion

Please contact the Dean of Culture for more information.

TECHNOLOGY

Chromebooks, iPads, & other electronic devices

- Personal electronic devices are not to be used at school.
- School provided electronic devices should only be used for their intended academic purpose, unless an approved plan is in place.
- If a student uses technology for non-intended purposes (ie. on a website that is not for schoolwork), they may lose technology privileges and their parent/guardian may be informed of the misuse of school equipment/technology.
 - The length of time for loss of technology privileges is dependent on the kind of misuse and the number of times the student has offended. It is at the discretion of the teacher and/or administration.
- Depending on the type of misuse of the electronic device, there may be other consequences.
- All chromebooks are 1:1 set-up. Students are only allowed to log onto and use their assigned chromebook. They are not allowed to share with classmates.

Headphone/Airpods Use

- Students are not permitted to use headphones while working, except when they are doing work that requires them (ex. Khan Academy, Lexia, Symphony Math, etc.).
- Personal headphones should be kept away (in bag/locker) unless a plan has been put in place with the classroom teacher and use is for academic purposes.
- If headphones are visible they will be held in the Dean of Culture's office. When possible, the teacher involved should bring them to the office (or ask another staff member to bring them) as soon as possible. The student can pick up the headphones at the end of the day. After three incidences, a parent/guardian will need to pick up the headphones.

MIDDLE SCHOOL CELL PHONE POLICY

If brought to school, cell phones must be turned in at the front door upon entry of the building and will be secured in a locked room. The best place for your student's cell phone to remain secure is at home. If a student is found to be in possession or use of a cell phone during the above hours, the phone will be confiscated, placed in a labeled envelope, and delivered to the office.

The consequences will be as follows:

1st offense:

- Cell phone held in office until end of the school day.
- Dean will call home to inform Parent/ Guardian of the offense, and any steps taken/needed moving forward.
- Student will sign for the cell phone at the end of the day in the office and bring the phone home.

2nd offense:

- Cell phone held in office until parent is able to come to the school for pick up.
- Dean will call home to inform Parent/ Guardian of the offense, and any steps taken/needed moving forward.
- A parent or guardian will need to sign for the cell phone to be released and brought home.

3rd offense:

- Cell phone held in office until parent or guardian comes.
- A parent or guardian will sign for the cell phone after a meeting with the student and principal and/or Dean.
- The student will be subject to a one (1) day in-school suspension.

Note: If a cell phone is confiscated on a Friday or a day before a vacation, it will be returned to the student at the end of the school day and a parent meeting will be held prior to the student's return to school following the vacation or weekend.

FREQUENTLY ASKED QUESTIONS (FAQ) – LOWER SCHOOL

THE BASICS

Q: What is the Codman Academy Mission and Vision?

Mission: Our mission is to provide an outstanding, transformative education to prepare students for success in college, further education and beyond.

Vision: We educate the whole student: mind, body, and character. With the city and world as our classroom, we build a school community rich in rigorous academics and daily experiences of discovery. We continue to support our alumni in realizing their potential after graduation.

Q: What are the school hours?

The school hours are 8:30 am - 4:30 pm Monday through Thursday. 8:30 – noon on Fridays.

Q: Where is the Lower School? What does the physical space look like?

The Codman Academy Lower and Middle School division are housed in the Lithgow Building. It is just across the street from the Codman Upper School and the Codman Square Health Center. In addition to this space, the students will also have access to the spaces in the new Upper School building, including using the Black Box Theatre and The Great Hall for special performances.

Q: Is the school calendar available?

Yes. You can obtain a copy of the school calendar on our website.

Q: Will there be an individual orientation before school starts in September?

Yes. Every student and parent/guardian meets with our school nurse, school social worker, Dean of Culture and/or teachers for a one-to-one meeting to get to know your child.

ACADEMICS

Q: What is the school's educational philosophy?

Codman Academy's philosophy, instruction and curriculum are guided by the 10 design principles and core practices of EL Education.

EL Education was inspired by Outward Bound. Outward Bound's founder, Kurt Hahn, said, "We are crew, not passengers." Students will belong to crews in their classrooms. Crews work together to support and encourage each other's learning and growth.

Q: What about academics and assessments?

Our EL Education approach is designed to foster intellectual growth, curiosity and habits of character and craftsmanship. Children will be learning all the time, and will be learning how to learn in a supportive setting where it is safe to ask questions and learn from mistakes.

During the year children will undertake in-depth investigations called Learning Expeditions. They will become experts on a particular topic, such as nutrition. They will create final products after many revisions.

We will use diagnostic assessments focused on child development generally, then literacy and numeracy specifically.

Q: What enrichment or extra-curricular opportunities will there be?

We are building blocks into the school day that may be used for art, music or dance. We will also connect students and parents to resources for vacation, summer and after-school experiences.

Q: What does Wellness look like? Recess?

Wellness is key to the school's mission. We pay close attention to physical fitness, social-emotional development, mental health and nutrition. The curriculum will be designed to incorporate healthy choices on all these fronts.

Play is essential to the elementary and early childhood school experience. Lower School students will have opportunities to have free outdoor play and structured outdoor game time. We plan on

regularly using Dr. Loesch Family Park, which is a short walk away on residential streets. We aim to be out in warm weather and cold. The “Codman 5” are a must: hat, mittens, snow pants, jacket and boots as we expect to play outdoors daily.

Q: Will there be field trips / fieldwork?

Absolutely! EL Education often calls learning experiences outside of the classroom *fieldwork*. Students engage in learning by doing. We plan on travelling with students to visit locations relevant to the current course of study. Off campus fieldwork allows students to engage in conversation with experts and have hands-on interactions with people, places and concepts previously experienced through images/words.

OTHER LOGISTICS

Q: What is the required school uniform?

The required school uniform for the Lower School is royal blue Codman Academy short or long sleeved polo shirts and black/khaki-colored pants/shorts. During the winter months, students are required to have the “Codman 5”.

Q: Where may I purchase the required school uniform? How much do items cost?

One uniform shirt will be issued to each student free of charge. You may purchase additional uniform shirts from one of our approved vendors.

Q: What about school breakfast, lunch and snack? What is the cost?

We provide school breakfast, lunch and snack to every child, every day. There is no cost to the family. We raise private funds to supplement the federal meals program.

Q: Where will students eat?

They will eat breakfast, lunch and snack in the dining hall and/or classrooms.

Q: May my child bring his or her own lunch?

Yes, although we encourage children to eat Codman-provided meals. If children bring a meal or a snack from home, the food must adhere our Junk Food Free policy.

Q: Will students have naptime?

Students will have rest time in K2 and nap time in K1.

Q: How do the buses work? How do I know if my child qualifies? Where will the bus pick students up?

Boston Public Schools will provide transportation to and from school for 5th graders who live more than 1 mile and for 6th graders who live more than 1.5 miles from our location. You can choose a different drop off (like an after school program) if you live more than the required distance away.

Codman Lower and Middle school students will ride the bus together. There will be bus monitors only if a student’s Individualized Education Plan requires a bus monitor. The buses will be

scheduled to arrive for the 8:30am start of school and will leave at the 4:30pm dismissal with no late option.

If a student's IEP requires door-to-door transportation, it will continue to be provided regardless of age or distance from the school.

Q: Will there be opportunities for parents to get involved?

Yes! There will be many opportunities for parents to help us create our lower school as well as participate in our school wide initiative to make Codman Square a model for local food production. We welcome your suggestions and participation.

CODMAN SQUARE HEALTH CENTER

Q: Does Codman Academy encourage families to utilize Codman Square Health Center for primary care for my child?

A: Yes, we encourage our families to utilize Codman Square Health Center for their child's primary care due to our strong partnership with the health center. We respect each family's decision on where to receive primary health care, but we do actively promote Codman Square Health Center for seamless connection between family, school and primary care.

Q: Will we have an on site school nurse?

A: Yes, we will have a registered nurse who is an employee of the Codman Square Health Center working on site.

Q: What services does Codman Square Health Center provide?

A: Codman Square Health Center is a comprehensive health center providing pediatric and family health care, dental, vision, mental health and social services such as WIC enrollment. Additionally, CSHC partners with Healthworks to provide low-cost fitness center for women at 450 Washington Street.

FREQUENTLY ASKED QUESTIONS (FAQ) – MIDDLE SCHOOL

THE BASICS

Q: What is the Codman Academy Mission and Vision?

Mission: Our mission is to provide an outstanding, transformative education to prepare students for success in college, further education and beyond.

Vision: We educate the whole student: mind, body, and character. With the city and world as our classroom, we build a school community rich in rigorous academics and daily experiences of discovery. We continue to support our alumni in realizing their potential after graduation.

Q: What are the school hours?

Codman Academy Middle School hours are 8:30 am - 4:30 pm Monday through Thursday. On Fridays, the hours are 8:30am – 12:00pm.

Q: Where is the Codman Academy Middle School? What does the physical space look like?

The Codman Academy Lower and Middle School divisions are housed in the Lithgow Building. It is just across the street from the Codman Upper School and the Codman Square Health Center. In addition to this space, the students will also have access to the spaces in the new Upper School building, including using the Black Box Theatre and The Great Hall for special performances.

Q: Is the school calendar available?

Yes, you can find the Lower & Middle School Calendar on the Codman website.

ACADEMICS

Q: What is the school's educational philosophy?

Codman Academy's philosophy, instruction and curriculum are guided by the 10 design principles and core practices of EL Education.

EL Education was inspired by Outward Bound. Outward Bound's founder, Kurt Hahn, said, "We are crew, not passengers." All students will belong to a 'crew,' which will function like an advisory group or homeroom. Crews work together to support and encourage each other's learning and growth.

Q: What about academics? What kind of classes will the students take?

Our EL Education approach is designed to foster intellectual growth, curiosity and habits of character and craftsmanship. Students will be learning all the time, and will be learning how to learn in a supportive setting where it is safe to ask questions and learn from mistakes.

During the year students will undertake an in-depth investigation called a Learning Expedition. They will become experts on a particular topic and create a final 'product,' that shows their understanding after many revisions.

Codman Middle School students will take Humanities and STEM classes as their core academic classes. They will also have enrichment classes, including Studio Art, wellness classes (PE) and skills-intervention time built into the school day.

Q: What does Wellness look like? When do they get to run around?

Wellness is key to the school's mission. When we talk about 'Wellness' we mean physical fitness, social-emotional development, mental health and nutrition. Our curriculum will be designed to incorporate healthy choices on all these fronts. Middle school students will have daily recess, as well as daily (PE) classes, including Dance.

Q: Will there be field trips / fieldwork?

Absolutely! EL Education often calls learning experiences outside of the classroom *fieldwork*. Students engage in learning by doing. We plan on travelling with students to visit locations relevant

to the current course of study. Off campus fieldwork allows students to engage in conversation with experts and have hands-on interactions with people, places and concepts previously experienced through images or words.

OTHER LOGISTICS

Q: What is the required school uniform?

For academic classes, Codman Middle School students will wear white Codman Academy polo shirts and black or khaki-colored pants or shorts. For Wellness (PE) classes, students will wear a Codman Wellness t-shirt, and plain shorts or sweatpants. See the uniform guidance on the website for more information.

Q: What about school breakfast, lunch and snack? What is the cost? May my child bring his or her own lunch?

We provide school breakfast, lunch and snack to every child, every day. There is no cost to the family. We raise private funds to supplement the federal meals program.

We encourage children to eat Codman-provided meals. If children bring a meal or a snack from home, the food must adhere our Junk Food Free policy.

Q: Will there be opportunities for parents to get involved?

Yes! There will be many opportunities for parents to help us create our new Codman Lower and Middle School as we expand our program and move into newly renovated spaces. We welcome your suggestions and participation.

BUSES

Q: How do the buses work? How do I know if my child qualifies? Where will the bus pick students up from?

Boston Public Schools will provide transportation to and from school for 5th graders who live more than 1 mile and for 6th graders who live more than 1.5 miles from our location. You can choose a different drop off (like an after school program) if you live more than the required distance away.

Codman Lower and Middle school students will ride the bus together. There will be bus monitors only if a student's Individualized Education Plan requires a bus monitor. The buses will be schedule to arrive for the 8:30am start of school and will leave at the 4:30pm dismissal with no late option.

Students in grade 6 who live more than 1.5 miles from our location are eligible for either an MBTA 5-day pass or bus service. You can chose which option you would like, but you must select only one option.

Students in grades 7 and 8 who live more than 1.5 miles from the school will be eligible for a free, 5-day MBTA pass.

If a student's IEP requires door-to-door transportation, it will continue to be provided regardless of age or distance from the school.

Q: Does Codman Academy encourage families to utilize Codman Square Health Center for primary care for my child?

A: Yes, we encourage our families to utilize Codman Square Health Center for their child's primary care due to our strong partnership with the health center. We respect each family's decision on where to receive primary health care, but we do actively promote Codman Square Health Center for seamless connection between family, school and primary care.

Q: Will we have an on site school nurse?

A: Yes, we will have a registered nurse who is an employee of the Codman Square Health Center working on site.

Q: What services does Codman Square Health Center provide?

A: Codman Square Health Center is a comprehensive health center providing pediatric and family health care, dental, vision, mental health and social services such as WIC enrollment. Additionally, CSHC partners with Healthworks to provide low-cost fitness center for women at 450 Washington Street.

Upper School

CREW

"We are crew, not passengers"

At Codman, school culture is developed and sustained through practices that bring the community together, promote shared understandings, and encourage all community members to become crew, not passengers.

Each crew is a single-sex unit with members from all grades. Crews will meet four times a week. During Crew, students develop relationships, dedicate time to service, and engage in conversations and check-ins related to academic progress and other school related issues.



Relationships

- Crew provides each student a one-to-one relationship with an adult advisor.
- Crew provides a consistent and ongoing small-scale peer community.
- Crew meetings are frequently used for teambuilding exercises.

Service

- Crews identify needs in the school and in outside communities, and propose and develop projects to address those needs.
- Crews participate in school service duties: setup, serving & cleanup of lunch.

Conversations

- Students use regularly designated crew sessions to check in on academic progress in their core classes.
- Students also use crew to discuss and unpack school issues and school-wide events.

Crew Leader

Each Crew is led by a member of the staff known as the student's Crew Leader. The Crew Leader oversees the student's academic progress and community involvement. The Crew Leader also serves as the main contact person between the family and school for each Crew Member. Crew Leader responsibilities include, but are not limited to, the following:

- Makes phone calls home to discuss the academic and social (community involvement) progress of each Crew Member.

- Conducts Progress Conferences where students discuss their academic progress in all subjects.
- Focuses on study and organizational skills of Crew Members.
- Makes appropriate referrals for additional services for students, as needed.

SUPPLIES

A successful student is a well-prepared student. It is your responsibility to bring the necessary tools for academic success to each class daily.

CACPS will provide each student with one academic planner. Bring your academic planner to Crew where your Crew Leader will review your academic planner on a regular basis. Consult individual classroom teachers for a specific list of supplies for each course.

Basic Supplies

- ☐ pencils
- ☐ pens
- ☐ a book bag
- ☐ a 1.5 inch 3-ring binder for each subject
- ☐ dividers for each binder

Each classroom is equipped with a limited supply of materials. They are to be used at the discretion of the teacher, and are *not* intended for general distribution at the request of students. Faculty & Staff are instructed to keep office supplies for official school use only.

LOCKERS

Lockers at Codman are a privilege, not a right. The first three years of the school, students only had cubbies. Parents, guardians and students worked very hard to change the policy so that students would have the privilege of lockers with locks. The purpose of the lockers is to ensure that students have a place to store personal belongings during school hours including cell phones, music players and jackets. Students should have no expectation of privacy regarding their assigned locker and any personal item placed in it.

In September, students are assigned an individual locker. Each student is required to use a locker for the safe storage of a school-issued Chromebook. Students must pay a non-refundable rental fee of \$10 to use the school lock for the year. The lock must be returned in good condition or the student will be charged an additional \$15 replacement fee. Transcripts and report cards will be held until the lock is returned in good condition or the replacement fee is paid in full.

No personal locks may be used on lockers at any time. Any student using a non-Codman lock on his or her locker immediately forfeits the privilege of having a locker. The non-Codman lock must be removed voluntarily or will be cut.

Lockers are for storage of all personal belongings during school hours. Jackets, coats, sweaters and other outer gear must be stored in your locker. Cell phones, electronic equipment and head sets must be kept in lockers. Failure to observe this rule may result in loss of your locker privilege. Don't risk it. Wait until after school to make your phone call.

The Plexiglas windows of lockers may never be obstructed. Covering up the window will result in immediate loss of your locker privilege. The purpose of the Plexiglas window is for your safety and the safety of the school community to encourage students only to bring appropriate items to school. There will be random locker checks by the Principal or designee with the school's master key which opens every Codman lock issued. Be smart about what you bring to school. Never bring anything illegal such as weapons (knives or guns of any kind) or drugs. Consequences are severe and are outlined in the Student Accountability policy.

Decorations on the inside of the locker (excluding the door windows) must meet the following criteria:

- Must be easily removed at the end of the year. "Leave no trace".
- Must be visual or written material that is respectful of all persons, regardless of ethnicity, religion, race, age, physical disability, language, country of origin or sexual orientation. Assume that the Principal will see the inside of your locker.

You are responsible for the locker assigned to you but you are also responsible for the care of all the lockers. Avoid banging the locker doors and roughhousing near the lockers.

STUDENT LED CONFERENCES

Upper school students participate in at least 2 student led conferences each school year. During this time students present their learning using their portfolio. Student led conferences give students an opportunity to reflect on their learning and name their next steps.

Crew Leaders will contact parents one month prior to the conference date. Parents are expected to choose and sign-up for a conference time they will be able to attend. The month in advance notice is meant to allow parents time to make arrangements with work or home to be able to attend conferences with their child. **Parents are required to attend scheduled conferences to discuss their child's report card and portfolio at the end of each trimester.**

CLUBS

We have dedicated times in the schedule where Clubs can meet. We encourage all students to participate in a club. If you don't see a club that you're interested in, start one!

MEDIATION

Resolving Conflicts

Mediation is a way of helping people solve their conflicts by talking to each other. The goal of any mediation is to help people understand each other and if possible, create their own solution to the situation.

How to resolve conflicts without fighting:

1. **STOP.** Don't let the conflict get worse. The less angry you are the easier it will be to solve the problem.

2. **SAY** what the conflict is about. What is causing the disagreement? What does each of you want or not want.
3. **THINK** of positive options. How could you meet each other's needs and be fair?
4. **CHOOSE** a positive option each of you can agree on.

If you still can't agree, ask for someone else (an outsider) to help resolve the conflict.

Helpful hints to make the mediation process go smoothly:

- Agree to resolve the conflict; don't let your emotions take control.
- No name calling.
- Take turns talking. Don't interrupt.
- Be clear and truthful about what is bothering you.
- Listen to the other person.
- Try to understand how the other person is feeling.
- Don't yell or raise your voice.
- Use your brains, not your hands.
- Be willing to compromise (if appropriate)

*At Codman, we want to make sure that you have opportunities to resolve issues that concern you. Please let an adult know when you're in need of help.

Scheduling a Mediation session

If a student has a conflict with another student, and is concerned that the conflict cannot be resolved in a peaceful way, the student should take the following steps:

Step One: Go to the Social Worker or the Dean of Culture and let him or her know about the problem. If the Social Worker is not available, leave a note in the envelope outside of her office. In that note state who you want a mediation with and the reasons for the mediation.

Step Two: If the Social Worker and Dean of Culture are unavailable for an extended period of time, please let your crew leader or a trusted staff member know if the issue needs to be resolved immediately.

ARRIVAL & DISMISSAL

Arrival and the Opening of School. On Monday – Friday, Codman opens its doors to students in grades 9-12 at 8:30am. To ensure appropriate safety and supervision, and to give school staff sufficient time and space to prepare for a strong day, Codman cannot allow students into the building before 8:30am. Students who arrive early must gather on the ramp or nearby waiting areas rather than blocking the doors and office windows. From 8:30am to 8:55am high school students visit their lockers, greet friends and staff members, and get ready for the day. At 8:55am, all students must be on the move to class, or (on Thursdays) to Community Circle.

Dismissal and the Closing of School. On Monday – Thursday, the last class is dismissed at 5pm for grade 9. From 5pm to 5:10pm, students visit their lockers, check in with teachers, grab a snack in the Dining Hall, meet up with friends, and prepare to leave. At 5:10pm, all students must be on the move toward the Main Lobby exit. At 5:15pm, the school is closed to students.

Students in grades 10-12 are scheduled to leave at 4:00pm Monday -Thursday. From 4pm to 4:10pm, students visit their lockers, check in with teachers, grab a snack in the Dining Hall, meet up with friends, and prepare to leave. At 4:10pm, all students must be on the move toward the Main Lobby exit. Students may only be on campus for appointments with staff members and must be under staff supervision.

School closes at 5:15pm to ensure that students have adequate time to travel home or participate in Wellness programs. Staff members also need time and space to prepare for the next day and travel home as well. On Friday all students leave at 12:00pm.

Punctuality Policy. Punctuality is crucial for the school and individual students. Punctuality ensures a smooth start to each day and each class session. By committing to arriving on time for school, our students build responsibility and get full access to learning. The school supports students' commitment to punctuality with our Student Accountability systems. Students who are consistently on time are rewarded with prizes and privileges in our Scholarship system. Students who are frequently tardy for school are subject to appropriate consequences and interventions.

The school will also partner with families to intervene with specific students who are excessively tardy to school. Interventions can range from holding meetings and creating individual plans to the filing of a CRA to seek support from the Department of Children and Families in extreme cases.

ATTENDANCE

Regular and punctual attendance at school is essential for school success and is required by Massachusetts Law (G.L. c. 76, §2).

According to 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 7 day sessions or 14 half-day sessions in any period of six months. Over a full year a student must be present for 93.5% of school days (e.g. in a 180-day school year a student may be absent for no more than 12 school days) in order to meet the requirements of the law.

Students, families and the school share responsibility in ensuring that students attend school in accordance with state law. "To Learn, To Lead, To Serve;" the faculty and administration place a great value on students' regular attendance at school. Good attendance has been shown to have a direct, positive relationship to scholastic achievement and overall success in school. We want to provide our students with the motivation and support needed to become responsible citizens.

The following policy is Upper School specific; it's aimed at clarifying and expanding upon our school wide attendance policy.

Class Attendance Policy

- Students are required to attend all regularly scheduled academic classes.
- Students who cut classes will be addressed and disciplined by the Dean of Culture or Principal.
- Students are required to make up work missed due to legitimate absence. Where a student is absent on the day of a quiz or test or on the day an assignment is due and the student is absent for a non-medical reason, then the student should be expected to take the quiz or test or submit the assignment on the day following the absence. Under these circumstances, the

student should also be expected to call a classmate to obtain the homework assigned on the day of the absence and submit it on the day after the absence.

- Although the above guidelines should ideally apply also to students who are absent for medical reasons, teachers should be flexible where students have been too sick to study for quizzes/tests or to do homework, offering students a few extra days to get caught up. Where students have been absent for several days, teachers should give even more time, up to ten school days. The willingness of students and parents to share information about the seriousness of the illness in a timely way will help teachers understand the need for flexibility.
- Students who are tardy to their Period 1 class or any other class during the day without a written, legitimate excuse from school staff are to be held accountable for making up work missed. Students who are tardy after 9:30 am without an excuse accepted by the Dean of Culture or Principal will be recorded as cutting a class by their respective classroom teachers and undergo the appropriate disciplinary consequences. The same applies to students who are tardy and arrive at subsequent classes more than ten minutes late or otherwise miss more than fifteen minutes of a class.
- Students tardy for class must be admitted to that class with or without a note. Tardiness to class is a disciplinary matter between the teacher and the student. Repeated tardiness to class will be reported to the Dean of Culture or Principal by the teacher via referral.
- Students are not allowed to leave campus during the day without written consent or notification from a parent or legal guardian via dismissal. This notification must be submitted to the administration office in the morning prior to the start of school and approved by the Dean of Culture or Principal. Student(s) who violate this rule will be referred to school administration and will be disciplined. Failure to comply with this rule will negatively impact their personal safety as well as the safety of all school personnel.
- Please be advised that any student who is to be dismissed during the school day must have proper written notification from a parent or legal guardian as described via the emergency form. Ideally, this information will be given, in writing, to the main office at the start of the school day. Main office staff may then follow up with a phone call home to verify that the student will be dismissed. Please be sure to include the letter as a part of their student record. Please note, parental emails are acceptable but will be verified by phone call.
- Students are required to be in school by 8:45 am. Students must report to their first period class no later than 9:00 am. This will ensure that each student is provided with the full instructional experience. Failure to report to class on time will result in an administrative referral.
- Students who attend school less than 93.5% of the time will be asked to provide appropriate documentation to the administrative office explaining the reason for the absences. Failure to provide such documentation will result in further administrative action. *See Schoolwide Attendance Policy for more information.*
- Students who are habitually tardy for school will be subject to the disciplinary consequences stated below:

Disciplinary action may include

- An administrative referral
- Reflection
- Detention
- Social Probation — ineligibility for participation in or attendance at school activities outside of the school day; loss of building privileges after the close of the school day (unless the student needs to see a teacher for extra help or make-up work or needs to use the library). At the discretion of the principal, social probation may extend into the summer and the next school year. Students who have accrued several months of social probation or have been

placed on social probation indefinitely due to safety concerns may ask the principal or Dean of Culture for a contract related to an earlier termination of the social probation. (This sort of contract and the possibility of an abbreviated period of social probation, however doesn't apply to social probation related to the Drug and Alcohol Policy or to MCSAO or school regulations about chemical health.)

- Parental notification and/or conference
- Individualized actions, projects, and/or assignments as assigned by the Dean of Culture or Principal

FIELDWORK SCHEDULE

See the school website calendar – www.codmanacademy.org - for up to the minute information on the Friday Fieldwork Schedule.

CALENDAR – UPPER SCHOOL

See the school website – www.codmanacademy.org - for an up to the minute version of the US Calendar.

CLASS SCHEDULE – UPPER SCHOOL

See the school website – www.codmanacademy.org - for an up to the minute version of the Class Schedule.

GRADING



A STANDARDS BASED ASSESSMENT SYSTEM

A standards-based system assessment allows students, parents and other stakeholders to be clear about what the learning targets are - for each class and for each major assessment or project – as

well as how a student is doing on each target. A standards-based system is explicit with students (and parents) about what the student has learned and where the student still needs to focus.

The Table below provides a snapshot of standards-based grading as compared to a traditional approach to grading.

A Tale of Two Grading Paradigms	
Traditional Grading	Standards Based Grading
Final grades are an average of performance, effort, homework completion, and other idiosyncratic criteria developed by the teacher. As a result, final grades can be unclear or might vary from teacher to teacher.	Final grades describe a student's progress toward specific learning targets (or course standards). The specificity allows students and families to clearly identify strengths and areas for improvement.
A certain average (e.g., 70%) is required to pass a class and receive credit. Students may not have mastered a large portion of the material, but will still receive credit.	To receive credit, students must meet criteria on all learning targets within a class.
Grades are viewed as “rewards” or “punishments” for overall school performance.	Grades are viewed as a tool for communicating student progress toward specific course standards (or learning targets).
Work habits, such as homework completion, or on- task behavior, are averaged in with course grades. This practice can artificially raise or lower grades.	Habits of Scholarship are reported and graded separately and are evidence- and skill-based. They are viewed as equally important as academic grades.
Grading is something done by teachers to students and is generally not well understood by students.	Students play an active role in understanding learning targets, tracking their progress, identifying next steps, and communicating their progress.

Assessment at our school is meant to provide accurate, detailed, and clear feedback on the quality of student learning based on multiple kinds of assessments. We believe in the power of assessments for learning to promote student growth. Assessments inform our practice & encourage students to own their understanding. ***We don't believe in assessments without analysis and adaptation based on the results.***

Formative and Summative Assessments

Teachers will use both formative and summative assessments to report student progress and achievement.

Formative – Assessment designed to provide direction for improvement and/or adjustment to a program for individual students or for a whole class (i.e. quizzes, initial drafts/attempts, homework, and questions during instruction) *a.k.a. assessment FOR learning.*

Summative – Assessment/evaluation designed to provide information to be used in making judgments about a student's achievement at the end of a period of instruction (i.e., tests, exams, final drafts/attempts, assignments, projects and performances) *a.k.a. assessment OF learning.*

Formative Assessments need to be explicitly and clearly linked to summative assessments.

Pre-Assessments should be used to drive learning for students over the course of study as well as inform instruction for teachers.

Master products, exemplars, and experts (astronomers, spoken word poets, etc.) should be used to hook and show the *importance* of summative assessments.

Criteria Defined

At Codman, we use a 4-tier criterion based system. The 4 tiers are:

- **Exemplary (4)** = Meets Learning Target + serves as a model
- **Accomplished (3)** = Meets Learning Target
- **Developing (2)** = Approaches understanding of Learning Target
- **Beginning (1)** = At beginning stage of understanding Learning Target

In all cases, the criteria for Exemplary, Accomplished, and Developing work needs to be pre-defined, usually in the form of a rubric. The “best” work in a class is not Exemplary unless it meets predefined criteria. By the same token, the “worst” example of a particular assignment could theoretically be Exemplary.

Criterion	What it means
Exemplary (4)	<p><i>Meets the Target + serves as a model.</i></p> <p>Student work reflects excellent achievement and high quality. This designation recognizes when a student’s work on a particular assignment or in the class overall meets at least one of the following standards:</p> <ul style="list-style-type: none"> • Reflects a high degree of sophistication and/or advanced understanding of the target • Reflects a high degree of craftsmanship achieved through revision • Reflects a high degree of preparation and/or careful execution
Accomplished (3)	<p><i>Meets the Target.</i></p> <p>Student work demonstrates essential skills and knowledge described by the target, as evidenced by meeting all performance indicators for the target.</p> <p>Errors present do not interfere with the demonstration of skill/concept</p> <ul style="list-style-type: none"> • i.e. In writing - errors do not interfere with understanding • i.e. In mathematics – minor computational errors may be present, but the work demonstrates consistent conceptual understanding.
Developing (2)	<p><i>Approaches the Target.</i></p> <p>Student work approaches demonstration of the essential skills and knowledge described by the target, as evidenced by meeting the majority (half plus one) of the performance indicators for the target. More work or evidence is needed in order to meet the target.</p>
Beginning (1)	<p><i>At beginning stage of understanding Target.</i></p> <p>Student work does not demonstrate substantive progress toward meeting the target, as evidenced by meeting less than half of the performance indicators for the assessment.</p>

MISSING (M)	Work does not show a genuine attempt to meet the target's performance indicators or work is missing.
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On the official school transcript, student scores will be converted to the traditional system to ensure that colleges and programs understand a student's level of performance.

Core Academic Courses (Humanities, Sciences, World Language, Mathematics) shall be graded with a letter grade of A (90-100), B (80-89) or C (70-79). Students receiving a grade below a C- (70) will receive No Credit (NC) for the course. With the permission of the teacher, a student may be eligible to take an Incomplete in a course but the course work must be completed within a year or the grade will revert to No Credit.

College Courses may be taken as pass/fail or for a letter grade.

Courses that receive No Credit shall not appear on the student's transcript nor will they be counted toward promotion to the next grade or toward fulfillment of graduation requirements.

GRADUATION REQUIREMENTS

Promotion Requirements

All students must pass ALL courses in order to be promoted to the next grade, including core academic subjects, Saturday courses and physical education.

Course requirements

Courses each have their own proficiency requirements. All must be completed with a minimum grade of C-. Please find the typical sequence of courses below.

- ❑ 4 years Humanities (History & Literature)
 - World History and Literature (grade 9)
 - United States History and Literature I (grade 10)
 - United States History and Literature II (grade 11)
 - AP English and World History II (grade 12)
- ❑ 4 years Math
 - Algebra I (grade 9)
 - Geometry (grade 10)
 - Algebra II (grade 9 or 11)
 - Pre-Calculus or AP Calculus (grade 11 or 12)
- ❑ 2 years of Foreign Language
 - Spanish I (grade 11)
 - Spanish II (grade 12)
- ❑ 4 years of Science
 - Biology (grade 9)
 - Physics (grade 10)
 - Chemistry (grade 11)
 - AP Biology (grade 12)

- ❑ 4 years Physical Education
- ❑ 1 year Studio or Performing Arts
- ❑ 8 Enrichment credits

Field Work Requirements:

- ❑ 2 summers of approved enrichment programs with documentation
- ❑ 1 Internship experience

Additional Competency Requirements:

- ❑ Pass MCAS required tests.
- ❑ Demonstrate proficiency in use of technology to achieve learning goals.
- ❑ Demonstrate proficiency in writing and defending a persuasive essay.
- ❑ Demonstrate proficiency in public speaking in English.
- ❑ Demonstrate proficiency in financial literacy and health education by earning a passing score on the competency tests.
- ❑ Demonstrate leadership and service through a successful internship experience.
- ❑ Complete portfolio requirements.



TRANSFER CREDITS / CREDIT RECOVERY

In order to be promoted students must earn credit in all Academic, physical education and Saturday/Tutorial classes. Credit recovery is available for students who are in striking distance for earning a promotion and therefore approved in a limited number of cases.

Core Academic Courses

For summer school, students can transfer in a maximum of 2 academic courses for credit, each school year. Core academic courses are Math, Science, Spanish, and Humanities.

If seeking to transfer 2 courses for credit, students must earn a minimum of 2.0 for both courses in order to be eligible to participate in the summer school transfer credit process.

The Principal must approve the course of study *prior* to enrolling in the course. Promotion depends on successful completion of the course or courses (earning 70% or above) AND successful completion of all other promotion requirements (Saturday class credit, PE credit, portfolio, etc.).

If a student earns credit in the course CACPS will reimburse 100% (up to \$500 per course) of the cost. Reimbursement is available for students who meet the following criteria:

1. Earn 70% or above in required course.
2. Credit earned during the summer makes the student eligible for promotion to the next grade.
3. The student is returning to CACPS in the fall.

Students and families who claim a financial hardship and have difficulty procuring funds for summer school may petition the school for a loan to pay for the course (up to \$500 per course). Students and families are responsible for all other course materials (i.e. books).

Enrichment Classes and Tutorial

Students who earn a No Credit in an Enrichment class may be eligible to earn a credit during the summer. This option is available on a case-by-case basis and only open to students who would otherwise be eligible for promotion. See the Enrichment Coordinator and/or Tutorial Coordinator for approval of a summer make-up plan.

Wellness/Physical Education

Students who earn a No Credit in a Physical Education course are eligible to participate in the Wellness Summer program. Below are Wellness courses students can enroll in. See the Wellness Director for more information.

Brookline High School (2 courses)

1. Health & Fitness (credit for 120 hours)
2. Life-Time Sports Program (credit for 80 hours)

HealthWorks for Women's at Codman (2 courses)

1. Girls Leap (credit for 40 hours)
2. Membership (credit depending on the total hours completed)

Dorchester Y (1 course)

1. Membership (credit depending on the total hours completed)

Credit Recovery Sites

With the permission of the Principal and the student's Crew Leader, students may earn the following credits with a grade of 70% or above transferred from the institutions below. Additionally, students may petition to transfer any credits received from an accredited college or university.

University of Nebraska Independent Study High School

<http://highschool.unl.edu/>

- ❑ Latin I
- ❑ Algebra I, Geometry, Algebra II, Pre-Calculus I
- ❑ Physics I, Chemistry I, Biology I
- ❑ Spanish I, Spanish II, French I, French II

Brookline Summer School

<http://bhs.brookline.k12.ma.us/Programs/Summer+School/>

- ❑ Algebra I, Geometry, Algebra II, Pre-Calculus
- ❑ Physics, Chemistry, Biology

Virtual High School

<http://www.govhs.org/Pages/Academics-Home>

- ❑ Algebra I

Academy of the Pacific Rim Summer School

<http://www.pacrim.org/>

- ❑ Humanities 9, Humanities 10, Humanities 11

CityTerm

<http://www.themastersschool.com/CityTerm/index.htm>

- ❑ All courses

Mountain School

<http://www.mountainschool.org/>

- ❑ All courses

Harvard University Extension

<http://www.extension.harvard.edu/>

- ❑ All courses

Codman Academy Charter Public School

<http://www.codmanacademy.org/>

- ❑ All courses (when offered)

REPORT CARDS / PROGRESS REPORTS

Families receive official updates on each student's academic progress 6 times a year (see the school calendar for specific dates). We send Progress Reports home in the middle of each trimester; we send Report Cards home at the end of each trimester. These official updates include a listing of each course that the student is enrolled in, the name of the teacher for the course, and a grade.

The student's Crew Leader will write a summary comment on the student's progress and performance at the end of the second trimester grading period.

CLASS RANKING

Codman Academy Charter Public School does not rank students.

PRACTICE & PREPARATION

At CACPS assignments are not intended to do "busy work." Whether during class time or after class, assignments afford students the opportunity to *practice* using the concepts of that day's in-class

work and *prepare* for the next class meeting. Students are expected to complete all assigned work. Failure to do so may result in contacting a student's parent/guardian, and/or failure of the course.

FIELDWORK DAYS



The entire city is our classroom.

Students spend at least 1 day per week at a learning site off-campus. These fieldwork days are integral to our program and are required of all students. 9th and 10th grade students focus on math/science related fieldwork once per month. Twice per month they are interning at The Huntington Theatre. They also visit colleges 3 times per year. 11th and 12th grade students take part in Math, Science, Humanities, Spanish and College fieldwork days designed by Senior Institute teachers.

Students represent the school and their individual conduct is a reflection on our entire school community. All of the academic and student accountability rules and regulations are applicable during fieldwork days.

INDEPENDENT STUDY OPTION

PE/Wellness Classes

Students wishing to fulfill their PE/Wellness class outside Codman (minimum 4 hours per week), may petition for a PE Independent Study. The PE Independent Study must be pre-approved by the Wellness Director and Principal and shall include a description of the class including hours, skills to be learned and kind of physical activity, qualifications of the instructor and any other pertinent information. Determination of Codman credit for the course will be made each trimester by the Wellness Director after a completed student evaluation from the designated instructor has been received.

Saturday Courses

Students wishing to fulfill their Saturday course outside Codman (minimum total 30 hours), may petition for a Saturday Independent Study. The course must be pre-approved by the Dean of Enrichment and Principal and shall include a description of the course, learning targets, qualifications of the instructor and any other pertinent information.

ACADEMIC DISHONESTY

Academic Dishonesty is the misrepresentation of your own work - including cheating, copying, plagiarizing, fabricating, or deceiving - to provide yourself or another student with an academic advantage. Academic Dishonesty can include violating testing procedures or submitting work completed with the use of unauthorized or inappropriate supports and resources.

Academic Dishonesty is considered a serious academic offense at Codman Academy Charter Public School.

For a first time offense, the student will meet with a teacher, who will follow the procedures outlined in the Academic Dishonesty First Offense Worksheet.

Decisions on next steps for the assignment will be made by the teacher and/or Principal (possibilities include but are not limited to re-doing the assignment or taking an alternate assessment). For all subsequent offenses the student will take part in a Suspension Hearing.

Plagiarism

Plagiarism is to use and pass off the ideas or writings of another as one's own. Sometimes, students will plagiarize without fully intending to cheat. However, plagiarism – whether willful or not – will always be considered an offense and will be addressed as explained above. It is important that students honor the school's high academic standards by exercising care in their academic work.

Checklist for Avoiding Plagiarism

1. What type of source are you using: your own independent material, common knowledge, or someone else's material?
2. If you are quoting someone else's material, is the quotation exact? Have you inserted quotation marks around quotations run into the text?
3. If you are paraphrasing someone else's material, have you used your own words and sentence structures? Does your paraphrase or summary employ quotation marks when you resort to the author's exact language? Have you represented the author's meaning without distortion?
4. Is each of someone else's material acknowledged in your text? Are all your source citations complete and accurate?
5. Does your list of works cited include all of the sources you have drawn from in writing your paper?

[Fowler, H. Ramsey and Aaron, Jane E., *The Little Brown Handbook*. New York: Harper Collins, 1992. p.578 → idea from City on a Hill Charter School]

WELLNESS DEPARTMENT

The material outlined in this guide defines some of the policies and procedures for all students participating in the Codman Academy Charter Public School's Wellness Program. It is intended to provide parents and students with a better understanding of the Wellness department's philosophy, goals and policies. Our Wellness Department has two sub-departments: Health/Fitness department and Athletics department. Please feel free to refer to the Wellness Department during the course of the school year to help answer any questions you may have concerning all student-athletes' experience. Also, please show your support by regularly attending athletic events and showcases.



Wellness classes are an integral part of the Codman Academy academic program. All students participate in Wellness classes, which meet in the early morning and late afternoon. The classes change with the trimester. Please consult the Wellness catalog for course meeting days and times.

Health/Fitness Classes

<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
Dorchester Y Fitness	Dorchester Y Fitness	Dorchester Y Fitness

Health/Fitness Goals

1. To inspire health growth of our students.
2. To help students maintain positive relationships.
3. To establish the foundation for students to create a healthy lifestyle for themselves and their families.
4. To improve physical conditioning as a requisite for good health.
5. Develop self-esteem.

Athletic Teams

<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
Girls Soccer	Girls Basketball	Co-ed Track
Girls Volleyball	Boys Basketball	
Boys Soccer		

Athletic Team Goals

1. To enable as many students as possible to experience the benefits of athletic competition and team membership.
2. To develop appropriate attitudes toward competition, sportsmanship and self-discipline.
3. To develop and acquire athletic skills.
4. To improve physical conditioning as a requisite for good health.
5. Teach rules, skills and encourage good sportsmanship.
6. Develop school pride.
7. Teach athletes to learn to accept their roles as team players.
8. Establish the foundation for students to participate in college athletics if they choose to do so.
9. Acknowledge athletic accomplishments.



Rules and Regulations

Eligibility (Athletic Teams only)

In order for a student to participate in inter-school competition in the Massachusetts Charter School Athletic Organization (MCSAO), the student must be passing all of his/her academic subjects, which includes Saturday and Wellness classes. Students must maintain a minimum 70% in all subjects without a failing grade in any subject. Eligibility will be determined by the end of the term grade. The year-end cumulative grade will be used to determine academic eligibility during the first marking period of the following year.

Academic Probation for Eligible Student-Athletes (*Athletic Teams only*)

If any of the student's academic subjects (includes Saturday and Wellness classes) grade drops below 70% at the progress report period or at the end of the term, he/she will be placed on Academic Probation. The probation period begins at the progress report period or at the end of the term and concludes at the following end of the term or progress report. During this time, participation in extracurricular activities will be limited. Students may be able to attend practice but will not be allowed to compete interscholastically until the probation period is over. Students who bring their grades up to 70% or above at the end of the term or progress report period will have their eligibility reinstated. If a 70% average (minimum) is not achieved, participation in extracurricular activities will be prohibited for the remainder of the season. Any student, who earns an NC in two or more subjects at the end of a term, will be ineligible to participate in any extracurricular activity during the next term.

Absence from School (*Athletic Teams only*)

A student who is absent from school may not participate in any extra-curricular activity or school related activity that day unless the Principal grants specific permission to participate.

Attendance

Students are obligated to make coaches aware, in advance, of any legitimate absence from meeting or practices due to religious observation, medical appointment, family obligation or illness.

Commitment

All activities require a substantial time commitment, in addition to the time spent on core academic classes (academics are always a priority). Please do not sign up for activities if you cannot follow through for the full length of the activity.

Starting a new club/sport

Students are encouraged to make the school their own. If there is a club/sport that you want to participate in that does not exist, start it! To begin, file a petition with the Principal. He will guide you through the process.

Wellness Exemption

All students are required to complete their Wellness requirements each year unless they have a written excuse from a physician with the dates and reason of the excuse specified.

Disciplinary Eligibility

Disciplinary responsibilities are also a student's first priority and take precedence over any Wellness event. The following policy has been implemented to deal with student/athlete disciplinary issues that may occur during the school year.

1. Students receiving detention may not reschedule/move that detention in order to attend a practice or game that day. Any student who is found in violation of this policy or skips that detention will automatically be suspended for two athletic games.
2. Students receiving a Suspension will be suspended from all team/athletic activities for five (5) school days for each day of suspension served. The athletic suspension will begin on the first date the suspension is served.
3. Students receiving a 2nd Suspension can be removed from the athletic team for up to one (1) season from the date of the 2nd suspension.

ENRICHMENT COURSES

At Codman Academy, we are committed to excellent teaching and expeditionary learning. We seek to help every student identify and pursue their own passions. Adolescents need the opportunity to make choices, to have meaningful adult relationships, and to explore a wide range of learning opportunities.

According to the EL Education Core Practice 7: Incorporating Fieldwork, Experts, and Service Learning students use the “the natural and social environments of their communities as sites for purposeful fieldwork and service connected to academic work. They collaborate with professional experts and community members with firsthand knowledge of events and issue to ensure accuracy, integrity, and quality in their work.”

The Enrichment Department at Codman provides a variety of opportunities to introduce students to a wide array of interests.

- Enrichment
- Internships
- Employment Assistance
- Camp Merrowvista

Enrichment Graduation Requirement

In addition to academic requirements, in order to graduate, Upper School students are required to earn ten Enrichment credits and complete one internship experience.

Enrichment credits may be earned through Saturday School, Weekday Academic Enrichment Block, Off Campus Enrichment, and Summer Programming. Students are able to earn up to two credits through approved summer employment.

Please see the Enrichment Handbook and/or visit the school website for the most up to date information regarding specific courses this school year.

STANDARDIZED TESTS

While CACPS seeks to measure student progress in many ways, one measure is standardized tests.

MCAS: Required by Massachusetts statute. Students must earn a Competency Determination (CD) in Mathematics, English Language Arts (ELA) and Science in order to receive a high school diploma. These tests are administered in the spring of 9th and 10th grade and annually thereafter for any student who has not yet earned a CD. The cutoff for a Competency Determination is Proficient in Math/ELA and Needs Improvement in Science. Students prepare for MCAS exams through coursework and Tutorial. ***Please see the school website for specific dates and times for this year's exams.***

PSAT: 10th and 11th graders take this test in preparation for the SAT.

SAT: 11th and 12th graders take this at least once.

SAT Subject Tests: 11th and 12th graders take this as necessary.

AP Exams: 12th graders take these.

STUDENT ACCOUNTABILITY

Vision

Codman Academy values the academic, social and emotional growth of every student. We believe that this holistic growth can be encouraged by all members of our community – students, parents and staff – and in all parts of our community – in the classroom, on the sports field, in the dining room and in our wider environment. We support each other to be our best selves. To that end, we believe in promoting positive behavior; guiding students toward making choices that will lead to personal success; supporting the growth of intrinsic motivation; teaching problem-solving skills; and creating a community of active, engaged, and kind learners. As such we employ techniques and tools related to Student Accountability and Behavior that support these beliefs.

Guiding Principles for Students and Staff: Habits of Scholarship

At Codman Academy we believe that the development and growth of character is equally important as that of academic growth. As such we strive to foster character at the classroom and school community level – through modeling, instruction, and student-engaged assessment practices – of

specific ‘traits’ we feel communicate and embody our values and beliefs. These five traits are known as the Codman Academy Habits of Scholarship (HoS) and are:

- **Responsibility:** We have an obligation to ourselves, to our peers and our community to do our best at all times. Our learning impacts those around us in many ways. We are our best selves so that others around us are inspired to be their best selves. In the light of Ubuntu, we are part of a bigger team.
- **Effort:** To put forth effort is to try, and try again. It is to work and revise until we are pleased with the quality and craftsmanship of our work, even in the face of adversity and a multitude of challenges. Nothing is perfect, but we learn from our mistakes and never give up on ourselves, one another or the resilience of the natural world. When we work harder, we get smarter.
- **Collaboration:** Together we accomplish more than anyone of us alone. The diversity of our voices and perspectives combine to create something richer than any one individual, and has the capacity to inform answers to problems that, when looked at alone, seem insurmountable. The support, caring, and learning of all members of Codman Academy is in all our hands.
- **Compassion:** Compassion is an emotional response and attitude toward others that is deeply empathetic. It enables us to connect to human suffering with care and understanding, acting in ways that brings comfort to those around us.
- **Critique:** Questioning is at the heart of our pursuit of knowledge. We pose difficult questions and use our imagination to uncover answers that were previously hidden. Critical analysis is the foundation for deeper understanding and a call to action.

Overall Culture/Behavior Tracking System

In order to effectively track, intervene, and reward student behaviors, we will be using the SWIS system to document.

Reflection

Students receive a Reflection for behaviors that are severely and/or continuously disruptive in a classroom, hallway, and/or school space during school hours, and if a student is unable to react positively to the redirection provided by the teacher and the delta.

During a Reflection Session, a student is sent to a staffed Reflection Office, where the student completes a thoughtful written process that addresses the problems that occurred and identifies ways for students to be more successful upon returning to class.

Specific Student Support Staff will be assigned to run Reflection. When a student enters the “Reflection Room”, the Support Staff will assess whether the student is currently able to engage in a meaningful and healing conversation. If a student is not, the staff member can allow the student to take a seat and use one of the tools available to reach an adequate level of emotional stability. Once the student is ready to engage in a constructive conversation, the staff member will ask the student the following questions:

1. What happened?
2. What was your thought process at the time?

3. What has your thought process been since the incident occurred?
4. Who do you think has been affected by this incident? In what way?
5. What do you think should happen moving forward?

Following this conversation, the student must write the answers to the questions on the reflection sheet (posted in the Reflection Office) and the staff must sign off on the reflection before sending the student back to class.

The Dean of Culture/Reflection Staff will be responsible for reviewing the Reflection documentation and following up with the teacher and Reflection staff to ensure that the matter has been appropriately and impactfully resolved. If not, the Dean of Culture/Reflection Staff will facilitate a mediation with the student and the teacher as soon as possible.

Throughout the repairing conversation, if the Dean of Culture/Reflection Staff, the teacher, or the student finds that the situation has not been resolved, the Dean of Culture/Reflection Staff will contact the student's family for a family meeting between all necessary parties. During the meeting, it will be pertinent for there to be a clear resolution and path forward for the student to improve. This can be in the form of one of the following:

- Behavioral Contract
- Check-In/Check-Out System with the specific teacher
- Check-In/Check-Out with Social Worker
- Daily Behavioral Form
- Community Service related to the action

Detention

The Dean of Culture or teacher may assign one or more Detentions to students who have exhibited problematic behaviors. During the Detention, students receive a writing assignment that guides reflection on the behavior and ways to improve.

The purpose of Detention is to give students and the Dean of Culture/Detention Staff a chance to discuss the depth of the incident and rebuild the damaged relationship from the incident. During the detention, the Dean of Culture/Detention Staff has a few different options:

1. Community Circle Building
2. One-on-One Relationship Building
3. Mediation
3. Listening Circle

Once the detention is over, the student and teacher should feel comfortable that the student will be taking new steps to improve their behavior to prevent instances from reoccurring. If the student or the Dean of Culture/Detention Staff does not feel that the lunch detention has been an effective use of their time to repair the relationship and action, teachers have the option of reaching out to the parents/guardians of the student to discuss the behavior and take the appropriate action.

The goal of this plan is to increase accountability for students who disregard the Community Norms. Our goal is an empty detention.

Positive Recognition

Codman staff and students are some of the hardest working people! We are constantly working to create ways to celebrate students who are consistently living out our core values. We have a number

of systems in place to recognize the amazing things that our students are doing inside and outside of the classroom. Below is a sampling of ways that we could celebrate our students and staff:

1. Shout outs/Verbal Kudos – a public, verbal recognition of students who are living out the core values at Community Circle!
2. Bid Trips – a small get together with one or more staff members where students use kudos to bid on the get together that they want to attend! An example would be a bowling outing or trip to Barnes & Noble. Some trips may cost money, while others are free!
3. Free Dress – awarded at different parts of the year, for many different reasons, where students can wear jeans and a college or Codman t-shirt.
4. Super Free Dress – awarded when a student earns super free dress they can wear dress of choice as long as they adhere to the dress code outlined in the Blue Book.
5. Phone Call Home – awarded for a behavioral milestone or consistently positive behavior.
6. Monthly Kudos Awards – each month, students in these specific categories will be awarded a trip to an outside activity (discussed later):
 1. Highest Kudo Average in each grade level
 2. Most Improved Kudo in each grade level
 3. “Krazy for Kudos” Raffle (for students who exceed a predetermined number of kudos)
 4. Codman Royalty (teacher-recommended student)
2. Super Free Dress – awarded to the Crew with the highest kudo average
3. School Wide Incentive – awarded to all students who meet a predetermined goal for each month
4. Core Value Awards – these awards are given each month to recognize students who are models of a particular core values
5. Student of the Month (Codman Royalty) – awarded each month to an exemplary student in each grade level. This award comes with a celebration exclusive to award winners from each grade level, such as an ice cream trip, special lunch, or dinner.
6. End of the Year Academic Awards – these awards are given to the top student in a grade level per academic subject area.
7. Honor Roll Recognition – each grading cycle, students who have earned honor roll receive an award and a public celebration which could include: an ice cream social, karaoke, or a special lunch.
8. Perfect Attendance – each six weeks, students who attend school every day will be celebrated
9. Most Improved Attendance – every six weeks, the student who made the most progress in attendance will be celebrated

TECHNOLOGY

Chromebooks, iPads, & other electronic devices

- Personal electronic devices are not to be used at school.
- School provided electronic devices should only be used for their intended academic purpose, unless an approved plan is in place.
- If a student uses technology for non-intended purposes (ie. on a website that is not for schoolwork), they may lose technology privileges and their parent/guardian may be informed of the misuse of school equipment/technology.
 - The length of time for loss of technology privileges is dependent on the kind of misuse and the number of times the student has offended. It is at the discretion of the teacher and/or administration.
- Depending on the type of misuse of the electronic device, there may be other consequences.

- All chromebooks are 1:1 set-up. Students are only allowed to log onto and use their assigned chromebook. They are not allowed to share with classmates.

Headphone/Airpods Use

- Students are not permitted to use headphones while working, except when they are doing work that requires them (ex. Khan Academy, Lexia, Symphony Math, etc.).
- Personal headphones should be kept away (in bag/locker) unless a plan has been put in place with the classroom teacher and use is for academic purposes.
- If headphones are visible they will be held in the Dean of Culture's office. When possible, the teacher involved should bring them to the office (or ask another staff member to bring them) as soon as possible. The student can pick up the headphones at the end of the day. After three incidences, a parent/guardian will need to pick up the headphones.

UPPER SCHOOL CELL PHONE POLICY

No student will be allowed to possess or use a cell phone during the hours of 8:40 a.m. to 5:00 p.m. If brought to school, cell phones must be turned in at the front door upon entry of the building and will be secured in a locked room. The best place for your student's cell phone to remain secure is at home. If a student is found to be in possession or use of a cell phone during the above hours, the phone will be confiscated, placed in a labeled envelope, and delivered to the office.

The consequences will be as follows:

1st offense:

- Cell phone held in office until end of the school day.
- Dean will call home to inform Parent/ Guardian of the offense, and any steps taken/needed moving forward.
- Student will sign for the cell phone at the end of the day in the office and bring the phone home.

2nd offense:

- Cell phone held in office until parent is able to come to the school for pick up.
- Dean will call home to inform Parent/ Guardian of the offense, and any steps taken/needed moving forward.
- A parent or guardian will need to sign for the cell phone to be released and brought home.

3rd offense:

- Cell phone held in office until parent or guardian comes.
- A parent or guardian will sign for the cell phone after a meeting with the student and principal and/or Dean.
- The student will be subject to a one (1) day in-school suspension.

Note: If a cell phone is confiscated on a Friday or a day before a vacation, it will be returned to the student at the end of the school day and a parent meeting will be held prior to the student's return to school following the vacation or weekend.

UNIFORM

The Codman Academy uniform policy ensures that students will spend their school days well prepared to focus on Codman's active, rigorous, and expeditionary learning. The uniform is versatile, appropriate for professional events like college visits as well as active learning at the Dorchester Y or in our science labs. The uniform is comfortable, appropriate for both the warm month of June and the cold month of January. The routine nature of the uniform ensures that students are ready to learn every day.

The following items are required elements of the Codman student uniform:

Shirt

- Students are required to wear collared Blue, White, or Gray polo shirts with the Codman Logo, short or long sleeved (distributed by our vendors), tucked into pants. *Blue polo shirts may not be worn by Upper School students, as blue is the color for the Lower & Middle School uniform shirt.*
- We recommend that students bring an additional Codman polo shirt to place in their lockers for emergencies.

Belt

- Belts are required and must be worn with their pants.
- Belts must be simple brown or black.
- Inappropriate and/or unprofessional buckles (e.g., profanity/inappropriate words, flashing lights, belt buckle larger than a deck of cards) are not allowed.
- We recommend that students bring an additional black/brown belt to place in their lockers.

Pants

- Pants must be plain black or brown khaki pants.
- All pants must have pockets and belt loops.
- Pants with cargo pockets are acceptable uniform items.
- Jeans, leather pants, sweat pants, and running pants are not acceptable pants.
- Stretchy synthetic-fabric pants that resemble leggings or are unprofessionally thin, skin-tight, and/or sheer or otherwise unprofessional are not acceptable pants.
- Hemmed shorts/capris are allowed, so long as they meet the color, style, and material requirements of pants. Shorts/capris must be at least knee length.
- We recommend students bring an additional pair of pants to place in their lockers for emergencies.

The following items are optional elements of the Codman student uniform and are acceptable:

Solid colored sweaters/non-hooded sweatshirts

- Long sleeved, solid colored sweaters and sweatshirts that are standard cardigan, crewneck, or V-neck style are appropriate uniform items, as long as the collar of the Codman polo shirt is visible underneath.
- Students are not able to wear sweaters that have patterns.
- Long sleeved, solid-colored fleece pullovers that are ½ or ¼ zip style are appropriate uniform items, as long as the collar of the Codman polo shirt is visible underneath.
- Full zip Codman Academy jackets and fleece jackets purchased from our vendors are also acceptable, as long as they have a school logo and are unzipped to reveal the collar of the Codman polo underneath.
- Turtle neck sweaters, sweater vests, and short-sleeved sweaters are not acceptable.
- Sweaters/sweatshirts with stripes, polka dots, plaid, or any other design are not allowed.

- Sweaters must be worn over Codman polo shirts. The shirt must be tucked in underneath and the collar must be visible.
- Jackets and hooded sweatshirts are not allowed and must be left out of sight in the student's locker or bag during the school day.
- Inside out sweaters (to hide brand logo, multi colors, etc.) and tucked in hooded sweatshirts are not allowed.
- Shirts (waffle, henley, jersey, t-shirts) may not be worn as sweaters over a Codman polo. They may be worn under a polo (see below section).

Solid colored under shirts (worn under polo/t-shirt)

- Solid colored long sleeve t-shirts underneath polos are appropriate uniform. As with sweaters/sweatshirts, long sleeve shirts with designs are not allowed.
- Short sleeve t-shirts that stick out under the sleeves of polos are not allowed.

Headgear

- Hard - including plastic – hair accessories that lie flat against the head with discreet designs are acceptable uniform items.
- Elastics, hairclips, barrettes, and beads are acceptable accessories.
- Thin, elastic, and fabric headbands no more than 3 inches wide are acceptable accessories as long as they are stretchy, one circular piece, and worn at or above the hairline unless for religious reasons. Headbands must not include offensive symbols or words and must otherwise abide by Codman's Student Code of Conduct.
- The following fabric/cloth/mesh accessories are not acceptable uniform items: athletic headbands, bandanas, and hats. They are not allowed anytime, except for religious reasons or in the Lobby before and after school. They must be kept in bags or lockers and may be confiscated if visible.

The following items may not be worn during the school day:

Coats

- Coats are not allowed in school during the school day (9:00am-5:00pm). They must be kept in lockers. Students traveling outdoors from campus sites must put away coats and other non-dress code items before entering class. During school hours, non-dress code items are only permitted if out of sight in a bag.

Extra clothing, scarves, ties, winter wear, masks, and sunglasses

- These non-uniform items are not allowed. Students must immediately put these items away in bags or lockers.

Shoes

- Students are able to wear sandals, boots, and sneakers. Students are not allowed to wear slippers.

FAQ - UNIFORM

At numerous Parent Council Meetings in the past, parents and guardians have been strong advocates for more strict enforcement of the uniform policy. We created this FAQ to further clarify the uniform policy. We appreciate your cooperation and support.

Q: What is the required Wellness uniform?

- ❖ Royal blue t-shirt with Codman logo. **Must be purchased directly from Wellness Department.**
- ❖ Shorts or sweat pants with string or elastic waist. Must be worn at the waist. (Note: students may never wear jeans or khaki pants).
- ❖ Sneakers

Q: May I wear my academic uniform to PE?

No.

Q: How many uniform shirts do you recommend purchasing?

Our minimum recommendations are 6 Codman shirts and 4 PE t-shirts. Academic classes are six days each week, and physical education is four days weekly.

Q: Why do we require an academic uniform?

There are several reasons we require a uniform. School uniforms foster an academic and professional focus, save families significant money in purchasing clothes for teens, and have been shown to reduce incidences of conflict between students within schools. Since we share space with Codman Square Health Center, uniforms are also safety feature in easily identifying Codman students from visitors to the health center. Finally, wearing a uniform is part of being a Codman student and compliance with this rule is viewed as a basic sign of respect and commitment to adhering to the rules of our school community.

Q: Will Codman provide a loaner uniform?

In rare cases, the school can make uniform items available for loan. When loaning an item, the school will require students to offer a phone, house keys, ID, or bus pass as an item of exchange. That item will be stowed safely and returned to the student when the uniform item is returned. Students and families should not expect items to be available for loan, and the school may withhold the privilege of borrowing uniform items from students who have previously borrowed items. The lack of an available loan option will not excuse a student from our uniform policy. If there is a financial emergency, families should speak with the school Social Worker to address the issue.

Q: What happens if a student is out of academic uniform?

We will deduct points. In some cases, we can work with students and families to get the student in uniform. In some cases, we may not permit the student to enter his/her regularly scheduled classroom and instead provide an opportunity for academic work in an alternate space. In the case of a true emergency, the parent/guardian should **call** the Dean of Culture at extension 142 before 9 am. Students must have the permission of the Principal to be out of uniform.

Repeated offenses will require an in person meeting with the student, parent/guardian and Principal before the student is issued another T pass. T passes are a privilege. Loss of points may lead to suspension.

Q: What are the consequences for being out of uniform for Wellness class?

Students will be required to sit out during the class and receive zero points for participation and also lose points in the citizenship system. Wellness classes are a requirement for promotion.

Q: Where may I buy Codman uniforms?

Wellness T-shirts

All Wellness shirts must be purchased from the school. See the Office Manager for more information.

Academic Uniforms

Jordy's Mens Store, Inc.
Codman Square
603 Washington Street
Dorchester, MA 02124
Telephone orders: 617-288-4499
Storefront location

Allen's Uniforms
www.allensuniforms.com
Telephone orders: 617-978-3111
On-line and telephone orders only

Prices for short and long sleeve polo shirts range from \$18 - \$29. Colors are limited to white, grey and black. Other Codman insignia items (sweaters, fleeces, etc.) are also available for purchase.

TRANSPORTATION

As we are a school based on the model of a “community campus” and want our students frequently accessing the larger community, we will provide monthly student MBTA passes to all students for 10 months out of the year. This will allow the students and teachers to take advantage of events, educational partnerships, internships, and the full range of the city’s offerings throughout the school year.

There are bus stops in front of the Codman Square Health Center and the Youth and Technology Center. Students commuting to the school from other parts of Boston will also be able to take the Red Line to Shawmut station. This stop is approximately a 10-minute walk to the school.

Lost, stolen or misplaced cards

If a student, for any reason, needs to have his or her Student Charlie Card replaced during the month, the student will need to purchase a new card for \$25. A replacement card will be reissued to the student for the following month. During this waiting period, students may receive, at no cost, a reduced fare Student Charlie Card. Student will need to place money on the card in order to ride the MBTA, at half price for the current month the Student Charlie Card has been lost, stolen or misplaced. The main office keeps a list of serial numbers for all Student Charlie Cards assigned to students. It is important for student to inform the main office if a their card has been lost, misplaced or stolen so that we can deactivate the card. If you have any questions please contact the main office at [617-287-0700 ext. 101](tel:617-287-0700).